



Meadowbank Primary School

Lifelong Learners, Leaders of Change, Lasting Legacy



Evidencing the impact of the PE and Sport Premium

| | | | | | |
|---------------------------------|----------|------------------------------|----------|-----------------------|-------------------|
| Amount of Grant Received | £ 19,630 | Amount of Grant Spent | £ 19,000 | Date 29th June | Updated June 2021 |
|---------------------------------|----------|------------------------------|----------|-----------------------|-------------------|

RAG rated progress:

- **Red** - needs addressing
- **Amber** - addressing but further improvement needed
- **Green** - achieving hg consistently
- **Purple** - effected due to Covid

As a result of reviewing achievements to date in each of the 5 key indicators from DfE and considering priority areas for further development needs, the following 3 year action plan and impact report shows ongoing progress.

| | |
|---|-----------------------|
| Meeting national curriculum requirements for swimming and water safety | |
| What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of pre-covid? | No data due to Covid. |
| What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | No data due to Covid. |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? | No data due to Covid. |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way? | N/A |

Key indicator 1: The engagement of all pupils in regular physical activity

– Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school

Effected due to Covid

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | 17/18 | 18/19 | 19/20 | 20/21 |
|---|--|--|--|---|-------|-------|-------|-------|
| Additional opportunities for physical activity during the primary school day – curriculum | <ul style="list-style-type: none"> Smile for a mile Daily dash Active lunchtimes C4L club targeting inactive children | £282.15 spent on sports equipment | Every child in school is engaged in the additional opportunities that are on offer (active lunchtimes). Physical activity and school sport have a high profile. Participation rate is 100%. Stockport be Inspired Award for commitment and participation in PE, School Sports and Physical Activity. | Continue to create a culture of an active school. Embed the Meadowbank Mile to encourage daily participation (SEN base and year 6) from KS1 across KS2. All FS children to do a Daily Dash. | | | | |
| Lunches & playtimes | <ul style="list-style-type: none"> Active lunchtimes ran by Elite Sports Coaches C4L club targeting inactive children All children to be involved in physical activity at lunch. PE lead and learning development lead to work with midday assistants to provide active activities and mini-tournaments within school. | Sep-Dec 2019 (Lunchtime Provision) £4380.00 Jan-Apr 2020 (Lunchtime) £3540.00 May 2020 £2250 | Engagement and enjoyment at lunch times increased. Sports on offer are those requested by children therefore engagement increased. Fewer instances of poor behaviour in targeted groups evidence by internal Sims system. Information gathered from pupil voice activities and observations carried out by the Children's Leadership Team and Health and Safety Team show that the children are listened to and are involved in planning and | Develop competitive aspects of lunchtime games- mini tournaments led by the Elite Sports Coaches in conjunction with the Children's Sports Ambassadors. C4L leaders to train other children to support in the next academic year. Children to be physically active and competing against peers within year group and across phases. | | | | |

| | | | | | | | | |
|---|--|---|---|---|--|--|--|--|
| | | | leading their provision. C4L clubs updated through pupil voice. | PE Leader to engage in regular training with C4L leaders to develop a bank of activities and opportunities and co-observe impact of opportunities provided. | | | | |
| Extra-curricular (Breakfast & After school clubs) | <ul style="list-style-type: none"> A range of afterschool clubs Mon-Fri Holiday clubs promoted to children through newsletters Walk to school fortnight engaged in C4L clubs run on LKS2 playground playgrounds at lunchtimes. | <p>Sep-Dec 2019 (After School Club Provision) £4380</p> <p>Jan-Apr 2020 (After School Club Provision) £3540</p> | The range of extra-curricular opportunities increased and requested by children. School sport has a high profile across the life of the school and is accessible throughout the school day. Children accessing extra-curricular opportunities in bubbles in line with risk assessments. | Continue to develop talent pathways across school with opportunities for children to lead coaching session across phases. | | | | |

Key indicator 2: Raising the profile of PE & Whole School Improvement

- *The profile of PE and sport being raised across the school as a tool for whole school improvement*

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | 17/18 | 18/19 | 19/20 | 20/21 |
|---|--|--------------------|--|--|-------|-------|-------|-------|
| Attendance & Punctuality | <ul style="list-style-type: none"> Target pupils for active intervention programmes e.g. C4L Pupil premium children targeted for events | | Attendance Across School Academic Year 2020-2021 95.2% (Internal opportunities due to Covid) PE, physical activity & school sport continue to contribute to improvement in attendance & behaviour for targeted groups. All children since return from lockdown engaging in | Children's Leadership team/Health and Safety team to carry out a pupil voice/focused interview with targeted group to plan forthcoming programmes. | | | | |

| | | | | | | | | |
|-----------------------------------|---|--|---|---|--|--|--|--|
| | | | <p>daily Meadowbank Mile/Daily Dash.</p> <p>Whole school participation in National England does the Meadowbank Mile with Stockport Harrier and Olympian Ross Millington.</p> <p>Lunchtime opportunities led by Elite Sports Coaches within bubbles and all children given the opportunity to be physically active.</p> <p>2019-2020 95.6%</p> <p>2018-2019 96.05%</p> <p>2017-2018 95.7%</p> <p>2016-2017 95.7%</p> | | | | | |
| Behaviour & Attitudes to Learning | <ul style="list-style-type: none"> Whole school approach to rewarding physical active & sports achievements gained in school assemblies and on school newsletter | | <p>Children consistently celebrating the success of PE and physical activity have a high profile across school and are celebrated in assemblies, tweets and via class dojo.</p> <p>Behaviour promoted through criteria to represent school.</p> <p>School sports board updated regularly with key events.</p> <p>Stockport SHAPES Alliance Award for commitment to participation in PE and Physical activity.</p> | <p>Continue to celebrate sporting achievements opportunities.</p> <p>Children to be identified to lead coaching sessions across phases to share achievements.</p> <p>Use Meadowbank Messenger as a vehicle for celebrating successes.</p> | | | | |
| Improving Academic Achievement | <ul style="list-style-type: none"> Active curriculum Whole school approach to rewarding physically active & sports achievements e.g. assemblies | <p>Grand central swimming lessons</p> <p>£600.00</p> | <p>Physical literacy is being developed across the curriculum and is a focus and whole school priority.</p> <p>Active lunchtimes have minimized negative learning</p> | <p>Continue to develop physical literacy across the curriculum.</p> <p>PE Leader to support the teaching team in identifying and</p> | | | | |

| | | | | | | | |
|-------------------------------------|---|---|--|--|--|--|--|
| | | <p>behaviours in afternoons, therefore children are engaged as soon as afternoon lessons begin. Targets have been identified on SDP and PE Leaders School Self Evaluation and are evaluated each term with milestones highlighted and next steps identified. Key vocabulary identified as part of curriculum overview. Extra swimming lessons provided to support achieving NC1.</p> | <p>planning opportunities to further support physical literacy.</p> | | | | |
| <p>Health & Well Being/SMSC</p> | <ul style="list-style-type: none"> • Spirit of the games values shared in assemblies • Whole school approach to rewarding physically active & sports achievements e.g. assemblies • Celebrating success through newsletters, website & social media • Health and well-being week linked to Physical activity • Family bingo promoting health and wellbeing. • During ELT triangulation SMSC was observed as being a “Golden thread that is running through school.” | <p>PE and physical activity have a high profile across school and are celebrated in assemblies, through tweets and class dojo. Photographs of the children who achieve sports awards are also displayed on the celebration board. C4L team work with PE Leader in developing the Curriculum and identifying opportunities that the children are exposed to enrich their curriculum further. Taking part in national sporting weeks to raise awareness. Dissemination of SHAPES activity challenges to families and wider community.</p> | <p>Continue to develop children’s understanding of how PA, SS & sport TP contributes to their overall health, well-being, learning and development. Share information, opportunities and experiences for families to access beyond school.</p> | | | | |

Key indicator 3: High Quality Teaching

- Increased confidence, knowledge and skills of all staff in teaching PE and sport

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | 17/18 | 18/19 | 19/20 | 20/21 |
|---|---|---------------------------------|---|---|-------|-------|-------|-------|
| Review curriculum time allocation for Physical Education to ensure pupils meet National Curriculum outcomes. (minimum 2 hours of timetabled PE required to do this) | Ensure all pupils access 2 x 60 minute PE lessons a week. | | Internal data shows that children are consistently achieving NC outcomes. Use of all facilities across school to accommodate 2 x 60 minute PE lessons. | Research best practice to incorporate further opportunities for active classrooms. Use PLT meetings to support staff with new developments in PE. | | | | |
| Review the quality of teaching & consider best way of allocating CPD from SSCo, courses & other sources | Develop & implement a professional learning plan for the needs of all staff Staff coaching identified through staff agency. PE pop ins to identify ways to enhance teaching and learning. | £1,100: SHAPES alliance package | Bespoke curriculum CPE plan in place. All staff access support through a coaching approach. Evaluated coaching plans, feedback and observations of teaching and learning have shown confident and competent delivery of high quality PE lessons. The quality of PE lessons is at least good and sometimes outstanding. Achieved Games Mark Framework and recognition of ongoing engagement in the Schools Games and for completing the School Games Mark Framework. | To continue to implement CPE through a coaching approach in line with school priorities. Launch PE SOW and monitor implementation and impact. | | | | |

| | | | | | | | | |
|---|--|--|---|---|--|--|--|--|
| PE Coordinator allocated time for planning & review | Ensure assessment for learning is in place and is used by all staff. | | Whole school assessment system is in place so leaders can measure the progress and achievement of children. PE Leader is allocated time as part of the monitoring cycle to move teaching and learning in PE from good to outstanding. PE Leader has observed and QA Elite Sports Coaches deliver athletics lessons. | PE leader to continue to work alongside SLT to identify, plan and implement priorities. | | | | |
| Review supporting resources | PLT created active classroom ideas for whole school- PE leader to access resource and share with staff | | Created a staff guide on vocabulary, map of hall, examples of equipment layout, gymnastics progression, recognising greater depth. | Continue to showcase supporting resources at SLT meetings and as part of show casing during staff meetings and briefings. Support teaching team in accessing PE SOW lesson plans and additional resources. | | | | |
| Review of PE equipment to support quality delivery | Constant review of equipment and discussions with staff in school | £282.15 spent on PE equipment. £818.25 on apparatus repairs | High quality equipment is available and accessible across school to ensure high quality learning. Lunchtime equipment reviewed and ordered. Hall apparatus repaired. | To continue to invest in PE equipment as part of a rolling programme. | | | | |
| Targets relating to PE delivery being encouraged to form part of performance management | PE Leadership and coaching is an integral part of the appraisal system. | | Each curriculum leader in school has a Leadership Development target. PE leader has a target linked to their curriculum development and school | All adults to continue to identify strengths and areas for development linked to teaching and learning in PE as part of the | | | | |

| | | | | | | | | |
|---|--|---------------------------------|---|--|--|--|--|--|
| | | | priorities with coaching plans in place for teachers with a PE focus if identified. | whole school coaching programme. | | | | |
| Support TA's & other adults to access relevant CPD to enhance the school PESS workforce | Empower all adults to further increase knowledge, confidence and skills. | £1,100: SHAPES alliance package | Bespoke curriculum CPD plan in place. All staff including TAs access support through a coaching approach and work alongside teachers and external agencies, observing and supporting the teaching and learning in PE. Trust inset and ideas shared to support CPD and enhance skills. | Signposts adults to Busby twilights. CPE TA training programme to continue to include further opportunities to develop confidence and competence in the delivery of high quality PE lessons. Access to National College webinars, training and programmes. Build on shared ideas across the trust to support teams in school. | | | | |
| Develop an assessment programme for PE to monitor progress | Progression of skills assessment introduced in line with age related expectations. | | A whole school assessment system is in place so teachers and leaders can measure the progress and achievement of children and plan to meet and challenge the children's needs. Gifted and talented children are identified and are challenged to exceed expectation using a child led coaching approach. | PE leader to continue to use School Self Evaluation to report on teaching and learning, identify actions and measure and report on impact. Gifted and talented Children to be given further opportunities to lead their learning and clubs, and the learning of their peers. Elite Sports Coaches and class teachers to | | | | |

| | | | | | | | | |
|--|--|--|--|---|--|--|--|--|
| | | | | share assessment information so there is a shared understanding of children strengths and next steps. | | | | |
|--|--|--|--|---|--|--|--|--|

Key indicator 4: Broader Range of Activities
 • *Broader experience of a range of sports and activities offered to all pupils*

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | 17/18 | 18/19 | 19/20 | 20/21 |
|---|--|--|---|---|-------|-------|-------|-------|
| Review extra-curricular offer | Sports day encourages all children to participate in activity. | £282.15 spent on PE equipment | The range of sports clubs are those requested by children therefore engagement increased. Information gathered from pupil voice activities and observations carried out by the Children's Leadership Team and Health and Safety Team show that the children are listened to and are involved in planning and leading their provision. Kickboxing ASC added for the Autumn term. | Continue to review extra-curricular offer in line with children's interests, new initiatives and best practice. Elite Sports Coaches to provide children with opportunities liked to the competitions/sports that they have identified as a focus for 2021-2022. | | | | |
| Review extra-curricular activity balance | Change for Life Champions develop opportunities on offer at lunchtime. | New equipment ordered to support a range of activities £282.15 | The range of sports clubs are those requested by children therefore engagement increased. Information gathered from pupil voice activities and observations carried out by the Children's Leadership Team and Health and Safety Team show that the children | Continue to review extra-curricular offer in line with children's interests, new initiatives and best practice. | | | | |

| | | | | | | | |
|------------------------------|---|--|---|--|--|--|--|
| | | | are listened to and are involved in planning and leading their provision. | | | | |
| Review offer for SEND pupils | SEND base children actively take part in class PE lessons Daily dash for SEND base Targeted interventions for identified children led by AH SEND base to attend festivals. | | All children who are vulnerable access PE with appropriate support and differentiation. Daily dash for SEND base | PE Leader, Class teachers and Elite Sport Coaches to continue to identify and encourage vulnerable children to participate in appropriate competition/sporting events. | | | |
| Target inactive pupils | C4Life clubs- Children are identified and C4L leaders target these children. Active lunchtimes target all children to be physically active | | Inactive children have been identified and pupil voice completed by children. Reasons for inactivity addressed and spare kit accessible to enable all children to take part in PE. | Develop further bespoke intervention and personalised programmes to engage children. | | | |

Key indicator 5: Competitive Sport

- Increased participation in competitive sport

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | 17/18 | 18/19 | 19/20 | 20/21 |
|--|--|------------------------------------|--|--|-------|-------|-------|-------|
| Review School Games Participation including a cross section of children who represent school | <ul style="list-style-type: none"> Use of SSP Competition events Calendar to plan competition entries for year Used new SSP booking system to enter events Place table of events in staff room encouraging members of staff/TA's to sign up & volunteer | £1,100: A1 SHAPES alliance package | 2020-2021 N/A due to covid 2019-2020 data 10% increase 2018-2019 data 27% increase 2017-2018 data 18% increase 2016-2017 data 15% increase from 2014-2015 outcomes. Staff rota created to support range of competitive opportunities available; clear | Prioritise and identify competition events for the academic year so there is a clear overview of level of participation and commitment from the school team. | | | | |

| | | | | | | | | |
|--|---|--|--|---|--|--|--|--|
| | <ul style="list-style-type: none"> to support events Review children who have represented school in the past & ensure a wider range of children get involved by choosing events to attract children who have not taken part before. PE lead to make note of children who have participated. | | <p>overview of participation. On track for Gold games award.</p> | | | | | |
| Review competitive opportunities for SEND children | <ul style="list-style-type: none"> Ensure SEND pupils are identified and supported to attend appropriate competition SEND children to attend sporting fixtures. | | <p>Increase in the percentage of children in the SEND base attending competitions:- 2020-2021 No data due to Covid. 2019-2021-50% of children attended a competitive fixture. 2018-2019 30% 2017-2018 4% 2016-2017 0% SEND base attended Boccia competitive festival</p> | PE Leader, Class teachers and ELTe Sport Coaches to continue to identify and encourage vulnerable children to participate in appropriate competition. | | | | |
| Increase Level 1 competitive provision | <ul style="list-style-type: none"> Review current Level 1 provision and participation rates Plan a programme of Level 1 events to ensure ALL children in get the opportunity to access at least one competition across the year School sports day | | <p>UKS2 competitive competitions within phase. Competitions were due to take place in Summer 1 and 2 and could not due to Covid. All year groups had their own sports day activities in their bubbles. Competitive activities- Basketball shooting and Football darts.</p> | Teachers to deliver Level 1 competitions at the end of appropriate units of work. PE Leader to lead by example and ensure that opportunities are evident in planning. Phases to run competitive opportunities for children. | | | | |

| | | | | | | | | |
|--|---|--|---|--|--|--|--|--|
| Book transport in advance to ensure no barriers to children attending competitions | <ul style="list-style-type: none"> Review SSP competitions calendar and book all transport at the beginning of the term for events we wish to attend | | Admin team take responsibility for organising transport with local companies. Best value is sort. | Admin team to continue to take responsibility for organising transport with local companies when competitions resume. | | | | |
| Leadership to extend Extra-Curricular & Competitions Offer | <ul style="list-style-type: none"> Engage with Change for Life Programme Train other children to lead activities at playtime | | The range of extra-curricular opportunities is increased and included those requested by children. School sport has a high profile across the life of the school and is accessible throughout the school day. | Continue to offer more opportunities for level one festivals. | | | | |
| Extending Competition Offer | <ul style="list-style-type: none"> Organise and hold cross Trust ELT competitive events. Consider establishing friendly competitions with neighbouring school you can walk to | | 2020-2021 No data due to Covid 2019-2020 32% of KS2 2018-2019 27% of KS2 2017-2018 data 18% of KS2 2016-2017 data 15% of KS2 Trust wide sports day was planned the week after KS2 SATS-postponed due to Covid risk assessment. Inter Trust School Events. | Continue to build upon connections with neighboring schools. | | | | |
| Create Stronger Links to Community Clubs | <ul style="list-style-type: none"> Sports specific coaching programmes Assemblies to promote clubs | | Percentage of children who are part of community clubs have increased from 10% 2015-2016 35% 2016-2017 53% 2017-2018 58% 2018-2019 60% 2019-2020 Data not accurate due to Covid.2020-2021 | PE Leader to continue to establish links with community clubs alongside contact established with Elite Sports Coaches. | | | | |