



Evidencing the impact of the PE and Sport Premium

Amount of Grant Received	£ 19,610	Amount of Grant Spent	£19, 610	Date 16th July	Updated July 2019
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RAG rated progress:

- **Red** - needs addressing
- **Amber** - addressing but further improvement needed
- **Green** – achieving hg consistently

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 last academic year?	29%	
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?	75%	
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?	96%	
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?	No	

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

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
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 		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%.	Continue to create a culture of an active school. Increase the Meadowbank Mile from weekly to daily (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 Active 15 minutes where all children are engaged in physical activity C4L club targeting inactive children 	£11,400 spent on Elite Sports delivering lunchtime coaching provision	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 leading their provision.	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.			

			C4L clubs updated through pupil voice.				
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 now on all playgrounds at lunchtimes. 	£11,400 spent on Elite Sports delivering after school sports clubs	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 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

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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
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 2018-2019 96.05% Academic Year 2017-2018 95.7% Academic Year 2016-2017 95.7% September 2017- to date 95.1% PE, physical activity & school sport continue to contribute to improvement in attendance & behaviour for targeted groups.	Children's Leadership team/Health and Safety team to carry out a pupil voice/focused interview with targeted group to plan forthcoming programmes.			

Behaviour & Attitudes to Learning	<ul style="list-style-type: none"> • Whole school approach to rewarding physically 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, newsletters, tweets and weekly blogs. Behavior promoted through criteria to represent school</p>	<p>Continue to celebrate sporting achievements opportunities. Children to be identified to lead coaching sessions across phases to share achievements.</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>Physical literacy is being developed across the curriculum and is a focus and whole school priority Active lunchtimes have minimized class disruption 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.</p>	<p>Continue to develop physical literacy is across the curriculum as part of a whole school curriculum review PE Leader to support the teaching team in identifying and planning opportunities to support physical literacy through a cross curricular approach.</p>			
Health & Well Being/SMSC	<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. 		<p>PE and physical activity have a high profile across school and are celebrated in assemblies, newsletters, through tweets and weekly blogs. Photograph of the children who achieve sports awards are also displayed on the celebration board. Health and Well Being Team are working alongside the PSHE Leader and PE</p>	<p>Continue to develop children's understanding of how PA, SS & sport TP contributes to their overall health, well-being, learning and development.</p>			

	<ul style="list-style-type: none">• During ELT triangulation SMSC was observed as being a “Golden thread that is running through school.”		Leader in developing the Curriculum and identifying opportunities that the children are exposed to enrich their curriculum further.				
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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
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.	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 voice PE pop ins to identify ways to enhance teaching and learning	SHAPES alliance package B-£2300	Bespoke curriculum CPD 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 lesson is at least good and sometimes outstanding.	To continue to implement CPD through a coaching approach in line with school priorities.			
PE Coordinator allocated time for planning & review	Ensure assessment for learning is in place and is used by all staff		New 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	PE leader to continue to work alongside SLT to identify, plan and implement priorities.			

			learning in PE from good to outstanding. PE leader attends all PLT meeting			
Review supporting resources	PLT created active classroom ideas for whole school- PE leader to access resource and share with staff			Continue to showcase supporting resources at SLT meetings and as part of show casing during staff meetings.		
Review of PE equipment to support quality delivery	Fundraiser to buy equipment for lunchtime provision, sporting events and PE lessons.	£550 on equipment (Hockey sticks) Balls etc	High quality equipment is available and accessible across school to ensure high quality learning.	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			Each curriculum leader in school has a Leadership Development target. PE leader has a target linked to their curriculum development and school priorities with coaching plans in place for teachers with a PE focus if identified.	All adults to continue to identify strengths and areas for development linked to teaching and learning in PE as part of the whole school coaching programme.		
Support TA's & other adults to access relevant CPD to enhance the school PESS workforce		SHAPES alliance package B- £2300	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.	Signposts adults to Busby twilights. Weekly CPD TA training programme to continue to include further opportunities to develop confidence and competence in the delivery of high quality PE lessons.		

Develop an assessment programme for PE to monitor progress	New school 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.			
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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
Review extra-curricular offer	Family bingo Sum 1 to engage all families Sports day encourages all children to participate in activity	£550 spent on PE equipment and prizes for family bingo.	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.	Continue to review extra-curricular offer in line with children's interests, new initiatives and best practice.			

Review extra-curricular activity balance	Change for Life Champions develop opportunities on offer at lunchtime.		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.	Continue to review extra-curricular offer in line with children's interests, new initiatives and best practice.			
Review offer for SEND pupils	SEND base children actively take part in class PE lessons Daily mile for SEND base Targeted interventions for identified children led by AH SEND base attended Boccia festival during Sp1		All children who are vulnerable access PE with appropriate support and differentiation. 12% of SEND pupils attend extra-curricular. 30% of SEND children attended competitive fixture.	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 psychically active	£250.00 spent on spare kit for whole school	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 intervention 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
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 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. 	SHAPES alliance package B-£2300	2018-19- 27% 2017-2018 date 18% increase 2016-2017 data 15% increase from 2014-2015 outcomes.	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.			
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. 		2018-19- 30% of SEND children attended competitive fixture. 2017-2018 4% 2016-2017 0% SEND base attended Boccia competitive festival	PE Leader, Class teachers and ELite 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 		UKS2 competitive competitions within phase	Teachers to deliver Level 1 competitions at the end of appropriate units of work. PE Leader to			

	<p>least one competition across the year</p> <ul style="list-style-type: none"> School sports day 			<p>lead by example and ensure that opportunities are evident in planning. Phases to run competitive opportunities for children.</p>			
<p>Book transport in advance to ensure no barriers to children attending competitions</p>	<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 	<p>£1500 travel budget to ensure all conceivable local sporting competition are attended</p>	<p>27% of KS2 children attending competitions Admin team take responsibility for organising transport with local companies. Best value is sort.</p>	<p>Admin team to continue to take responsibility for organising transport with local companies.</p>			
<p>Leadership to extend Extra-Curricular & Competitions Offer</p>	<ul style="list-style-type: none"> Engage with Change for Life Programme Train other children to lead activities at playtime 		<p>The range of extra-curricular opportunities is increased and included those requested for level one festivals by children. School sport has a high profile across the life of the school and is accessible throughout the school day.</p>	<p>Continue to offer more opportunities for level one festivals</p>			
<p>Extending Competition Offer</p>	<ul style="list-style-type: none"> Consider establishing friendly competitions with neighbouring school you can walk to 	<p>£645 to paint netball court (2018)</p>	<p>2018-19 – 27% of KS2 (65 children) children competed. 2017-18 data 18% 2016-2017 data 15% from 2014-2015 outcomes Netball court painted on Relationship established with SSCO at Cheadle Heath-netball tournament attended</p>	<p>Site Manager to source quotes for removing pavement for netball post.</p>			

			and supported by PE lead.				
Create Stronger Links to Community Clubs	<ul style="list-style-type: none"> Sports specific coaching programmes Assemblies to promote clubs 		<p>Percentage of children who are part of community clubs have increased from</p> <p>10% 2015-2016 35% 2016-2017 53% 2017-18 2018-19</p> <p>Local basketball league promoted</p>	PE Leader to continue to establish links with community clubs alongside contact established with Elite Sports Coaches.			

30 Active Minutes Review

	Monday	Tuesday	Wednesday	Thursday	Friday
Reception					
Year 1					
Year 2					
Year 3	Active lunchtimes- 15 minutes	Active lunchtimes- 15 minutes	Active lunchtimes- 15 minutes	Active lunchtimes- 15 minutes	Active lunchtimes- 15 minutes
Year 4	Active lunchtimes- 15 minutes	Active lunchtimes- 15 minutes	Active lunchtimes- 15 minutes	Active lunchtimes- 15 minutes	Active lunchtimes- 15 minutes
Year 5	Active lunchtimes- 15 minutes	Active lunchtimes- 15 minutes	Active lunchtimes- 15 minutes	Active lunchtimes- 15 minutes	Active lunchtimes- 15 minutes Meadowbank mile and individual exercises - 15 mins
Year 6	Active lunchtimes- 15 minutes	Active lunchtimes- 15 minutes	Active lunchtimes- 15 minutes	Active lunchtimes- 15 minutes	Active lunchtimes- 15 minutes Meadowbank mile and

individual exercises -
20 mins

Evidencing the impact of the PE and Sport Premium – Events & Competitions 2018/19

Events / Competitions	Number of participants			Number of leaders	Number of staff	Parents / Volunteers	Event level * (level 1 / 2 / 3)	Year Group (s)	ABC teams	Links with clubs
	Boys	Girls	Total							
Meadowbank Mile challenge	184	177	361		14		1	1, 2, 3, 4 5 & 6		
Netball 1	2	5	7		2		2	5 & 6	A	N
Netball 2	2	5	7		2		2	5 & 6	A	N
Year 3/4 Football 1	7	7	14		3		2	3 & 4	A & B	Y
Hockey	6	6	12		2		2	5 & 6	A & B	N
Kurling	10	0	10		2		2	3,4,5 & 6	A& B & C	N
Year 4/5 Football	7	6	13		3		2	4 & 5	A & B	Y
Year 5/6 Basketball	7	3	10		2		2	5 & 6	A	N
Year 3/4 Football 2	7	7	14		3		2	3 & 4	A & B	Y
Netball 3	2	5	7		2		2	5 & 6	A	N
Hockey Final	3	3	6		2		2	5 & 6	A	N
Year 5/6 football	6	6	12		2		2	5 & 6	A & B	Y
Year 4/5 girls football	0	8	8		2		3	4 & 5	A	N

Evidencing the impact of the PE and Sport Premium – Sports clubs 2017/18

Football club	22	3	25		2			Reception & Y1 & y2		
Fun sports	18	6	24		2			Reception & Y1 & y2		

Football club	26	7	33		2			3 & 4 & 5 & 6		
Dance club	0	16	16		2			3 & 4 & 5 & 6		
Indoor sports	12	19	31		2			3 & 4 & 5 & 6		