



# Cheadle Primary School



## Evidencing the impact of the PE and Sport Premium

Amount of Grant Received	£ 18,230	Amount of Grant Spent	£18,230	Additional spending	£495	Date	July 2020
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### 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:
Additional opportunities for physical activity during the primary school day; curriculum	<ul style="list-style-type: none"> <li>Maths of the day</li> </ul>	£545 (3%)*	Raising engagement and attainment levels in maths. Children engaged in cross- curricular, physical activity during the school day and extended to home through the use of Maths of the day for homework activities.	Creating a culture of active classrooms and active homework with parents.
Lunches & playtimes	<ul style="list-style-type: none"> <li>8 x Year 6 pupils to run Change4Life lunchtime club 4 days a week, trained through SHAPES partnership – coach costs to Aquinas college</li> <li>Play leaders organizing structured games at lunchtime</li> </ul>	£2,442(13% ) - Midday Assistant for active lunchtimes  Coach costs to C4Life training delivered by SHAPES partnership	Less active children engaged in physical activity encouraging healthy lifestyles and 60 minutes of physical activity per day.  Improved behaviour and engagement at lunchtimes. Children benefiting from learning to be active in less formal settings.  Development of Year 6 leadership skills.	Change4Life annual training through SHAPES partnership. Teaching Assistant responsible for overall timetable and overseeing activities. Next steps; organise lunch and playtime activities according to guidance around Covid 19 to be reviewed every half-term

Extra-curricular (After school clubs)	<ul style="list-style-type: none"> <li>Running club</li> <li>KS2 Sports club</li> <li>KS1 Sports club</li> </ul>	SHAPES specialist PE teachers deliver after school clubs	More than 24 (15%) of children in KS2 have engaged in after school clubs - promoting healthier lifestyles and contributing to 2 hours of physical activity per day.	Review reopening of after school clubs according to guidance around Covid 19 every half-term.
Swimming	Payment for an extra swimming teacher to support children in Year 5&6 who had not yet attained National Curriculum by the end of Year 5 Autumn 1.	Additional teacher x 35 weeks £1,750 (10%)*	Greater percentage of children to have passed National Curriculum by the end of Year 6.	Earlier intervention through sharing holiday swimming lessons through Grand Central swimming baths in Stockport or Cheadle Baths.

## 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:
Behaviour & Attitudes to Learning	<ul style="list-style-type: none"> <li>Whole school approach to rewarding physically active &amp; sports achievements e.g. assemblies</li> <li>Celebrating success through newsletters, website &amp; social media (Twitter)</li> <li>Spirit of the games values promoted and rewarded on social media (Twitter) following SHAPES competitions</li> </ul>		<p>Children bring greater range of medals and certificates celebrating physical activity into assembly for extra curricular achievements.</p> <p>Staff and children's morale is improved through successes in physical activity and competition e.g. Manchester Harriers cross country.</p>	<p>School values ethos are complemented by sporting values</p> <p>Enthusiasm and commitment to engagement in physical activity as more children engaged with physical activity in extra curricular clubs.</p>
Improving Academic Achievement	<ul style="list-style-type: none"> <li>Active curriculum; Maths of the day</li> </ul>	£545 (3%)*	Brain breaks and active maths support children in re-engaging with their learning.	Whole school targets met more effectively.

Health & Well Being/SMSC	<ul style="list-style-type: none"> <li>Children's Yoga delivery by member of staff</li> </ul>		Delivery of yoga in curriculum time, as PE lessons and techniques used throughout the day. Less active children further engaged in physical activity through yoga.	Pupils understand the contribution of physical activity to their overall well being. Yoga lessons shared through the school.
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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:
Review curriculum time allocation for Physical Education to ensure pupils meet National Curriculum outcomes	Pupils to access indoor PE when hall available (Autumn 1, Summer 1) and outdoor PE lessons every week.	-	Pupils consistently achieving NC outcomes. Gymnastics and dance to be taught in hall sessions.	Children able to access further indoor PE moving forward in 2020-2021 once building work is completed.
Review the quality of teaching & consider best way of allocating CPD from specialist PE teachers, courses & other sources	<p>Teachers deliver PE with 2 x Specialist PE teachers from SHAPES partnership for two afternoons a week; Delivery is timetabled so teachers receive CPD for 3 out of 6 half terms.</p> <p>Teachers use PE passport to plan and deliver PE when they are not working with specialist PE teachers.</p> <p>1 x gymnastics coach in KS1 for Autumn 1</p> <p>1 x specialist dance teacher in Year 6 for Summer 2.</p>	<p>SHAPES package £11,600 (64%)*</p> <p>PE passport £400 (2%)*</p> <p>£110 ( 6%)*</p> <p>Gymnastics coach</p> <p>£900 ( 5%)*</p> <p>Dance coach</p>	<p>Staff ability and confidence in delivering high quality PE lessons increased</p> <p>PE observations demonstrate that staff have a greater awareness of how to differentiate in PE lessons to extend and support learning.</p> <p>KS1 teachers increase confidence in delivering high quality gymnastics.</p> <p>Year 6 teacher developing skills to deliver dance curriculum independently.</p>	<p>Staff expertise in delivery of PE has increased due to use of specialist PE teachers to support learning and use of PE Passport to support planning.</p> <p>Next steps; to continue working with specialist PE teachers in 2020-2021 and extend the range of skills delivered e.g. gymnastics.</p>

PE Coordinator allocated time for planning & review	PE Coordinator allocated time to plan and review. PE team meet to review and set targets	-	Plans in place to; <ul style="list-style-type: none"> <li>• provide CPD for staff (with specialist PE teachers, coaches and PEpassport)</li> <li>• healthy lifestyles (Change4Life)</li> <li>• calendar of competitions (running, athletics, gymnastics)</li> <li>• School Games Mark</li> </ul>	PE team to take over responsibility for PE role with Mr Chruszcz taking lead, while PE Co-ordinator is on maternity leave.  All responsibilities within the PE role allocated for 2020-2021 within the PE team.
Review of PE equipment to support quality delivery	Benches in hall to be updated to enable high quality teaching in gymnastics.  Teaching assistants to be responsible for maintenance of PE cupboard.	£552(3%)*	New benches enable children to work on and around benches effectively in gymnastics.  Equipment in PE cupboard is stored for easy access in lessons and at lunchtimes.	Annual review of equipment as well as further staff development in storage of PE equipment  PE equipment to be well labelled.
Review PE curriculum to ensure consistency of approach and progression through school.	Share SHAPES learning outcomes documents for all areas in PE with whole staff.  Teachers to collaborate with specialist PE teachers to assess children in order to gain experience in PE assessment.	-	Teachers awareness of progression and ability to deliver differentiated PE lessons is increased.  Teachers' confidence increases in assessing physical abilities of pupils in different areas of PE.	Continued use of SHAPES learning outcomes to inform lesson planning and progression.  Indoor PE; gymnastics and dance assessment with specialist PE teachers.

## 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:
Opportunities offered for less active pupils	Training of Change4life champions/ sports ambassadors through SHAPES package  Teaching assistant to be allocated to work with Change4Life leaders to ensure sessions take place consistently and in a definite area at lunchtime e.g. area next to university	Included in SHAPES package (£15600) 87%	Change4Life sessions to be taking place four lunchtimes a week with 8 x Year 6 leaders delivering to groups of up to 8 Year 3 and 4 children.  Year 6 children have developed leadership skills.  Year 3 & 4 children have greater levels of physical activity.	When building work is complete and lunchtimes with KS1 are synced, Change4life champions to begin taking KS1 groups.
Review curriculum for SEND pupils	Develop provision for SEND pupils within PE lessons with use of SHAPES coaches - experienced PE teachers providing CPD to support teachers in differentiating PE lessons.		Opportunities for differentiation explored during PE lessons. Pupils with SEND are enabled to participate in a way that supports them.	Continue SHAPES coaching provision in 2020-2021.

## 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:
Offer competitive opportunities to more children in order to engage in different sports.	Enter competitions which are open to whole classes to increase participation and accessibility to competitions to greater range of pupils e.g. Tag Rugby Megafest Y3/4.	£328 (transport for Rugby Megafest Y3-4) £98 (Change 4 Life)	Y3/4 attended Tag Rugby megafest in October 2019. Children engaged and enjoying competition.	Look to extend participation on whole classes in Kwik Cricket / Quadkids for 2020 – 2021.

Increase participation in intra school competitions within the curriculum.	Teachers to provide opportunities for mini tournaments within classes or within key stages at the end of a PE half term e.g. basketball tournament. Supported by specialist PE teachers where appropriate.		All children are engaged in whole class intra school competitions. They experience working together in a game situation and feeling like part of a team.	Develop leadership skills by engaging Change4life or sports ambassadors to lead competitions in 2020-2021.
Review competitive opportunities for SEND children	Ensure SEND pupils are identified and supported in participation of intra school and inter school competitions.		SEND pupils included, engaged and enjoying school games and competitions.	Consider opportunities for TAs to work with SEND pupils in unstructured time e.g. break times and lunchtimes to further develop skills.

\*Percentages are of total spend

## Swimming 2019-2020

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?	<p><b>90%</b></p> <p>(4 couldn't swim 25 metres as assessed on July 2020 out of 42)</p>
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?	<p><b>67%</b></p> <p>(14 couldn't use a range of strokes effectively for example, front crawl, backstroke and breaststroke on July 2020 out of 42)</p>
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?	<p><b>83%</b></p> <p>(7 couldn't perform safe self rescue as assessed on July 2020 out of 42)</p>
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	<p>£1,750 (£50 x 35 weeks) used to pay for an extra swimming teacher to support children in Year 5&amp;6 who had not yet attained National Curriculum by the end of Year 5 Autumn 1.</p>