



# Cheadle Primary School 2020-2021



## Evidencing the impact of the PE and Sports Premium

Amount of Grant Received	£ 18,370	Amount of Grant Spent	£18,370	Additional spending		Date	July 2021
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(Sections shaded in purple indicate areas that have been impacted by Covid restrictions)

### 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:
Opportunities for physical activity during curriculum time in the primary school day	Teachers use opportunities when children are in school for 'little and often' physical activity throughout the school day. Both indoors and outdoors with games such as duck duck goose and websites such as; GoNoodle, BBC Movers, Cosmic yoga, Jump Start Jonny		Children's concentration is re-engaged through short bursts of physical activity. Children look forward to being back in school, reconnecting with friends and continuing with their learning. We attribute this partly to the links between physical health and mental health.	Staff continue to use these strategies to embed physical activity throughout the school day. This is an indicator that staff understand and support the link between a healthy mind and a healthy body. They encourage children to be active in between learning.  <b>Next steps;</b> continue to keep updated with new websites for short breaks of physical activity and share ideas with other staff.
Increase physical activity at playtimes and lunchtimes	Put new playground markings on the playground including a mile a day running track.	£3,957.60 (21.54%)	Playground markings to be completed during Summer holidays 2021. Impact will be reviewed next year.	Thermoplastic markings to be used which are hard wearing. Play leaders to be shown how children can use different markings.  <b>Next steps:</b> Promote use of mile a day in school to staff and pupils.

Development of physical activity in extra curricular time;  Lunches & playtimes	11 x Year 5 pupils trained through SHAPES partnership to run Change4Life; lunch time club. To be supervised by play leaders.	C4Life training delivered as part of SHAPES package  £11,600 (63%)  Contribution towards Play leaders £356.40 (1.94%)	Less active children engaged in physical activity encouraging healthy lifestyles. Development of children's leadership skills.  Improved behaviour and engagement at lunchtimes. Children benefiting from learning to be active in less formal settings.	Year 5 selected for sustainability, as Year 6 they will continue to run sessions within their bubbles if COVID restrictions are still in place. If not, they will either deliver sessions to younger year groups or train other children from younger year groups to deliver sessions themselves.  Next steps: More structured opportunities to play at playtimes and break times through the use of equipment if restrictions are lifted. Make equipment more accessible so that play leaders and teachers can organise informal activities quickly and easily.  Emphasis on throwing and catching games with soft balls; bean bags; sponge balls.
Extra-curricular (After school clubs)	<ul style="list-style-type: none"> <li>• KS2 multi sports club</li> <li>• KS1 multi sports club</li> <li>• Cheerleading</li> </ul>		After school sports clubs suspended due to covid restrictions. Because of the need to keep children in bubbles, it has not been possible to run after school sports across year groups and with outside providers.	Next steps: Review covid restrictions in September with a view to re-engaging with outside providers to restart after school clubs.  Develop links with Kingsway tennis coach; lunchtime and after school sessions.
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.	£910 (4.95%)	Swimming disrupted by covid restrictions which meant that swimming pools were closed for part of 2020-2021. This has had a significant impact on the percentage of children who passed the national curriculum requirements, down from 90% in 2019-2020 to 71% in 2020-2021.	Next steps: Review current Year 5 data and ensure that non-swimmers have access to further swimming in 2021-2022 to support them in attaining the national curriculum standard in 2021.

## 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:
Health & Well Being/SMSC	During periods of lockdown, teachers throughout the school targeted children's health and well being with physical activity challenges, e.g. given a treasure hunt to do; daily walks to look for birds/features of the local area, sent links to Joe Wicks workouts.		Majority of children returned to school with enthusiasm and ready to learn. Although many schools are reporting the impact of lockdowns on the mental health of children, we haven't seen a significant impact on our cohorts.	Continue to use these strategies in further periods of self isolation.  <b>Next step:</b> promotion of mile running track within school as regular physical activity for the whole school in 2021-2022.
Behaviour & Attitudes to Learning	Physical activity used as a reward in school, e.g. use of garden, astroturf and trim trail.  Physical activity celebrated on social media, mainly via Twitter e.g. PGL holiday with Year 6; cricket and tennis coaches.  Class assemblies used to promote physical education and positive attitudes to learning e.g. the European Cup, RNLI water safety, Olympic games		Children behave well in school and are enthusiastic about learning. They are supported by feeling physically and mentally well.	Continue to promote physical activity via class assemblies and Twitter and use physical activity to reward good behaviour and good attitudes to learning.  <b>Next steps:</b> to promote physical activity through whole school assemblies once restrictions and building work has been completed at the school  Children to be trained as sports leaders to develop leadership skills which will encourage good behaviour and attitudes to learning.
Improving Academic Achievement	Use of brain breaks using physical activity throughout school e.g. GoNoodle, cosmic yoga, Joe Wicks		Children benefit from a break in learning and are able to re-engage with renewed concentration.	<b>Next steps:</b> Continue to use physical activity as a strategy to re-engage children during lessons.

### 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:
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Review the quality of teaching & consider best way of allocating CPD from specialist PE teachers, courses & other sources	<p>Staff to work with a specialist PE teacher to develop skills in teaching physical activity.</p> <p>Teachers use PE Passport to plan and deliver PE when they are not working with specialist PE teacher.</p> <p>1 x specialist dance teacher in Year 6 for Summer 2.</p>	<p>SHAPES package with 2 half days specialist PE teacher £11,600 (63%)</p> <p>PE passport £300 (1.63%)</p> <p>Dance specialist £100 (0.54%)</p>	<p>Staff able to access high quality PE planning through using PE Passport.</p> <p>Staff ability and confidence in delivering high quality PE lessons increased</p> <p>Year 6 teacher developing skills to deliver dance curriculum independently.</p>	<p>Staff developing confidence in delivering PE through use of PE passport and support of specialist PE teacher.</p> <p><b>Next steps;</b> specialist PE teacher to work with Y1, Y2, Y3 and Y4 in 2021-2022 to support the development of high quality PE teaching.</p>
PE Coordinator allocated time for planning & review	<p>PE Coordinator allocated time to plan and review.</p> <p>PE team meet to review and set targets</p>		<p>Plans in place to;</p> <ul style="list-style-type: none"> <li>provide CPD for Y1/2 teachers with specialist PE coach</li> <li>Y6 children to develop leadership skills in delivering physical activity (Change4Life)</li> <li>Plan for attending PE calendar of competitions</li> </ul>	<p>PE lead to have leadership time to continue planning for opportunities for the development of physical activity.</p> <p><b>Next steps:</b> to hold PE team meetings in person when covid restrictions have been lifted.</p>
Review of PE equipment to support quality delivery	<p>Conduct a review of the whole school PE planning in conjunction with an audit of the PE equipment in school. PE equipment to be cleaned, tidied and any unusable equipment to be thrown away. Equipment to be stored so it is easy to access</p> <p>Order any new equipment necessary to ensure high quality delivery in PE lessons.</p>	<p>PE equipment £1056 (5.75%)</p> <p>Safety check £90 (0.49%)</p>	<p>New hockey and lacrosse sticks bought in order to ensure all children have access to their own equipment during lessons.</p> <p>PE cupboard is clean, tidy and equipment is easy to access in lessons and at lunchtimes.</p>	<p>New equipment ensures that future classes have resources for all children to access curriculum PE at the same time.</p> <p>Audit of resources in PE cupboard, enables more staff to access equipment easily.</p> <p><b>Next steps:</b> Annual review of PE equipment and safety check. Support play leaders at playtime and lunchtime in accessing PE equipment to increase physical activity at</p>

	Conduct safety check of PE equipment.		PE equipment is safety checked.	lunchtime.
Review PE curriculum to ensure consistency of approach and progression through school.	PE curriculum planning completed for whole school.		Teachers' awareness of progression and ability to deliver differentiated PE lessons is increased.	Documents stored online for easy access for all staff.  <b>Next steps:</b> staff to refer to PE curriculum planning document to support PE lessons
Review curriculum time allocation for Physical Education to ensure pupils meet National Curriculum outcomes	Pupils to access indoor PE when hall available and outdoor PE lessons every week.		Due to covid restrictions, and the need to keep children in bubbles, children have not been able to use the hall for indoor PE.	Hall to be used as classroom during renovations of university building at the beginning of 2021-2022.  <b>Next steps:</b> when covid restrictions have lifted and building work has been completed, indoor PE can resume with gymnastics and dance in the hall.

#### 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:
Increase range of specific sports offered at KS1 and LKS2.	Tennis coach and cricket coach in school to work with teachers to deliver sport specific lessons. Review equipment and order any necessary equipment for whole class teaching.		Teachers reported that children were engaged and enjoyed the lessons.  Develop links with local clubs for coaches to deliver sport specific	Children joined the local tennis coaching program at Kingsway sports club as a result of being offered this sport at school.  <b>Next steps:</b> Cricket coach to deliver Chance to Shine program in Autumn term with Reception, Year 1, 2 and 5. Links to be established with tennis coach for an after school club.
Opportunities offered for less active pupils	Train Y6 children as Change4life leaders.	Included in SHAPES package (£11,600) 63%	Children not able to be trained as Change4life champions through SHAPES until June 2021 due to covid restrictions.  11 x Year 5 children are now trained as Change4life leaders but have not been	Teaching assistant to be allocated to work with Change4Life leaders to ensure sessions take place consistently.  <b>Next steps:</b> Year 6 children to begin Change4life sessions at lunchtimes when covid restrictions have been lifted.

			able to begin activities due to covid restrictions and keeping in bubbles.	
Review curriculum and access for SEND pupils	Review children with SEND needs as a whole staff with SEND coordinator and evaluate if needs are being met and how we can improve physical activity provision for children with SEND		Not carried out due to absence of whole school staff meetings. Teachers aware of need to differentiate for SEND pupils in planning and delivering PE. Where coach works with a teachers, knowledge and information are shared in partnership to differentiate lessons appropriately	Next steps: Review of PE SEND provision on staff meeting agenda for 2021-2022

## 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:
Competitive opportunities built in to lesson planning in order to challenge, develop resilience and team working skills	Teachers to provide opportunities for mini tournaments within classes or within key stages at the end of a series of PE lessons e.g. basketball tournament. Supported by specialist PE teachers where appropriate.		<p>Competition limited to groups within bubbles and while children were in school.</p> <p>Intra school competition has been restricted due to the pandemic.</p>	<p>As we cannot be certain of opportunities to take part in inter school competitions during the pandemic, focus is to be on intra school competitions and if necessary competitions within bubbles.</p> <p><b>Next steps:</b> All teachers to plan for competition within classes towards the end of a PE unit of work. Increase participation in competition at break times/lunchtimes by training children to deliver competitions and mini tournaments e.g. Change4life, sports ambassadors or mini whistlers. This will also develop leadership skills.</p>
School Sports Day with children competing in colour groups (linked to school reward system)	<p>Schedule school sports day into the calendar for all year groups.</p> <p>Plan appropriate activities for EYFS, KS1 and KS2 and ensure resources are available. PE lead to support in planning and delivery where</p>		School planned to use SHAPES 'Bubble Olympics' and with SHAPES to attend to support the delivery. However, due to organisational difficulties caused by the disruption of repeated bubble closure through COVID infections, the formal sports days were postponed.	<p>Year 3-4 and Year 5 continued to implement 'Bubble Olympics' within their bubbles. These were successful and the children enjoyed taking part.</p> <p><b>Next Steps:</b> Assess covid restrictions in September to decide whether to put on the 'Bubble Olympics' in school in</p>

	necessary.			September.
Increase participation in intra school competitions within the curriculum to allow more children the experience of representing their school.	Enter competitions which are open to whole year groups / classes e.g. Tag Rugby Megafest Y3/4.		Inter school competition has been affected by the pandemic. Opportunities have been available through virtual competitions which the Year 6 took part in for athletics.	<b>Next steps:</b> In 2021-2022, if restrictions are lifted, enter competitions with events which allow whole class / year group participation e.g. Kwik Cricket / Quadkids. Consider different levels of competition within SHAPES calendar of events. Work with PE specialist teacher to access virtual opportunities provided by SHAPES.
Review competitive opportunities for SEND children	Ensure SEND pupils are identified and supported to participate in intra school and inter school competitions.		SEND pupils included, engaged and enjoying school games and competitions.	<b>Next steps:</b> Consider opportunities SEND specific calendar of events

## Swimming 2020-2021

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?	71%
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?	71%
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?	68%
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?	£910 (£26 x 35 weeks) used to pay for additional provision - extra swimming teacher to support children in Year 6 to achieve National Curriculum standard.
Y6 children who did not achieve the National Curriculum standard in Y5 are usually offered additional swimming lessons with another year group to support them in achieving the National Curriculum standard. Due to the COVID pandemic we have been unable to offer this opportunity due to the restrictions around mixing bubbles. This has had a negative impact on the percentage of children who have passed their National Curriculum in 2020-2021.	

