## Stockport SSP Logo Windows PictureNevill Road Junior School School Games workmark - Simplified - RGB

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| **Evidencing the impact of the PE and Sport Premium** |
| **Amount of Grant Received**  | £19,050  | **Amount of Grant Spent**  | £17,442 | **Date 2019/2020** | Updated: July 2021 |
| **RAG rated progress:** * **Red** - needs addressing
* **Amber** - addressing but further improvement needed
* **Green** – achieving hg consistently
* **Purple** – unable to meet target due to Covid – 19 restrictions
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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.

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| **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 25metres when they left your primary school at the end of last academic year? | *Not recorded 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? | *Not recorded 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? | *Not recorded 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? | Not this year but we would have used it during the Summer term in order to catch up any year 6 pupils.  |
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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:** | **20/21** | **21/22** | **22/23** |
| Additional opportunities for physical activity during the primary school day – curriculum  | * Go Noodle/Kidz Bob
* Active lessons using Kagen strategies, DEAL and ideas taken from Maths of the Day for other subjects.
* Smile for a Mile (Daily Dash).
 |  | Raising attainment levels in maths and engagement of children in lessons. Children more aware of keeping active during the day and why it is important for health of the mind and body.  | Revisiting how to create a culture of active classrooms.To be reviewed every term to ensure the policy is followed: observe, questionnaires.  |  |  |  |
| Lunches & playtimes  | * Sports coaches and play leaders organizing structured games at lunchtime
* Young Ambassadors’ Friday lunchtime club
* C4L Champions’ lunchtime club
* Gymnastics club
* Athletics club
 | Coaches:£7590 | Less incidents at playtime and lunchtime.A more organized and calm playground. Each year group is allocated a station each day. Restrictions on clubs due to COVID 19 Pandemic.  | Speak to coaches about Any changes we need to make from September 2021. Lunchtime clubs to begin in September 2021: follow the competition calendar. Continue to develop leadership roles in LKS2.  |  |  |  |
| Extra-curricular(After school clubs) | * Each year group to have access to an after school club in accordance to COVID 19 restrictions:
* Year 3 multisports
* Year 4 football
* Year 5 multisports
* Year 6 multisports
* Year 6 cricket
 |  | Couldn’t review engagement due to COVID 19 Pandemic.  | Review clubs in order to offer a variety to engage different children from September 2021Continue with Primary Active boys and girls next year.  |  |  |  |
| **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:** | **21/21** | **21/22** | **22/23** |
| Attendance & Punctuality | * Girls/Boys Active
* More active lessons to encourage children to enjoy their lessons more.
 |  | Couldn’t review due to COVID 19 Pandemic.  | To re-visit active boys and girls clubs and eventsTo monitor PP children attending clubs  |  |  |  |
| Behaviour & Attitudes to Learning | * Active curriculum
* Whole school approach to rewarding physically active & sports achievements e.g. assemblies
* Pupil premium events
* Girls/Boys Active
* Raise profile of school sport using Twitter.
 |  |  Couldn’t review due to COVID 19 Pandemic.  | In September 21 Target key children to attend lunchtime clubs to avoid behaviour issues. Continue with social media and create a way to collect evidence.  |  |  |  |
| Improving Academic Achievement | * Active curriculum
* Whole school approach to rewarding physically active & sports achievements e.g. assemblies
* Use of planning and assessment provided by the PE leader.
* Continue to monitor and develop the progression document for staff to use as a guide for key skills for each year group and to aid assessment. To improve use of vocabulary across PE.
 |  | Couldn’t review due to COVID 19 Pandemic.  | Staff to revisit planning so that active learning is in at least one lesson each day. Target key children using data: review this after each round of assessments. Staff training on active lessons. Staff training on how to use the progression document and how to plan lessons which will aid assessment of skills.  |  |  |  |
| Health & Well Being/SMSC | * Spirit of the games values
* Whole school approach to rewarding physically active & sports achievements e.g. assemblies
* Celebrating success through newsletters, website & social media
* Actively involve parents to encourage being more active: active through the ages with young ambassadors, Change4Life champs and Health and Well-being Week.
 |  | Difficult to review due to COVID 19 Pandemic. Every year group has taken part in at least 2 virtual competitions and have been awarded certificates and spirit of the games awards.  | Continue to develop use of the website and Twitter. Continue to encourage parents to be involved: Family SHAPES challenge; smile for a Mile each week; active through the ages sessions. Staff to use the Spirit of the Games stickers in lessons.  |  |  |  |

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| **Key indicator 3: High Quality Teaching*** *Increased confidence, knowledge and skills of all staff in teaching PE and sport*
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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:** | **20/21** | **21/22** | **22/23** |
| 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.Create a new Long term plan to ensure coverage of a variety of skills and competition within PE lessons.  | n/a | Children have been having 30 minute PE lessons each day or 4/5. Each year group apart from Year 3 has had access to extra Cricket coaching.  | Review the Long Term Plan with staff. Check coverage of skills with the long term plan.  |  |  |  |
| Review the quality of teaching & consider best way of allocating CPD from SSCo, courses & other sources | Use of Stockport SHAPES Alliance. Develop & implement a professional learning plan for the needs of all staff: Staff questionnaireCheshire Cricket Board to deliver cricket sessions alongside teachers  | Stockport SHAPES£6350Cricket coaching £360 | Years 3, 4, 5 and 6 all accessed CPD with PE Expert teacher (SSCo)All year groups received cricket coaching apart from Year 3. Year 6 received Lacrosse coaching.  | Continue to review the use of SSCO coach each term to provide all staff with training. Ensure staff who haven’t had training last year, get some next year. Target staff for certain training sessions.  |  |  |  |
| PE Coordinator allocated time for planning & review | Ensure a well-balanced curriculumEnsure all staff are receiving CPD |  | Policy reviewedLong term plan reviewed  | Review long term plan ready for September 21 (see competition calendar)  |  |  |  |
| Review supporting resources  | Check planning and give out resources for each year group. Staff to be provided with skills and vocabulary to cover for each sport.  |  | Each sport should have planning in the file under PE as well as a list of skills to be covered.  | Introduce the new way of assessing PE. Introduce vocabulary cards in September 21.  |  |  |  |
| Review of PE equipment to support quality delivery | See SHAPES list of essential PE equipment & order accordinglyReview key sports taught and update equipment when needed. Repairs | £3142.09 | All children have access to quality resources. High quality lessons can be taught with the necessary equipment. Equipment was reviewed for September 2020 to enable while classes to access equipment in order to minimize sharing. A shed to store outdoor play equipment was also purchased.  | Review twice a year. Review SEND resources for PE for Sept 21.  |  |  |  |
| Support TAs & other adults to access relevant CPD to enhance the school PESS workforce | TAs where possible to be in lessons which are being delivered by expert PE teachers and coaches in order to develop skills.  |  | Expert teacher taught some lessons alongside HLTAs.  | Expert teacher to provide teachers with ideas to actively involve TAs in lessons where needed. To be discussed for Sept 21.  |  |  |  |
| Develop an assessment programme for PE to monitor progress | Use new curriculum assessment girds as agrees.  |  | Most teachers are completing assessment grids but needs to be consistent.  | Review use of assessment grids. PE lead to be given time to review assessment in order to adapt planning.  |  |  |  |
| **Key indicator 4: Broader Range of Activities*** *Broader experience of a range of sports and activities offered to all pupils*
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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:** | **20/21** | **21/22** | **22/23** |
| Review extra-curricular offer  | Develop offer to ensure each year group & gender are catered for e.g. festivals, health & activity weeks, school challenge, family challenge, Be Inspired Challenges, School Games, lunchtime and after school clubs. Free clubs paid for by school: Active boys/Girls, Cricket | n/a | A skeleton after school club was offered in the Summer term for 1 year group each day. No lunchtime clubs were offered.  | To put clubs for lunchtime and after school in place ready for September. \*Lunchtime clubs to follow the competition calendar to allow for training.  |  |  |  |
| Review extra-curricular activity balance | Develop an offer to include a broad range of activities e.g. use Young Ambassadors, Change for Life Champions, JPL’s, SCLIncrease training for competitions | n/a  |  A skeleton after school club was offered in the Summer term for 1 year group each day. No lunchtime clubs were offered.  | Pupil voice and parent voiceContinue to develop clubs around training for competitions.  |  |  |  |
| Review offer for SEND pupils | Develop offer to be inclusive e.g. SSP SEND Programme.SEND specific sport events.  |  | SEND document produced to ensure all class needs are met. There were no SEND specific events this year.  | Continue to review events attended & ensure all SEND children get the opportunity to attend.  |  |  |  |
| Target inactive pupils | Develop intervention programmes e.g. Girls/Boys Active, Have a family club in Summer 2 to encourage family fitness.  |  | Couldn’t do due to COVID 19 restrictions.  | To be reviewed in September 21  |  |  |  |
| **Key indicator 5: Competitive Sport*** *Increased participation in competitive sport*
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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:** | **20/21** | **21/22** | **22/23** |
| Review School Games Participation including a cross section of children who represent school | * Use SHAPES Competition Events Calendar to plan competition entries for year
* Use new SHAPES 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 (PE Passport) & ensure a wider range of children get involved by choosing events to attract children who have not taken part before
 |  | Only internal, virtual events took place. Children enjoyed competing against each other – to be continued more next year.  | Continue to use the SHAPES calendar to ensure a good coverage of sports and to make sure a range of children can be involved. Make more use of festivals for whole year groups.  |  |  |  |
| Review competitive opportunities for SEND children | * Ensure SEND pupils are identified and supported to attend appropriate competition
* Keep records of SEND children attending the usual competitions, not just the inclusion ones.
 |  | Couldn’t review due to COVID 19 Pandemic.  | Continue to ensure all SEND children get the opportunity to participate on competitive sport.  |  |  |  |
| Increase Level 1 competitive provision | * 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
* Engage with SHAPES annual school challenge
* Plan Level 1 events using Young Ambassadors
 |  | We did 3 intra competitions this year. The children really enjoyed them. Year groups ran them in their own time. Some year groups did extra.  | Make use of Leaders to create Intra comps. Use the new SHAPES challenges which are quick and easy to deliver to whole classes and year groups. Check all year groups have done at least one comp.  |  |  |  |
| Book transport in advance to ensure no barriers to children attending competitions | * Review SHAPES competitions calendar and book all transport at the beginning of the term for events we wish to attend
 |  | \*Not needed this year  | Continue to use parents where possible to keep transport costs down.  |  |  |  |
| Leadership to extend Extra-Curricular & Competitions Offer | * Engage with SHAPES Young Ambassadors
* C4L Champions
* Train Junior Play Leaders
 | n/a | Each year group had play leaders for the Summer term. Worked well but they need more training.  | Continue to develop leadership in LKS2 and UKS2.  |  |  |  |
| Extending Competition Offer | * Consider establishing friendly competitions with neighboring school you can walk to: football, netball
 | n/a | Not done due to the Pandemic.  | Email other schools to set up games for football and netball.  |  |  |  |
| Create Stronger Links to Community Clubs | * Sports specific coaching programs: cricket, football, hockey, lacrosse

Cheshire Cricket Board: Cricket at Trinity | n/a | Cricket link continued. New lacrosse link started – to be continued in Sept 21  | Continue to develop community links.  |  |  |  |
| **30 Active Minutes Review** (This is a typical week pre-COVID-19. During lockdown, children who were in school covered at least 60 minutes of physical activity each day and physical activity challenges and competitions were set as work on Google Classroom).  |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Year 3**  | Go Noodle (5mins)Wake-up shake up/Yoga Go Noodle (5mins) Active lessons using MOTD/DEAL (10mins)Trim trail rota (10mins)Active lunchtime (15mins Sports coaches-see timetable)  | Go Noodle (5mins)Wake-up shake up/Yoga Go Noodle (5mins) Active lessons using MOTD/DEAL (10mins)Trim trail rota (10mins)Active playtime (Year 6 leaders – 10mins) | Go Noodle (5mins)Wake-up shake up/Yoga Go Noodle (5mins) Daily Dash/Smile for a MIle (10mins) strategies/MOTD/DEAL (10mins)Trim trail rota (10mins)Active lunchtime (15mins Sports coaches-see timetable) | Go Noodle (5mins)Wake-up shake up/Yoga Go Noodle (5mins) Active lessons using MOTD/DEAL (10mins)Trim trail rota (10mins)Active maths lesson (45mins)Active lunchtime (15mins Sports coaches-see timetable) | Timestables Rockstars (5mins)Go Noodle (5mins)Wake-up shake up/Yoga Go Noodle (5mins) Active lessons using MOTD/DEAL (10mins)Active lunchtime (15mins Sports coaches-see timetable) Trim trail rota (10mins) |
| **Year 4** | Go Noodle (5mins)Active lessons using MOTD/DEAL (10mins)Playtime zones with equipment or trim trail rota. (10mins)Active lunchtime (15mins) | Go Noodle (5mins)Active lessons using MOTD/DEAL (10mins)Playtime zones with equipment or trim trail rota. (10mins)Active lunchtime (15mins) | Go Noodle (5mins)Active lessons using MOTD/DEAL (10mins)Playtime zones with equipment or trim trail rota. (10mins)Active lunchtime (15mins) | Go Noodle (5mins)Active lessons using MOTD/DEAL (10mins) Playtime zones with equipment or trim trail rota. (10mins)Active lunchtime (15mins) | Go Noodle (5mins)Active lessons using MOTD/DEAL (10mins)Playtime zones with equipment or trim trail rota. (10mins)Active lunchtime (15mins) |
| **Year 5** | Go Noodle Yoga (5mins)Active lunchtimes (15mins) Playtime zones with equipment or trim trail rota. (10mins)Active lessons using MOTD/DEAL (10mins)Daily Dash/Smile for a MIle (10mins)  | Go Noodle Yoga (5mins)Active lunchtimes (15mins) Playtime zones with equipment or trim trail rota. (10mins)Active lessons using MOTD/DEAL (10mins) | Go Noodle Yoga (5mins)Active lunchtimes (15mins)Active lessons using MOTD/DEAL (10mins)Playtime zones with equipment or trim trail rota. (10mins) | Go Noodle Yoga (5mins)Active lunchtimes (15mins)Active lessons using MOTD/DEAL (10mins)Daily Dash/Smile for a MIle (10mins)Playtime zones with equipment or trim trail rota. (10mins)  | Go Noodle Yoga (5mins)Active lunchtimes (15mins)Active lessons using MOTD/DEAL (10mins) Playtime zones with equipment or trim trail rota. (10mins) |
| **Year 6**  | 5mins – GoNoodle YogaActive lessons using MOTD/DEAL (10mins)Active lunchtime – 15minsPlaytime zones with equipment or trim trail rota. (10mins)5mins – GoNoodle/Kidz Bop/RunDaily Dash/Smile for a MIle (10mins)  | 5mins – GoNoodle YogaActive lessons using MOTD/DEAL (10mins)Active lunchtime – 15minsPlaytime zones with equipment or trim trail rota. (10mins)5mins – GoNoodle/Kidz Bop/Run | 5mins – GoNoodle YogaActive lessons using MOTD/DEAL (10mins)Active lunchtime – 15minsPlaytime zones with equipment or trim trail rota. (10mins)5mins – GoNoodle/Kidz Bop/RunDaily Dash/Smile for a MIle (10mins)  | 5mins – GoNoodle YogaActive lessons using MOTD/DEAL (10mins)Active lunchtime – 15minsPlaytime zones with equipment or trim trail rota. (10mins)5mins – GoNoodle/Kidz Bop/Run | 5mins – GoNoodle YogaActive lessons using MOTD/DEAL (10mins)Active lunchtime – 10minsPlaytime zones with equipment or trim trail rota. (10mins)5mins – GoNoodle/Kidz Bop/Run |