



Nevill Road Junior School



Evidencing the impact of the PE and Sport Premium

Amount of Grant Received	£19,352	Amount of Grant Spent	£19,589.49	Date 2023/2024	Updated: July 2024
--------------------------	---------	-----------------------	------------	----------------	--------------------

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 25metres when they left your primary school at the end of last academic year?	98%
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?	91%
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?	92%
What percentage of swimmers achieved their NC 1 Award?	91%
What percentage of swimmers achieved their NC 2 Award?	1%
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.

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:	21/22	22/23	23/24
Additional opportunities for physical activity during the primary school day – curriculum	Go Noodle/Kidz Bop Active lessons using Kagen strategies. DEAL strategies. Ideas taken from Maths of the Day for other subjects. Smile for a Mile (Daily Dash). My Happy Mind circular breathing activities.		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. Long term planning overviews reviewed to assess for use of DEAL strategies used within a range of subjects – both core and foundation.	Ensure provision is put in place to allow for time within the curriculum for Smile for a Mile consistently across the whole school.			
Lunches & playtimes	Sports coaches and Play Leaders organizing structured games at lunchtime Young Ambassadors' lunchtime clubs run all week for Year 3 children (delivered by Year 5 & 6 Leaders) Set sport and activity areas on the playground and field at break and	Coaches: £10,466.55	Less incidents at playtime and lunchtime. A more organized and calm playground and field. Each year group is allocated a station each day. Children are more actively	Speak to coaches about Any changes we need to make from September 2024. Lunchtime clubs led by leadership groups to be supported by designated lunchtime support staff to			

	<p>lunchtimes – some timetabled.</p> <p>Playground and school field mapped out with activities to ensure a range of activities are provided to maximize activity and participation at break and lunch times.</p> <p>Girl's only pitches are set out to encourage activity in girls on the playground in line with Football Association drive to promote girls football.</p> <p>Sports coaches deliver activities at lunchtimes.</p>		<p>involve in sports and activity at lunch times.</p> <p>More activity within our Year 3 children with structured activities delivered by Year 5 & 6 children.</p> <p>Girls are more active at break and lunch times with increased numbers taking part in football and handball as a result of designated playing areas.</p>	<p>increase consistency in sessions running.</p> <p>Follow the competition calendar – Termly whole school activity on the playground at lunch.</p> <p>Continue to develop leadership roles in LKS2.</p> <p>Continue to offer girls only areas for sport and activity on the playground to endure sustained high levels of participation.</p>			
Extra-curricular (After school clubs)	<p>Football clubs – Girls & Boys (Wed)</p> <p>Hockey & Basketball (Mon)</p> <p>Cheerleading (Tues)</p> <p>Lacrosse (Autumn Term)</p> <p>Cricket (Spring & Summer Term)</p> <p>Tennis (Wed)</p> <p>Karate (Mon & Wed)</p> <p>Stockport County Football (Summer Term 1)</p> <p>Handball (summer 2)</p>		<p>More children taking up new sports both in school and joining local sports clubs.</p> <p>Children are more active within their school day and beyond.</p> <p>More access to competitive sport – both in school and for local clubs.</p> <p>More success in school sports competitions – more tournaments have been won and teams have attended more Stockport finals thus raising the schools profile as</p>	<p>Continue to review sports club provision for afterschool and continue to involve the school in completions such as the Stockport South Football League and SHAPES Competitions.</p> <p>Continue to provide specialist provision for Girls' Football Clubs – in line with The FA's Campaign 'We Can Play'.</p> <p>Introduce dance to the extra-curricular</p>			

			<p>a sports school within the local area.</p> <p>Children have more access to high level coaching.</p> <p>A wider range of extra-curricular sports and activities are available to children.</p> <p>Places at some afterschool sports clubs have been made free to children receiving Pupil Premium.</p>	<p>provision.</p> <p>Provide a greater amount of opportunity to those children in receipt of Pupil Premium – in line with actions on the school's Poverty Proofing Action Plan.</p> <p>To monitor PP children attending clubs</p>			
--	--	--	--	---	--	--	--

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:	21/22	22/23	23/24
Attendance & Punctuality	<p>More active lessons to encourage children to enjoy their lessons more.</p> <p>My Happy Minds program used within school.</p>		<p>Attendance figures have sustained at a good level – Top five school for average attendance in Stockport (March 2024). Average attendance: 94.9% Stockport average: 94.5% Persistence absence: 13.7% National average: 18.4%</p> <p>Children are increasingly aware of metacognition and how elements can impact their learning.</p>	<p>To continue to assess the impact of active lessons and DEAL on learning and enjoyment of learning – pupil voice.</p> <p>To continue to review the impact of My Happy Mind program on children's attitudes towards school and their learning – pupil</p>			

	Zones of Regulation use across the school to allow children to be more attuned with their emotions and develop strategies to manage periods of heightened stress.		Children are more aware of how they are feeling and have strategies to help them better regulate their emotions.	voice & assessment data.			
Behavior & Attitudes to Learning	<p>Active curriculum. Whole school approach to rewarding physically active & sports achievements e.g. assemblies.</p> <p>Use of Spirit of the Games award stickers in PE lessons to promote values.</p> <p>Pupil Premium Offer. All children who receive Pupil Premium funding are offered a free extra-curricular</p> <p>Restorative Ambassadors are deployed at lunch times to help children with their relationships and interactions with their peers.</p> <p>Continue to raise profile of school sport using Twitter.</p>		<p>Children engage well in active lessons.</p> <p>Certificates for taking part in school sport handed out at weekly celebration assemblies. Children receive reward stickers in PE lessons promoting a range of sporting values through the year.</p> <p>More pupil premium have taken part in extra-curricular sport with all been offered free, afterschool clubs. Children enjoy being in school and engaging with activities and interacting with their peers.</p> <p>Use of #PE #Schoolsport on school Twitter page. School termly sports newsletter. Number of pupil premium children attending sports</p>	<p>Continue to work on targeted provision for identified groups, including pupil premium and SEND children. Continue to use Spirit of the Games stickers within PE lessons.</p> <p>Review and renew Pupil Premium offer for extra-curricular clubs.</p> <p>Retrain next year's Restorative Ambassadors.</p> <p>Continue to record the achievements of children in PESSPA.</p>			

	<p>Use of Zones of Regulation and My Happy Mind across school to promote well-being and children's self-awareness of their emotions.</p> <p>Sports Leaders to develop & deliver playground activities for Year 3 children.</p> <p>Sports coaches to deliver structured activities for children at lunch times with sessions supported by Year 6 Play Leaders.</p>		<p>events monitored.</p> <p>Children are increasingly aware of their emotions and how they impact upon themselves and their learning.</p> <p>The playground at break and lunch times are active with children playing respectfully and with many taking on leadership roles.</p>	<p>Continue to embed elements of zones of Regulation and My Happy Mind into the curriculum so that children are aware of their emotions and how they can impact on their learning.</p> <p>Train next year's Year 6 Play Leaders & Year 5 Sports Leaders to continue to deliver a range of activities on the playground at lunchtimes.</p>			
Improving Academic Achievement	<p>Active curriculum.</p> <p>Whole school approach to rewarding physically active & sports achievements e.g. assemblies.</p> <p>Use of planning and assessment provided by the PE leader.</p> <p>Skill focused curriculum delivered with a clear progression of skills. Monitor attainment through whole-school approach to foundation subject assessment.</p> <p>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.</p>		<p>Active learning is included in whole school lesson observation feedback sheets.</p> <p>Celebration assemblies have celebrated the achievements for learners in PE, spurring others on.</p> <p>Deep dives showed that planning was being used by staff throughout the school to aid planning a skills based curriculum.</p> <p>Assessment of key skills taught indicate indicated in assessment sheets.</p> <p>Whole school data for PE shows high levels of attainment across the</p>	<p>Review planning across the curriculum to ensure planning incorporates active learning within at least one lesson each day.</p> <p>Target key children using data: review this after each round of assessments – set up PE interventions to target motor skills.</p> <p>Continue with staff training and CPD opportunities on how to use the skills progression document and how to plan lessons which will aid</p>			

	<p>To improve use of vocabulary across PE.</p> <p>Review end of Year 5 swimming data – provide additional swimming sessions where necessary.</p>		<p>school in PE lessons.</p> <p>Year 5 swimming data has improved greatly on previous years.</p>	<p>continued and differentiated teaching of skills.</p> <p>Review possible interventions to target swimming data to improve attainment here.</p>			
Health & Well Being/PSHE	<p>Spirit of the games values incorporated into PE lessons as well as at Level 2 School Games events.</p> <p>Whole school approach to rewarding physically active & sports achievements e.g. assemblies & Spirit of the Games awards.</p> <p>Celebrating success through newsletters, website & social media.</p> <p>Actively involve parents to encourage being more active: active through the ages with Young Ambassadors, Change4Life Champions.</p> <p>My Happy Mind project used across the school.</p>		<p>Weekly celebration assemblies provide an opportunity to celebrate sport. Spirit of the Games awards given out in each PE lesson.</p> <p>Each class has taken part in termly whole school sports level 1 events (Santa Dash; Olympic Week & Sports Day.</p> <p>School Twitter page & termly newsletter celebrates sporting achievements & engagement.</p> <p>SHAPES holiday challenges engaged with families.</p> <p>Children are more aware of how they can help themselves learn as they are more aware of their brains and how they work through the My Happy</p>	<p>Continue to use ambassadors to promote PESSPA across the school – Play Leaders, Young Ambassador.</p> <p>Continue to plan in regular Level 1 events throughout the school diary.</p> <p>Continue to develop use of the website and Twitter.</p> <p>Look into more ways in which we can better engage with families outside of school.</p> <p>Continue to work with My Happy Minds – with a view to be a flagship school for this. Continue to embed the use of Zones of</p>			

	Zones of Regulation use across the school.		Mind lessons. Children are more aware of their emotions and how to better regulate these using strategies as a result of the work done on Zones of Regulation.	Regulations – working with the new Year 3 children in particular to make them aware of this.			
--	--	--	---	--	--	--	--

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:	21/22	22/23	23/24
Review curriculum time allocation for Physical Education to ensure pupils meet National Curriculum outcomes. (minimum 2 hours of timetabled PE required to do this)	<p>Ensure all pupils access 2 x 60 minute PE lessons a week.</p> <p>Create a new Long term plan to ensure coverage of a variety of skills and competition within PE lessons.</p> <p>Children come into school on PE days in PE kit so no lesson time is lost to changing.</p> <p>Provide more balance to the curriculum for Year 3 to include elements of FUNdamentals input following AfPE inspection.</p>		<p>Children continue to have 60 minute PE lessons twice a week with the exception of swimming year groups who have one hour PE & their swimming lessons weekly.</p> <p>PE lesson time is maximized as children are not spending time getting changed.</p> <p>PE Leader and SHAPES expert have</p>	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 SSSCo, courses & other sources	<p>Use of Stockport SHAPES Alliance. Develop & implement a professional learning plan for the needs of all staff: Staff questionnaire</p> <p>Cheshire Cricket Board to deliver cricket sessions alongside teachers as well as Lacrosse coaches to support with striking & fielding and invasion game coaching.</p>	<p>Stockport SHAPES £6500</p> <p>Junior Sports Stars (Lunch time provision) £10,466.55</p> <p>Cricket coaching – free (Chance to Shine)</p>	<p>Years 3, 4, 5 and 6 all accessed CPD with PE Expert teacher (SSCo)</p> <p>Years 3 & 5 received cricket coaching.</p> <p>Years 4 & 5 received Lacrosse coaching.</p> <p>Years 4 & 5 staff supported with swimming lessons.</p>	Target staff for certain training sessions based on assessed needs through staff questionnaire.			

		Lacrosse Coaching £840					
PE Coordinator allocated time for planning & review	Ensure a well-balanced curriculum Ensure all staff are receiving CPD Risk Assessments & letters for completions Leasing and planning in extra-curricular clubs. Review targets from afPE Mark Apply for School Games Mark		Policy reviewed Long term plan reviewed & in place – adaptations made to include new unit in Year 3 to be launched in Sept 24 (supported by specialist teacher) Sports clubs and competitions are extensive School Games Mark	Review PE Policy Review Sports & Activity Policy Review Swimming Policy Complete QUALITY MARK FOR PHYSICAL EDUCATION, SCHOOL SPORT & amp; PHYSICAL ACTIVITY Review afPE accreditation targets			
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.		Planning emailed out to staff half termly before the unit alongside the assessment grids which highlight the main skills covered within the unit.	Continue to assess the impact of the assessment for PE based on a skills curriculum.			
Review of PE equipment to support quality delivery	See SHAPES list of essential PE equipment & order accordingly Review key sports taught and update equipment when needed. Provide equipment to promote organized stations for sports and activity to take place at break and lunch times – supported by the coaches and Play Leaders.	£1,783.49 £90 (Sports Safe maintenance)	All children have access to quality resources. High quality lessons can be taught with the necessary equipment. More football goals have been purchased to ensure smaller sided games and to support the Girls only Pitch.	Review twice a year. Review SEND resources considering the needs of the children moving into the school as well as existing students. Consult with lunch time sports coaches to assess their needs for lunch time resources.			
Support TAs & other adults to access relevant CPD to enhance the school PESSPA workforce	TAs where possible to be in lessons which are being delivered by expert PE teachers and coaches in order to		Staffing shortages and absences again this year have made this target very	Specific TAs to be identified to take on roles within Sport and			

	develop skills.		difficult to attain; however, TAs are present in lessons delivered by specialists and have learnt how to adapt lessons for children e.g. those who use frames.	Activity on the playground at lunch times to be sent on training with groups of Young Ambassadors & Change4Life Champions.			
Develop an assessment program for PE to monitor progress	Use new curriculum assessment grids to be used.		All teachers are continuing to complete assessment grids. Assessment for foundation grids has been set up within termly staff meetings.	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*

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	21/22	22/23	23/24
Review extra-curricular offer	Develop an 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. Develop lunch time clubs and leadership opportunity. Provide opportunities for pupil premium children free of charge.	n/a	The following clubs were offered with attendance at all but the lacrosse club were high: <ul style="list-style-type: none"> Football clubs (Tues & Wed) Hockey & Basketball (Mon) Cheerleading (Wed) Lacrosse (Autumn Term) Karate (Mon & Wed) Tennis (Wed) All pupil premium children have been offered free extra-curricular clubs opportunities.	Have lunchtime clubs for Young Sports Leaders set up early and supported by specific support staff to increase consistency. Continue half termly training for young leaders through use of specialist coach. Further develop a more balanced extra-curricular package through offering dance sessions in addition to current offer.			

Review extra-curricular activity balance	Develop an offer to include a broad range of activities e.g. use Young Ambassadors, Change 4 Life Champions, Play Leaders to increase training for competitions		Clubs provide a balance of opportunity. Training for competitions continues to take place on an irregular occurrence and was based of staffing availability.	Develop systems to promote more coaching opportunities for teams attending competitions. Consider the use of lunchtime sports coaches to work with children attending sports competitions to practice before events.			
Review offer for SEND pupils	Develop offer to be inclusive e.g. SSP SEND Programme. SEND specific sport events. SEND Provision Pyramids used within PE lesson to promote inclusive practice.		Children attended SEND competition and event opportunities provided through the SHAPES program. SEND Pyramid document in place to ensure all class needs are met.	Continue to monitor provision for children with SEND and be mindful of new arrivals to school with differing needs. Continue to provide opportunities beyond the curriculum for children with SEND. SEND Children attended multiple Level 2 School Games Events. SEND Tri Golf qualified for a regional, Level 3 School Games event, finishing 2 nd overall.			
Target inactive pupils	Young Sports Leaders' clubs to target less active children to promote engagement in sport. Provide a range of activities on our active playground package to increase participation in activity at lunchtimes.		Young Sports Leaders group delivered targeted lunchtime sessions to all Year 3 children. Increasing numbers of children are active at break and lunchtimes and are accessing a range of activities.	To ensure that Young Sports Leaders group is supported by a consistent member of staff. To continue to offer the Young Sports Leaders sessions to all Year 3 children.			

				To continue to offer a wide range of activities at break and lunch times with girls only zones for some activities as this has resulted in an increased number of girls participating in activities.			
--	--	--	--	--	--	--	--

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:	21/22	22/23	23/24
Review School Games Participation including a cross section of children who represent school and compete outside of school at club and representative level.	Use SHAPES Competition Events Calendar to plan competition entries for year. Continue to use SHAPES booking system to enter events. Continue to 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. Enter girl and boys teams into Stockport South League.	£40 (league fee)	Children enjoyed competing and taking part in a wide range of sports throughout the school year. The program offered a wide range of opportunities, catering for a range of abilities. Some events (BEEActive) and festivals targeted less active children to try a new sport.	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. Continue to enter boys' and girls' football teams into Stockport South League. Girl and boys' teams both competed in Stockport South League.			
Review competitive opportunities for SEND children	Continue to identify SEND pupils and support them to attend appropriate		Children with SEND attended multiple Level 2	Continue to ensure all SEND children get the			

	competition. Keep records of SEND children attending the usual competitions.		School Games events. Evidence recorded in termly newsletters and on school Twitter page. The school was recognized by SHAPES Stockport for its inclusion within PESSPA.	opportunity to participate on competitive sport.			
Maintain a high yet manageable number of Level 1 competitive provision throughout the school calendar	Review current Level 1 provision and participation rates Plan a program of Level 1 events to ensure ALL children are getting the opportunity to access at Level 1 events throughout the year. Engage with SHAPES annual school challenge. Plan Level 1 events using Young Ambassadors & other leadership groups to run sessions. Set up transition sports event in the summer term to support transition between Year 2 & 3.		Three intra-sports events took place this year – all supported by our young leaders in school. Olympics Week offered a week of activities to all children in the school Young Sports Leaders supported all of these events. Young Sports Leaders supported in the Infant's Sports Day additionally to ours. Year 2 & 3 children took part in transition athletics event led by Young Sports Leaders.	Continue to make use of Leaders to create & support Intra comps. Use the SHAPES challenges which are quick and easy to deliver to whole classes and year groups. Continue to provide transition opportunities between the infant and junior school.			
Continue to book transport in advance to ensure no barriers to children attending competitions	Continue to review SHAPES competitions calendar and book all transport at the beginning of the term for events we wish to attend – leasing with finance officer when booking these.	£1,675	Transport used to transport children to events during the school day & for SEND events.	Continue to use parents where possible to keep transport costs down.			
Leadership to extend Extra-Curricular & Competitions Offer	Continue to engage with SHAPES Young Sports Leaders Play Leaders Provide consistent training with leadership groups throughout the year		All ambassadors in place. All leadership groups have had half termly training sessions delivered by specialist coach.	Set up consistent staff support through the year to support for Sports Leadership groups – both Play Leaders & Young			

				Sports Leaders.			
Extending Competition Offer	Provide a wide range of competitions in a range of sports and activities throughout the school year. Ensure that the offer for girls and boys is balanced so all children get the same offer. Ensure that target groups – SENDS, PP & less active are having opportunities to take part in Level 1 & 2 School Games events.		In addition to the SHAPES package, the school were also part of the Stockport South Football League and Cup. A wide range of intra-school sport events took place this year with all children taking part.	Continue with Stockport South League – for girls and boys football teams. Continue to take part in Stockport SHAPES school sport events.			
Create new Links to Community Clubs and maintain those that are currently in place.	Sports specific coaching programs: cricket, football, hockey, lacrosse Cheshire Cricket Board: Cricket at Trinity; Poyton Tennis Club; Bramhall Lane Tennis Club; Stockport County Football Club		Cricket link continued Sept23. Lacrosse link continued Sept23. Tennis link continued Sept23. Football link continued Sept23. Established Karate link Sept23. Established Stockport County FC link Sept23.	Continue to maintain & develop community links. Broaden community links to include a greater range of activities that external clubs provide e.g. dance & gymnastics, ect.			

30 Active Minutes Review (This is a typical week: children in school covered at least 60 minutes of physical activity each day as part of active classrooms, opportunities for physical activity within lesson times such as smile for a mile or as part of our active playgrounds.

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 3	Go Noodle (5mins) Wake-up shake up/Yoga	Go Noodle (5mins) Wake-up shake up/Yoga	Go Noodle (5mins) Wake-up shake up/Yoga	Go Noodle (5mins) Daily Dash/Smile for a	Go Noodle (5mins) Daily Dash/Smile for a

