



Nevill Road Junior School



Evidencing the impact of the PE and Sport Premium

Amount of Grant Received	£19,050 Taken forward: £1608	Amount of Grant Spent	£18,176	Date 2021/2022	Updated: July 2021
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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

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?	76%
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?	74%
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?	77%

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:	20/21	21/22	22/23
Additional opportunities for physical activity during the primary school day – curriculum	<ul style="list-style-type: none"> 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. Long term planning overviews reviewed to assess for use of DEAL strategies as part of September 2020 INSET – more DEAL within lessons.	Revisiting how to create a culture of active classrooms. Ensure provision is put in place to allow for time within the curriculum for Smile for a Mile.			
Lunches & playtimes	<ul style="list-style-type: none"> Sports coaches and Play Leaders organizing structured games at lunchtime Young Ambassadors' Friday lunchtime club C4L Champions' lunchtime club Gymnastics club Athletics club Set sport and activity areas on the playground and field at break and lunchtimes – some 	Coaches: £8228	Less incidents at playtime and lunchtime. A more organized and calm playground. Each year group is allocated a station each day. Children are more actively involve in sports and activity at lunch times.	Speak to coaches about Any changes we need to make from September 2022. Lunchtime clubs to begin in September 2022 to be run consistently (weekly basis) for Change 4 Life and Young Ambassador clubs: follow the competition			

	timetabled.			calendar – Termly whole school activity. Continue to develop leadership roles in LKS2.			
Extra-curricular (After school clubs)	<ul style="list-style-type: none"> Football clubs (Tues & Wed) Hockey & Basketball (Mon) Cheerleading (Wed) Lacrosse (Autumn Term) Cricket (Spring & Summer Term) Tennis (Wed) 		<p>More children taking up new sports.</p> <p>Children are more active within their school day.</p> <p>More access to competitive sport.</p> <p>Children have more access to high level coaching.</p> <p>More children taking part in sport outside of school.</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>Review specialist provision for Girls' Football Clubs – in line with The FA's Campaign 'We Can Play'.</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

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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
Attendance & Punctuality	<ul style="list-style-type: none"> Girls/Boys Active More active lessons to encourage children to enjoy their lessons more. 		<ul style="list-style-type: none"> Attendance figures have improved greatly post-pandemic. 	<p>To re-visit active boys and girls clubs and events</p> <p>To monitor PP children attending clubs</p>			

Behaviour & Attitudes to Learning	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • Certificates for taking part in school sport handed out at weekly celebration assemblies. • Use of #PE #Schoolsport on school Twitter page. • School termly sports newsletter. • Number of pupil premium children attending sports events monitored. 	In September 22 Target key children to attend lunchtime clubs to promote activity and structured play. Continue with social media and termly newsletter to collect evidence.			
Improving Academic Achievement	<ul style="list-style-type: none"> • Active curriculum • Whole school approach to rewarding physically active & sports achievements e.g. assemblies • Use of planning and assessment provided by the PE leader. • Skill focused curriculum delivered with a clear progression of skills. • Monitor attainment through whole-school approach to foundation subject assessment. • 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. 		<ul style="list-style-type: none"> • Active learning is included in whole school lesson observation feedback sheets. • Deep dives showed that planning was being used by staff throughout the school to aid planning a skills based curriculum. • Assessment of key skills taught indicate indicated in assessment sheets. 	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 how to use the skills progression document and how to plan lessons which will aid continued and differentiated teaching of skills.			

<p>Health & Well Being/SMSC</p>	<ul style="list-style-type: none"> • 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 Champions. 		<ul style="list-style-type: none"> • Each class has taken part in termly whole school sports events (Santa Dash – Autumn Term; Athlete Visit Fundraiser – Spring Term; Sports Day & Bounce to Birmingham – Summer Term). • School Twitter page & termly newsletter celebrates sporting achievements & engagement. • Weekly celebration assemblies provide an opportunity to celebrate sport. • SHAPES holiday challenges engaged with families. 	<p>Continue to develop use of the website and Twitter.</p> <p>Start up Young Ambassador & Change4Life clubs early in the academic year from Sept. 22. Was difficult this year due to COVID restrictions.</p>			
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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:	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 60 minute PE lessons twice a week with the exception of swimming year groups who have one hour PE & their swimming lessons weekly. E	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 questionnaire Cheshire Cricket Board to deliver cricket sessions alongside teachers as well as Lacrosse coaches to support with striking & fielding and invasion game coaching.	Stockport SHAPES £6500 Cricket coaching £1020 Lacrosse Coaching £525	Years 3, 4, 5 and 6 all accessed CPD with PE Expert teacher (SSCo) All year groups received cricket coaching apart from Year 3. Years 5 & 6 received Lacrosse coaching. Years 4 & 5 staff supported with swimming lessons.	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 curriculum Ensure all staff are receiving CPD Risk Assessments & letters for completions Leasing and planning in extra-curricular clubs.		Policy reviewed Long term plan reviewed & in place Sports clubs and competitions are extensive	Review PE Policy Review Sports & Activity Policy Review Swimming Policy Complete QUALITY MARK FOR PHYSICAL EDUCATION, SCHOOL			

				SPORT & PHYSICAL ACTIVITY			
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.	£1903	All children have access to quality resources. High quality lessons can be taught with the necessary equipment. Basketball posts have been purchased as well as goals for hockey, handball & football to promote areas for organized sport on the playground at break and lunchtimes.	Review twice a year. Review SEND resources considering the needs of the children moving into the school as well as existing students.			
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.		Staffing shortages and absences this year have made this target very difficult to attain.	Specific TAs to be identified to take on roles within Sport and Activity on the playground at lunch times to be sent on training with groups of Young Ambassadors & Change4Life Champions.			
Develop an assessment programme for PE to monitor progress	Use new curriculum assessment grids as agrees.		All teachers are completing 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:	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. Develop lunch time clubs and leadership opportunity.	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) • Cricket (Spring & Summer Term) • Tennis (Wed) 	To have clubs in place from September 22 offering a wide range of opportunity. Have lunchtime clubs for Young Ambassadors & Change4Life Champions set up early.			
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, SCL Increase training for competitions	n/a	Clubs provide a balance of opportunity. Training for competitions took place on an irregular occurrence and was based of staffing availability.	Consider parent & pupil voice for club opportunities. Develop systems to promote more coaching opportunities for teams attending competitions.			
Review offer for SEND pupils	Develop offer to be inclusive e.g. SSP SEND Programme. SEND specific sport events.		SEND Pyramid document in place to ensure all class needs are met. Children attended SEND competition and event opportunities provided through the SHAPES	Continue to monitor provision for children with SEND and be mindful of new arrivals to school with differing needs. Continue to provide			

			program.	opportunities beyond the curriculum for children with SEND.			
Target inactive pupils	Change4Life clubs to target less active children to promote engagement in sport.		Staffing shortages for lunchtimes and restrictions due to COVID measures resulted in this not being in place until the Summer Term	To be set up and in place from September 22.			

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:	20/21	21/22	22/23
Review School Games Participation including a cross section of children who represent school	<ul style="list-style-type: none"> 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 		<p>Children enjoyed competing and taking part in a wide range of sports throughout the school year.</p> <p>The program offered a wide range of opportunities, catering for a range of abilities.</p> <p>Some events targeted less active children to try a new sport.</p>	<p>Continue to use the SHAPES calendar to ensure a good coverage of sports and to make sure a range of children can be involved.</p> <p>Make more use of festivals for whole year groups.</p>			
Review competitive opportunities for SEND children	<ul style="list-style-type: none"> Ensure SEND pupils are identified and supported to attend appropriate competition Keep records of SEND children attending the usual 		<p>Children with SEND attended multiple events and enjoyed the opportunity.</p> <p>Evidence recorded in termly</p>	<p>Continue to ensure all SEND children get the opportunity to participate on competitive sport.</p>			

	competitions, not just the inclusion ones.		newsletters and on school Twitter page.				
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 least one competition across the year Engage with SHAPES annual school challenge Plan Level 1 events using Young Ambassadors 		Four intra sports events took place this year – all supported by our young leaders in school. Young Ambassadors supported in the Infant's Sports Day additionally to ours.	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.			
Book transport in advance to ensure no barriers to children attending competitions	<ul style="list-style-type: none"> Review SHAPES competitions calendar and book all transport at the beginning of the term for events we wish to attend 		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	<ul style="list-style-type: none"> Engage with SHAPES Young Ambassadors C4L Champions Train Junior Play Leaders 	n/a	All ambassadors in place. Could have made better use of Young Ambassadors & C4L Champions.	Set up Young Ambassadors & C4L Champions clubs to run weekly from Sept 22.			
Extending Competition Offer	<ul style="list-style-type: none"> Consider establishing friendly competitions with neighboring school you can walk to: football, netball 	n/a	In addition to the SHAPES package, the school were also part of the Stockport South Football League and Cup. Netball friendly competition was set up by Nevill Road PE Leader for local schools.	Continue with Stockport South League – develop fixtures for girls' football.			
Create Stronger Links to Community Clubs	<ul style="list-style-type: none"> Sports specific coaching programs: cricket, football, hockey, lacrosse <p>Cheshire Cricket Board: Cricket at</p>	n/a	Cricket link continued. Lacrosse link continued. New Tennis link set up – Sept21.	Continue to maintain & develop community links.			

	Trinity		Football link reestablished – Sept21.			
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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 Mille (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	Go Noodle Yoga (5mins) Active lunchtimes (15mins) Playtime zones with	Go Noodle Yoga (5mins) Active lunchtimes (15mins) Active lessons using	Go Noodle Yoga (5mins) Active lunchtimes (15mins) Active lessons using	Go Noodle Yoga (5mins) Active lunchtimes (15mins) Active lessons using

	trail rota. (10mins) Active lessons using DEAL (10mins) Daily Dash/Smile for a Mille (10mins)	equipment or trim trail rota. (10mins) Active lessons using DEAL (10mins)	MOTD/DEAL (10mins) Playtime zones with equipment or trim trail rota. (10mins)	MOTD/DEAL (10mins) Daily Dash/Smile for a Mille (10mins) Playtime zones with equipment or trim trail rota. (10mins)	DEAL (10mins) Playtime zones with equipment or trim trail rota. (10mins)
Year 6	5mins – GoNoodle Yoga Active lessons using DEAL (10mins) Active lunchtime – 15mins Playtime zones with equipment or trim trail rota. (10mins) 5mins – GoNoodle/Kidz Bop/Run Daily Dash/Smile for a Mille (10mins)	5mins – GoNoodle Yoga Active lessons using DEAL (10mins) Active lunchtime – 15mins Playtime zones with equipment or trim trail rota. (10mins) 5mins – GoNoodle/Kidz Bop/Run	5mins – GoNoodle Yoga Active lessons using DEAL (10mins) Active lunchtime – 15mins Playtime zones with equipment or trim trail rota. (10mins) 5mins – GoNoodle/Kidz Bop/Run Daily Dash/Smile for a Mille (10mins)	5mins – GoNoodle Yoga Active lessons using DEAL (10mins) Active lunchtime – 15mins Playtime zones with equipment or trim trail rota. (10mins) 5mins – GoNoodle/Kidz Bop/Run	5mins – GoNoodle Yoga Active lessons using DEAL (10mins) Active lunchtime – 10mins Playtime zones with equipment or trim trail rota. (10mins) 5mins – GoNoodle/Kidz Bop/Run