



# Vernon Park Primary School



## Evidencing the impact of the PE and Sport Premium

<b>Amount of Grant Received</b>	<b>£26,392.00</b>	<b>Amount of Grant Spent</b>	<b>£26,392.00</b>	<b>Date 15.7.24</b>	
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### RAG rated progress:

- **Red** - needs addressing
- **Amber** - addressing but further improvement needed
- **Green** – achieving 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.

<b>Meeting national curriculum requirements for swimming and water safety</b>	
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?	52%
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?	47%
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?	50%
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?	Yes/No

## 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	<ul style="list-style-type: none"> <li>• Wake up Shake up</li> <li>• Smile for a mile</li> <li>• Individual Physical Activity Challenges</li> <li>• EYFS movement activities i.e GoNoodle, Jumpstart Johnny etc.</li> <li>• Moving and handling in EYFS</li> <li>• Forest School</li> <li>• Sports Day – To take place July, 2024</li> <li>• Dance sessions led by expert dance teacher</li> <li>• Extra sports coach (3 afternoons per week)</li> <li>• Brain break physical activities</li> <li>• Teaching of PE through other Foundation Subjects (Super learning Days).</li> </ul>	<p>Forest School_____</p> <p>Dance £5000</p> <p>Swimming £2,251.56 £4,235</p> <p>Mountcook contribution £148</p>	<ul style="list-style-type: none"> <li>• More engagement in lessons.</li> <li>• More active children.</li> <li>• Children enjoying Wake up Shake up</li> <li>• Children engaging in smile for a mile before the school.</li> <li>• Reception children have been enjoying SHAPES on a Monday morning before the school day (Spring 2 and Summer 2) with Jude Wall to get school ready. The children did different gross motor movements alongside using PE equipment.</li> <li>• EYFS - all children in the mornings do a range of different funky finger activities to develop fine and gross motor skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a physically active school that goes beyond a PE school - ensuring children are as active as possible in addition to the allocated PE lessons (GB &amp; CL attended CAS Course with discussions and plans to implement this next academic year).</li> <li>• To continue with additional physical activities to start the school day (Wake up Shake Up, Smile for a mile, funky</li> </ul>			

		<ul style="list-style-type: none"> <li>• In Reception, some children were highlighted with low PD so these children have been doing Motor Skills United twice a week to develop gross and fine motor skills.</li> <li>• Sports day run in school teams was a huge success - all children took part and engaged in a variety of team sporting activities. Engaged parents and all were pleased to attend in school!</li> <li>• Dance has been accessed across the school - all pupils engaged and enjoyed creating routines linked to topics.</li> <li>• Activity spinner was introduced across the school to offer additional active brain breaks.</li> <li>• Physical activity continues to be included through a range of subject areas - including English and Maths active warm ups!</li> <li>• Class teachers are teaching the required physical activity hours in the school day. Additional CPD with SHAPES to provide further physical</li> </ul>	<p>fingers)</p> <ul style="list-style-type: none"> <li>• Forest school and Muddy Monday to continue being offered across the school to ensure further physical outdoor activities take place.</li> <li>• Active brain breaks to be timetabled throughout the school day.</li> <li>• Continue to offer active warm ups within a range of cross-curricular lessons.</li> <li>• To continue to offer a wide variety of sports through competitions outside and during the school day.</li> <li>• Promote extra physical activity throughout the day through active continuous provision.</li> <li>• Interventions to be offered to pupils to engage in further physical activity - targeting pupils who require</li> </ul>			
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		<p>activity throughout the school day.</p> <ul style="list-style-type: none"> <li>● SHAPES events offer additional physical activity to a wide variety of pupils offered to attend.</li> <li>● Forest school continues to provide pupils with engaging physical activities in addition to the school day.</li> <li>● EYFS - Muddy Monday provides pupils with engaging physical activities in addition to the school day.</li> <li>● Smile for a mile competition run across the school to promote active brain breaks.</li> <li>● EYFS - Continuous provision inside and outside the classroom provides active choices for children to develop their motor skills.</li> <li>● Reception - Every half term the children go on an active trip such as, walking to the Town Hall, Stockport Market, Saint Mary's Church, Stockport Art Gallery and Abyss fish shop.</li> <li>● UKS2 Water sports - all pupils engaging in physical activity through a range of water sport activities.</li> <li>● School residential</li> </ul>	<p>motor skills interventions.</p> <ul style="list-style-type: none"> <li>● Swimming to continue to be offered across the school to engage pupils in swimming who may not access outside of school.</li> </ul>			
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			<p>offered to Year 6 pupils, where a variety of physical activities are offered and all pupils engage with.</p> <ul style="list-style-type: none"> <li>Swimming offered to all pupils in Y3 - 6. Year 3 taking part all year.</li> </ul>				
Lunches & playtimes	<ul style="list-style-type: none"> <li>Continue to utilise the Sports Coaches at lunchtimes in line with sports competitions that are upcoming.</li> <li>More structured lunchtime activities (supported by midday and sports ambassadors and staff) to improve behaviour</li> <li>Sports ambassadors organising structured games at lunch.</li> <li>Purchase specific lunchtime sport equipment to promote physical activity during playtimes.</li> <li>Improve playground environment (markings) to promote physical games at play times.</li> <li>Cross country training to take place during lunchtimes to promote sign ups.</li> </ul>		<ul style="list-style-type: none"> <li>Sports coaches have not been offered this year, however, children are engaging in a variety of sports inspired by the skills taught within PE lessons and sports coach led lesson (e.g. Cricket, Netball, Basketball, Tennis).</li> <li>Play leaders engage pupils in team led games using equipment.</li> <li>Pupils who do not take part in sport clubs outside of school have a variety of equipment and choices to play during play times.</li> <li>KS1 and KS2 have been using the sports equipment during playtimes and lunchtimes either in pairs or teams to play different games which the children have taken part in either in PE sessions or extra curricular lessons.</li> <li>Staff support children in team</li> </ul>	<ul style="list-style-type: none"> <li>Play leaders to continue to engage pupils in team led games using equipment.</li> <li>Pupil voice for play equipment choices to engage more pupils in physically active playtimes.</li> <li>Designated areas for physical activity across the playgrounds.</li> <li>Lunchtime staff to support designated play areas and promote sport taking place at lunch time.</li> </ul>			

			<p>sports at lunchtime.</p> <ul style="list-style-type: none"> <li>• Cross Country training during lunchtimes promotes the Cross Country league.</li> </ul>				
<p>Extra-curricular (After school clubs)</p>	<ul style="list-style-type: none"> <li>• Continue to encourage children to attend after school clubs.</li> <li>• Promote more activities outside of school i.e. holiday clubs, links with sports clubs.</li> <li>• Consider providing free after school clubs (dependent on budget)? <ul style="list-style-type: none"> <li>• Stockport SHAPES competitions to support community links and team sports</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• More active children across the school.</li> <li>• The extra-curricular opportunities include those for our SEND pupils (Cricket, tennis, Olympics and Cross County) which responded to the children's needs.</li> <li>• Increased participation in extra-curricular sports competitions through sign up sheets on the PE board.</li> <li>• Year 3 - 6 offered to take part Stockport Harriers Cross country, children engaged outside of school at the weekend.</li> <li>• Sports clubs provided after school for KS1 and KS2 i.e. Cricket, Netball and Football.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to offer a range of different sports opportunities to all children including SEND and Pupil Premium.</li> <li>• Respond to pupil voice for sports clubs and extra curricular competitions.</li> </ul>			

## 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	<ul style="list-style-type: none"> <li>Swimming</li> <li>Forest School</li> <li>Sports Days annually (July)</li> <li>'Wake Up Shake Up' activity before school daily</li> <li>Continue to provide children with opportunities to engage and attend sports.</li> <li>Promote Sporting Competitions to encourage attendance and punctuality.</li> </ul>	Swimming transport £2,251.56 + Swimming £3,850 Total: £6101.56	<ul style="list-style-type: none"> <li>Swimming and Forest schools has increased attendance across KS1/2 as children are keen to be present for these and arrive on time. Children are more likely to attend school on these days, which is evident from Pupil Voice as they enjoy them so much.</li> <li>Through observation, children are keen to take part in Wake up Shake up or Smile for a mile daily.</li> <li>Sports days are successful and children enjoy taking part.</li> <li>Lots of opportunities have been offered for</li> </ul>	<ul style="list-style-type: none"> <li>Continue to promote Wake up Shake up, Smile for a mile and funky fingers as morning physical activities to ensure pupils are arriving to school promptly and parents are aware that this is part of their active 60 minutes a day.</li> <li>Continue to provide children with opportunities to engage and attend sports.               <ul style="list-style-type: none"> <li>Promote</li> </ul> </li> </ul>			

			<p>pupils to attend sporting competitions - PE board has been successful in promoting competitions and ensuring pupils are attending school to sign up or take part in different competitions.</p> <ul style="list-style-type: none"> <li>Dojo posts continue to promote physical activity taking place in school, ensuring pupils and parents are aware of PE days and want to attend physical opportunities within the school day.</li> </ul>	<p>Sporting Competitions to encourage attendance and punctuality.</p> <ul style="list-style-type: none"> <li>Continue to do Dojo posts to promote physical activity taking place in school, ensuring pupils and parents are aware of PE days and want to attend physical opportunities within the school day.</li> <li>Continue to offer swimming and forest school across the school.</li> </ul>			
Behaviour & Attitudes to Learning	<ul style="list-style-type: none"> <li>Promote sports at lunchtime to reduce behaviour incidents. Create sign up sheet and rota of lunchtime sports clubs.</li> <li>Continue to teach subjects</li> </ul>	Variable	<ul style="list-style-type: none"> <li>KS1 and KS2 have been using the sports equipment during playtimes and lunchtimes either in pairs or teams to play different games which</li> </ul>	<ul style="list-style-type: none"> <li>To continue to encourage pupils to engage in sports equipment at playtimes and</li> </ul>			



	<p>actively.</p> <ul style="list-style-type: none"> <li>● Continue to provide extracurricular sporting activities for disadvantaged pupils and as a reward for behaviour.</li> <li>● Continue to push Smile for a mile and move for a minute in school.</li> <li>● To promote Sports stars for half term regularly.</li> <li>● Observe Sport Coach regularly regarding behaviour and attitudes to learning.</li> <li>● Move for a minute</li> </ul>		<p>the children have taken part in either in PE sessions or extra curricular lessons.</p> <ul style="list-style-type: none"> <li>● Children are engaging in a variety of sports inspired by the skills taught within PE lessons and sports coach led lesson (e.g. Cricket, Netball, Basketball, Tennis).</li> <li>● Play leaders engage pupils in team led games using equipment.</li> <li>● Year 3/4 football rota has been successful to ensure behaviour is well managed.</li> <li>● Physical activity continues to be included through a range of subject areas - including English and Maths active warm ups!</li> <li>● Be Inspired Awards assembly where children were rewarded for taking part in a range of different activities across the academic year.</li> <li>● Opportunities for disadvantaged/SEND/ Pupil Premium children.</li> <li>● Smile for a mile and</li> </ul>	<p>lunchtimes.</p> <ul style="list-style-type: none"> <li>● Continue with play leaders - encouraging team led games.</li> <li>● Continue to manage the behaviour during football, including a rota to ensure pupils are bein safe and inclusive to all.</li> <li>● Continue to include physical activity across a range of subject areas.</li> <li>● Create a physically active school that goes beyond a PE school - ensuring children are as active as possible in addition to the allocated PE lessons (GB &amp; CL attended CAS Course with discussions and plans to implement this next academic</li> </ul>			
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			<p>activity spinner has enhanced engagement in lessons and increased physical activity.</p> <ul style="list-style-type: none"><li>● School values are complemented by stickers during sports days.</li><li>● All teaching staff now teaching PE lessons has improved behaviour and attitudes towards PE with pupils engaging well and wanted to take part.</li></ul>	<p>year).</p> <ul style="list-style-type: none"><li>● Continue to offer sport events as a reward for positive behaviour.</li><li>● Continue to promote the Be Inspired Awards during an assembly where children are rewarded for taking part in a range of different activities across the academic year.</li><li>● Continue to offer opportunities for disadvantaged/SEND/Pupil Premium children.</li><li>● Continue with Smile for a mile and activity spinner to enhance engagement in lessons and increased</li></ul>			
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				<p>physical activity.</p> <ul style="list-style-type: none"> <li>• Continue to use School values complemented by stickers during sports days.</li> <li>• All teaching staff to continue teaching PE lessons, improving behaviour and attitudes towards PE with pupils engaging, well planned lessons.</li> </ul>			
Improving Academic Achievement	<ul style="list-style-type: none"> <li>• Active curriculum Whole school approach</li> <li>• To reward physically active &amp; sports achievements e.g. PE Superstar (dojo).</li> <li>• Continue to develop the links between PE and other subjects to make learning more active e.g. Dance Specialist CPD training, moving maths, lively literacy.</li> </ul>	N/A	<ul style="list-style-type: none"> <li>• Children are more engaged when subjects are taught through active learning.</li> <li>• Children are keen to share their sporting achievements from both in school and outside of school. <ul style="list-style-type: none"> <li>• Be Inspired Rewards assembly where children were rewarded for taking part in a range of different</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• EYFS - School Readiness activities will be taking place in school. As well as these, activities can be taken home to develop PD as well as PSED and CL.</li> <li>• To continue to offer certificates and awards for taking part in sporting events. <ul style="list-style-type: none"> <li>• Creating a physically active</li> </ul> </li> </ul>			

			<p>activities across the academic year.</p> <ul style="list-style-type: none"> <li>● Smile for a mile and activity spinner offered as a 'brain break' and has shown that it is helpful for pupils who find it difficult to sit still or concentrate for extended periods of time.</li> <li>● Children are keen to take part in Wake up Shake up and smile for a mile daily, motivating them for learning.</li> <li>● Motor skills interventions improve pupils' academic achievement - providing the skills needed to support them in school.</li> </ul>	<p>school that goes beyond a PE school - ensuring children are as active as possible in addition to the allocated PE lessons (GB &amp; CL attended CAS Course with discussions and plans to implement this next academic year).</p>			
Health & Well Being/SMSC	<ul style="list-style-type: none"> <li>● Whole school approach to rewarding physically active &amp; sports achievements e.g. PE Superstar (dojo).</li> <li>● Celebrate success through newsletters, website, twitter and seesaw</li> <li>● Lunchtime games supported by sports coach</li> <li>● School values and ethos are complemented in PE lessons.</li> <li>● Healthy eating and good lifestyle choices are part of the</li> </ul>	N/A	<ul style="list-style-type: none"> <li>● Children recognise the importance of PE and leading a healthy lifestyle.</li> <li>● Celebrating achievements encourages children to engage in sport.</li> <li>● Children enjoy brain breaks in their lessons with Smile for a Mile and they have said that it makes them</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to encourage Children to recognise the importance of PE and leading a healthy lifestyle.</li> <li>● Celebrate achievements, encouraging children to engage in sport.</li> <li>● Continue to</li> </ul>			

	<p>PSHE curriculum</p> <ul style="list-style-type: none"> <li>● Sports award for assemblies each week – nominated by Sports Coach. Ensure that this continues throughout the year.</li> <li>● Pupils continue to understand the contribution sport has to their health and well-being.</li> <li>● Lunchtime clubs promoted more in school and rewards for attending clubs.</li> <li>● Pupil voice to consider how well being can be promoted and achieved through physical education.</li> </ul>		<p>feel more relaxed, aiding their wellbeing.</p> <ul style="list-style-type: none"> <li>● EYFS children are exposed to learning about a healthy lifestyle through eating fruit and vegetables and what it means being active through circle work, stories and walking to Stockport Market.</li> <li>● Opportunities for extra curriculum activities have been enjoyed by the children, making school a more fun and active place to be. <ul style="list-style-type: none"> <li>● Be Inspired Awards assembly where children were rewarded for taking part in a range of different activities across the academic year.</li> </ul> </li> <li>● Children are keen to take part in Wake up Shake up daily.</li> <li>● Pupil voice shows that children enjoy physical activity within school such as Wake up Shake up as it makes them feel happy.</li> </ul>	<p>provide brain breaks in lessons with Smile for a Mile.</p> <ul style="list-style-type: none"> <li>● Continue to expose EYFS children to learning about a healthy lifestyle through eating fruit and vegetables and what it means being active through circle work stories.</li> <li>● Continue to offer opportunities for extra curriculum activities have been enjoyed by the children, making school a more fun and active place to be. <ul style="list-style-type: none"> <li>● Offer the Be Inspired Awards assembly where children are rewarded for taking part in a range of different activities across the academic</li> </ul> </li> </ul>			
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			<ul style="list-style-type: none"><li>• Children are engaging in a variety of sports inspired by the skills taught within PE lessons and sports coach led lesson (e.g. Cricket, Netball, Basketball, Tennis).</li><li>• School values are complemented by stickers during sports days.</li></ul>	<p>year.</p> <ul style="list-style-type: none"><li>• Continue to involve pupils in Wake up Shake up daily.</li><li>• Continue to use pupil voice shows to inform health and wellbeing decisions across school.<ul style="list-style-type: none"><li>• Continue to use School values complemented by stickers during sports days.</li></ul></li></ul>			
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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:	21/22	22/23	23/24
<p>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>	<p>Ensure all pupils access 4x30 minute, 3 x 40 minute or 2 x 60 minute PE lessons a week. Sports specialist Dance teacher. Super Learning Days</p> <p>Ensure that class timetables are being followed and that PE slots are being utilised – continue to monitor. Continue to regularly observe staff teaching PE.</p>	<p>N/A</p> <p>Dance - £5000</p>	<p>Pupils usually achieving NC outcomes with swimming sessions and lessons delivered by teaching staff. Swimming successful this year, with all pupils from KS2 attending block of swimming lessons. Progression of skills has been used well across school. Dance Specialist has provided CPD for staff. Time given to promote physical education through super learning days. Monitoring of PE through staff performance management observations. Class teachers delivering all PE lessons, ensuring it is timetabled 2 sessions per week. SHAPES CPD offered</p>	<p>Next Year - there will not be a Dance specialist. As all staff feel confident with this CPD. Staff to deliver Dance lessons alongside the PE scheme.</p> <ul style="list-style-type: none"> <li>Continue to monitor PE teaching across school.</li> <li>Continue with SHAPES CPD with a new focus next year of Gymnastics</li> <li>Closely monitor the allocation of PE in timetables.</li> </ul>			

			across the school to support the teaching of the PE curriculum.				
<p>Review the quality of teaching &amp; consider best way of allocating CPD, courses &amp; other sources</p> <p>Support adults to access relevant CPD.</p>	<p>Observe Sports Coaches each half term. Regularly monitor teaching and learning by observing sports coaches.</p> <p>Continue to observe teaching staff delivering PE lessons.</p> <p>Provide staff with more opportunities for CPD – potential of employing another Sports Coach to support staff.</p> <p>Staff to use Getset4PE to assess PE.</p> <p>Dance Specialist to work with class teachers and provide CPD and team teach unit of lessons with the aim to teach this independently towards the end of the year.</p>	<p>GetSet4PE - £1,375</p> <p>SHAPES A1 package - £5,100</p>	<ul style="list-style-type: none"> <li>Staff are able to use GetSet4PE to plan and deliver to achieve high quality lessons.</li> <li>Learning walks on super learning days show high quality teaching of physical education, including clear cross curricular links and promoting healthy active lifestyles.</li> <li>Monitoring of PE through staff performance management observations.</li> <li>Staff engagement with sports days has been fantastic.</li> <li>All staff have had CPD with Jude Wall (SHAPES) during PE/PD sessions to support understanding and confidence in delivering PE.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use and adapt GetSet4PE lessons to plan and deliver PE lessons to achieve high quality lessons.</li> <li>Continue to use learning walks on super learning days to access the high quality teaching of physical education, including clear cross curricular links and promoting healthy active lifestyles.</li> <li>Staff to engage with sports days to ensure it</li> </ul>			



			<ul style="list-style-type: none"> <li>• Dance Specialist has been working with all teachers (all allocated half a term) regarding the GetSet4PE unit of work.</li> <li>• Staff CPD in staff meetings through SHAPES - CAS and School Readiness.</li> </ul>	<p>runs smoothly.</p> <ul style="list-style-type: none"> <li>• Continue CPD with Jude Wall (SHAPES) during PE/PD sessions.</li> <li>• Continue to offer Staff CPD in staff meetings..</li> </ul>			
PE Coordinator allocated time for planning, review and assessment	<p>Allocate time for PE coordinator time each half term (one hour).</p> <p>Meet regularly to discuss and plan upcoming events.</p>	N/A	<ul style="list-style-type: none"> <li>• INSET day curriculum day used to review subject concepts.</li> <li>• PE coordinators meet after school to discuss and plan upcoming events and book events and complete any trip requests and risk assessments.</li> <li>• PE coordinators regularly meet after school the week before each event to discuss which children are attending and how many adults would be needed.</li> <li>• PE coordinators meet after school after the event to</li> </ul>	<p>September 2024, there will be three PE leads - LG (EYFS), CJ (LKS2) and GB (UKS2). Allocate time each half term to discuss events. (SHAPES, Sports days) - covered by HLTA's during the school day.</p> <ul style="list-style-type: none"> <li>• Continue to arrange cover for all or most PE coordinators to attend SHAPES meetings.</li> </ul>			

			<p>discuss how the children were, was the event organised and did everyone have fun!</p> <ul style="list-style-type: none"> <li>• SHAPES PE coordinator meetings when attended together allow time to plan and review current PE.</li> </ul>				
Review of PE equipment to support quality delivery	<p>See list of essential PE equipment &amp; order accordingly.</p> <p>Monitor usage of equipment regularly and ensure that store cupboards are kept tidy.</p> <p>Continue to monitor equipment and order any equipment that is required by staff.</p> <p>Audit PE equipment to ensure staff have the correct equipment for GetSet4PE lessons.</p> <p>Create an order form / checklist to be set up and edited throughout the year, staff to add equipment required.</p>	<p>Sports equipment Hope- £77.20 YPO- £314.56</p>	<ul style="list-style-type: none"> <li>• Staff have equipment to be able to deliver high quality PE sessions.</li> <li>• EYFS equipment trolley with high quality equipment is readily available for staff and pupils to access high quality PE lessons.</li> <li>• LTP is reviewed to ensure areas covered have the equipment needed to support each lesson.</li> </ul>	<p>To allocate time to organise the PE cupboard with labels and boxes which should help with safe access into the cupboard.</p> <p>Create an order form / checklist to be set up and edited throughout the year, staff to add equipment required.</p> <p>Ensure equipment is being stored away correctly and cupboard to be maintained.</p> <p>Continue to review</p>			

				LTP to ensure areas covered have the equipment needed to support each lesson.			
Develop an assessment programme for PE to monitor progress	Staff have been introduced to the GetSet4PE scheme to plan and deliver to achieve high quality lessons.	GetSet4PE E - £1,375	<p>Staff have been really positive with using the GetSet4PE scheme this year!</p> <p>Staff have found following the lesson plans that they are clear but if unsure they can look at the support videos provided by GetSet4PE.</p> <p>Staff are more confident with delivering PE lessons. This has been noticed when PE leads and CL (Headteacher) have been observing PE lessons during PE Super Learning Days.</p> <p>Discussed with school OFSTED Advisor a review of assessment in PE - beginning to identify the bottom 10% of pupils in Fundamental movement skills – the building blocks which enable children to learn more advanced movement skills. They include things like running, jumping,</p>	<p>To continue to develop informed assessment strategies through network meetings.</p> <p>To continue to assess pupil's progress and ensure interventions are in place to support and target children's specific areas of need.</p>			

			hopping, throwing, kicking, and balancing and Performance – For children to have the competence, knowledge and understanding to use taught skills for effective outcomes in physical activity.				
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**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	<p>Stockport SHAPES competitions to support community links, team sports and engage with local schools.</p> <p>Set up inter-competitions between different schools (football team)</p> <p>Continue to look for different sports opportunities for less well-known sports to engage children that may be interested in these. (In contact with watersports from September)</p>	<p>Fifth Movement after school clubs two per week - £3,150</p> <p>Trafford Water Park - £189.83 for four sessions</p> <p>Coach - £980</p> <p>Trafford Water</p>	<p>Children have enjoyed attending SHAPES different events over the past year. Children have been involved with a range of different schools around Stockport within these competitions/events.</p> <p>More girls have been involved in the different events that SHAPES have offered this year.</p> <p>SEND and Pupil Premium children have been involved in more events this year. The children enjoyed attending these events and met other</p>	<p>Continue to offer after school clubs and review sports offered based on pupil voice.</p> <p>Continue to offer water sports in addition to PE lessons.</p> <p>Continue to provide children with a variety of competitive sports to take part in.</p>			

		<p>Park - Year 6 - £555.75</p> <p>Final balance for Trafford Water Park- £555.75</p> <p>Cost for Coach to Trafford water park (not paid)</p>	<p>children from other Stockport schools.</p> <p>Cross Country attendance has increased.</p> <p>Year 5 have been to Sale Water Park for half a term in Autumn 1. The children and staff have really enjoyed this experience.</p> <p>Year 6 attended a day at Sale Water Park with 2 additional water sport activities. All children engaged.</p> <p>After school clubs offered to all pupils including Netball and Football. Lots of children have engaged in the clubs.</p>				
Review extra-curricular activity balance	<p>Continue to offer different sports clubs after school. Liaise with other schools regarding competitions.</p> <p>Ask the children which sports they would like to do (Pupil Voice) – this will influence which after school clubs are available to them.</p> <p>Introduce clubs led by teachers.</p>		<ul style="list-style-type: none"> <li>Introduced a range of different sporting activities for children to take part in with SHAPES and children have competed in competitions with other children from other schools in Stockport.</li> <li>Children have enjoyed trying out new sports in PE lessons through pupil voice.</li> <li>Pupil's have been engaged in new sports (cricket,</li> </ul>	<p>Continue to offer a variety of after school clubs and review sports offered based on pupil voice.</p> <p>Continue to offer water sports in addition to PE lessons.</p> <p>Continue to provide children with a variety of competitive sports to take part in.</p>			

			netball) rather than repeating more popular sports.					
Target disengaged and inactive pupils	<p>Continue to reward children that are invited to targeted lunchtime clubs when they attend.</p> <p>Get Sports Leaders to work with small groups of children that are disengaged in sports.</p> <p>Organise an order for lunch time sport equipment per key stage.</p> <p>Promote PE through an assembly and target disengaged and inactive pupils in new afterschool clubs ran by teachers.</p>		<p>Disengaged and inactive pupils are encouraged to take part in PE lessons, smile for a mile and after school clubs.</p> <p>Sports clubs are free of charge, enabling children to access sport who may not other wise do so.</p> <p>Lunchtime equipment is available to use daily, children are encouraged to play with sport equipment.</p> <p>EYFS have been joining in with circle times and stories about having a healthy lifestyle and being active. All EYFS children enjoy PD sessions on a Friday as they like being able to use different PE equipment which they would not use during continuous provision.</p> <p>Be Inspired Awards assembly where all children were noticed for taking part in sports day.</p> <p>Smile for a mile competition offered an incentive for disengaged and inactive pupils to be more active!</p> <p>Children are encouraged to take part in competitions</p>	<p>Continue to provide free clubs after school.</p> <p>Continue to provide opportunities to promote PE and encouraging pupil's to sign up to a variety of events.</p> <p>Continue to encourage disengaged and inactive children to take part in competitions and sign up!</p>				

			and some more disengaged pupils have been enthusiastic about signing up!				
			Through SHAPES, children were able to take part in designing a poster/poem/picture about a sport they did in school or outside of school and received certificates.				

## 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	Stockport SHAPES competitions to support community links, team sports and engage with local schools. Set up inter-competitions between other schools.	Shin pads - £31.17 Returned due to size - £20.35.	Attended several SHAPES events this year with positive feedback from pupil's representing VP!	Continue to offer a wide variety of SHAPES competitions.			
Review competitive opportunities for SEND children with competitions	<ul style="list-style-type: none"> <li>• Stockport SHAPES competitions to support community links, team sports and engage with local schools.</li> <li>• Set up inter-competitions between these schools.</li> <li>• Look for specific SEND competitions for next academic year.</li> </ul>		A variety of SEND children from KS1, LKS2 and UKS2 have attended different events through SHAPES. The children have all enjoyed these events!	Continue to book on to a range of different SEND events for all year groups.			
Increase Level 1 competitive provision	<ul style="list-style-type: none"> <li>• Review current Level 1 provision and participation rates</li> </ul>	N/A	Increased % of children participating in Level 1	Continue to increase % of			

	<ul style="list-style-type: none"> <li>Plan a programme of Level 1 events to ensure ALL children get the opportunity to access at least one competition across the year.</li> <li>Teachers continue to deliver Level 1 competitions at the end of appropriate units of work.</li> </ul>		<p>competitions. (football, cricket, tennis, olympics, cross county).</p> <p>Teachers are now incorporating more Level 1 competitions into their lessons – children are more engaged as a result.</p> <p>GetSet4PE promotes Level 1 competitions across the unit of lessons.</p> <p>Children work in teams during Sports Days. From EYFS to UKS2.</p>	<p>children participating in Level 1 competitions. (football, cricket, tennis, olympics, cross county).</p> <p>Encourage teachers to incorporate more Level 1 competitions into their lessons.</p> <p>Use GetSet4PE to promote Level 1 competitions across the unit of lessons.</p> <p>Children work in teams during Sports Days. From EYFS to UKS2.</p>			
<p>Book transport in advance to ensure no barriers to children attending competitions</p>	<ul style="list-style-type: none"> <li>Review competitions calendar and book all transport at the beginning of the term for events we wish to attend</li> </ul>	<p>Taxi for Football Festival Girls - £100</p> <p>Minibus Saint James Football Festival - £110</p> <p>Minibus to sports event - £100</p>	<p>Staff ensure that transport is booked in advance when needed. (coach or minibus).</p> <p>Children and staff have walked to Woodbank park for events this year.</p>	<p>Continue to book transport in advance of events.</p>			



		<p>Bus fare to and from HarryTown High School - £18</p> <p>Minibus to sport event - £100</p> <p>Minibus to sport event - £105</p> <p>Minibus to sport event - £105</p> <p>Minibus to sport event - £105</p> <p>Coach to Year 2 Leg trial £545</p> <p>Coach Year 5 Triathlon - £450</p> <p>Coach to KS2 cricket Festival - £275.</p>					
Extending Competition Offer	<p>Stockport SHAPES competitions to support community links, team sports and engage with local schools.</p> <p>Set up inter-competitions between these schools.</p> <p>Ongoing target - Develop links with other schools in local area and arrange</p>		<p>PE coordinators have set up sign up sheets on the PE board for KS1, LKS2 and UKS2 children to write their names down to take part in different events.</p>	<p>Continue to book onto different events through SHAPES.</p>			

	tournaments.		<p>A range of different children have attended different events offered by SHAPES.</p> <p>Children have met other children from other Stockport schools during these events run by SHAPES which has been fantastic.</p>				
Create Stronger Links to Community Clubs	<ul style="list-style-type: none"> <li>• When able to do so, continue to develop more links with local community and clubs.</li> <li>• Continue to develop closer links to Stockport County FC and partnership with Stockport Harriers – cross country.</li> </ul>	Free	<p>Community links with Stockport County.</p> <p>Children from LKS2 and UKS2 have been taking part in Cross Country on a Saturday with Stockport Harriers.</p> <p>Staff and children have been attending a range of different events through SHAPES which has set up stronger links with other Stockport schools.</p>	Continue to make stronger links through network meetings and events through SHAPES.			

### 30 Active Minutes Review

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
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<p><b>Nursery</b></p>	<p>Environmental area am - one hour Squiggle while you wiggle/ Dough Disco/ Bean Bag Boogie/ Drawing Club - 5 minutes Jump start Jonny 5-10 minutes Moving and Handling – 30 minutes PSHE Circle Work – 5 minutes</p>	<p>Smile for a Mile – 5 minutes Squiggle while you wiggle/ Dough Disco/ Bean Bag Boogie/ Drawing Club - 5 minutes Jump start Jonny 5-10 minutes Moving and Handling – 45 minutes</p>	<p>Smile for a Mile – 5 minutes Squiggle while you wiggle/ Dough Disco/ Bean Bag Boogie/ Drawing Club - 5 minutes Jump start Jonny 5-10 minutes Moving and Handling – 45 minutes</p>	<p>Smile for a Mile – 5 minutes Squiggle while you wiggle/ Dough Disco/ Bean Bag Boogie/ Drawing Club - 5 minutes Jump start Jonny 5-10 minutes Moving and Handling – 45 minutes</p>	<p>Smile for a Mile – 5 minutes Squiggle while you wiggle/ Dough Disco/ Bean Bag Boogie/ Drawing Club - 5 minutes Jump start Jonny 5-10 minutes Moving and Handling – 45 minutes PD sessions pm - 20 minutes</p>
<p><b>Reception</b></p>	<p>Environmental area pm - one hour (Autumn 1 &amp; 2) and One hour 30 minutes. (Spring 1 &amp; 2 and Summer 1 &amp; 2) Dough Disco/ Bean Bag Boogie/ Drawing Club - 10 minutes PSHE Circle Work - 15 minutes. Moving and handling - 45 minutes.</p>	<p>Smile for a Mile – 5 minutes Dough Disco/ Bean Bag Boogie/ Drawing Club - 10 minutes Draw with Rob - 10 minutes (max) Moving and handling - 45 minutes.</p>	<p>Smile for a Mile – 5 minutes Dough Disco/ Bean Bag Boogie/ Drawing Club - 10 minutes Draw with Rob - 10 minutes (max) Moving and handling - 45 minutes.</p>	<p>Smile for a Mile – 5 minutes Dough Disco/ Bean Bag Boogie/ Drawing Club - 10 minutes Draw with Rob - 10 minutes (max) Moving and handling - 45 minutes.</p>	<p>PD sessions am - 30 minutes Smile for a Mile – 5 minutes Dough Disco/ Bean Bag Boogie/ Drawing Club - 10 minutes Draw with Rob - 10 minutes (max) Moving and handling - 45 minutes.</p>
<p><b>Year 1/2</b></p>	<p>Wake up Shake Up – 10 minutes Go noodle / Jump start Jonny / Just Dance – 15 minutes Penpals activity – 15 minutes PSHE Circle Work – 15 minutes Maths active learning – 5 minutes Activity Spinner - 10 minutes Smile for a mile - 15 minutes</p>	<p>Wake up Shake Up – 10 minutes Smile for a Mile – 15 minutes Penpals activity – 15 minutes Go noodle / Jump start Jonny / Just Dance – 15 minutes Maths active learning – 5 minutes Activity Spinner - 10 minutes Smile for a mile - 15 minutes</p>	<p>Wake up Shake Up – 10 minutes Smile for a Mile – 15 minutes Penpals activity – 15 minutes Go noodle / Jump start Jonny / Just Dance – 15 minutes Maths active learning – 5 minutes Activity Spinner - 10 minutes Smile for a mile - 15 minutes</p>	<p>Wake up Shake Up – 10 minutes Smile for a Mile – 15 minutes Penpals activity – 15 minutes Go noodle / Jump start Jonny / Just Dance – 15 minutes Maths active learning – 5 minutes Activity Spinner - 10 minutes Smile for a mile - 15 minutes</p>	<p>Wake up Shake Up – 10 minutes Smile for a Mile – 15 minutes Penpals activity – 15 minutes PSHE Circle Work – 15 minutes Go noodle / Jump start Jonny / Just Dance – 15 minutes Maths active learning – 5 minutes Activity Spinner - 10 minutes Smile for a mile - 15 minutes</p>

<b>Year 3/4</b>	Wake up Shake Up – 10 minutes Smile for a Mile – 15 minutes PSHE Circle Work – 15 minutes Science active learning – 15 minutes Maths active learning – 5 minutes Activity Spinner - 10 minutes	Wake up Shake Up – 10 minutes Swimming/Dance - AM PE (Games) – PM Maths active learning – 5 minutes Activity Spinner - 10 minutes Smile for a mile - 15 minutes	Wake up Shake Up – 10 minutes Smile for a Mile – 15 minutes Maths active learning – 15 minutes  Activity Spinner - 10 minutes	Wake up Shake Up – 10 minutes Maths active learning – 15 minutes Guided reading active learning – 15 minutes Activity Spinner - 10 minutes	Wake up Shake Up – 10 minutes Smile for a Mile – 15 minutes English active learning – 10 minutes PSHE Circle Work – 15 minutes Activity Spinner - 10 minutes
<b>Year 5/6</b>	Wake up Shake Up – 10 minutes Smile for a Mile – 15 minutes PSHE Circle Work – 15 minutes Maths active learning – 5 minutes Activity Spinner - 10 minutes	Wake up Shake Up – 10 minutes Active Science Activity – 15 minutes GPS/Arithmetic Games – 15 minutes Forest Schools - 1 hour sessions. Maths active learning – 5 minutes Activity Spinner - 10 minutes	Wake up Shake Up – 10 minutes Smile for a Mile – 15 minutes Active English (Guided Reading) – 15 minutes Maths active learning – 5 minutes Activity Spinner - 10 minutes	Wake up Shake Up – 10 minutes GPS/Arithmetic Games – 15 minutes Active English (Guided Reading) – 15 minutes Maths active learning – 5 minutes Activity Spinner - 10 minutes	Wake up Shake Up – 10 minutes Smile for a Mile – 15 minutes PSHE Circle Work – 15 minutes Maths active learning – 5 minutes Activity Spinner - 10 minutes

DEAL Drama Strategies are also used across the curriculum for active learning in both core and foundation subjects.