



Vernon Park Primary School



Evidencing the impact of the PE and Sport Premium

Amount of Grant Received	£18,590	Amount of Grant Spent	£12,576.56	Date 4.5.2023	
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RAG rated progress:					
<ul style="list-style-type: none"> • 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.

Meeting national curriculum requirements for swimming and water safety	
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	2%
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?	65%
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?	60%
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?	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:	20/21	21/22	22/23
Additional opportunities for physical activity during the primary school day – curriculum	<ul style="list-style-type: none"> • Wake up Shake up • Smile for a mile • Individual Physical Activity Challenges • EYFS movement activities i.e GoNoodle, Jumpstart Johnny etc. • Moving and handling in EYFS • Forest School • Sports Day – To take place July, 2023 • Dance sessions led by expert dance teacher • Extra sports coach (3 afternoons per week) • Brain break physical activities • Teaching of PE through other Foundation Subjects (Super learning Days). 	Forest School _____ Dance £5000	<ul style="list-style-type: none"> • More engagement in lessons. • More active children. • Children enjoying Wake up Shake up • Children enjoy cross-curricular links with sport. 	<ul style="list-style-type: none"> • Foundation subjects utilised through PE – Dance Specialist Teacher (continue) • Staff continue to teach physically active sessions as regularly as possible. • Staff to teach cross curricular physical activity through moving maths and lively literacy. • Continue teaching of PE through other Foundation Subjects (Super learning Days). • 			
Lunches & playtimes	<ul style="list-style-type: none"> • Smile for a mile • Stockport County Sports Coaches delivering sessions for both KS1 and KS2 at lunchtime. • Sport equipment accessible for 		<ul style="list-style-type: none"> • Engagement and enjoyment at lunch and break times increases pupils activity at lunch and break times has 	<ul style="list-style-type: none"> • Continue to utilise the Sports Coaches at lunchtimes in line with sports competitions that 			

	<p>all Key Stages.</p> <ul style="list-style-type: none"> • Children to be involved in team games. • Cross Country training in preparation for Cross Country league. 		<p>increased.</p> <ul style="list-style-type: none"> • Engage or reengage disaffected pupils and those with less opportunities. • Sports equipment encourages active playtimes and lunchtimes. • Staff support children in team sports at lunchtime. • Cross Country training in promotes the Cross Country league. 	<p>are upcoming.</p> <ul style="list-style-type: none"> • More structured lunchtime activities (supported by midday and sports ambassadors and staff) to improve behaviour • Sports ambassadors organising structured games at lunch. • Purchase specific lunchtime sport equipment to promote physical activity during playtimes. • Improve playground environment (markings) to promote physical games at play times. 			
<p>Extra-curricular (After school clubs)</p>	<ul style="list-style-type: none"> • KS1 and KS2 clubs after school ran by Stockport County Sports Coach 		<ul style="list-style-type: none"> • More active children. • The extra-curricular opportunities include those for our SEND pupils which responds to their wants and needs. • Increased participation in extra-curricular sports activities. • Stockport Harriers / Cross country • Activities provided 	<ul style="list-style-type: none"> • Continue to encourage children to attend after school clubs. • Promote more activities outside of school i.e. holiday clubs, links with sports clubs. • Consider providing free after school clubs (dependent on budget)? • Stockport SHAPES competitions to support 			

			outside of school i.e. holiday clubs, links with sports clubs.	community links and team sports.			
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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:	20/21	21/22	22/23
Attendance & Punctuality	<ul style="list-style-type: none"> Swimming Forest School Sports Days annually (July) 'Wake Up Shake Up' activity before school daily Race for life 	Swimming transport £2,251.56 + Swimming £3,850 Total: £6101.56 Stockport Harriers Sports day: £100	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. Through observation, children are keen to take part in Wake up Shake up daily. Sports days are successful and children enjoy taking part. Race for life was successful with children all participating.	<ul style="list-style-type: none"> Continue to provide children with opportunities to engage and attend sports. Promote Sporting Competitions to encourage attendance and punctuality. 			
Behaviour & Attitudes to Learning	<ul style="list-style-type: none"> Active curriculum Whole school approach to rewarding physically active & sports achievements e.g. PE Superstar (dojo). Lunchtime clubs 	Variable	<ul style="list-style-type: none"> Children are rewarded with the opportunity to attend sports competitions. Opportunities for disadvantaged 	<ul style="list-style-type: none"> Promote sports at lunchtime to reduce behaviour incidents. Create sign up sheet and rota of 			

	<ul style="list-style-type: none"> • After school sports clubs • Smile for a mile • Wake up Shake up. • 		<p>children.</p> <ul style="list-style-type: none"> • Smile for a mile and move for a minute has enhanced engagement in lessons and increased physical activity. • School values are complemented By stickers during sports days. 	<p>lunchtime sports clubs.</p> <ul style="list-style-type: none"> • Continue to teach subjects actively. • Continue to provide extracurricular sporting activities for disadvantaged pupils and as a reward for behaviour. • Continue to push Smile for a mile and move for a minute in school. • To promote Sports star of half term regularly. • Observe Sport Coach regularly regarding behaviour and attitudes to learning. • Move for a minute 			
Improving Academic Achievement	<ul style="list-style-type: none"> • Active curriculum Whole school approach to rewarding physically active & sports achievements e.g. PE Superstar (dojo). • Smile for a mile • Move for a minute • Wake up Shake up 	N/A	<ul style="list-style-type: none"> • Children are more engaged when subjects are taught through active learning. • Children are keen to share their sporting achievements from both in school and 	<ul style="list-style-type: none"> • Continue to develop the links between PE and other subjects to make leaning more active eg Dance Specialist CPD training, moving maths, 			

			<p>outside of school.</p> <ul style="list-style-type: none"> • Smile for a mile and acts 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. • Children are keen to take part in Wake up Shake up daily, motivating them for learning. 	lively literacy.			
Health & Well Being/SMSC	<ul style="list-style-type: none"> • Whole school approach to rewarding physically active & sports achievements e.g. PE Superstar (dojo). • Celebrating success through newsletters, website, twitter and seesaw • Smile for a mile • Wake up Shake up • Lunchtime games supported by sports coach • Super Learning Days • School values and ethos are complemented in PE lessons. • Healthy eating and good lifestyle choices are part of the PSHE curriculum 	N/A	<ul style="list-style-type: none"> • Children recognize the importance of PE and leading a healthy lifestyle. • Celebrating achievements encourages children to engage in sport. • Children enjoy brain breaks in their lessons with Smile for a Mile and they have said that it makes them feel more relaxed, aiding their wellbeing. • Opportunities for extra curriculum activities have been enjoyed by the children, making school a more fun place. • Children are keen to take part in Wake up Shake up daily. 	<ul style="list-style-type: none"> • Sports award for assemblies each week – nominated by Sports Coach. Ensure that this continues through out the year • Pupils continue to understand the contribution sport has to their health and well-being. • Lunchtime clubs promoted more in school and rewards for attending clubs. • Pupil voice to consider how well being can be promoted and achieved through 			

			<ul style="list-style-type: none">• Pupil voice shows that children enjoy physical activity within school such as Wake up Shake up as it makes them feel happy.	physical education.			
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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:	19/20	20/21	21/22
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 4x30 minute, 3 x 40 minute or 2 x 60 minute PE lessons a week. Sports specialist Dance teacher. Super Learning Days	N/A £5000	Pupils usually achieving NC outcomes with Sports Coaches, 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 to teach classes and provide CPD for staff. Time given to promote physical education through super learning days.	Ensure that class timetables are being followed and that PE slots are being utilised – continue to monitor. Continue to regularly observe staff teaching PE.			
Review the quality of teaching & consider best way of allocating CPD, courses & other sources Support adults to access relevant CPD.	Provide staff with updated CPD opportunities linked to their key stages (Dance) CPD for staff through staff meetings – including promotion of lively literacy and moving maths, and key concepts. CPD for new scheme GetSet4PE delivered at staff meeting. Staff are using GetSet4PE to plan and deliver PE.	GetSet4PE - £1,375	Staff are able to use GetSet4PE to plan and deliver to achieve high quality lessons. Learning walks on super learning days show high quality teaching of physical education, including clear cross curricular links and promoting healthy active lifestyles.	Observe Sports Coaches each half term. Regularly monitor teaching and learning by observing sports coaches. Continue to observe teaching staff delivering PE lessons. Provide staff with			

			Staff engagement with sports days and race for life.	more opportunities for CPD – potential of employing another Sports Coach to support staff. Staff to use Getset4PE to assess PE. 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.			
PE Coordinator allocated time for planning, review and assessment	Allocate time for PE coordinator time each half term (one hour). Meet regularly to discuss and plan upcoming events.	N/A	INSET day curriculum day used to plan and organise events, assess pupil progress and review practice.	Plan time and arrange cover into each half term for PE Coordinators to meet. Continue to meet regularly to discuss and organise upcoming events.			
Review of PE equipment to support quality delivery	See list of essential PE equipment & order accordingly. Monitor usage of equipment regularly and ensure that store cupboards are kept tidy.	Varied	Staff have the correct equipment to be able to deliver high quality PE sessions. Regular communication with sports coach has ensured that all equipment is up to date and stored efficiently in	Continue to monitor equipment and order any equipment that is required by staff. Audit PE equipment to ensure staff have the correct			

			the containers.	equipment for GetSet4PE lessons. Create an order form / checklist to be set up and edited throughout the year, staff to add equipment required.			
Develop an assessment programme for PE to monitor progress	Use GetSet4PE lesson plans for clear objectives and assessment points. During teaching identify, support and challenge children who require it.	GetSet4PE - £1,375	Staff have been introduced to the GetSet4PE scheme to plan and deliver to achieve high quality lessons.	Introduce the use of GetSet4PE to new members of staff in September – use some time from Staff Meetings to go through this. Liaise with other PE coordinators during network meetings to inform assessment strategies.			

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:	19/20	20/21	21/22
Review extra-curricular offer	Ensure each year group & gender are catered for. All children have the offer to attend extra- curricular clubs at lunchtime and after school carried out by sports coach.	Varied	Children have enjoyed attending extra curricular clubs at school delivered by sports coach. Cross Country attendance has increased.	Stockport SHAPES competitions to support community links, team sports and engage with local schools. Set up inter-competitions between these schools (football			

				<p>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>			
Review extra-curricular activity balance	Offer a broad range of activities.		<p>Introduced a range of different sporting activities for after school clubs delivered by Stockport County (Basketball, Hockey, Football, Multi-sports).</p> <p>Children have enjoyed trying out new sports in PE lessons.</p> <p>They have been engaged in new sports rather than repeating more popular sports.</p>	<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>			
Target disengaged and inactive pupils	<p>All children have the offer to attend extra-curricular clubs at lunchtime and after school carried out by sports coach.</p> <p>Provide children with the opportunity to engage in different sports.</p> <p>Rewarding physically active & sports achievements e.g. PE Superstar (dojo).</p>		<p>Disengaged and inactive pupils are encouraged to take part in PE lessons, smile for a mile and after school clubs. Lunchtime equipment is available to use daily.</p> <p>Super learning day – focus on healthy active lifestyles and active learning to engage inactive pupils.</p>	<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</p>			

				an assembly and target disengaged and inactive pupils in new afterschool clubs ran by teachers.			
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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"> Plan competition entries for academic year. Use 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 & ensure a wider range of children get involved by choosing events to attract children who have not taken part before 		<p>Intra-school competitions where children will represent the school (Annual Sports days)</p> <p>Cross Country League</p>	Stockport SHAPES competitions to support community links, team sports and engage with local schools. Set up inter-competitions between these schools.			
Review competitive opportunities for SEND children with competitions	<ul style="list-style-type: none"> Ensure SEND pupils are identified and supported to attend appropriate competition Competitions open to all children. 		A small increase of SEND pupils attending competitions. All children take part in sports day and race for life.	See above. Look for specific SEND competitions for next academic year.			
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 get the opportunity to access at 	N/A	<p>Increased % of children participating in Level 1 competitions</p> <p>Teachers are now</p>	Teachers continue to deliver Level 1 competitions at the end of appropriate units of work.			

	least one competition across the year.		incorporating more Level 1 competitions into their lessons – children are more engaged as a result. GetSet4PE promotes Level 1 competitions across the unit of lessons. Children work for teams during Sports Days.				
Book transport in advance to ensure no barriers to children attending competitions	<ul style="list-style-type: none"> Review competitions calendar and book all transport at the beginning of the term for events we wish to attend 		Staff ensure that transport is booked in advance when needed.	Continue to book transport in advance of events.			
Extending Competition Offer	<ul style="list-style-type: none"> Consider establishing friendly competitions with local schools. 		PE co-ordinators have discussed plans to extend the competition offer going forward in the next academic year.	Stockport SHAPES competitions to support community links, team sports and engage with local schools. Set up inter-competitions between these schools. Ongoing target - Develop links with other schools in local area and arrange tournaments.			
Create Stronger Links to Community Clubs	<ul style="list-style-type: none"> Sports specific coaching programmes Development Days Taster sessions offered sports clubs Cross Country with Stockport Harriers. 	Free	Community links with Stockport County.	When able to do so, continue to develop more links with local community and clubs. Continue to develop closer links to Stockport County			

				FC and partnership with Stockport Harriers – cross country.			
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30 Active Minutes Review

	Monday	Tuesday	Wednesday	Thursday	Friday
EYFS	Smile for a Mile – 15 minutes Go noodle / Super Movers/ Squiggle while you wiggle/ Jump start Jonny – 15 minutes Dough Disco – 10 minutes Moving and Handling – 30 minutes PSHE Circle Work – 15 minutes	Smile for a Mile – 15 minutes Go noodle / Super Movers/ Squiggle while you wiggle/ Jump start Jonny – 15 minutes Dough Disco – 10 minutes Moving and Handling – 30 minutes Sports Coach – Pippa & Eddie – 30-40 minutes	Smile for a Mile – 15 minutes Go noodle / Super Movers/ Squiggle while you wiggle/ Jump start Jonny – 15 minutes Dough Disco – 10 minutes Moving and Handling – 30 minutes	Smile for a Mile – 15 minutes Go noodle / Super Movers/ Squiggle while you wiggle/ Jump start Jonny – 15 minutes wiggle / Jump start Jonny Dough Disco – 10 minutes Moving and Handling – 30 minutes	Smile for a Mile – 15 minutes Go noodle / Super Movers/ Squiggle while you wiggle/ Jump start Jonny – 15 minutes Moving and Handling – 30 minutes Environmental Area – 1 hour
Year 1/2	Wake up Shake Up – 10 minutes Go noodle / Jump start Jonny / Just Dance – 15 minutes Penpals activity – 15 minutes PSHE Circle Work – 15 minutes	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	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	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	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
Year 3/4	Wake up Shake Up – 10 minutes Smile for a Mile – 15 minutes PSHE Circle Work – 15 minutes Science active learning – 15 minutes	Wake up Shake Up – 10 minutes Swimming/Dance - AM PE (Games) – PM *No opportunity for active learning.	Wake up Shake Up – 10 minutes Smile for a Mile – 15 minutes Maths active learning – 15 minutes	Wake up Shake Up – 10 minutes Maths active learning – 15 minutes Guided reading active learning – 15 minutes	Wake up Shake Up – 10 minutes Smile for a Mile – 15 minutes English active learning – 10 minutes PSHE Circle Work – 15 minutes
Year 5/6	Wake up Shake Up – 10 minutes Smile for a Mile – 15 minutes	Wake up Shake Up – 10 minutes Active Science Activity – 15	Wake up Shake Up – 10 minutes Smile for a Mile – 15 minutes	Wake up Shake Up – 10 minutes GPS/Arithmetic Games – 15	Wake up Shake Up – 10 minutes Smile for a Mile – 15

	PSHE Circle Work – 15 minutes	minutes GPS/Arithmetic Games – 15 minutes Forest Schools - 1 hour sessions.	Active English (Guided Reading) – 15 minutes	minutes Active English (Guided Reading) – 15 minutes	minutes PSHE Circle Work – 15 minutes
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DEAL Drama Strategies are also used across the curriculum for active learning in both core and foundation subjects.