



# Adswood Primary School



## Evidencing the impact of the PE and Sport Premium

<b>Amount of Grant Received</b>	£18,622	<b>Amount of Grant Spent</b>	£18,622	<b>Date</b>	JULY 2023
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<b>RAG rated progress:</b>					
<ul style="list-style-type: none"> <li>• <b>Red</b> - needs addressing</li> <li>• <b>Amber</b> - addressing but further improvement needed</li> <li>• <b>Green</b> – achieving hg consistently</li> </ul>					

*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.	66%
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?	51%
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?	53%
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?	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
Re-Launch 'Daily Dash' scheme across KS1 & KS2	<ul style="list-style-type: none"> <li>Mr Smith to launch daily dash in autumn term.</li> <li>PE lead to support teachers with planning.</li> <li>Aim for classes to do at least 2 sessions of the Daily Dash per half term.</li> </ul>		Increased fitness levels across the school – fitness recording sheets	Maintain scheme into next academic year		
Nursery and Reception: Physical Wake and Shake Daily	<ul style="list-style-type: none"> <li>Continue to use Jump Start Jonny</li> <li>Continue to use BBC super movers.</li> <li>Continue to use Go Noodle</li> </ul>		Raising children's activity levels. Improve physical ability Improving gross and fine motor skills.	Roll out to KS1		
Maintain curriculum at 2 hours physical activity/week	<ul style="list-style-type: none"> <li>Review current PE timetable ensuring all children have a 2 hour offer of curriculum PE</li> </ul>		Children receiving 30 mins+ activity on at least 2 days/week  Increased	Ensure 2 hour offer stays in place		

			fitness levels			
Extend Extra-Curricular Offer	<ul style="list-style-type: none"> <li>• Review current extra-curricular timetables</li> <li>• Employ coaches to extend the offer</li> <li>• Encourage TA's to become involved in clubs by supporting the coaches</li> <li>• TA's and teachers and external coaches to lead clubs.</li> <li>• Cricket All-stars</li> </ul>	(£150)	Clubs ensure there is an opportunity for children to reach the school target of 30 mins+ extra Physical activity/day	Use excel spreadsheet to collate data on attendance of children participating in extra-curricular clubs.		

## 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
Improving Behaviour & Attitudes to Learning	<ul style="list-style-type: none"> <li>Targeting children with SEND and Social and Emotional needs to attend extra-curricular clubs</li> <li>Use Daily Dash supported by Mr Smith.</li> <li>Use BBC Super movers/Jump start Jonny/ at appropriate times to engage children in their learning.</li> <li>Use of sports coaching at lunch times to support behavior.</li> <li>Use of pastoral lead to support at lunch times.</li> <li>Class teams to deliver EBA awards linked to sport/health/fitness</li> <li>Implement Foundation 5 to support non engagers</li> </ul>	<p style="text-align: center;">£320 (B)</p> <p style="text-align: center;">£6,871 (RC)</p>	<ul style="list-style-type: none"> <li>More positive attitudes to learning – class teacher report</li> <li>Fewer instances of poor behaviour in targeted groups - teacher observations</li> <li>Whole school targets met more effectively</li> </ul>	<ul style="list-style-type: none"> <li>Enter more pupil premium events on SSP calendar</li> <li>Encourage children and families to attend clubs outside of school to further their skills and enjoyment of the sport/activity.</li> </ul>		
Heightening awareness of Health & Well Being/SMSC	<ul style="list-style-type: none"> <li>Daily Dash – baseline fitness testing at the end of the school year followed by termly fitness retests encouraging children to be aware of changes in their fitness levels.</li> </ul>		Children to become more aware and responsible for	e.g. school values ethos are complemented by sporting values		

	<ul style="list-style-type: none"> <li>• Class teachers to use this as a platform to encourage children to promote attendance at school/out of school clubs.</li> <li>• Class teams to deliver EBA awards linked to sport/health/fitness</li> </ul>		<p>the importance of being physically active</p> <p>Higher % take up of extra-curricular offer</p> <p>Increase in parental engagement.</p>	<p>e.g. children understand the contribution of PA, SS &amp; sport to their overall development</p>		
Raise the profile of PESS across the school	<ul style="list-style-type: none"> <li>• ‘Spirit of the games values’ certificates presented in school achievement assemblies and in class following PE lessons.</li> <li>• Stars of the session in PE lessons</li> <li>• Whole school approach to rewarding physically active &amp; sports achievements e.g. assemblies.</li> <li>• Celebrating success through newsletters, website &amp; seesaw</li> <li>• Sports Personality of the Week award in KS1 and KS2.</li> <li>• Class teams to deliver EBA awards linked to sport/health/fitness</li> <li>• Implement Foundation 5 to support non engagers</li> </ul>		<p>Children understand the contribution of PA, SS &amp; sport to their overall development</p>			
Implement Foundation 5 across	<ul style="list-style-type: none"> <li>• Highlight children with low physical activity levels who are underperforming in PE and children who lack confidence during</li> </ul>		<p>Improved fitness and confidence</p>	<p>Sports lead to support other teachers and teaching assistants in</p>		

<p>UKS2/create opportunities to support children who experience difficulties accessing Physical Education.</p>	<p>physical activities.</p> <ul style="list-style-type: none"> <li>• Mr Smith to deliver fun fitness activities aimed at raising physical activity.</li> <li>• Implement Foundation 5 to support non engagers</li> </ul>		<p>levels of children attending club.</p>	<p>continuing this club throughout the school. Sports leaders lead activities at lunch time.</p>		
<p>Active Families</p>	<ul style="list-style-type: none"> <li>• PE lead with support of 2 parent champions will lead 6week after school clubs with whole families to encourage living a healthy lifestyle.</li> </ul>		<p>Improve health and wellbeing and an understanding of a healthy lifestyle in the community.</p>	<p>Continue to develop and run throughout the year by targeting families who will benefit and enjoy the scheme.</p>		

### 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
Raise the quality of teaching and learning across the school	<ul style="list-style-type: none"> <li>• Buy in to SSP programme.</li> <li>• PE lead to prepare staff and student questionnaires to assess their confidence levels and strengths and weaknesses in delivering PE.</li> <li>• PE lead to support teachers in the delivery of activities where they lack in confidence.</li> <li>• External coaches to work closely with teachers and improve their confidence at delivering sessions.</li> </ul>	£1100	<ul style="list-style-type: none"> <li>• PE lead to carry lesson observations across an activity to assess teacher's delivery of lessons.</li> <li>• More high quality teaching leading to greater progress in PE – assessment levels</li> </ul>	Good practice to be shared as part of joint planning process.		
Broaden knowledge & skills of teachers to be able to	<ul style="list-style-type: none"> <li>• Ben and Adam</li> <li>• PE coordinator to create a programme for coach to work with each class over the year</li> </ul>	£5130 £1748	More high quality teaching leading to greater progress	Review success & buy in next year if results positive		

deliver a broader range of activities. Focus on invasion games	<ul style="list-style-type: none"> <li>Coach to work closely with class teacher in assessing which children</li> <li>Seek support from Stockport County Community Trust</li> </ul>		<p>in PE – assessment levels</p> <p>Children more motivated in PE by delivery of wider range of activities</p>	Impact on pupil outcomes		
High Quality of PE equipment to support high quality delivery	<ul style="list-style-type: none"> <li>Stock check of current equipment</li> <li>See SSP list of essential PE equipment &amp; order accordingly</li> </ul>	<p>(£2205) Equipment</p> <p>(£698.64) Kits</p>	Higher quality learning	Ensure an annual stock take to maintain the high quality of equipment		
Support Teachers and TA's & other adults to access relevant CPD to enhance the school PESS workforce	<ul style="list-style-type: none"> <li>Signpost Teachers and TA's/CPD with sports lead.</li> <li>Ask teachers what they specifically need support with and provide relevant CPD.</li> </ul>		Targeting groups that need extra support to work with TA, aiding quicker progress for groups that might otherwise struggle	Encourage TA to deliver small parts of the lesson		
Use Insight as teacher assessment	<ul style="list-style-type: none"> <li>Teachers to twice a year on Insight</li> </ul>		Improved teacher planning by knowledge of	Share assessment data with children Introduce an		



			children's current levels	opportunity for children to self-assess		
PE coordinator allocated time for attending SSP meetings.	<ul style="list-style-type: none"> <li>Organising cover to allow time for sports leader to attend meeting.</li> <li>Discuss and reflect on impact form.</li> </ul>		Ensuring targets from impact form are being achieved/met. Quality planning for next steps and improvements to be made.	Organised meeting for start and end of school year to maintain high quality planning and reflection		

## 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
Broaden Curriculum Offer	<ul style="list-style-type: none"> <li>• Review current curriculum map.</li> <li>• Ensure there is an even balance between in and outdoor activities as well as a broad range overall</li> <li>• Introduce at least one new activity each year e.g. ultimate Frisbee, leadership, OAA or dodgeball.</li> </ul>		<p>Greater commitment to participation in PE lessons, see PE Passport attendance &amp; kit figures</p> <p>Improved attitude to learning</p>	Introduce 1 new activity each year with support of external coaches and sports lead.		
Broaden extra-curricular offer	<ul style="list-style-type: none"> <li>• Review current extra-curricular activity balance (see table of activities in PE Passport)</li> <li>• Develop offer to ensure each year group &amp; gender are catered for e.g. clubs, festivals, health &amp; activity weeks, school challenge, family challenge, Be Inspired Challenges, School Games</li> <li>• Employ coaches known to the school to help deliver this programme to ensure consistency &amp; positive relationships</li> <li>• Increase in A.S.C provision</li> </ul>	(£400)	<p>Wider range of children taking up offer of extra-curricular activities – PE Passport</p> <p>Higher attendance rates for clubs/events</p>	Get more staff on board to support wider programme		
Improve offer for SEND pupils	<ul style="list-style-type: none"> <li>• Identify SEND children who would benefit from SSP SEND programme of events</li> <li>• Develop offer to be inclusive e.g. SSP SEND</li> </ul>		Increase in number of SEND events attended	Increased variety of after school		

	<p>Programme</p> <ul style="list-style-type: none"> <li>• Offer TA support for SEND children wishing to attend clubs/festivals</li> <li>• Motor Skills United intervention and extra-curricular opportunities.</li> <li>• Implement Foundation 5 to support non engagers</li> </ul>		<p>Increase in number of SEND children attending clubs/festivals</p>	<p>clubs and opportunities.</p> <p>Meet with SG, SEND Lead.</p>		
Target inactive children	<ul style="list-style-type: none"> <li>• Ask staff at the end of the year which children to target in autumn term.</li> <li>• Teachers to highlight children and seek support from sports lead/inclusion team in assessing PE.</li> <li>• Attend SSP girls/Boys Active Days, send</li> <li>• Develop intervention programmes to follow on from these days e.g. Girls/Boys Active Clubs</li> <li>• Daily Dash</li> <li>• Class teams to deliver EBA awards linked to sport/health/fitness</li> <li>• Implement Foundation 5 to support non engagers</li> <li>• Re-structure of Sports day – ensuring ability groups compete against one another to increase engagement</li> </ul>		<p>Increase in attendance at extra-curricular clubs by targeted 'inactive' children</p>	<p>Roll out Daily Dash throughout school</p>		

## 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
Plan School Games Participation ensuring a wider cross section of children to represent school	<ul style="list-style-type: none"> <li>● Use SSP Competition Events Calendar to plan competition entries for year</li> <li>● Use new SSP booking system to enter events</li> <li>● Introduce Adswood Tree House Championships</li> <li>● Place table of events in staff room encouraging members of staff/TA's to sign up &amp; volunteer to support events</li> <li>● Review children who have represented school in the past &amp; ensure a wider range of children get involved by choosing events to attract children who have not taken part before</li> </ul>		<p>Higher % of children taking part in competition</p> <p>More staff members contributing to competitions programme</p> <p>Increase in first time competitors.</p>	Maintain higher levels of staffing, encouraging more staff to take responsibility for whole events so freeing up other staff to take on new events next year		
Children access sports day competitive activities.	<ul style="list-style-type: none"> <li>● EYFS/KS1/KS2 planned, organised and delivered by sports lead.</li> <li>● Separate leagues organized to encourage participation</li> </ul>			PE lead to carry out events independently		
Book transport in advance to ensure no	<ul style="list-style-type: none"> <li>● Review SSP competitions calendar and book all transport at the beginning of the year for events we wish to attend</li> </ul>		Higher % of children attending SSP competitions –	Explore possibilities of using		

barriers to children attending competitions				parent/staff car for transport		
Increase competitive opportunities for SEND children	<ul style="list-style-type: none"> <li>Ensure SEND children are identified and supported to attend appropriate competition</li> </ul>		Higher % of SEND children attending SSP competitions	Obtain pupil voice from SEN children to find out what interests they have and try to organize competitions between schools.		
Increase Level 1 competitive provision	<ul style="list-style-type: none"> <li>Review current Level 1 provision and participation rates</li> <li>Adswood Tree House Championships to take place half termly in one of the sports taught in PE sessions.</li> <li>Plan a programme of Level 1 events to ensure ALL children in get the opportunity to access at least one competition across the year</li> <li>Sports lead to support class teachers in running level 1 competitions at the end of at least 1 unit of work training teachers up to be able to do this in the future.</li> </ul>		Increased % of children participating in Level 1 competitions	Teachers to deliver Level 1 competitions at the end of each unit of work		
Create stronger links to community clubs.	<ul style="list-style-type: none"> <li>Make children aware of accessing sports in their local area.</li> <li>Advertise local clubs in school and make families aware of opportunities.</li> </ul>		Creating pathways from school competitions to community club participation.	Increase percentage of children accessing out		

				of school clubs.		
Increase Level 2 Competitive Sport	<ul style="list-style-type: none"> <li>• Create a 'cluster mini league' and organize fixtures in a variety of sports across a variety of ages.</li> </ul>		Increased % of children participating in Level 2 competitions	Roll out the mini leagues across a wider variety of school and age groups.		