



# Vernon Park Primary School



## Evidencing the impact of the PE and Sport Premium

|                                 |         |                              |        |                        |                   |
|---------------------------------|---------|------------------------------|--------|------------------------|-------------------|
| <b>Amount of Grant Received</b> | £18,496 | <b>Amount of Grant Spent</b> | £7,995 | <b>Date 23.06.2021</b> | Updated June 2021 |
|---------------------------------|---------|------------------------------|--------|------------------------|-------------------|

### 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?                           | N/A due to COVID-19 |
| 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?                     | N/A due to COVID-19 |
| 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?   | N/A due to COVID-19 |
| 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? | <b>Yes/No</b>       |

## 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:   | 18/19 | 19/20 | 20/21 |
|---|---|------------------------|---|--|-------|-------|-------|
| Additional opportunities for physical activity during the primary school day – curriculum | <ul style="list-style-type: none"> <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 – n/a</li> <li>Dance sessions led by expert dance teacher</li> <li>Extra sports coach (3 afternoons per week)</li> </ul> | N/A                    | <ul style="list-style-type: none"> <li>More engagement in lessons.</li> <li>Increased participation in extra-curricular sports activities.</li> <li>More active children.</li> <li>DA trained as a Physical Development Champion.</li> <li></li> </ul>  | <ul style="list-style-type: none"> <li>Foundation subjects utilized through PE – Dance Specialist Teacher (continue)</li> <li>Develop teaching of PE through other Foundation Subjects. Staff continue to teach physically active sessions as regularly as possible.</li> </ul>                        |       |       |       |
| Lunches & playtimes   | <ul style="list-style-type: none"> <li>Play leaders organizing structured games at lunch</li> <li>Smile for a mile</li> <li>Sports Coaches delivering sessions for both KS1 and KS2</li> </ul>  | N/A<br>N/A<br>£3793.33 | <ul style="list-style-type: none"> <li>Engagement and enjoyment at lunch and break times increases Pupils activity at lunch and break times has increased.</li> <li>Engage or reengage disaffected pupils and those with less opportunities.</li> </ul> | <ul style="list-style-type: none"> <li>Ensure that Sports Ambassadors are delivering regular active sessions at lunchtimes.</li> <li>Continue to utilize the Sports Coaches at lunchtimes in line with sports competitions that are upcoming.</li> <li>More structured lunchtime activities</li> </ul> |       |       |       |

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|                                       |  |                       |  | (supported by midday and sports ambassadors) to improve behaviour.  |  |  |  |
| Extra-curricular (After school clubs) | <ul style="list-style-type: none"> <li>KS1 and KS2 clubs after school.</li> <li>Cross country (Stockport Harriers) covid restricted</li> </ul> | £2.50 per participant | <ul style="list-style-type: none"> <li>More active children.</li> <li>The extra-curricular opportunities include those for our SEND pupils which responds to their wants and needs.</li> <li>Increase school community links and to make pupils more aware of opportunities in the community (covid restricted)</li> </ul> | <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)?</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:   | 18/19 | 19/20 | 20/21 |
|---|--|--------------------|---|--|-------|-------|-------|
| Attendance & Punctuality                                | <ul style="list-style-type: none"> <li>Swimming</li> <li>Forest School</li> <li>Sports Day (covid restrictions)</li> <li>Sporting Competitions (covid restrictions)</li> </ul> | £2,746             | 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. | <ul style="list-style-type: none"> <li>Continue to provide children with these opportunities.</li> <li>Trial early morning 'Wake Up Shake Up' activity before school – Summer term (unable to due to COVID-19).</li> </ul> |       |       |       |

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|-----------------------------------|--|----------|--|---|--|--|--|
| Behaviour & Attitudes to Learning | <ul style="list-style-type: none"> <li>• Active curriculum</li> <li>• Whole school approach to rewarding physically active &amp; sports achievements e.g. assemblies</li> <li>• Lunchtime clubs</li> <li>• After school sports competitions (covid restrictions)</li> <li>• Smile for a mile</li> <li>•</li> </ul> | Variable | <ul style="list-style-type: none"> <li>• Fewer incidents at lunchtimes as pupils are more engaged in sports.</li> <li>• Children are rewarded with the opportunity to attend sports competitions.</li> <li>• Opportunities for disadvantaged children.</li> <li>• Smile for a mile has enhanced engagement in lessons and increased physical activity.</li> </ul>  | <ul style="list-style-type: none"> <li>• Continue to teach Foundation Subjects actively.</li> <li>• Continue to provide extracurricular sporting activities for disadvantaged pupils and as a reward for behavior.</li> <li>• Continue to push Smile for a mile in school.</li> </ul>                   |  |  |  |
| Improving Academic Achievement    | <ul style="list-style-type: none"> <li>• Active curriculum</li> <li>• Whole school approach to rewarding physically active &amp; sports achievements e.g. assemblies</li> <li>• Smile for a mile</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.</li> <li>• Smile for a mile 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.</li> </ul> | <ul style="list-style-type: none"> <li>• Introduce sports awards in school for PE lessons to be announced in assemblies.</li> <li>• Continue to develop the links between PE and foundation subjects to make learning more active – this will be done through Dance Specialist CPD training.</li> </ul> |  |  |  |
| Health & Well Being/SMSC          | <ul style="list-style-type: none"> <li>• Whole school approach to rewarding physically active &amp; sports achievements e.g. assemblies</li> <li>• Celebrating success through</li> </ul>  | N/A      | <ul style="list-style-type: none"> <li>• Children recognize the importance of PE and leading a healthy lifestyle.</li> <li>• Celebrating</li> </ul>  | <ul style="list-style-type: none"> <li>• School values and ethos are complemented in PE lessons.</li> <li>• Sports award for</li> </ul>   |  |  |  |

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|  | <p>newsletters, website &amp; social media</p> <ul style="list-style-type: none"> <li>• Smile for a mile</li> <li>• Lunchtime clubs.</li> </ul> |  | <p>achievements encourages children to engage in sport.</p> <ul style="list-style-type: none"> <li>• Children enjoy breaks in their lessons with Smile for a Mile – they have said that it makes them feel more relaxed, aiding their wellbeing.</li> <li>• Opportunities for extra curriculum activities have been enjoyed by the children, making school a more fun place.</li> </ul> | <p>assemblies each week – nominated by Sports Coach. Ensure that this is implemented at start of new academic year.</p> <ul style="list-style-type: none"> <li>• Pupils understand the contribution sport to their overall development.</li> <li>• Lunchtime clubs promoted more in school and rewards for attending clubs.</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:  | 18/19 | 19/20 | 20/21 |
|---|--|--------------------|--|---|-------|-------|-------|
| 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.  | N/A                | Pupil's 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. | Ensure that class timetables are being followed and that PE slots are being utilized – continue to monitor. Observe staff teaching PE. Dance Specialist to teach classes and provide CPD for staff – continue. CPD for staff with an additional Sports Coach (3,2,1 approach). Ensure that NQTs are confident delivering PE and have the support from the PE Coordinators – continue (dependent on budget). |       |       |       |
| Review the quality of teaching & consider best way of allocating CPD, courses & other sources<br><br>Support adults to access relevant CPD.                         | Observe Sports Coaches each half term.<br>Provide staff with updated CPD opportunities linked to their key phases (covid restrictions) | N/A                | Staff are able to access support to achieve high quality lessons. Good practice has been observed by Sports  | Regularly monitor teaching and learning by observing sports coaches once per  |       |       |       |

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|   |  |        | Coaches in all sessions.   | half term.<br>Observe teaching staff delivering PE lessons.<br>Ensure that staff are using PE Passport to plan, deliver and assess PE.<br>Provide staff with more opportunities for CPD – potential of employing another Sports Coach to support staff. |  |  |  |
| PE Coordinator allocated time for planning, review and assessment | Allocate time for PE coordinator time each half term (one hour).<br>Meet regularly to discuss and plan upcoming events.                            | N/A    | Coordinator time has been used effectively to plan and organize events, assess pupil progress and review practice.   | Plan time into each half term.<br>Continue to meet regularly to discuss and organize upcoming events.   |  |  |  |
| Review of PE equipment to support quality delivery                | See SSP list of essential PE equipment & order accordingly.<br>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.<br>Regular communication with sports coach has ensured that all equipment is up to date and stored efficiently in the containers. | Monitor equipment and order any equipment that is required by staff.<br>Create an order form be/ checklist be set up and edited throughout the year. Staff add in key stages.   |  |  |  |
| Develop an assessment programme for PE to monitor progress        | Use PE Passport to assess progress in PE.  | £249   | PE Passport needs to be used to monitor progress more consistently across all  | Ongoing target -<br>Ensure that PE Passport is used consistently  |  |  |  |

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|  |  |  | <p>year groups.<br/>Staff meeting on use of PE Passport was successful but some staff still find it confusing to use.</p> | <p>across all year groups. Provide training to ensure that staff are confident using this resource. Introduce the use of PE Passport to new members of staff in September – use some time from Staff Meetings to go through this.</p> |  |  |  |
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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:  | 18/19 | 19/20 | 20/21 |
|---|--|--------------------|---|---|-------|-------|-------|
| Review extra-curricular offer                           | Ensure each year group & gender are catered for. | Varied             | Attended a range of different extracurricular sporting events this year i.e. Netball, Football etc. This has meant that a range of different children have been able to enjoy attending different events. | Continue to look for different sports opportunities for less well known sports to engage children that may be interested in these.<br>Engage with local schools and set up inter-competitions between these schools. (covid restrictions) |       |       |       |
| Review extra-curricular activity balance                | Offer a broad range of activities.               | £2.50 per child.   | Introduced a range of different sporting activities for after school clubs i.e. Yoga and Ultimate Frizbe. Children have enjoyed trying out new sports in PE lessons.                                      | Continue to offer different sports clubs after school. Ask the children which sports they would like to do (Pupil Voice) – this will  |       |       |       |

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|                                       |  |  | They have been engaged in new sports rather than repeating more popular sports.  | influence which after school clubs are available to them. (covid restrictions)  |  |  |  |
| Target disengaged and inactive pupils | Introduce a lunchtime club for children that are reluctant to engage in PE.<br>Provide children with the opportunity to engage in different sports i.e. Ultimate Frizbe. |  | Due to covid restrictions, lunchtime clubs have not been able to take place. Disengaged and inactive pupils are encouraged to take part in PE lessons, smile for a mile and lunchtime equipment is available to use daily. | Ongoing target - Look at offering Change 4 Life club next year.<br>Reward children that are invited to targeted lunchtime club when they attend.<br>Get Sports Ambassadors to work with small groups of children that are disengaged in sports. |  |  |  |

### 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:  | 18/19 | 19/20 | 20/21 |
|--|--|--------------------|---|---|-------|-------|-------|
| Review School Games Participation including a cross section of children who represent school | <ul style="list-style-type: none"> <li>Plan competition entries for academic year.</li> <li>Use booking system to enter events</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</li> </ul> | Varied             | Children have been unable to attend competitions due to covid restrictions. | Look at creating intra-school competitions and/or events with other close schools. (covid restrictions) |       |       |       |

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|  | taken part before  |        |  |  |  |  |  |
| Review competitive opportunities for SEND children with competitions               | <ul style="list-style-type: none"> <li>Ensure SEND pupils are identified and supported to attend appropriate competition</li> </ul>  | Varied | Prior to covid, there was a small increase of SEND pupils attending competitions, however children have been unable to attend competitions due to covid restrictions.                            | See above. Look for specific SEND competitions for next academic year.                     |  |  |  |
| Increase Level 1 competitive provision   | <ul style="list-style-type: none"> <li>Review current Level 1 provision and participation rates</li> <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> </ul> | N/A    | <p>Increased % of children participating in Level 1 competitions</p> <p>Teachers are now incorporating more Level 1 competitions into their lessons – children are more engaged as a result.</p> | Teachers continue to deliver Level 1 competitions at the end of appropriate units of work. |  |  |  |
| Book transport in advance to ensure no barriers to children attending competitions | <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>  |        | Children have been unable to attend competitions due to covid restrictions.  | Continue to book transport in advance of events. (covid restrictions)                      |  |  |  |
| Extending Competition Offer  | <ul style="list-style-type: none"> <li>Consider establishing friendly competitions with neighbouring school close by.</li> </ul>   |        | Children have been unable to attend competitions due to covid restrictions.  | 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"> <li>Sports specific coaching programmes</li> <li>Development Days</li> <li>Taster sessions from sports clubs</li> </ul>   | Free   | Creating pathways from school competition to community club participation. Partnership with Stockport Harriers –   | When able to do so, continue to develop more links with local community and more clubs.    |  |  |  |

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|  |  |  | cross country.<br>Developed a closer link to Stockport County FC. Children have been unable to continue community links with clubs due to covid restrictions. |  |  |  |  |
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## 30 Active Minutes Review

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

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