



Vernon Park Primary School



Evidencing the impact of the PE and Sport Premium

Amount of Grant Received	£18,255	Amount of Grant Spent	£12,005.87	Date 25.5.2022	
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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.

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?	82 %
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?	60%
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 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:	19/20	20/21	21/22
Additional opportunities for physical activity during the primary school day – curriculum	<ul style="list-style-type: none"> 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, 2022 Dance sessions led by expert dance teacher Extra sports coach (3 afternoons per week) 	Forest School _____ Spring/Summer £5000	<ul style="list-style-type: none"> More engagement in lessons. Increased participation in extra-curricular sports activities. More active children. DA trained as a Physical Development Champion. 	<ul style="list-style-type: none"> Foundation subjects utilized through PE – Dance Specialist Teacher (continue) Develop teaching of PE through other Foundation Subjects (Super learning Days). Staff continue to teach physically active sessions as regularly as possible. Staff begin to teach cross curricular physical activity through moving maths and lively literacy. 			
Lunches & playtimes	<ul style="list-style-type: none"> Smile for a mile Sports Coaches delivering sessions for both KS1 and KS2 at lunchtime. Sport equipment accessible for all Key Stages. 	N/A N/A	<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 utilize the Sports Coaches at lunchtimes in line with sports competitions that 			

	<ul style="list-style-type: none"> Children to be involved in team games. 		<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. 	<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 Play leaders organising structured games at lunch. 			
Extra-curricular (After school clubs)	<ul style="list-style-type: none"> KS1 and KS2 clubs after school. 	£2.50 per participant	<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. 	<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. <p>Consider providing free after school clubs (dependent on budget)?</p> <ul style="list-style-type: none"> Stockport Harriers / Cross country Stockport SHAPES competitions to support community links and team sports. 			

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:	19/20	20/21	21/22
Attendance & Punctuality	<ul style="list-style-type: none"> • Swimming • Forest School • Sports Day – Due to take place in July 2022 • ‘Wake Up Shake Up’ activity before school • 	£3,774 £1,974	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. Children are keen to take part in Wake up Shake up daily.	<ul style="list-style-type: none"> • Continue to provide children with these opportunities. • Sporting Competitions 			
Behaviour & Attitudes to Learning	<ul style="list-style-type: none"> • Active curriculum • Whole school approach to rewarding physically active & sports achievements e.g. Sports star of the day (dojo). • Lunchtime clubs • After school sports clubs • Smile for a mile • Move for a minute • Wake up Shake up. 	Variable	<ul style="list-style-type: none"> • Fewer incidents at lunchtimes as pupils are more engaged in sports. • Children are rewarded with the opportunity to attend sports competitions. • Opportunities for disadvantaged children. • Smile for a mile and move for a minute has enhanced engagement in lessons and increased physical activity. 	<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 the day regularly. 			

Improving Academic Achievement	<ul style="list-style-type: none"> • Active curriculum Whole school approach to rewarding physically active & sports achievements e.g. Sports star of the day (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 outside of school. • Smile for a mile and Move for a minute 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. 	<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, lively literacy. 			
Health & Well Being/SMSC	<ul style="list-style-type: none"> • Whole school approach to rewarding physically active & sports achievements e.g. Sports star of the day (dojo). • Celebrating success through newsletters, website & social media • Smile for a mile • Move for a minute • Wake up Shake up • Lunchtime games supported by sports coach • Super Learning Days • School values and ethos are 	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 move for a minute they have said that it makes them feel more relaxed, 	<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. 			

	complemented in PE lessons.		<p>aiding their wellbeing.</p> <ul style="list-style-type: none">• 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.• Pupil voice shows that children enjoy physical activity within school such as Wake up Shake up as it makes them feel happy.	<ul style="list-style-type: none">• Lunchtime clubs promoted more in school and rewards for attending clubs.			
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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 utilized – continue to monitor. Continue to observe staff teaching PE.			
Review the quality of teaching & consider best way of allocating CPD, courses & other sources Support adults to access relevant CPD.	Observe Sports Coaches each half term. 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. Staff are using PE Passport to plan and deliver PE.	N/A	Staff are able to use PE Passport to plan and deliver to achieve high quality lessons. Good practice has been observed by Sports Coaches in all sessions. Learning walks on super learning days show high quality teaching of physical education, including clear cross	Regularly monitor teaching and learning by observing sports coaches. Observe teaching staff delivering PE lessons. Provide staff with more opportunities for CPD – potential of			

			curricular links and promoting healthy active lifestyles.	employing another Sports Coach to support staff. Staff to use PE Passport to assess PE.			
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	Coordinator time has been used effectively to plan and organize events, assess pupil progress and review practice.	Plan time into each half term. Continue to meet regularly to discuss and organize 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 the containers.	Continue to monitor equipment and order any equipment that is required by staff. Create an order form / checklist to 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	Staff are able to use PE Passport to plan and deliver to achieve high quality lessons. Staff meeting on use of PE Passport was successful however it needs to be used to monitor progress more consistently across all year groups.	Ongoing target - Ensure that PE Passport is used consistently to monitor progress. Continue to 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.			
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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:	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.	Stockport SHAPES competitions to support community links, team sports and engage with local schools. Set up inter-competitions between these schools. Continue to look for different sports opportunities for less well known sports to engage children that may be interested in these.			
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 Frisbee. Children have enjoyed trying out new sports in PE lessons. They have been engaged in new sports rather than repeating more popular	Continue to offer different sports clubs after school. Ask the children which sports they would like to do (Pupil Voice) – this will influence which after school clubs are available to them.			

			sports.			
Target disengaged and inactive pupils	Introduce a lunchtime club for children that are reluctant to engage in PE. Provide children with the opportunity to engage in different sports i.e. Ultimate Frizbe. Rewarding physically active & sports achievements e.g. Sports star of the day (dojo).		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. Super learning day – focus on healthy active lifestyles and active learning to engage inactive pupils.	Continue to reward children that are invited to targeted lunchtime clubs when they attend. Ongoing target - Look at offering Change 4 Life club. Get Sports Leaders 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:	19/20	20/21	21/22
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 	Varied	Intra-school competitions where children will represent the school (sports day top take place July 2022).	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 	Varied	<p>Prior to covid, there was a small increase of SEND pupils attending competitions. All children will take part in sports day.</p>	<p>See above. Look for specific SEND competitions for next academic year.</p>			
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 least one competition across the year. 	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>	<p>Teachers continue to deliver Level 1 competitions at the end of appropriate units of work.</p>			
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 		<p>Staff ensure that transport is booked in advance when needed.</p>	<p>Continue to book transport in advance of events.</p>			
Extending Competition Offer	<ul style="list-style-type: none"> Consider establishing friendly competitions with local schools. 		<p>PE co-ordinators have discussed plans to extend the competition offer going forward in the next academic year.</p>	<p>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.</p>			
Create Stronger Links to Community Clubs	<ul style="list-style-type: none"> Sports specific coaching programmes Development Days 	Free	<p>Community links with clubs have been limited due to post covid</p>	<p>When able to do so, continue to develop more links with</p>			

	<ul style="list-style-type: none">• Taster sessions from sports clubs		restrictions.	local community and clubs. Developed a closer link 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	Go noodle / Jump start Jonny / Just Dance – 15 minutes Penpals activity – 15 minutes PSHE Circle Work – 15 minutes	Smile for a Mile – 15 minutes Penpals activity – 15 minutes Go noodle / Jump start Jonny / Just Dance – 15 minutes	Smile for a Mile – 15 minutes Penpals activity – 15 minutes Go noodle / Jump start Jonny / Just Dance – 15 minutes	Smile for a Mile – 15 minutes Penpals activity – 15 minutes Go noodle / Jump start Jonny / Just Dance – 15 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	Smile for a Mile – 15 minutes PSHE Circle Work – 15 minutes Science active learning – 15 minutes	Swimming/Dance - AM PE (Games) – PM *No opportunity for active learning.	Smile for a Mile – 15 minutes Maths active learning – 15 minutes	Maths active learning – 15 minutes Guided reading active learning – 15 minutes	Smile for a Mile – 15 minutes English active learning – 10 minutes PSHE Circle Work – 15 minutes
Year 5/6	Smile for a Mile – 15 minutes PSHE Circle Work – 15 minutes	Active Science Activity – 15 minutes GPS/Arithmetic Games – 15 minutes Forest Schools - 1 hour sessions.	Smile for a Mile – 15 minutes Active English (Guided Reading) – 15 minutes	GPS/Arithmetic Games – 15 minutes Active English (Guided Reading) – 15 minutes	Smile for a Mile – 15 minutes PSHE Circle Work – 15 minutes

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