



# Vernon Park Primary School



## Evidencing the impact of the PE and Sport Premium

<b>Amount of Grant Received</b>	£18,490	<b>Amount of Grant Spent</b>	£17,705.91	<b>Date</b> 22/06/2020	Updated June 2020
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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?	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:	17/18	18/19	19/20
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 – Pippa &amp; Eddie</li> <li>Forest School</li> <li>Sports Day</li> <li>Dance sessions led by expert dance teacher</li> <li>Extra sports coach (2 afternoons per week)</li> </ul>	<p>N/A N/A N/A</p> <p>£950</p> <p>Staff cover - VS/ JS £80 hire of venue £3000</p> <p>£2533.34</p>	<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>Pippa and Eddie used in EYFS but discontinued as staff feel confident delivering similar style sessions themselves.</li> <li>DA trained as a Physical Development Champion.</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 should try to teach through physically active sessions as regularly as possible – could this be a part of their topic launch days?</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>	<p>N/A</p> <p>N/A £3793.33</p>	<ul style="list-style-type: none"> <li>Reduced behavioral issues.</li> <li>More structured lunchtime activities.</li> <li>Engagement and enjoyment at lunch and break times</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</li> </ul>			

			<p>increases Pupils activity at lunch and break times has increased.</p> <ul style="list-style-type: none"> <li>Engage or reengage disaffected pupils and those with less opportunities.</li> </ul>	<p>the Sports Coaches at lunchtimes in line with sports competitions that are upcoming.</p>			
<p>Extra-curricular (After school clubs)</p>	<ul style="list-style-type: none"> <li>KS1 and KS2 clubs after school.</li> <li>Cross country (Stockport Harriers)</li> <li>SSP Sporting Competitions B1 Package</li> <li>Yoga club.</li> </ul>	<p>£2.50 per participant N/A £50 £1100 Variable</p>	<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.</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:	17/18	18/19	19/20
Attendance & Punctuality	<ul style="list-style-type: none"> <li>Swimming</li> <li>Forest School</li> <li>Sports Day</li> <li>Sporting Competitions</li> </ul>	<p>£5200.24 £80 venue hire £296 transport cost</p>	<p>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,</p>	<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</li> </ul>			

	<ul style="list-style-type: none"> <li>• Awesome Walls incentive trip (Y6)</li> </ul>	£504	which is evident from Pupil Voice as they enjoy them so much.	school – Summer term (unable to due to COVID-19).			
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</li> <li>• Smile for a mile</li> <li>• Awesome Walls incentive trip (Y6)</li> </ul>	Variable  £3793.33 Transport cost + SSP  £504	<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>• Spirit of the games awards</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 spirit of the games awards in school for PE lessons to be announced in assemblies.</li> <li>• Develop the links between PE and foundation subjects to make leaning more active – this will be done through Dance Specialist CPD training.</li> </ul>			

<p>Health &amp; Well Being/SMSC</p>	<ul style="list-style-type: none"> <li>• Spirit of the games values</li> <li>• Whole school approach to rewarding physically active &amp; sports achievements e.g. assemblies</li> <li>• Celebrating success through newsletters, website &amp; social media</li> <li>• Smile for a mile</li> <li>• Lunchtime clubs.</li> </ul>	<p>N/A</p> <p>Lunchtime club £20 per session £3793.33</p>	<ul style="list-style-type: none"> <li>• Children recognize the importance of PE and leading a healthy lifestyle.</li> <li>• Celebrating achievements encourages children to engage in sport.</li> <li>• Children enjoy breaks in their lessons with Smile for a Mile – they have said that it makes them feel less stressed and more relaxed, aiding their physical and mental health. The children have also said that it has helped them to develop more resilience and confidence in their learning.</li> <li>• Opportunities for extra curriculum activities have been enjoyed by the children, making school a more fun place.</li> <li>• Lunchtime clubs have been well attended and offer a range of activities for all children, even offering new sports that the children may not be exposed to outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>• School values and ethos are complemented by sporting values.</li> <li>• Spirit of the games award for assemblies each week – nominated by Sports Coach. Ensure that this is implemented at start of new academic year.</li> <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:	17/18	18/19	19/20
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.	£10757.34	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. Introduce 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 from SSCO, courses & other sources Support TA's & other adults to access	Observe Sports Coaches each half term. Provide staff with updated CPD opportunities linked to their key phases.	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			

relevant CPD			Coaches in all sessions.	<p>half term.</p> <p>Observe teaching staff delivering PE lessons.</p> <p>Ensure that staff are using PE Passport to plan, deliver and assess PE.</p> <p>Provide staff with more opportunities for CPD – potential of employing another Sports Coach to support staff.</p>			
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.	<p>Continue to plan in time into each half term.</p> <p>Continue to meet regularly to discuss and organize upcoming events.</p>			
Review of PE equipment to support quality delivery	See SSP 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.	<p>Monitor equipment and order any equipment that is required by staff.</p> <p>Could an order form be/ checklist be set up and edited throughout the year?</p>			
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	<p>Ongoing target - Ensure that PE Passport is used consistently</p>			

			<p>year groups. Staff meeting on use of PE Passport was successful but some staff still reluctant to use/ 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:	17/18	18/19	19/20
Review extra-curricular offer	Develop offer to ensure each year group & gender are catered for.	Varied	<p>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.</p>	<p>Look for extra-curricular activities for LKS2. Continue to look for different sports opportunities for less well known sports to engage children that may be interested in these. Engage with local schools and set up inter-competitions between these schools.</p>			
Review extra-curricular activity balance	Develop an offer to include a broad range of activities.	£2.50 per child.	<p>Introduced a range of different sporting activities for after school clubs i.e. Yoga and Ultimate Frizbe. Children have enjoyed</p>	<p>Continue to offer different sports clubs after school. Ask the children which sports they</p>			



			trying out new sports in PE lessons. They have been engaged in new sports rather than repeating more popular sports.	would like do (Pupil Voice) – this will influence which after school clubs are available to them.			
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.	£3793.33	Disengaged and inactive children have had the opportunity to attend a lunchtime club. However, many are still reluctant to attend.	Ongoing target - Look at offering Change 4 Life club next year. Reward children that are invited to targeted lunchtime club when they attend. 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:	17/18	18/19	19/20
Review School Games Participation including a cross section of children who 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>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</li> </ul>	Varied	<p>Higher % of children taking part in competitions outside of school.</p> <p>Increase in first time competitors.</p>	Look at creating intra-school competitions and/or events with other close schools as SSP will not be bought into next year.			

	get involved by choosing events to attract children who have not taken part before						
Review competitive opportunities for SEND children with SSP competitions	<ul style="list-style-type: none"> <li>Ensure SEND pupils are identified and supported to attend appropriate competition</li> </ul>	Varied	Small increased % of SEND pupils attending SSP competitions.	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 in get the opportunity to access at least one competition across the year</li> <li>Engage with SSP annual school challenge</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 SSP competitions calendar and book all transport at the beginning of the term for events we wish to attend</li> </ul>	£296	Higher % of children attending SSP competitions.	Continue to book transport in advance of events.			
Extending Competition Offer	<ul style="list-style-type: none"> <li>Consider establishing friendly competitions with neighbouring school close by.</li> </ul>	£296	Increase in competition uptake.	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 – cross country.	Develop more links with local community and more clubs.			

			Developed a closer link to Stockport County FC.			
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DEAL Drama Strategies are also used across the curriculum for active learning in both core and foundation subjects.

## 30 Active Minutes Review

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>EYFS</b>	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
<b>Year 1/2</b>	Go noodle – 15 minutes Penpals activity – 15 minutes PSHE Circle Work – 15 minutes	Smile for a Mile – 15 minutes Penpals activity – 15 minutes	Smile for a Mile – 15 minutes Penpals activity – 15 minutes	Go noodle – 15 minutes Penpals activity – 15 minutes	Smile for a Mile – 15 minutes Penpals activity – 15 minutes PSHE Circle Work – 15 minutes
<b>Year 3/4</b>	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
<b>Year 5/6</b>	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