

Commitment/Goal	Key Issue 4 - The Effectiveness of Leadership & Management (PE and Sport Premium) IMPACT REPORT				
Strategy	Further develop a self-sustaining system to improving the access and quality of PE and healthy lifestyle choices for learners across the school.				
Links to SSDP Long Term Goals	C3:- Making a positive contribution - Create an established learning community consisting of learners for life, who make valued and positive contributions to all aspects of life within the school and wider community. C5:- Be Healthy - All members of the learning community experience a variety of challenging and enriched learning opportunities, which promote well-being and a healthy/active approach to life.				
Long Term Key Performance Indicators:-	<ol style="list-style-type: none"> The engagement of all pupils in regular physical activity - kick-starting healthy active lifestyles The profile of PE and sport being raised across the school as a tool for whole school improvement Increased confidence, knowledge and skills of all staff in teaching PE and sport Broader experience of a range of sports and activities offered to all pupils Increased participation in competitive sport 				
Impact of 2019-2020 Funding	<ol style="list-style-type: none"> The engagement of all pupils in regular physical activity - kick-starting healthy active lifestyles Further promote the positive relationship between regular physical activity and mental health and well-being. 				
	PE progression (Whole School)				
	PE Assessment Focus	2017-2018 to date		2019-2020 to date (Autumn 2019-Spring 2020 only due to COVID)	
		Working at Expected or above	Working at greater depth	Working at Expected or above	Working at greater depth
	Competent Learner	76%	18%	87% +11%	31% +13%
	Active & Healthy Learner	80%	13%	85% +5%	25% +12%
	Reflective Learner	79%	17%	100% +21%	25% +8%
Engaged Learner	84%	23%	84%	24% +1%	
Behaviour for Learning	80%	31%	84%+4%	25% -6%	
	Continued effective partnership working between sport coaches and P.E leader has supported the further development of the tracking and measurement of learners' progress within physical activity across the school. Information gained has informed the strategic planning of both P.E and active learning programmes for all learners across the school. Consequently, data shows that the numbers of learners who are competent in the different PE disciplines has increased by 11% at those working at expected and by 13% of those working at greater depth. A significant increase can also be seen in the percentage of learners working at greater depth as an 'Active & Healthy Learner' with a 17% increase and as a reflective learner within PE, working within greater depth with a 29% increase. As a result, learners across the school are educated and encouraged to engage with and adopt healthy lifestyles both in and out of school.				
	Building on knowledge and understand of healthy diet choices and nutrition last year, Fun-trition this year has focused on the benefits of activity, leisure and mindfulness to further develop a holistic approach and understanding of how to stay healthy. Learners enjoyed the mix of discussion and the hands on activities.				

2. The profile of PE and sport being raised across the school as a tool for whole school improvement

Maximise the school's 'active learning' break time and lunchtimes programmes to target and improve outcomes for learners with SEND in managing their well-being through 'active learning' opportunities.

Improved use of the P.E lead to plan, teach and assess P.E and liaise with class teachers across the school and key stages has improved the frequency, consistency and profile across the school. P.E is consistently taught through the use of long- and medium-term plans alongside linked assessment for greater, personalised progression of skills. The P.E lead has effectively coordinated a programme of extra-curricular opportunities linked to the interest of the learners for motivational physical development to further enhance curricular provision and develop healthy life-style.

Building on improvements made last year, for the most vulnerable learners experiencing positive and socially enriching break times and lunch times, the increased use of active learning strategies and P.E resources have had a significant positive impact upon skills development, cooperative learning and enjoyment of social time. These inclusive opportunities have benefitted all learners across the school and supported inclusive social times.

3. Increased confidence, knowledge and skills of all staff in teaching PE and sport

Further develop the upskilling of teachers in the assessment and tracking of both PE skills and the engagement in physical activity to inform daily learning opportunities and targeted intervention.

As a result of observation and personalised support around the assessment and tracking of PE, a number of staff members now demonstrate a greater understanding of the use of on-going assessment within PE to inform future learning progression within individual units and across disciplines. All staff have liaised with sports professionals and the PE Leader to ensure that opportunities for 'active learning' and PE are exploited across all subject areas. Links within PE sessions to other curriculum areas have also been explored, where relevant, encouraging learners to make links between different aspects of their learning. Use of the tracking data linked to the 'Golden Mile' has not been used to inform targeted clubs this year due to a reduction in staffing. This is to be explored further in the next academic year as part of the school's continued drive to promote links between good health, positive mind-set and exercise/activity.

4. Broader experience of a range of sports and activities offered to all pupils

A) Increase the range of sports and 'active learning' enrichment opportunities on offer to younger learners promoting the benefits of physical activity on well-being and mental health.

B) Increase access opportunities for learners across the school, to engage in a broader range of physical activities supporting their well-being.

Careful planning of the school's 'active learning programme' and 'extended school' opportunities has ensured that learners have had access to an increasing range of physical activities. During the 2019-2020 academic year before schools partially closed due to COVID-19, learners have had access to ten different physical learning clubs as part of the school's 'extended learning' programme. Uptake of these activities has varied as some activities

	<p>have proved more popular than others. As a response 'pupil voice' has been used more to inform the choice of activities on offer to ensure that as many learners as possible engage in regular 'active learning' both in and out of school. Uptake data linked to these clubs shows that 69.8% of the school's learners access additional physical 'active learning' opportunities outside of P.E lessons. Recent parent questionnaire feedback demonstrates that 98% of parents felt that 'their child was offered a wide variety of clubs at break/lunchtimes and after school.</p> <p>As a result of the introduction of the 'Golden Mile' across the whole school, all learners and staff have increased their daily physical activity, highlighting the school's commitment to promoting a 'healthy lifestyle' and its benefits for well-being and learning. The additional introduction of 'Fitness Friday's', using 'flex- ecise' and 'active learning' lessons has not only supported the school's explicit learning programme for well-being and healthy lifestyles but has also increased learners access to physical activity promoting well-being across all age groups.</p> <p>All learners have had access to appropriate PE 'wear' and 'equipment' if this has not been provided by home. This has ensured that participation in daily 'physical activities' has been consistently high across the school.</p> <p>During partial school closure due to COVID-19, all key worker children and learners in school have had access to 'Joe Wicks' daily PE sessions. All staff also included daily PE sessions with 'Joe Wicks' in home learning activities during closure.</p> <p>5. Increased participation in competitive sport</p> <p>A) Increase learner's access to competitive sports through the introduction of 'weekly sports challenges' for learners within KS1 and KS2.</p> <p>B) Increase the opportunities for learners within KS1 to access competitive sports events both within school and through links with other local schools.</p> <p>As a result of partnership working with colleagues across the Biddulph Partnership Trust, all learners have had increased opportunities to participate in competitive sporting events locally. During 2019-2020 a particular focus was placed on 'sporting events' open to KS1 as this had previously been an area identified for improvement. Due to COVID-19 the events planned for the Spring and Summer term could not go ahead therefore only learners within KS2 had access to competitive sport before partial closure. Regularly meetings held with fellow PE Leads from across the Trust has facilitated opportunities for strategic planning around the 'competitive sports' opportunities both locally and further afield. Funds committed to coach travel and use of mini-bus provision through local organisations for such events, has enabled increased access for our learners.</p>
<p>Short Term Desired Outcomes in 2019-2020</p>	<ol style="list-style-type: none"> 1. Further promote the positive relationship between regular physical activity and mental health and well-being. 2. Maximise the school's 'active learning' break time and lunchtimes programmes to target and improve outcomes for learners with SEND in managing their well-being through 'active learning' opportunities. 3. Further develop the upskilling of teachers in the assessment and tracking of both PE skills and the engagement in physical activity to inform daily learning opportunities and targeted intervention. 4. A) Increase the range of sports and 'active learning' enrichment opportunities on offer to younger learners promoting the benefits of physical activity on well-being and mental health. B) Increase access opportunities for learners across the school, to engage in a broader range of physical activities supporting their well-being.

	<p>5. A) Increase learner's access to competitive sports through the introduction of 'weekly sports challenges' for learners within KS1 and KS2.</p> <p>B) Increase the opportunities for learners within KS1 to access competitive sports events both within school and through links with other local schools.</p>
2020-2021 Predicted Sports Fund Allocation	£16,670.00 = (£16,000.00 + £10.00 per pupil)

Key Outline Tasks			Expected Outcome		Monitoring & Evaluation		Reporting Schedule		Allocated Funding
Key Tasks/Actions	Timescale	Personnel	Outcome	Sustainability	How	When	Who/What	When	Costs
<ul style="list-style-type: none"> Continuation of 2019-2020 planned programme of activities for the summer term to enable whole school year impact to be measured. Evaluation will be used to inform further strategic planning for PE and Sports provision. 	April 2019 - July 2020	EJP, RM & Premier Sports	*Learners continue to benefit from specialist sports provision and increased access to 'active' sports activities across the school.	<p>Continue with programme during the Summer Term. (COVID-19)</p> <p>*Aim to increase 'team teaching' opportunities with PE Lead and Sports Coaches in next academic year.</p>	PE progression Tracking Extended learning uptake	End of academic year	Teaching & Learning Govs Health, safety & well-being Govs Staff Meetings	July 2019	£990.00
<ul style="list-style-type: none"> Sports Professionals to deliver 2x 6 week blocks of 'Fun-Trition' health and well-being programme to learners within KS1 and KS2 to supplement the schools 'Healthy living' curriculum. Learners will build upon knowledge gained in previous years programme for progression. 2.4.3 School staff to liaise with delivery professionals to plan 'cross curricular' opportunities linked to the school's Creative Curriculum and associated termly topics. 	Autumn 2019 (Y1 & Y2) Spring 2020 (Y2 & Y3)	Premier Sport Professionals	<p>*Learners demonstrate increased knowledge and understanding of the importance of adopting healthy lifestyles for themselves and their families.</p> <p>*Learners make healthy choices within their learning day at school.</p> <p>*Learners make links</p>	<p>Continue with Fun-trition programme so that learners can build upon previous knowledge in following year group.</p> <p>* Teachers to further exploit cross-curricular links to promote and celebrate healthy lifestyles and regular</p>	Pupil Questionnaires and School Council Feedback Tracking of 'take up' of healthy activities within school.	Half Termly	School Council Teaching & Learning Govs Health, safety & well-being Govs Staff Meetings	Half Termly	£2,160.00 £468.00

		Teacher	across the curriculum to healthy lifestyle choices and their impact on well-being.	physical activity.					
<ul style="list-style-type: none"> 2. Maximise the use of both indoor and 'outdoor' active learning' areas by further developing the school's break time and lunchtime 'active play' programme - with a particular targeted focus for learners with SEND Introduction of greater variety of 'active' clubs run by TA's every break and lunch time. (3 TA's ½ hour every day per week) 2. School Council to lead on pupil voice to evaluate effectiveness of clubs and to monitor 'uptake' and club rotas. 2. PE Leader to work with TA's to plan and deliver 'active learning' sessions targeting learner well-being through use of Yoga and self-regulation. 	Sept 2019 - March 2020	RM & TA's School Council Reps	<ul style="list-style-type: none"> *Learners across the school, particularly those with SEND, benefit from structured 'active play' opportunities during the unstructured times of the school day, promoting team work and social, emotional and behavioural development. * School Council actively engaged in promoting and celebrating healthy lifestyle choices and 'active learning'. *Learners use yoga and self-regulation exercises to support their own mental-well-being. 	<ul style="list-style-type: none"> *Use tracking of attendance at clubs to target learners to engage in 'active play' opportunities during the more un-structured times of the school day. *Aim to add more variety to the 'active' clubs on offer. Use of pupil voice to inform 'healthy choices'. (Staffing reductions prevented further development) *TA's to organise future 'active learning' programmes linked with PE Lead and School Council Reps. 	<p>Observations of break and lunchtimes</p> <p>Pupil Feedback Take up of activities and impact on pastoral targets.</p> <p>Tracking of clubs 'uptake' and learner responses and feedback.</p>	Half Termly	<p>SLT Meetings</p> <p>Health, safety & well-being Govs</p> <p>Staff Meetings</p> <p>School Council</p>	Half Termly	<p>£2,968.00</p> <p>£468.00</p>
<ul style="list-style-type: none"> 1 & 4. Introduce daily golden mile for all learners from Reception to Year 4. Number of laps of the designated route to be tracked and monitored by learners and staff. 4 TA's to support 15mins per day. 	Sept 2019	RM & Staff	<ul style="list-style-type: none"> *Learners general health and fitness improves as a result of daily exercise. *Learners demonstrate a growing appreciation of the link between regular exercise and well-being. 	<ul style="list-style-type: none"> * Y4 Learners to take ownership of the tracking and recording of the 'Golden Mile' and reporting outcomes to the Governing Body. (Not completed in 	<p>Tracking of 'Golden miles' laps.</p> <p>Pupil feedback</p> <p>Impact of 'golden mile' on attitude to learning.</p>	Half termly	<p>Health, safety & well-being Govs</p> <p>Staff Meetings</p> <p>School Council</p>	Termly	£2,020.00

				Summer Term due to COVID-19)					
<ul style="list-style-type: none"> 1 & 4 Introduce 'Active Fridays' across the school. Learners to attend school in sportswear and to participate in a range of physical activities with a focus on mindfulness and well-being. 1 & 4 All year group to access Yoga and mindfulness activities weekly. 	Sept 2019	Sports Coaches	<ul style="list-style-type: none"> *Learners have weekly access to a varying range of physical activities improving their levels of fitness and mental well-being. *Learners appreciate the role fitness and exercise can play in supporting general well-being and positive mental health. 	<ul style="list-style-type: none"> * PE Leader to attend Yoga training and support 'Active Learner Ambassadors' in leading Yoga and mindfulness sessions. 	<ul style="list-style-type: none"> PE progression and tracking Pupil & Parent Feedback Observation & Learning walks Tracking pupils engagement in 'Active Fridays' 	Half termly	<ul style="list-style-type: none"> SLT Health, safety & well-being Govs Staff Meetings School Council 	Termly	£1,125.00
<ul style="list-style-type: none"> 3 Further development of a fitness assessment and tracking system for learners across the school. Teachers to use information gained from 'golden mile tracking' to inform targeted clubs for the more 'unstructured' times of the school day. 3 Teachers to work alongside the PE Lead and Sports Professionals in developing and implementing a tracking system for PE which tracks, engagement, skill, reflectiveness, stamina & Discipline. 	Sept 2018 Jan 2019 April 2019	RM & Sports Coaches	<ul style="list-style-type: none"> *Effective assessment and tracking of learner's fitness, informs targeted active learning provision across the school. * Effective tracking of progression within PE lessons for individual learners, informs more bespoke PE sessions for all year groups. 	<ul style="list-style-type: none"> *School staff to take over the fitness tracking activities and system to inform learners targeted for 'active play' programme at break and lunchtimes. (Staffing reductions prevented further development) *Personalised tracking supports high quality teaching in PE. 	<ul style="list-style-type: none"> Monitoring of 'fitness tracking data' Monitoring of 'fitness clubs uptake' 	<ul style="list-style-type: none"> Termly Half Termly 	<ul style="list-style-type: none"> SLT Meetings Health, safety & well-being Govs Staff Meetings 	<ul style="list-style-type: none"> Termly Half Termly 	£468.00
<ul style="list-style-type: none"> 4 School to provide all learners in receipt of pupil premium or identified as vulnerable with a PE kit to ensure full participation in PE activities on offer through school. 4 School to ensure each class has 'spare PE kit' available for any active learning session. 	Sept 2019	RM	<ul style="list-style-type: none"> *All learners have access to the correct PE kit and equipment enabling full participation in all PE and sports activities on offer. 	<ul style="list-style-type: none"> *Rota in place to replace PE kit as and when required. 	<ul style="list-style-type: none"> Monitoring of use of spare kit and kit provided form home. Feedback form pupils & parents 	<ul style="list-style-type: none"> Weekly Half termly 	<ul style="list-style-type: none"> Health Safety & Well-being Govs School Council 	Termly	£179.20

<ul style="list-style-type: none"> • 2 & 4 Purchase PE equipment for lunchtime and break time 'Active Learning' programme. 	Sept 2019	RM	*Increased access to PE equipment supports a wider variety of active learning activities for learners of all ages.	*Rolling programme of equipment needs linked to provision.	Pupil Feedback Take up of activities and impact on pastoral targets.	Half Termly	Staff Meetings School Council Finance & Personnel	Half Termly	£800.80
<ul style="list-style-type: none"> • 3. School staff to undertake team teaching and receive CPD support from Professional Sports Coaches and School PE Lead- Focus upon using assessment data to identify and target skills intervention to improve the skills of different groups of learners. • 2. Staff to receive personal targets and CPD to further improve own professional development. • PE Leader release time 6 sessions through the year to support personalised CPD. 	Termly	Premier Sport & RM	*Increased knowledge and understanding of the tracking of progression of PE across the school, supports and informs targeted intervention for both those working below and those working at greater depth within the PE curriculum. *Increased knowledge and understanding of high quality PE provision, supports and informs the delivery of quality PE lessons across the school. * Increased confidence of school staff in planning and delivery PE lessons.	*Increase opportunities for Teachers to undertake team teaching with PE Lead and Sports Professionals. *Staff to work alongside PE Professionals to deliver PE lessons during the Autumn Term 2019 and then take on lead during the Spring Term 2020. PE Professionals to return in the Summer Term 2020 to support self- evaluation and further CPD targets. (Not completed in Summer Term due to COVID-19) *Staff to take greater ownership of PE delivery in 2020-2021.	Observations Planning Analysis of skills tracking and intervention plans.	Termly	Teaching & Learning Gobs SLT Staff Meetings	Termly	£ 1,125.00 £468.00
<ul style="list-style-type: none"> • 4. Teacher to develop a focused 'Active Enrichment Learning Programme' to increase learner 	Sept 2019	PE Leader	*Learners benefit from a broad range of sports and physical activity	*Member of school staff to take charge of PE	Pupil & Parent Feedback Curriculum	Half Termly	School Council Teaching &	Half Termly	£ 175.00

<ul style="list-style-type: none"> access to a variety of sports and physical activities - particularly within Early Years and KS1. Teacher to liaise with Sports professionals to deliver broader experience of enrichment clubs to support well-being and mental health. 		PE Leader & Sports Professionals	<p>through an enriched PE curriculum.</p> <p>*Learners make connections between the value of physical exercise on health and well-being.</p>	<p>clubs for extended schools.</p> <p>*Staff to increasingly take over clubs provision.</p>	Plan Enrichment Programme		Learning Gobs Health, safety & well-being Gobs Staff Meetings		£ 1,040.00
<ul style="list-style-type: none"> Partnership working with PE Leads across the Trust to plan and deliver a programme of competitive sports across the whole school - with a particular focus within KS1. Coach travel to events to enable access to local competitions. 	Sept 2019 Half Termly	RM & PE Leads from across the Trust of Schools.	<p>* Learners from KS1 and KS1 participate in a growing range of competitive sports events across the Partnership of Local Schools.</p> <p>*Access to Skills specific sports clubs supports the development and growing confidence of learners in engaging in a wider range of competitive sports.</p>	<p>*School to participate in more competitive sporting activities. Member of school staff to take charge of organising 'Trust First School' events.</p> <p>(Not completed due to COVID-19)</p>	Uptake of competitive sports activities. Uptake of specific sports clubs.	Half Termly	School Council Teaching & Learning Gobs	Half Termly	£585.00
<ul style="list-style-type: none"> Introduction of whole school weekly 'Competitive Active Learning Challenges'- Focus on the celebration of resilience and reciprocity skills. Additional TA support to supervise events under the direction of Professional Sports Coach & PE Lead. (1 day per week) 	Termly	PE Lead	<p>*Learners across the school regularly participate in competitive sports and active learning opportunities and value these events.</p> <p>*Competitive sport and active learning is celebrated and promoted across the school and within the learning community.</p>	<p>*School to take ownership of 'Competitive Active Learning Challenges' programme</p>	Uptake of competitive sports activities. Pupil & Parent feedback.	Termly	School Council Teaching & Learning Gobs Health, safety & well-being Gobs Staff Meetings	Termly	£2,020.00
End of Project Plan Success Criteria			<ul style="list-style-type: none"> Learners demonstrate an increased knowledge and understanding of the importance of adopting healthy lifestyles with the choices that they make both in and outside of school. 						

		<ul style="list-style-type: none"> • Learners actively enrich their daily learning opportunities through engaging with additional sports and 'Active learning' clubs on offer. • As a result of effective CPD, Teachers have an increased confidence in using assessment data to inform PE planning, delivery and targeted intervention. • Learners have increased access to competitive sports and 'Active Learning' and celebrate their skills of resilience and reciprocity. • Learners demonstrate a growing appreciation of their own fitness and the impact exercise and physical activity can have upon their own health and well-being. • Healthy living and the importance of physical exercise is promoted and celebrated through effective cross-curricular links in all phases of learning. • All learners have access to the correct PE kit, enabling full participation in all physical activities on offer. 	
<p>Impact of 2019-2020 Funding</p>	<p>Evaluated in April 2020 and July 2020 COMPLETED</p>		