



# Cheadle Heath Primary School



## Evidencing the impact of the PE and Sport Premium

<b>Amount of Grant Received</b>	£8,870	<b>Amount of Grant Spent</b>	£8,068.59 - excluding additional PPA PE costs £12,702.05 - when including additional PPA PE costs	<b>Date</b>	April 2015
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### Key Priorities:

1. High Quality PE
2. School Sport
3. Health and Well-Being
4. Whole School Priorities

### RAG rated progress:

- **Red** - needs addressing
- **Amber** - addressing but further improvement needed
- **Green** - achieving consistently

### Key Priority 1: High Quality PE

- *To improve the quality of teaching and diversity of the curriculum in order for all pupils to make regular and sustained progress*

Actions and strategies	Evidence	Cost	Impact and sustainability	Progress (RAG)		
				14-15	15-16	16-17

### Professional Development

<ul style="list-style-type: none"> <li>• Develop and implement a professional learning plan appropriate for the needs of all staff to enable them to deliver high quality PE and physical literacy</li> <li>• PE subject leader to support identified staff and ensure that support is targeted appropriately</li> <li>• PE co-ordinator to signpost staff to CPD opportunities within the partnership &amp; borough</li> <li>• PE specialist employed half a day each week to deliver high quality PE in LKS2</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Staff audit</li> <li>• Teacher surveys</li> <li>• Staff professional learning</li> <li>• using expert advice to evaluate strengths and weaknesses in PE</li> </ul>	£4,250 SSP buy back  £4,634pa ½ day salary plus £700 contribution to above salary	Staff are confident and competent to deliver high quality PE			
			The quality of all PE lessons is good or outstanding			
			All children feel confident to participate in PE			
			Good practice is shared and feedback sought which drives the effective development of PE			
			Positive impact on whole school improvement			

Curriculum Development						
<ul style="list-style-type: none"> <li>Plan and develop a PE curriculum that is broad and engaging for all and meets the requirements of the national curriculum</li> <li>Development of a PE curriculum that is inclusive and caters for all relevant of SEND including gifted in PE</li> <li>Audit equipment to ensure it meets the needs of pupils &amp; curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations</li> <li>Accessible, high quality resources and SoW to support the delivery of the PE curriculum</li> <li>Staff audit</li> <li>Equipment audit</li> </ul>		Staff are confident and competent to deliver high quality PE for all	Yellow		
			Staff are confident and competent to use a range of teaching and learning styles in PE to match lesson content	Yellow		
			SEND pupils fully integrated and achieving in all PE lessons	Green		
			G & T pupils identified and stretched in all lessons	Red		
			High quality equipment to facilitate high quality learning	Green		
Achievement of pupils						
<ul style="list-style-type: none"> <li>Introduce SSP assessment tool to monitor achievement of pupils</li> </ul>	<ul style="list-style-type: none"> <li>Progress and attainment data through assessment tool</li> <li>Teacher planning</li> <li>Pupil voice</li> </ul>		There is a sound assessment process which staff are confident to use that accurately assesses pupils progress	Red		
			The majority of pupils make good or outstanding progress in PE	Red		
			All pupils enjoy and achieve in PE	Green		

## Key priority 2: School Sport

- To increase opportunities for participation, including for SEND pupils, in a range extra-curricular and competitive opportunities

Actions and strategies	Evidence	Cost	Impact and sustainability	Progress (RAG)		
				14-15	15-16	16-17
<b>Extra-Curricular Activity</b>						
<ul style="list-style-type: none"> <li>Audit, plan &amp; develop inclusive before school, lunch and after school activities, using volunteers, staff and coaches, as well as young leaders</li> <li>Develop and implement a young sports leaders programme</li> <li>Increase the number and range of extra-curricular opportunities</li> <li>Use local coaches to provide extra-curricular activities</li> <li>Develop partnerships with local community clubs</li> <li>Provide further opportunities for pupils who are gifted and talented in PE and sport</li> <li>Use expert advice to evaluate strengths and weaknesses in PESS and implement plans for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Observations of external deliverers</li> <li>Participation rates</li> <li>Extra-curricular registers</li> <li>Extra-curricular plan</li> <li>School club links data</li> </ul>	Hire of transport £1,054.80  Equipment £859.94  Materials (t shirts, bean bags, ropes etc) £680.31  Consultants £315  Visits (Winter Games @ Chill Factore) £208.33	The range of extracurricular opportunities is increased and included those requested by pupils			
			The extra-curricular opportunities include those for our SEND pupils which responds to their wants and needs			
			Engage or re-engage disaffected pupils			
			PE physical activity and school sport have a high profile and are celebrated across the life of the school			
			Increased staffing capacity and sustainability			
			Increase school/ community club links			
			Increased pupils awareness of opportunities available in the community			
			Clearer talent pathways			

## Competitive Opportunities

<ul style="list-style-type: none"> <li>Promote competitive opportunities for all pupils across school in both intra and inter school formats</li> <li>Ensure that all sports coaches and instructors employed to support after school sports clubs are quality assured</li> <li>Make links with community clubs</li> </ul>	<ul style="list-style-type: none"> <li>Participation rates</li> <li>Increase staffing capacity</li> <li>Funding transport to take pupils to external events</li> <li>Programme of level 1 activity (intra-school)</li> <li>Feedback from community clubs</li> </ul>		<p>During 2014/15 there has been a significant rise in the number of children representing the school</p> <ul style="list-style-type: none"> <li>- <b>Y6</b> 76%</li> <li>- <b>Y5</b> 78%</li> <li>- <b>Y4</b> 84%</li> <li>- <b>Y3</b> 78%</li> <li>- <b>Y2</b> 52%</li> <li>- <b>Y1</b> 100%</li> </ul>			
			15% of young people are part of community clubs that the school has links to			
			Pupils recognise the wider benefits of participating in sport and consider it an important part of their development			
			The extra-curricular sport provision is of high quality and delivered safely by school staff and quality assured coaches			
			Increase pupils participation in national school games competitions			
			100% increase pupil participation in level 1 opportunities			

## Key Priority 3: Health and Well-Being

- To use physical activity to improve pupils' health, wellbeing and educational outcomes

Actions and strategies	Evidence	Cost	Impact and sustainability	Progress (RAG)		
				14-15	15-16	16-17
<b>Awareness of healthy lifestyles</b>						
<ul style="list-style-type: none"> <li>Develop and implement a healthy active lifestyle programme</li> </ul>	<ul style="list-style-type: none"> <li>Parental feedback</li> <li>Participation rates</li> <li>Attendance registers</li> </ul>		Pupils consistently make healthy lifestyle choices that are celebrated and shared			
			Positive attitudes towards healthy active lifestyles are encouraged among pupils and staff and extend to parents and carers.			
<b>Engaging the least active</b>						
<ul style="list-style-type: none"> <li>Identify and target those children who are least active in a new physical activity programme that includes pupil consultation and parental engagement (intervention Programme)</li> <li>Implement a Change4life programme</li> </ul>	<ul style="list-style-type: none"> <li>Participation rates</li> <li>Pupil discussion</li> <li>Parental feedback</li> </ul>		Targeted pupils increase activity levels by 10%			
			Parents of targeted pupils engaged and attending school activities			

## Key Priority 4: Whole School Priorities

- To use PE, School Sport and Physical Activity to impact on whole school priorities

Actions and strategies	Evidence	Cost	Impact and sustainable outcomes Progress RAG	Progress (RAG)		
				14-15	15-16	16-17
<ul style="list-style-type: none"> <li>• Identify and target pupils who require support with attendance, behaviour and attitudes to learning and encourage to participate in physical activity and sporting programmes</li> <li>• Network with other subject coordinators to share good practise through attendance at SSP meetings</li> <li>• Identify the positive impact that has PESS has on:                             <ul style="list-style-type: none"> <li>➢ Academic achievement</li> <li>➢ Behaviour and safety</li> <li>➢ Attendance</li> <li>➢ Health &amp; well being</li> <li>➢ SMSC</li> </ul> </li> <li>• Securing time for the subject leader to undertake reviews and construct further development plans</li> </ul>	<ul style="list-style-type: none"> <li>• Membership of networks e.g. SSP</li> <li>• Governors minutes/reports</li> <li>• Progress and attainment data</li> <li>• Attendance registers</li> <li>• Rewards given</li> <li>• Pupil discussion</li> <li>• Subject time available for PE co-ordinator</li> </ul>		PE, physical activity and school sport are contributing towards improving attendance and behaviour for targeted groups			
			Pupils understand the contribution of physical activity and sport to their overall development			
			There are fewer instances of poor behaviour in targeted pupils			
			Attendance has improved across the school			
			Academic achievement enhanced			
			Self-esteem enhanced			
			Ongoing review will provide further evidence of effective use of the funding, identify the added value of the funding and support areas of need to enhance overall provision			
			School values and ethos are complemented by sporting values			
			Staff across school make links across subjects and themes including PE			

# Cheadle Heath Primary School

## Evidencing the impact of the PE and Sport Premium – Events & Competitions

Events / Competitions	Number of participants			Number of leaders	Number of staff	Parents & volunteers	Event level * (level 1 / 2 / 3)	Year Group (s)	ABC teams	Links with clubs
	Boys	Girls	Total							
Primary Young Ambassadors Training	4	4	8		2		P	5 & 6		
Y6 & Y7 Transition Athletics Event	10	10	20		2		2	6	A & B	Y
5 Days, 5 Ways: 'Be Active Across the Ages'	10	10	20		2	20	P	3		
Y3 & Y4 Sportshall Athletics	18	18	36		2	4	2	3 & 4	A & B	Y
Y5 & Y6 Sports Hall Athletics	18	18	36		2	1	2	5 & 6	A & B	Y
Infant Sportshall Athletics Festival	12	12	24	12	2		2	2	A & B	Y
Boccia	2	0	2	2		2	2	4	A	N
Football	16	8	24		2	2	2	5 & 6	A, B & C	N
Dodgeball	13	7	20		1	2	2	5 & 6	A, B & C	Y
Primary Swimming Gala	3	3	6		2		2	4 & 5	A	N
Hockey	9	9	18		1	1	2	5 & 6	A, B & C	N
Dodgeball	8	8	16		2	2	2	3 & 4	A & B	Y
Gymnastics	8	21	29		2	1	2	1 to 6	A & B	Y

Kurling	2	0	2		2		2	4	A	N
Tri Golf	10	10	20		2	2	2	3/4/5 & 6	A & B	Y
Girls Active	0	10	10		2		P	6		
Hockey	3	3	6		1	1	2	5 & 6	A	N
Netball	5	9	14		2	2	2	5 & 6	A & B	N
Football	7	6	13		1	1		3 & 4	A & B	N
Football	16	8	24		3	0	2	5 & 6	A & B	N
Gym	6	9	15		3	2	3	1 to 6	A	N
Dodgeball	10	8	18		3	0	2	5 & 6	A, B & C	Y
Inclusion Swimming	4	3	7		3	0	2	4	A	N
Infant Multi Skills	22	22	44		2	4		1		N
Sports Ambassadors Review	3	3	6		1	1	P	5 & 6		
Be Healthy, Get Active Running Challenge – intra school	All pupils in Y1 & 6		220	4	4	0	1	3, 4		N
Year 4 / 5 Football	9	0	9		1	1	2	4 / 5	A	N
Year 5 / 6 Tri Golf	5	5	10		1	1	2	5 / 6	A	Y
Multi Skills Club	8	8	16				P	2		Y
Kwik Cricket	16	14	30		3		2	6	A, B & C	Y
Netball Club	6	9	15		2		P	5 & 6		



Rounders	16	8	24		3		2	6	A & B	N
Change for Life Club	6	9	15		1		P	3		
Legacy Games (16.06.15)	14	12	26		3		2	5 & 6	A	Y
Inclusion Tri Golf	2	2	4		2		2	4	A	N
Manchester Winter Games	4	6	10		2		3	5 & 6	A	Y

## Key

Event level * (level 1 / 2 / 3)	L1 – intra school L2 – inter school L3 – Greater Manchester Games P – participation only
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## Level 3 sporting success 2014 - 15

### Greater Manchester Winter Olympics 11.11.14



Ten Y5 / 6 pupils represented the school at the Winter Olympics at the Chill Factore, competing against primary and secondary pupils from the ten neighbouring boroughs of Manchester, Rochdale, Oldham, Bolton, Bury, Wigan, Trafford, Salford and Tameside. The children took part in a range of activities throughout the day including a skiing relay, timed tubing, lugging and sledging, the climbing speed wall challenge and the new target game. Each individual team aimed to get the fastest times, be awarded the most points and win in the relay. There were bronze, silver and gold medals awarded to the top 3 schools with a trophy to the overall winner. Individual talent was also awarded to those who excelled on each individual activity.

We scooped the following trophies:

- **1<sup>st</sup> place** in the overall competition
- **Bronze** in fastest downhill skiing
- **Bronze** in lugging

### Greater Manchester Games 24.03.15



Our Y1/2, Y3/4 and Y5/6 gymnastics teams qualified through the local borough competitions to represent the borough in the 2015 Greater Manchester Winter School Games. A total of 16 gymnasts from Y2 – Y6 represented our school, and borough, on 24.03.15 in the key step gymnastics competition. The Key Step Gymnastics programme was produced to provide a simple competition structure that combines basic movement and agility skills in a fun, friendly and progressive way. The children competed against nine other North West boroughs - Manchester, Rochdale, Oldham, Bolton, Bury, Wigan, Trafford, Salford and Tameside.

All our gymnasts scooped podium places for all teams!

- **1<sup>st</sup> place** to the Y3 / 4 team
- **2<sup>nd</sup> place** overall to the Y1 / 2 team
- **2<sup>nd</sup> place** to Y5 / 6 individual competitor
- **3<sup>rd</sup> place** overall to the Y5 / 6 team