



Pott Shrigley Church School
 "Be kind and compassionate to one another, forgiving each other, just as in Christ, God forgave you." Ephesians 4:32

Evidencing the Impact of the PE and Sport Premium Grant:

(2014-17) How well is the funding being used to improve the quality and breadth of PE provision, including increasing participation in PE and sport so that all pupils will adopt healthy life-styles and reach the performance levels they are capable of?

(2017-2021) How well the school has used the funding to make additional and sustainable improvements to the quality of PE and Sport they offer by:

- Developing or adding to the PE and Sport activities on offer
- Building capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in later years

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| Amount of Grant Received £16,000 | Amount of Grant Spent | Additional spend on PE and School Sport | Academic Year: 2021/2022 |
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School Principles for PE and Sport Premium Grant Spend
 The staff and governors at Pott Shrigley Church School have agreed to use the Sport Premium funding to provide the following outcome:

- To provide high quality PE lessons for all children
- To increase participation in a range of extracurricular sports
- To support professional development of all staff
- To increase participation in competitive sport
- To review the PE Curriculum, in line with the new Ofsted Framework for Sep 2019 and beyond

Web Link(s) to School Sport Premium Statements:
www.pottshirgleycs.co.uk

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| Review and reflect on key achievements to date: |
| PE CPD embedded within the school curriculum and staff development |
| Profile of school sport raised |
| Broader PE curriculum implemented |
| Standard of PE improving and constantly under review |
| More children participating in school sport |

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| 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? | 100% 2020/2021 |
| 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? | 100% 2020/2021 |
| 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? | 100% 2020/2021 |
| 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 – additional swimming for class 2 so additional opportunities for self-survival skills |

| Key Priorities: (Objectives of the funding) 1. Health and Well-Being 2. Raising the profile of PE and sport for whole school improvement 3. Professional Development in PE 4. Increasing the range of sports and outdoor activities on offer for all pupils 5. Competitive Sport | | | | RAG rated progress: <ul style="list-style-type: none"> ● Red - needs addressing ● Amber - addressing but further improvement needed ● Green - achieving consistently | | | | |
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| Key Priority 1 Health and Well-Being : The engagement of <u>all</u> 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 | | | | | | | | |
| Ofsted Factor: a greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils’ health | | | | | | | | |
| Actions and strategies | Evidence | Cost | % of total allocation | Outcomes, Impact on pupils and sustainability | Progress (RAG) | | | |
| | | | | | Baseline 16-17 | 17-18 | 18-19 | 19-20 |
| Introduce a range of mindfulness activities to promote mental wellbeing Purchase of yoga mats for yoga in school Develop outdoor skills for use in Forest School setting | Substation Climbing Wall and Yoga – Focus on Mindfulness and resilience Forest School afternoon sessions One whole school term Moorland | | | Opportunities to develop climbing skills in a purpose built environment. Children have the opportunity to reflect and improve on their skills. Yoga takes place in a studio with a trained instructor and focus is placed on mindfulness. Assessments show improvement in balance, concentration, and physical strength for 100% of children who attended. Programme not fully completed in due to COVID-19 and January/February 2021 lockdown. Children develop skills which can be transferred to leisure activities/outdoor pursuits in future years. Children can locate their position on a map | | | | |

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| <p>Improve geography skills linked to outdoor education.</p> <p>Provide additional swimming sessions for class 2 to increase self-survival skills</p> | <p>Adventures. Orienteering and problem solving programme</p> <p>Additional term of swimming lessons beyond NC expectations</p> | | | <p>and use navigational skills. Improved team work and ability to face challenge in a systematic way.</p> <p>Swimming Coach reported progress in self-survival skills for 100% of KS2 children</p> <p>Spring Term not completed due to COVID-19 lockdown 2021</p> | | | | |
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Key Priority 2 Raising the profile of PE and sport as a tool for whole school improvement

Ofsted Factors: how much more inclusive the physical education curriculum has become; the improvement in partnership work on physical education with other schools and other local partners; links with other subjects that contribute to pupils' overall achievement and their greater spiritual, moral social and cultural skills

| Actions and strategies | Evidence | Cost | % of total allocation | Outcomes, Impact on pupils and sustainability | Progress (RAG) | | | |
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| | | | | | Baseline 16-17 | 17-18 | 18-19 | 19-20 |
| Following feedback from Pupil Voice and staff voice, a wider range of sports were introduced and offered to the children using specialist coaches | <ul style="list-style-type: none"> - Cricket with Cheshire Cricket - Hockey and Tennis Coaching with a specialist | | | <p>All KS1 and KS2 have completed in cricket lessons and assessments show that they have developed and improved their striking and fielding skills. 95% met or exceeded age level expectations.</p> <p>Summer 2021 – A small rural schools cricket tournament planned but cancelled due to COVID-19</p> <p>Professional Coach and specialist taught the children hockey and tennis. Assessments show improvement in skills for 100% of children and 75% met or exceeded age level expectations. Some of the children now compete at weekends in a local hockey team.</p> | | | | |

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| <p>To raise the profile of PE further by training up a further cohort of sports leaders and introduce a Pupil Voice dedicated to PE & sports</p> | <p>Kickstart to train up a cohort of KS2 pupils to deliver games and activities for EYFS and KS1 Children.</p> <p>Kickstart and PE Lead to introduce a Pupil Voice/Sports Council to input and shape School sports and the offer within the school.</p> | | | <p>100% of KS2 children to be trained as sports leaders.</p> <p>We started with all children participating as a sports leader but we found that some could not access the leadership element due to SEN. These children then moved to a different aspect of their learning whilst the remaining children focused on sports leader skills.</p> <p>Termly meetings of sports council/pupil voice to take place with PE Lead to chair the meeting</p> <p>2021 – Due to COVID-19 Sports Day took place but parents could not attend.</p> <p>Sports Leader Programme successful. Children employing skills gained at playtimes and during lessons.</p> | | | | |
| <p>To work with partners and the local clusters to promote PE and school sports</p> | <p>Introduction of school sports week and a focus on the school games</p> | | | <p>School sports week to take place every year with a range of different sports and cross-curricular links to sport highlighted. Due to COVID-19 we had a virtual offer.</p> <p>Join local cluster and liaise with PE</p> <p>2019/20 – Worked with local cluster to arrange cricket competition that was formed as a result of pupil voice.</p> | | | | |

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| To work with Kickstart to offer the children additional sports sessions and focus work on PE skills. | | | | Due to COVID-19, Kickstart engaged to work with the children on transition back to school with a focus on respect, teamwork and specific sporting skills. Kickstart have been engaged in 2020/21 for curriculum development and CPD. | | | | |
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Key Priority 3 Professional Development in PE : Increased confidence, knowledge and skills of all staff in teaching PE and sport

Ofsted Factor: how much more inclusive the physical education curriculum has become; growth in the range of provisional and alternative sporting activities

| Actions and strategies | Evidence | Cost | % of total allocation | Outcomes, Impact on pupils and sustainability | Progress (RAG) | | | |
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| | | | | | Baseline 16-17 | 17-18 | 18-19 | 19-20 |
| To employ specialist sports coaches to work with all teaching staff and provide CPD. | <p>Lesson plans which highlight Team-teaching, observations, Teacher feedback.</p> <p>Staff Meetings where PE is discussed and CPD opportunities shared</p> <p>Lesson plans show a broader PE curriculum with access to non-traditional sports.</p> <p>Lesson observations which show improvement in PE delivery from teaching staff.</p> | Section 2 | | <p>Valuable information on pupil progress and next steps.</p> <p>Staff participated in CPD by team teaching and delivering lessons with specialist coaches. 100% of staff reported an increase in confidence in delivering these subject areas within PE.</p> <p>Staff reporting that they feel more confident delivering PE as a result of CPD: 2020/2021 – 100% reported increased confidence</p> <p>In addition, lesson observations are reflecting positively on PE delivery with staff addressing common areas for development.</p> | | | | |

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| <p>To focus on common areas of development in PE and provide opportunities for these to be addressed</p> | <p>Staff Questionnaires and lesson plan and observation feedback.</p> | | | <p>2020/21.– Focus on skills progression and the new Curriculum</p> <p>Due to COVID-19 this was not fully completed and will continue in 2021/2022</p> | | | | |
| <p>To provide a focus on outdoor learning</p> | <p>Staff Feedback and Assessments</p> | | | <p>Employed two highly skilled forest school teachers during Autumn 2020/and spring 2021 to deliver the Forest Schools Programme. This assisted children with specific emotional and behaviour needs and supported the inclusion of all children. Staff reported improved social skills, greater problem-solving skills and stronger peer relationships.</p> | | | | |
| <p>To provide a planning and assessment tool.</p> | <p>Introduction of PE passport subscription.</p> | | | <p>Teachers able to plan high quality lessons using assessment for learning to inform planning enabling staff to cater for SEN and also challenge more able pupils.</p> | | | | |

| Key Priority 4 Increasing the range of sports and activities offered to all pupils | | | | | | | | |
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| Ofsted Factor: the increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics; the growth in the range of provisional and alternative sporting activities | | | | | | | | |
| Actions and strategies | Evidence | Cost | % of total allocation | Outcomes, Impact on pupils and sustainability | Progress (RAG) | | | |
| | | | | | Baseline 16-17 | 17-18 | 18-19 | 19-20 |
| Use Kickstart coaches to provide extracurricular activities | Attendance Registers Extra-curricular plan Observations | | | Range of extra—curricular activities has been increased and sports council feedback incorporated | | | | |
| Incorporate a Sports Leader system | Sports Board Assemblies Observations and feedback from Kickstart | | | Sports Leader system will be introduced in 2020/21 due to COVID-19 | | | | |

| To purchase new resources for sport and PE | Receipts and Invoices | | | A range of new resources purchase to support school sport including tchoukball nets, tri golf set, athletics equipment and boxercise equipment. | | | | |
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| Key Priority 5 Increased participation in competitive sport | | | | | | | | |
| Ofsted Factor: the increase and success in competitive school sports | | | | | | | | |
| Actions and strategies | Evidence | Cost | % of total allocation | Outcomes, Impact on pupils and sustainability | Progress (RAG) | | | |
| | | | | | Baseline 16-17 | 17-18 | 18-19 | 19-20 |
| Promote competitive interschool sporting activities on the sporting notice Friendly football matches with local church schools | Newsletters Sports Board Assemblies | Section 2 | | Work with Kickstart and other small rural schools to run a cricket tournament where at least 50% of children participate (cancelled due to COVID-19) Children gain experience of competing and meeting other children. | | | | |

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| board and in assemblies and in the newsletter | Website | | | | | | | | |
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