



# Great Moor Infant School



## Evidencing the impact of the PE and Sport Premium

<b>Amount of Grant Received £17,560</b>	c/f 20/21 £7870	<b>Amount of Grant Spent: £11,786.09</b>	c/f 22/23 £13,644	<b>Date July 2022</b>	Updated July 2022
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### RAG rated progress:

- **Red** - needs addressing
- **Amber** - addressing but further improvement needed
- **Green** – achieving hg consistently
- **Purple** – Unable to achieve this target due to covid 19 restrictions

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 2 year action plan and impact report shows ongoing progress.

Referenced



Supported by:



## 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"> <li>Smile for a mile</li> <li>Other opportunities to create active classrooms, eg go noodle, wake up shake up</li> <li>Two day sports enrichment event</li> </ul>	300	<ul style="list-style-type: none"> <li>Raising activity levels and improving fitness of all pupils</li> <li>Raising attainment levels in English/Maths</li> </ul>	<ul style="list-style-type: none"> <li>To create regular opportunities for all pupils to access smile for a mile</li> <li>Creating a culture of active classrooms to be continued due to delay for Covid 19</li> </ul>			
Lunches & playtimes – increasing physical activity levels	<ul style="list-style-type: none"> <li>Play leaders organising structured games.</li> </ul>		<ul style="list-style-type: none"> <li>High level of involvement (registers). Children participated enthusiastically on a rota basis</li> </ul>	<ul style="list-style-type: none"> <li>We will need to train more play leaders to organise the games across key stage 1 to comply with COVID 19 bubble guide lines.</li> </ul>			
Extra-curricular (After school clubs) – increase the participation levels & variety of activities	<ul style="list-style-type: none"> <li>A wide variety of extra-curricular sports clubs offered managed by sports coach and run by trained TAs</li> </ul>		<ul style="list-style-type: none"> <li>Very successful bike club run 2x per week receiving excellent response from</li> </ul>	<ul style="list-style-type: none"> <li>To continue to offer a wide range of sports clubs.</li> </ul>			

			parents, targeted at different levels, e.g. beginners and more skilled cyclists. <ul style="list-style-type: none"> <li>• Very successful football club run 3x per week due to high demand.</li> <li>• Successful dance club</li> </ul>				
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**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  
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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
Behaviour & Attitudes to Learning	<ul style="list-style-type: none"> <li>• Whole school approach to rewarding physically active &amp; sports achievements e.g. assemblies</li> <li>• Pupil premium events eg extra- curricular clubs</li> </ul>		e.g. Fewer instances of poor behaviour in targeted groups  e.g. Pupil concentration, commitment & self-esteem enhanced	<ul style="list-style-type: none"> <li>• More staff attending CPD for active curriculum</li> </ul>			
Improving Academic Achievement	<ul style="list-style-type: none"> <li>• Whole school approach to rewarding physically active &amp; sports achievements e.g. assemblies</li> </ul>		e.g. whole school targets met more effectively  e.g. staff make links across subjects & themes including PE	<ul style="list-style-type: none"> <li>• Maintain high profile of active chn rewards in whole school events</li> </ul>			

Health & Well Being/SMSC	<ul style="list-style-type: none"> <li>• Whole school approach to rewarding physically active &amp; sports achievements e.g. assemblies</li> <li>• Celebrating success including sporting achievements outside of school through newsletters, website &amp; social media</li> </ul>		<p>e.g. school values ethos are complemented by sporting values</p> <p>e.g. pupils understand the contribution of PA, SS &amp; sport to their overall development</p>	<ul style="list-style-type: none"> <li>• Link with Birmingham Commonwealth Games Values with school values through assemblies &amp; notice boards</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:	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 2 x 60 minute PE lessons a week.		Pupil's consistently achieving NC outcomes	<ul style="list-style-type: none"> <li>Maintain a minimum of 2 hours curriculum PE</li> </ul>			
Review the quality of teaching & consider best way of allocating CPD from PE specialist, courses & other sources	Develop & implement a professional learning plan for the needs of all staff		Staff access support to achieve and confidence to teach high quality lessons increased	<ul style="list-style-type: none"> <li>Audit staff at the start of each new year to target best use of CPD</li> </ul>			
Offer a comprehensive CPD programme to all teaching staff via PE specialist teacher.	Buy into SHAPES alliance	6500	High quality teaching	<ul style="list-style-type: none"> <li>Continue to work with SHAPES</li> </ul>			
PE Coordinator allocated time for planning & review	Allow PE coordinator to attend relevant CPD	555	PE lead attended all relevant CPD and able to implement suggestions across school eg smile for a mile, family bingo,	<ul style="list-style-type: none"> <li>Maintain facility for PE coordinator to attend CPD</li> </ul>			
Review supporting resources	e.g. PE Passport	525	PE Passport embedded	<ul style="list-style-type: none"> <li>Explore new SoW from specialist PE teacher</li> </ul>			
Review of PE equipment to support quality delivery	See SHAPES list of essential PE equipment & order accordingly	2,264.09	Higher quality learning	<ul style="list-style-type: none"> <li>Need to order more equipment to facilitate active playtimes/PE within bubbles</li> <li>Check inventory at</li> </ul>			

				end of each year and replace any lost/damaged equipment			
Targets relating to PE delivery being encouraged to form part of performance management	PE target included for PE lead on performance management Autumn 2021		PE coordinator developing greater knowledge and confidence in her role	<ul style="list-style-type: none"> <li>New aspirational targets</li> </ul>			
Support TA's & other adults to access relevant CPD to enhance the school PESS workforce	Signpost TA's/AOTT's to Level 5/ Busby Twilights/SHAPES CPD		Staff meeting – J. Ridings talked about Smile for a Mile. PE lead and other staff attended relevant training in dance and fundamental skills	<ul style="list-style-type: none"> <li>Increase the number of TA's accessing CPD</li> </ul>			
Develop an assessment programme for PE to monitor progress	Support staff on using PE Passport assessment		To be completed after every half term unit	<ul style="list-style-type: none"> <li>PE coordinator to maintain an overview of whole school PE assessment</li> </ul>			

#### 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	Develop offer to ensure each year group & gender are catered for e.g. festivals, health & activity weeks, school challenge, family challenge, Be Inspired Challenges, School Games	602	Clubs offered across the age ranges. High attendance at clubs. Wide choice of activities being offered	<ul style="list-style-type: none"> <li>Introduce 1 new activity each year</li> </ul>			

	Introduce a different club, eg dance club to target different children to those attending sporting clubs.			<ul style="list-style-type: none"> <li>Look at how to introduce a new dance club, eg staffing, hall space,</li> </ul>			
Review extra-curricular activity balance	Develop an offer to include a broad range of activities e.g. (Davenport tennis club) and Stockport Georgians	345	Scheduled to begin tennis extra curricular club 22/23 Hold taster sessions for cricket.	<ul style="list-style-type: none"> <li>Create school/club link with Davenport tennis club.Stockport Georgians</li> </ul>			
Review offer for SEND pupils	Develop offer to be inclusive e.g. ensuring TAs available to support send children to support inclusion in clubs		SEND pupils accessing more extra-curricular activities	<ul style="list-style-type: none"> <li>Identify SEND chn at start of year and target 10% to attend an extracurricular club/event</li> </ul>			
Target inactive pupils	Develop intervention programmes e.g. Star play active lunchtime play. Consider sending targeted children to Girls/Boys Active SHAPES programme		Greater uptake for active programmes by targeted inactive pupils	<ul style="list-style-type: none"> <li>Explore activity monitoring programmes to monitor activity levels of inactive chn</li> </ul>			

### 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
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<p>Review School Games Participation including a cross section of children who represent school</p>	<ul style="list-style-type: none"> <li>• Use SHAPES Competition Events Calendar to plan competition entries for year</li> <li>• Use new SHAPES 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> </ul>		<p>Higher % of children taking part in competition</p> <p>More staff members contributing to competitions programme</p> <p>Increase in first time competitors – PE Passport/registers</p>	<p>Maintain higher levels of staffing, encouraging more staff to take responsibility for whole events so freeing up other staff to take on new events next year</p> <p>Maintain local links with high school/ local infant school to maintain competitive sport opportunities for ks1</p>			
<p>Review competitive opportunities for SEND children</p>	<ul style="list-style-type: none"> <li>• Ensure SEND pupils are identified and supported to attend appropriate competition</li> </ul>		<p>Higher % of SEND pupils attending SSP competitions</p>	<p>Maintain SEND involvement</p>			
<p>Increase Level 1 competitive provision</p>	<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 get the opportunity to access at least one competition across the year</li> <li>• Engage with SHAPES annual school challenge</li> </ul>		<p>Increased % of children participating in Level 1 competitions</p>	<p>Teachers to deliver Level 1 competitions at the end of appropriate units of work</p>			
<p>Book transport in advance to ensure no barriers to children attending</p>	<ul style="list-style-type: none"> <li>• Review SHAPES competitions calendar and book all transport</li> </ul>	<p>695</p>	<p>Higher % of children attending SHAPES</p>	<p>Explore possibilities of using parent/staff</p>			



competitions	at the beginning of the term for events we wish to attend		competitions	car for transport			
Create Stronger Links to Community Clubs. Link already exists with Davenport tennis club	<ul style="list-style-type: none"> <li>• Sports specific coaching programmes</li> <li>• Development Days</li> <li>• Consider sports festival offering carousel of activities provided by local community sports clubs.</li> </ul>		Creating pathways from school competition to community club participation	Try to create 1 new link per year.			

The money carried forward will be used to buy into SHAPES again at the gold level providing cpd opportunities for staff and access for children to participate in activities and sporting events and competitions.

We are looking at adding a track around the edge of the playground to promote and encourage smile for a mile and activity levels.

We would like to invest in some pieces of trim trail style equipment in the playground to further enhance activity levels of the children during playtimes.