



# Prospect Vale Primary School



## Evidencing the impact of the PE and Sport Premium

<b>Amount of Grant Received</b>	<b>£ 17,730 (+£4,060.80 carried over)</b> <b>Total =</b> <b>£20,503.80</b>	<b>Amount of Grant Spent</b>	<b>£ 20,470.59</b>	<b>Date: 25<sup>th</sup> July 2024</b>	
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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?	74% (8 pupils not confident)
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?	68% (10 pupils said they couldn't confidently use a range)
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?	68% (10 pupils not confident)

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?

(5 children continued school swimming with another class)

Yes/No

Extra sessions have been offered but some parents have chosen not to use.

## 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:	22/23	23/24	24/25
Additional opportunities for physical activity during the primary school day – curriculum	<ul style="list-style-type: none"> <li>• Creating Active Schools award with Stockport SHAPES</li> <li>• Festivals within school and local cluster schools</li> <li>• Intervention groups</li> <li>• Active Maths/English/phonics</li> </ul>		<ul style="list-style-type: none"> <li>• Concentration increased by allowing brain breaks.</li> <li>• Huge increase in opportunities to take part in events in school</li> <li>• More active school</li> </ul>	<ul style="list-style-type: none"> <li>• CAS award achieved this academic year and to continue next year</li> </ul>			
Lunches & playtimes	<ul style="list-style-type: none"> <li>• Sports leaders on daily rota offering structured activities</li> <li>• Girls only football leadership team</li> <li>• Accessible playtime equipment with storage</li> <li>• Lunchtime netball club</li> </ul>		<ul style="list-style-type: none"> <li>• Sports leaders fully trained by SHAPES team</li> <li>• More opportunities for everyone at playtimes and lunchtimes</li> </ul>	<ul style="list-style-type: none"> <li>• Update midday supervisor training Autumn 24</li> <li>• Newly trained sports leaders Autumn 24</li> </ul>			
Extra-curricular (Breakfast & After school clubs)	<ul style="list-style-type: none"> <li>• After school clubs offered on most days for KS1 and KS2</li> <li>• Whole school wake-up shake-up Friday</li> <li>• 'Jets' wraparound care offering more physical</li> </ul>		<ul style="list-style-type: none"> <li>• Better monitoring of ASC offers and hugely increased offer of opportunities</li> <li>• More children</li> </ul>	<ul style="list-style-type: none"> <li>• Improved offer of ASCs</li> <li>• Ongoing</li> <li>• Continual monitoring</li> </ul>			

	activities.		accessed ASC's than they have before across the key stages				
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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

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	22/23	23/24	24/25
Attendance & Punctuality	<ul style="list-style-type: none"> <li>Target pupils for active intervention programmes for G&amp;T and SEND/PP pupils</li> </ul>		<ul style="list-style-type: none"> <li>Intervention groups have taken place covering a wide range of activities for targeted pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Intervention groups to continue</li> <li>Data collection</li> </ul>			
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>Golden ticket rewards</li> <li>Special enrichment days</li> <li>More opportunities to represent school</li> </ul>		<ul style="list-style-type: none"> <li>All children have access to at least 2 high quality PE lessons a week.</li> <li>The whole school is more active (gaining CAS status) aware of an active curriculum.</li> <li>Children rewarded.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to promote behavior and attitude to learning with positive rewards</li> <li>Keeping CAS status annually</li> </ul>			
Improving Academic Achievement	<ul style="list-style-type: none"> <li>Active curriculum</li> <li>Whole school reward system practiced across all curriculum areas</li> <li>Using 'Getset4PE' scheme of work</li> </ul>		<ul style="list-style-type: none"> <li>Whole school approach to having an active and healthy lifestyle.</li> <li>Class split lessons ensuring more bespoke teaching to cater for the children's needs.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to split classes where possible to improve achievement</li> <li>Buy GS4PE SOW for another year</li> </ul>			

<p>Health &amp; Well Being</p>	<ul style="list-style-type: none"> <li>• Golden tickets</li> <li>• Spirit of the games values</li> <li>• Celebrating success through newsletters, website &amp; social media</li> <li>• Assemblies</li> <li>• Active parent workshops</li> <li>• Celebrating being active by wall displays – children and school staff share</li> <li>• Being healthy being taught consistently in PSHE lessons</li> <li>• General well being discussed and taught across school</li> <li>• Restorative approach practiced in school</li> </ul>		<ul style="list-style-type: none"> <li>• Reward system</li> <li>• Celebrating pupils successes and talents across the whole school</li> <li>• Encouraging healthy choices and lives</li> <li>• Being more aware of how our bodies work</li> <li>• Celebration assemblies and events</li> <li>• Healthy lifestyle lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use the Golden ticket reward system</li> <li>• MORE parents workshops to allow children and parents to be active together</li> <li>• *Regular celebration PE/sport assemblies</li> <li>• Update wall displays to show positive role models</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:	22/23	23/24	24/25
Review curriculum time allocation for Physical Education to ensure pupils meet National Curriculum outcomes. (minimum 2 hours of timetabled PE required to do this)	<ul style="list-style-type: none"> <li>Ensure all pupils access 4x30 minute, 3 x 40 minute or 2 x 60 minute PE lessons a week.</li> </ul>		<ul style="list-style-type: none"> <li>All pupils accessing lessons</li> <li>Pupils consistently achieving NC outcomes</li> <li>More active school</li> <li>Targeted groups</li> <li>Split class lessons</li> </ul>	<ul style="list-style-type: none"> <li>Continue with split class session</li> <li>Continue targeted groups</li> </ul>			
Review the quality of teaching & consider best way of allocating CPD from PE specialist, courses & other sources	<ul style="list-style-type: none"> <li>Staff consultation with audit to be able to offer effective CPD</li> <li>PE lead attending SHAPES PE Leads meetings</li> <li>Lesson observations</li> <li>PE lead involved in weekly 'team-teach' with SHAPES PE specialist for continual CPD</li> <li>Staff receiving CPD</li> </ul>		<ul style="list-style-type: none"> <li>Staff audit to look at CPD needs of teaching staff</li> <li>PE lead attending PE leads meetings</li> <li>Team teach time</li> <li>Scheme of work</li> </ul>	<ul style="list-style-type: none"> <li>Purchase GS4PE SOW for another year</li> <li>Continue to audit staff's CPD needs (particularly as many staff are changing Year groups)</li> </ul>			
PE Coordinator allocated time for planning & review	<ul style="list-style-type: none"> <li>PE lead to attend all SHAPES meetings</li> <li>Weekly end-of-day review with SHAPES PE specialist</li> <li>*Half termly planning meeting with SHAPES PE support</li> </ul>		<ul style="list-style-type: none"> <li>Weekly verbal feedback and assessment time with PE lead/SHAPES PEST</li> <li>PE attends all SHAPES meetings</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>			
Review supporting resources	<ul style="list-style-type: none"> <li>Whole school SOW (Getset4PE)</li> <li>All classes Active spinner</li> </ul>		<ul style="list-style-type: none"> <li>Use of ICT (Kids Zumba/Just dance etc)</li> <li>Use of active spinner and online exercise plans</li> </ul>	<ul style="list-style-type: none"> <li>Continue to use Active spinners – whole school approach</li> </ul>			
Review of PE equipment to support quality delivery	<ul style="list-style-type: none"> <li>Equipment audited and checked regularly by PE lead and SHAPES PE specialist and ongoing</li> <li>Involvement of site manager to</li> </ul>		<ul style="list-style-type: none"> <li>Half term reviews carried out by PE lead and SHAPES to determine if additional</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>			

	report any equipment and manage repairs		equipment is needed for high quality lessons				
Targets relating to PE delivery being encouraged to form part of performance management	<ul style="list-style-type: none"> <li>School games GOLD status</li> <li>KS1 SHAPES KS1 Quality mark GOLD</li> <li>Creating Active Schools award</li> </ul>		<ul style="list-style-type: none"> <li>Data held on central school system</li> <li>PE lead constantly monitoring data and identifying those pupils who are not meeting NC outcomes</li> <li>Offering intervention programmes</li> </ul>	<ul style="list-style-type: none"> <li>Achieve all 3 Quality marks again in the next academic year</li> <li>Carefully monitor children who are not achieving NC outcomes</li> </ul>			
Support TA's & other adults to access relevant CPD to enhance the school PESS workforce	<ul style="list-style-type: none"> <li>Signpost adults in school to be able to access opportunities</li> <li>TAs and other adults given the opportunity to work with School PE lead and SHAPES PE specialist</li> </ul>		<ul style="list-style-type: none"> <li>Staff are given the opportunity to identify any areas they feel they need CPD in</li> <li>CPD discussed and arranged half-termly as needed</li> </ul>	<ul style="list-style-type: none"> <li>Ensure CPD takes place consistently (staffing issues!)</li> </ul>			
Develop an assessment programme for PE to monitor progress	<ul style="list-style-type: none"> <li>Continue to use Stockport SHAPES recommended assessment tracker across the whole school</li> </ul>		<ul style="list-style-type: none"> <li>Assessment tool shared with whole staff team on school drive</li> <li>Continue to hold regular meetings to discuss pupils progress</li> </ul>	<ul style="list-style-type: none"> <li>Continue to successfully use the SHAPES assessment tool to monitor progress</li> <li>Continue to offer intervention activities</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:	22/23	23/24	24/25
Review extra-curricular offer	<ul style="list-style-type: none"> <li>Regular review of extra-curricular opportunities to ensure the pupils are given a chance to get involved</li> </ul>		<ul style="list-style-type: none"> <li>Regular pupil voice and enrichment days</li> <li>Data collection</li> <li>Parental involvement</li> </ul>	<ul style="list-style-type: none"> <li>CONTINUE to consistently offer extra opportunities for</li> </ul>			

	<p>regardless of any learning or physical needs. All-inclusive offer regardless of gender</p> <ul style="list-style-type: none"> <li>Pupil voice</li> </ul>		<ul style="list-style-type: none"> <li>Greater staff involvement to widen offer</li> </ul>	<p>all children</p> <ul style="list-style-type: none"> <li>Regular pupil voice</li> <li>Explore new opportunities</li> <li>Continue to offer exiting enrichment days</li> </ul>			
Review extra-curricular activity balance	<ul style="list-style-type: none"> <li>Enrichment days to offer taster sessions and signposting</li> <li>Pupil voice</li> <li>Leaflet drops for local clubs</li> </ul>		<ul style="list-style-type: none"> <li>Use of local clubs</li> <li>Parental input</li> <li>Use of opportunities shared at SHAPES PE leads meetings</li> </ul>	<ul style="list-style-type: none"> <li>Continue to attend SHAPES meetings for shared good practice</li> <li>Continue new links formed with local clubs and groups</li> </ul>			
Review offer for SEND pupils	<ul style="list-style-type: none"> <li>Ensure all children have the opportunity to take part in lessons, competitions and festivals</li> <li>Split class lessons – adaptive teaching</li> </ul>		<ul style="list-style-type: none"> <li>Attended SHAPES Bee inspired competitions and festivals</li> <li>Greater links with local cluster schools</li> <li>Split class teaching for better grouping for ages and abilities</li> </ul>	<ul style="list-style-type: none"> <li>Regular attendance of SHAPES bee inspired events</li> </ul>			
Target inactive pupils	<ul style="list-style-type: none"> <li>Targeted interventions</li> <li>Many cohorts being taught in split class lessons</li> <li>Sports leaders to work with selected groups</li> </ul>		<ul style="list-style-type: none"> <li>Intervention groups carefully planned</li> <li>Split class lessons</li> <li>Sports leaders input</li> </ul>	<ul style="list-style-type: none"> <li>Continue to split classes</li> <li>Interventions</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:	22/23	23/24	24/25
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Review School Games Participation including a cross section of children who represent school	<ul style="list-style-type: none"> <li>• Use SHAPES competition events Calendar to plan competition entries for year</li> <li>• Use national and international sports events as a tool ie, Euro football event, Rugby six Nations</li> </ul>		<ul style="list-style-type: none"> <li>• High % of children taking part in school games</li> <li>• Much wider variety of offer</li> <li>• More competitions and events offered this year</li> </ul>	<ul style="list-style-type: none"> <li>• CONTINUE to build relationships with local cluster schools and organize competitions, matches, festivals and events</li> </ul>			
Review competitive opportunities for SEND children	<ul style="list-style-type: none"> <li>• Ensure SEND pupils are identified and supported to attend appropriate competition</li> <li>• Attend competitions suitable for all</li> </ul>		<ul style="list-style-type: none"> <li>• Select events and competitions suitable for all</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to select SHAPES events and cluster events appropriate</li> </ul>			
Increase Level 1 competitive provision	<ul style="list-style-type: none"> <li>• PE lead and SHAPES PE specialist have been able to offer more Level 1 competitions and festivals across the school due to timetables</li> <li>• Sports days and special event days</li> <li>• SHAPES festival formats</li> <li>• House group competitions</li> <li>• Lunchtime activities</li> </ul>		<ul style="list-style-type: none"> <li>• HUGE increase in Level 1 competitions in school</li> <li>• Massive links made with local cluster schools for regular meet-ups for festivals and competitions</li> <li>• Class/Key stage competitions increased</li> </ul>	<ul style="list-style-type: none"> <li>• CONTINUE to offer a wide range of opportunities for all children including SHAPES events, cluster events and intra school events</li> <li>• PE lead to ensure there is a full calendar of events for children to participate</li> </ul>			
Book transport in advance to ensure no barriers to children attending competitions	<ul style="list-style-type: none"> <li>• Pre-book transport for SHAPES competitions</li> <li>• Competitions booked in advance to allow for effective planning</li> </ul>		<ul style="list-style-type: none"> <li>• Use of funds effective in ensuring pupils are able to attend many more events and experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Some events next academic year already pre booked!</li> </ul>			
Leadership to extend Extra-Curricular & Competitions Offer	<ul style="list-style-type: none"> <li>• Sports leaders trained to plan, prepare &amp; deliver a range of</li> </ul>		<ul style="list-style-type: none"> <li>• Sports leaders trained, use of rota to ensure</li> </ul>	<ul style="list-style-type: none"> <li>• MORE sports leaders to be</li> </ul>			

	activities and special events days		<p>activities being offered daily</p> <ul style="list-style-type: none"> <li>Sports leaders assist in all events days</li> </ul>	<p><b>trained</b></p> <ul style="list-style-type: none"> <li>Rotas in place for sports leaders to deliver events and activities</li> <li>More responsibility for Sports leaders to plan events.</li> </ul>			
Extending Competition Offer	<ul style="list-style-type: none"> <li>Links made through SHAPES meetings with other PE leads</li> <li>Wider offer of competitions and signposting made through SHAPES meetings and colleagues</li> </ul>		<ul style="list-style-type: none"> <li>HUGE increase due to strong links being formed with local cluster schools</li> <li>Use of more SHAPES events and signposting</li> </ul>	<ul style="list-style-type: none"> <li><b>ONGOING</b></li> </ul>			
Create Stronger Links to Community Clubs	<ul style="list-style-type: none"> <li>Enrichment days</li> <li>Assemblies</li> <li>Leaflets</li> <li>Flyers</li> <li>Showcases</li> <li>Access sports specific coaching programmes, many introduced at SHAPES meetings</li> </ul>		<ul style="list-style-type: none"> <li>A HUGE amount of work has gone into building links with local schools and fellow colleagues.</li> <li>Greater use of parents and families input/signposting</li> <li>More enrichment events giving access to new opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Continue to explore local opportunities through SHAPES, pupils and parents knowledge</li> </ul>			

**Whole school 'Wake-up, Shake-up' every Friday morning 8.40 – 8.55am!**

**Every class in the school was bought a spinner to use daily for Structured Active sessions and Brain breaks!**

## 30 Active Minutes Review

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Reception</b>	Wake up, shake up Active Phonics & Maths PE groups	Wake up, shake up Active Phonics & Maths Smile for a mile	Wake up, shake up Active Phonics & Maths Smile for a mile	Wake up, shake up Active Phonics & Maths PE groups	Wake-up, shake-up Active Phonics & Maths Smile for a mile
<b>Year 1</b>	Wake up, shake up Active phonics/maths Kung-fu spelling	Wake up, shake up Smile for a mile PE groups	Wake up, shake up Active phonics/maths Kung-fu punctuation	Wake up, shake up Smile for a mile PE groups	Wake-up, shake-up Active phonics/maths Maths athletics
<b>Year 2</b>	Wake up, shake up Smile for a mile	Wake up, shake up Active literacy/maths PE groups	Wake up, shake up Smile for a mile	Wake up, shake up Active literacy/maths	Wake-up, shake-up Active maths/English PE groups
<b>Year 3</b>	Smile for a mile	Active literacy/maths PE groups	Smile for a mile Music & movement	Active French PE groups	Wake-up, shake-up Smile for a mile
<b>Year 4</b>	Smile for a mile Active literacy/maths PE groups	Smile for a mile Active literacy/maths	Smile for a mile Music & movement	Active French Active circletime	Wake-up, shake-up PE groups
<b>Year 5</b>	Smile for a mile Active Maths	Active drama/literacy Active circletime	Smile for a mile Music & movement	Active French PE groups	Wake-up, shake-up Smile for a mile PE groups
<b>Year 6</b>	Smile for a mile Active drama/literacy	Smile for a mile Active drama/literacy	Active drama/literacy PE groups	Smile for a mile Active French	Wake-up, Shake-up Active drama/literacy PE groups

## Evidencing the impact of the PE and Sport Premium – Events & Competitions 2023/24

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							
Y6 transition athletics	4	4	8		2		Level 2	Y6	A	
Indoor athletics	15	16	31		2		Level 1	Y6		
National Fitness Day	119	113	232	12	All	Parents	Level 1	N – Y6		
Sports leader training	6	6	12	12	2		Level 1	Y5/6	A	
Netball festival	15	16	31		3		Level 2	Y5	ABC	
Handball festival	34	23	57	6	2		Level 1	Y3/4		
Santa Dash	119	113	232	12	All	Parents	Level 1	N – Y6		
Lacrosse	31	31	62	6	3		Level 1	Y5/6		
RISE gymnastics	18	18	36		2	2	Level 2	Y1 – Y6	ABC	
Dance festival	11	18	29	6	3		Level 1	Y1		
Cricket	59	54	113		5		Level 1	Y1 – Y4		
‘Let girls play’ football day		119	119	12	2		Level 1	N – Y6		
Boys football day	113		113	12	2		Level 1	N – Y6		
Football festival	31	31	62		3		Level 1	Y5/6		
Cheadle lacrosse competition	6	6	12		2		Level 2	Y5/6	A	
MCFC football festival - girls		10	10		2		Level 2	Y4/5/6	A	
MCFC Football festival - boys	10		10		1	Parents	Level 2	Y5/6	A	
Skateboarding day	101	104	205		All		Level 1	Rec – Y6		
Tennis festival	34	23	57		3		Level 1	Y3/4		
KS1 Multi-skills festival	31	25	56		2		Level 1	Y1/2		



## *Evidencing the impact of the PE and Sport Premium*

Amount of Grant Received	<b>£17,730</b> <b>+£4060.80</b> <b>carried over =</b> <b>Total</b> <b>£20503.80</b>	Amount of Grant Spent	<b>£20470.59</b>	Date: 25 <sup>th</sup> July 2024
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**Progress:**

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

<b>Priority</b>	<b>Budget Overview</b>	<b>Cost</b>
<b>SHAPES Alliance Package</b>	Access to all competitions, PLT Meetings & guidance, CPD for staff and TA's, PE specialist in school 1 full day per week, Weekly team teach to provide additional interventions for targeted pupils.	£11,800
<b>New Equipment</b>	New equipment for curriculum based activities, clubs and teams following termly audits.	£4,177.59
<b>Transport to competitions</b>	Transport to competitions and events.	£2,000
<b>Extra-curricular opportunities, enrichment days</b>	Special whole school enrichment days (ie, Skateboarding, WOW basketball etc).	£1,283
<b>Specialist coaching opportunities</b>	Specialist coaches in school.	£660
<b>Teaching</b>	Get set 4 PE online scheme of work	£550
	<b>TOTAL:</b>	£20,470.59