



Cheadle Catholic Infant School



Evidencing the impact of the PE and Sport Premium

Amount of Grant Received	£ 17,816	Amount of Grant Spent	£ 18,283	Date	August 2022
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RAG rated progress: <ul style="list-style-type: none"> • Red - needs addressing • Amber - addressing but further improvement needed • Green – achieving consistently • Purple- covid restrictions 					
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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:	18/19	19/20	20/21	21/22
Use 'Math's of the Day' throughout the whole school.	<ul style="list-style-type: none"> Ensure Early Years leader who attended training has shared information with all teaching staff. Use 30 minutes active review graph to ensure active learning is part of each year group's daily curriculum. 	N/A	<p>Evidence of this teaching will be in planning.</p> <p>Attainment levels in Math's will be looked at in the end of year assessments.</p>	As teachers use Math's of the day regularly they will become more confident with the teaching of it and can adapt it year on year depending on cohort of children.				
Introduce an age appropriate scheme that gives short physical activities for all age groups.	<ul style="list-style-type: none"> Use 'Jumpstart Jonny' in all classes. Smile for a mile to be used in every class. 	N/A	<p>All children will get regular short bursts of physical activity.</p> <p>This will be seen on the 30 minutes active review table.</p>	Ensure teachers are happy with what they are using and use the footsteps in the hall to monitor smile for a mile.				
Increase Active Lunchtime opportunities.	<ul style="list-style-type: none"> Use SPET (Specialist PE teacher) to train up Year 2 Play leaders organizing structured games. A booklet and display will be produced to remind play leaders about the games that can be played and to ensure a range of activities are 	School Partnership - £6,350	<p>Increased activity offers at lunchtime.</p> <p>Reduction in negative behaviors on the playground as children will have a focus.</p>	Booklets to be kept and re-used each year so that new play leaders can be trained in the first half term of every academic year.				Due to covid play leaders weren't trained this year. Focus for Sept

	<ul style="list-style-type: none"> available. Lunchtime staff to encourage all children to take part. PE coordinator to produce timetable to ensure years Reception and Year 1 have play leaders to do different games every lunch time. Playground markings to support the development of creating active lunchtime by zoning areas for games. PE coach to work with children 3 lunchtimes per week 	Ross Helsby £5,775						
Ensure there is opportunity for extra-curricular activities without cost.	<p>Use life leisure funding for a multi skills after school club rather than a lunch time club. (decision has been made to target lunchtimes. Skipping club has been running 2021/22)</p> <p>7.7.22</p> <p>Advertise this to one year group at a time to ensure all children get a fair chance of getting a place.</p> <p>Encourage Pupil Premium children to take part in these free after school clubs.</p>	N/A	<p>Achieved 2018/19.</p> <p>2021/ 22 we have been working towards extending our extra curricular offer.</p>	Sustaining			No coaches allowed in school	Running club & skipping club will be offered academic year.
Change the timetable of our Specialist SHAPES teacher	<ul style="list-style-type: none"> Every KS1 class to be taught by the SHAPES teacher fortnightly. SHAPES teacher to provide planning for class teacher in the intermittent weeks. 	School Partnership - £6,500	Implemented September 2021	Class teachers are teaching from the planning fortnightly for their own personal CPD with fortnightly support from our specialist.				

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:	18/19	19/20	20/21	21/22
Improve Attitudes to Learning in PE, ensuring children have an awareness of health and wellbeing.	<ul style="list-style-type: none"> Growth mindset super hero's to be put up in the hall and children to be reminded of these whilst doing PE. Whole school approach to rewarding physically active & sports achievements e.g. in celebration assembly. PE coordinator to arrange/lead some whole school assemblies to ensure all children see physical activity as important. 	N/A	<p>Children will show positive behavior and understand the importance of PE.</p> <p>This will be documented by PE coordinator when getting teacher's feedback and also through talking to the children, pupil voice.</p>	Maintain positive attitudes towards PE.				
Ensuring PE plays a part in whole school improvement.	<ul style="list-style-type: none"> This year the whole school has a focus on improving writing therefore ensuring children are physically active will improve their gross and fine motor skills which will have a positive effect on writing skills. Children in EYFS who are not achieving age related expectations in Physical Development will have a daily physical activity intervention called commando club to ensure their motor skills are targeted. 	N/A	<p>Children who enter EYFS with poor motor skills should by the end have improved in this area. Physical Development data will show this.</p> <p>There should be less children year on year needing motor skills interventions in KS1 as early intervention if EYFS could address this.</p>	<p>Ensure all children who have poor motor skills are targeted in each year group.</p> <p>Teaching Assistants in both Nursery and Reception to attend and then lead 'Commando' to enable effective interventions across the whole of EYFS.</p>				

	<ul style="list-style-type: none">• Building blocks to be bought to encourage children in EYFS to use gross motor skills-appealing particularly to the boys who choose to play in the construction area.• School taking part in Physical Development Champion initiative in 2022/23							
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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:	18/19	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)	<ul style="list-style-type: none"> Ensure all pupils access 4x30 minute, 3 x 40 minute or 2 x 60 minute PE lessons a week. Complete Active Review graph and have this available for staff. 	N/A	Pupil's consistently achieving NC outcomes.	Ensure all classes are consistently using the allocated time for PE.				
Review the quality of teaching & consider best way of allocating CPD from SPET courses & other sources	<ul style="list-style-type: none"> SPET to meet with staff at the beginning of each half term to identify needs and be able to address these. We review CPD yearly and alternate between indoor and outdoor PE. SPET will model teaching and coach teachers in their PE teaching. Year 1 & year 2 alternate weekly which means that practice is consolidated. 	School Partnership £6,350	<p>Staff will develop confidence in the teaching of indoor & outdoor PE.</p> <p>Children will get a better balance of both indoor and outdoor physical activity.</p>	<p>SPET to consistently monitor staff needs.</p> <p>PE coordinator to make all staff aware of available training and advise specific courses for specific members of staff.</p>				
PE Coordinator allocated time for planning & review	<ul style="list-style-type: none"> PE coordinator to attend PLT meetings to review termly PE in school and keep up to date with new initiatives. PE coordinator to attend in house organised activities. 	N/A	PE coordinator will keep staff up to date with PE initiatives that may help teachers with their teaching of PE.	PE coordinator will review all in house events e.g. when hosting festivals to improve/change events for the next year. SHAPES year group planning sheets are displayed in the hall.				

High Quality of PE equipment to support high quality delivery.	<ul style="list-style-type: none"> Time given for PE coordinator to work with SPET to evaluate existing equipment and order new equipment where necessary to ensure that resources are appropriate to deliver high quality sessions. 	£1058 on equipment	New equipment will be ordered. The impact of this will be less children having to 'wait for their turn' due to lack of resources. Also a wider range of activities will be offered due to the a wider range of equipment e.g. tag rugby.	PE cupboard will be organised to ensure equipment is kept safe and all staff can access it easily. A yearly review of equipment will take place.				
Continue to use an assessment program for PE to monitor progress.	<ul style="list-style-type: none"> Ensure all classes from Reception to Year 1 are highlighting the key skills. Begin new assessment tool in Y1 which will be continued into Y2 next year. 	N/A	At the end of each term data for each class is passed to the PE lead for analysis and to inform future planning.	3 children from each year group are tracked with a folder of evidence to ensure assessments are accurate.				

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:	18/19	19/20	20/21	21/22
Review extra-curricular offer	<ul style="list-style-type: none"> Ensure that the clubs offered after school offer a range of activities to appeal to different genders, different interests and are available on different days of the week. 		Every day will have a different club available to the children. Girls will be attending these groups as much as boys.	PE coordinator to look at the numbers of children signing up to each club to evaluate if they need to be continued or reviewed.				Running club & skipping club will be offered next academic year.
Review offer for SEND pupils	<ul style="list-style-type: none"> Offer an in house event for SEND children to attend. Ensure outside coaches and SPET are aware of these children and are planning for 		All SEND children will have been invited to an extracurricular activity. The impact of this will hopefully be that those SEND children that don't	Continue to host SEND festivals where other schools are invited. Also ensure SEND children are given the				Aut 1 targ in collabora n with CC

	them where necessary.		participate in PE will find an activity that they are interested in and want to partake with.	opportunity to take part in whole school events.				
Involve parents to ensure that they are aware of a range of activities.	<ul style="list-style-type: none"> Put on a PE session for parents to attend to demonstrate to them a range wide of activities. Involve parents in competitions which encourage them to take part in different physical activities. 	N/A	Parents will be made more aware of the importance of physical activity. Therefore encouraging the children to take part in a broader range of activities.	Parent PE sessions can continue. Next steps could be to target specific parents to come to the PE sessions.				

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:	18/19	19/20	20/21	21/22
Review School Games Participation including a cross section of children who represent school	<ul style="list-style-type: none"> Use SSP Competition Events Calendar to plan competition entries for year Use new SSP booking system to enter events 	N/A	Higher % of children taking part in competition Increase in first time competitors.	Allow time for staff to take children to these events. Provide funding for the transport of these children.				
Review competitive opportunities for SEND children	<ul style="list-style-type: none"> Ensure SEND children have access to competitive events. 	N/A	Higher % of SEND pupils competing.	Allow time for staff to organise and host SEND events.				Aut 1 target
Increase Level 1 competitive provision	<ul style="list-style-type: none"> Plan a programme of Level 1 events to ensure ALL children get the opportunity to access at least one competition across the year Engage with SSP annual school challenge 	N/A	Increased % of children participating in Level 1 competitions	Teachers & SPET to deliver Level 1 competitions at the end of appropriate units of work				

Pupils to be positive about competitive sport.	<ul style="list-style-type: none"> Engage with SSP Young Ambassadors. Train Junior Play Leaders 	£100 to host Young Ambassador training.	Children responsible for leading competitive sport.	Continue to host training for the young ambassadors. Use SPET to train play leaders.				
Extending Competition Offer	<ul style="list-style-type: none"> Consider establishing friendly competitions with neighbouring school you can walk to including CCJS. 	N/A	Increase in competition uptake with a focus on transition- Yr 2/ Yr 3	Target children who aren't offering themselves for competitions.	Girls active day.	Boccia Festival		Hosted 3 Events For Other Schools.
Ensure outside sports coach is promoting competitive sport as part of PE lessons.	<ul style="list-style-type: none"> Ask class teachers for feedback on competitive sport in lessons lead by sports coach. Competitive sport should be visible on sports coach planning. 	£5,400	This will mean all children in school are taking part in competitive sport. (limited this year due to Covid)	PE coach to give class teacher feedback on pupil response to competitive sports.				

30 Active Minutes Review

	Monday	Tuesday	Wednesday	Thursday	Friday
Nursery	Smile for a Mile. Maths of the Day. 3 hours of continuous provision where children can access the outdoor area.	Smile for a Mile. Maths of the Day. 3 hours of continuous provision where children can access the outdoor area.	20 mins PE session in hall. 1 hour of continuous provision where children can access the outdoor area.	Smile for a Mile. Maths of the Day. 3 hours of continuous provision where children can access the outdoor area.	Smile for a Mile. Maths of the Day. 3 hours of continuous provision where children can access the outdoor area.
Reception	Smile for a Mile. Maths of the Day. 1 ½ hours of continuous provision where some children can access the outdoor area. Jump start Jonny.	Smile for a Mile. Maths of the Day. 1 ½ hours of continuous provision where some children can access the outdoor area. ½ hr PE session with teacher	Smile for a Mile. Maths of the Day. 1 ½ hours of continuous provision where some children can access the outdoor area. Jump start Jonny.	Smile for a Mile. Maths of the Day. 1 ½ hours of continuous provision where some children can access the outdoor area. Jump start Jonny.	Smile for a Mile. Maths of the Day. ½ hr PE session with Ross. Jump start Jonny.
Year 1	Smile for a Mile.	Dance lesson Smile for a Mile.	Outdoor PE lesson Smile for a Mile.	PE lesson with SPET/ teacher Smile for a Mile.	Smile for a Mile.
Year 2	Smile for a Mile.	Dance lesson Smile for a Mile.	Outdoor PE lesson Smile for a Mile.	PE lesson with SPET/ teacher Smile for a Mile.	Smile for a Mile.

