## Stockport SSP Logo Windows PictureHigh Lane Primary School School Games workmark - Simplified - RGB

Overview

Our allocation of funding for 2019/20 was £17,500. Based on the continued positive impact of coaching, provided by Life Leisure, during the previous three academic years, the decision was made to continue with this resource – in part – but to have a focus on improving our lunchtime provision.

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| Evidencing the impact of the PE and Sport Premium | | |
| Current spending:   * Green – completed tasks with cost * Amber – ongoing and/or partially completed with current cost * Red – future tasks with estimated spending plan | | |
| Total funding: £17,500 | Amount spent: £14,426.71 (Updated on 31.1.20) | Future spending: £3,073.29 |

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| Meeting national curriculum requirements for swimming and water safety |  |
| 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? | 89.7% |
| 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? | 89.7% |
| 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? | 93.1% |
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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: | Actions to achieve: | Funding allocated: | Impact on children and evidence: | Sustainability and suggested next steps: |
| Improving provision at lunchtime and playtime | * Play leaders organizing structured games at lunchtime * New equipment specifically for promoting physical activity at lunchtimes and playtimes | £3604 Life Leisure coach (lunchtime provision)  £1078.40 – New equipment  £870 – New equipment shed | * Increased opportunities for Y5/6 children to have leadership roles within school |  |
| Curriculum provision | * Ensure that PE is timetabled for a minimum of 120 mins/week in all classes |  | * PE passport and hall timetable ensures every child has access to the minimum requirements of PE * Pupil’s consistently achieving NC outcomes |  |
| Extra-curricular  (After school clubs) | * Netball coach * Cross-country club special events with parents * Participation in May Day event | £4568 Life Leisure coach (inc. curriculum and afterschool club) | * Register of participation shows sustained attendence |  |
| 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: |
| Raising the profile of PE and healthy lifestyles throughout the curriculum | * Whole school physical drumming day with ‘Drumzaloud’ * Whole school healthy eating day with ‘Kiddi Cooks’ * Whole school skipping day ‘Skipping4Schools’ * Provide cross-curricular resources that show positive sporting role-models to pupils * Active curriculum | £341 – Drumzaloud  £808 – Kiddi Cooks  £509.95 - Resources | * 100% of children, from Nursery to Y6, took part in the ‘Drumzaloud’ event. As well as providing a further 40 mins of physical activity, children’s knowledge and understanding of recommended sugar intake has increased * Children understand the importance of a healthy diet and know the best way of getting the nutritional benefit of fruit without increasing their sugar intake too much * Children are able to identify the attributes needed to optimize their levels of success in a sporting context | * Children will develop life-long habits of enjoying physical activity * Staff can re-use ideas in future years |
| Health & Well Being/SMSC | * Spirit of the games values * Whole school approach to rewarding physically active & sports achievements e.g. assemblies * Celebrating success through ClassDojo |  | * Evidence on ClassDojo * Celebration assemblies include recognition of achievements within school sport together with external sporting competition | School core values are complemented by sporting values  Pupils understand the contribution of sports coaches and healthy lifestyles to their development |

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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: | |
| 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 a minimum of 2x60min PE lessons per week * Ensure children have a balance of games, dance and gymnastics lessons |  | * Pupil’s consistently achieving NC outcomes |  | |
| PE Coordinator allocated time for planning & review | * Ensure Sports Premium funds are used to have maximum impact on our pupils | £671.36 – Supply cover for PE coordinator to attend courses, plan and arrange events | * Sports premium allocated to impactful activities |  | |
| * High quality delivery of PE lessons | * Continue subscription to the Stockport School Sports Partnership– now known as SHAPES. * Continue to use Life Leisure and UK Sports coaches to work alongside teachers and HLTA to deliver high quality lessons | £1,100 Schools Sports Partnership  See Life Leisure coach (inc. curriculum and afterschool club)  See Life Leisure coach (lunchtime provision)  £480/term UK Sports coach (curriculum support and lunchtime) | * The school sports partnership provide subject specialist advice to enhance the quality of teaching and learning in Physical Education.  It also provides ongoing professional development and training for staff and access to a wide range of SSSP competitions for pupils. The use of a coach, during PE lessons, provides professional development to the teacher or HLTA with whom they are working with. It also allows for easier and more accurate assessment of the children and enhanced opportunities to have competitive games within a PE session. |  | |
| High quality delivery of PE lessons | * Continued subscription to PE Passport * Access to SSP training | £300 – PE Passport | * The use of PE Passport builds teacher understanding of progression in skills in PE enabling them to plan for more informed opportunities to support pupil outcome in PE as it provides evidence of pupils’ progress across individual lessons and throughout a longer block of lessons. The app allows teachers to assess pupil progress and ability; provide timely feedback to pupils; and to gather evidence to share with parents and peers. It also enable pupils to better understand their own learning and development through visual feedback. |  | |
| High quality delivery of PE lessons | * Audit of PE equipment * See SSP list of essential PE equipment & order accordingly |  | * Impact: Ensuring the children have access to the correct equipment is essential for helping them learn and develop their skills. It is also important – from a health and safety aspect – that children aren’t using equipment that is damaged; we have, therefore, used some of the Sports Premium to replace damaged equipment. The impact of providing better access to equipment at lunchtime - and to increase the variety of this equipment – has increased the number of children participating in physical activity during these times. |  | |
| Develop assessment procedures for PE to monitor progress | Use PE Passport | See PE Passport funding | * Assessment and competition data is updated on PE passport |  | |
| 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: |
| 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 |  | Increase in the range of extra-curricular activities within the school | |  |
| Review the way the school grounds can be better used to provide opportunities for physical activity | * Develop the orienteering facilities within the school * Provide staff training on orienteering * Provide opportunities for children to engage in physical activity through forest schools activities | £300 – mapping of school  KS2 Orienteering Day at Lyme Park  £302/15 pupils Forrest school taster day (EYFS – KS1) | * School field area is used for PE sessions * School grounds mapped out for orienteering | |  |
| Review offer for SEND pupils | Develop offer to be inclusive e.g. SSP SEND |  | Allow access to all SEND pupils to Level 1 competition within school | |  |
| 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: |
| Review School Games Participation including a cross section of children who represent school | * Use SSP Competition Events Calendar to plan competition entries for year * Use new SSP booking system to enter events * Place table of events in staff room encouraging members of staff/TA’s to sign up & volunteer to support events * Review children who have represented school in the past (PE Passport) & ensure a wider range of children get involved by choosing events to attract children who have not taken part before | Transport to competitions | * The access to all Sports Partnership competitions has allowed us to increase the number of children participating in competitive sport for the first time. | | Encourage more staff to take responsibility for whole events so freeing up other staff to take on new events next year |
| Review competitive opportunities for KS2 children | * Life Leisure coaches running intra-school competitions and other lunchtime activities * Continue with competitive sports day * Subscription to the South Area Sports Association and Stockport Harriers Schools’ Cross Country league. * Provide medals for successful team performances * Subscription to the South Area Sports Association and Stockport Harriers Schools’ Cross Country league. * Provide medals for successful team performances | See Lunchtime coach funding  £56 – Cross – country subscription  £40 – SSPSA subscription | * Higher % of KS2 children participating in competitive sport. * Entry into these competitions has provided an ever increasing number of pupils to participate in competitive sport and taught them important values of teamwork and working hard in order to improve. Our achievements in this area have been significant and we regularly have 15-20 of all KS2 pupils competing in these leagues. * (See evidence table below) | |  |
| Increase Level 1 competitive provision | * Review current Level 1 provision and participation rates * Plan a programme of Level 1 events to ensure ALL children get the opportunity to access at least one competition across the year * Life Leisure coaches running intra-school competitions and other lunchtime activities * Continue with a competitive sports day with Olympic style: gold, silver and bronze medalists. | See Lunchtime coach funding  £91.49 – Sports day medals  £35.20 – Cross-country medals | * Increased % of children participating in Level 1 competitions * (See evidence table below) | | Teachers/coaches to deliver Level 1 competitions at the end of appropriate units of work |

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| Evidencing the impact of the PE and Sport Premium – Events & Competitions 2019/20 | | | | | | | | | |
| **Events / Competitions** | **Number of participants** | | | **Year**  **Group (s)** | | | | | |
|  | Boys | Girls | Total | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
| Cross – Country at MHHS | 12 | 10 | 22 |  |  | 4 | 5 | 5 | 8 |
| Lacrosse at HGHS | 4 | 4 | 8 |  |  |  |  | 1 | 6 |
| Schools’ Cross – Country League: Woodbank Park - Race 1 | 4 | 6 | 9 |  |  | 2 | 2 | 3 | 3 |
| Schools’ Cross – Country League: Woodbank Park - Race 2 | 10 | 6 | 16 |  |  | 4 | 2 | 4 | 6 |
| Schools’ Cross – Country League: Woodbank Park - Race 3 | 8 | 6 | 14 |  |  | 3 | 3 | 2 | 6 |
| Schools’ Cross – Country League: Woodbank Park - Race 4 | 7 | 10 | 17 |  |  | 2 | 6 | 4 | 5 |
| Schools’ Cross – Country League: Woodbank Park - Race 5 |  |  |  |  |  |  |  |  |  |
| Schools’ Cross – Country League: Woodbank Park - Race 6 |  |  |  |  |  |  |  |  |  |
| Inter-School Netball competition | 25 | 24 | 49 |  |  |  |  | 22 | 27 |
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