



# Cheadle Catholic Infant School



## Evidencing the impact of the PE and Sport Premium

Amount of Grant Received	£18,300	Amount of Grant Spent	£ £20,450	Date	July 2024
--------------------------	---------	-----------------------	-----------	------	-----------

<b><u>Key indicator 1: The engagement of all pupils in regular physical activity</u></b>	– Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school			
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
Increase Active Lunchtime opportunities.	<ul style="list-style-type: none"> <li>• Use SPET (Specialist PE teacher) to train up Year 2 Play leaders organising structured games.</li> <li>• SPET to train, coach and support teachers in the teaching of PE.</li> <li>• Lunchtime staff to encourage all children to take part in lunchtime games</li> <li>• PE coordinator to produce timetable to ensure years Reception and Year 1 have play leaders to do different games every lunch time.</li> </ul>	School Partnership - £6,500	<p>This year Play leaders were trained up for one session.</p> <p>To improve next year one half term will be used to train up year 2 leaders and midday staff will also be involved.</p>	<p>An audit of equipment will be taken in September so new equipment can be ordered.</p> <p>Play leader materials 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.</p> <p>SPET to retrain, coach and support midday assistants in the delivery of games at lunchtime.</p>
Introduce an age appropriate scheme that gives short physical activities for all age groups.	<ul style="list-style-type: none"> <li>• Introduce taught lessons from SHAPES specialist teacher into early years.</li> <li>• Focus on fundamental movement skills in EYFS.</li> </ul>		<p>EYFS receive input from SHAPES specialist teacher.</p> <p>EYFS staff are receiving physical development CPD.</p>	<p>EYFS staff will be more confident to deliver there own fundamental skills teaching.</p> <p>They will receive ideas on how to help those children needing support with their physical development.</p>

<p>Ensure there is opportunity for extra curricular activities</p> <p>All pupils to take part in the Daily Mile</p>	<p>Pupil Voice to be collected and impact on lunchtime and after school sports and equipment provided to be physically active.</p> <p>Over a two year cycle all KS1 children will be invited to a competition outside of school.</p> <ul style="list-style-type: none"> <li>All children to run the 'Smile for a Mile' daily.</li> </ul>		<p>Increased activity offers at lunchtime.</p> <p>PE lead to keep a list of children who are taken to competitions.</p>	<p>Increased physical activity at break and lunchtimes will help to promote healthy lifestyles and raise the profile of sport and exercise.</p> <p>Children who aren't able to attend a competition in year 1 can attend in year 2.</p> <p>Host a cross country event for all KS1 children. Other schools to be invited.</p>
---	--	--	---	--

**Key indicator 2: Raising the profile of PE & 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:
<p>Improve Attitudes to Learning in PE, ensuring children have an awareness of health and wellbeing.</p>	<ul style="list-style-type: none"> <li>Whole school approach to rewarding physically active &amp; 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.</li> </ul>		<p>A GB Triathlete (age grouper) delivered an assembly on what is a triathlon and what it feels like to compete for your country, believe in yourself to be successful, followed by a physical smile 4 a mile session whole school.</p> <p>A member of staff delivered an assembly on running the London marathon, and how they came back from injury to achieve a dream.</p> <p>children will show positive behavior and understand the importance of PE. This will be documented by PE coordinator</p>	<p>Whole school impact on self-belief and inspire many children.</p> <p>Maintain positive attitudes towards PE.</p> <p>Continue with inviting inspiring community members to deliver assemblies.</p>

			when getting teacher's feedback and also through talking to the children, pupil voice.	
Ensuring PE plays a part in whole school improvement.	<p>This year the whole school will continue with 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.</p> <p>Sport's coach to lead CPD for staff in EYFS &amp; KS1</p>	Sport's Coach £3900	There should be less children year on year needing motor skills interventions in KS1.	<p>Ensure all children who have poor motor skills are targeted in each year group.</p> <p>Use SHAPES specialist to deliver CPD in EYFS.</p>

### Key indicator 3: High Quality Teaching

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)	<ul style="list-style-type: none"> <li>• Ensure all pupils access 2 or 3 PE lessons a week.</li> <li>• Complete Active Review graph and have this available for staff.</li> </ul>		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"> <li>• SPET to meet with staff at the beginning of each half term to identify needs and be able to address these.</li> <li>• We review CPD yearly and alternate between indoor and outdoor PE. SPET will model teaching and coach teachers in their PE teaching.</li> </ul>		<p>Staff will develop confidence in the teaching of indoor &amp; 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> <p>Next year introduction of SPET to EYFS.</p>
PE Coordinator allocated time for planning & review	<ul style="list-style-type: none"> <li>• PE coordinator to attend PLT meetings to review termly PE in school and keep up to date with new initiatives.</li> <li>• PE coordinator to attend in house organised activities.</li> </ul>	Pe Co-ord cover £300	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"> <li>• 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.</li> </ul>		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 the a wider range of equipment e.g. tag rugby.	<p>A yearly review of equipment will take place.</p> <p>The first week in September will be dedicated to an equipment audit.</p>

## Key indicator 4: Broader Range of Activities

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	<ul style="list-style-type: none"> <li>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.</li> </ul>		<p>Every day will have a different club available to the children. Girls will be attending these groups as much as boys.</p>	<p>PE coordinator to look at the numbers of children signing up to each club to evaluate if they need to be continued or reviewed.</p> <p>Introduce outside competitions to KS1 children.</p> <p>Year 2 children to attend legacy trail in the summer term.</p>
Review offer for SEND pupils	<ul style="list-style-type: none"> <li>Offer an in house event for SEND children to attend.</li> <li>Ensure outside coaches and SPET are aware of these children and are planning for them where necessary.</li> </ul>		<p>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 participate in PE will find an activity that they are interested in and want to partake with.</p>	<p>Continue to host SEND festivals where other schools are invited.</p> <p>Also ensure SEND children are given the opportunity to take part in whole school events.</p>
Involve parents to ensure that they are aware of a range of activities.	<ul style="list-style-type: none"> <li>Put on a PE session for parents to attend to demonstrate to them a range wide of activities.</li> <li>Involve parents in competitions which encourage them to take part in different physical activities.</li> </ul>		<p>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.</p>	<p>Parent PE sessions can continue.</p> <p>Next steps could be to target specific parents to come to the PE sessions.</p>

Develop outdoor active learning spaces	Children participate in Forest School weekly	£9750	Children develop a love of the outdoors. Children are taught how to take risks responsibly. Physical development is a priority.	Outdoor learning space created for all pupils to use – legacy
--	--	-------	---	---

**Key indicator 5: 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	<ul style="list-style-type: none"> <li>Use SSP Competition Events Calendar to plan competition entries for year</li> <li>Use new SSP booking system to enter events</li> </ul>		<p>Higher % of children taking part in competition</p> <p>Increase in first time competitors.</p>	<p>Allow time for staff to take children to these events.</p> <p>Provide funding for the transport of these children.</p>
Review competitive opportunities for SEND children	<ul style="list-style-type: none"> <li>Ensure SEND children have access to competitive events.</li> </ul>		Higher % of SEND pupils competing.	Allow time for staff to organise and host SEND events.
Increase Level 1 competitive provision	<ul style="list-style-type: none"> <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 SSP annual school challenge</li> </ul>		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"> <li>Engage with SSP Young Ambassadors.</li> <li>Train Junior Play Leaders</li> </ul>		Children responsible for leading competitive sport.	<p>Continue to host training for the young ambassadors.</p> <p>Use SPET to train play leaders.</p>

Extending Competition Offer	<ul style="list-style-type: none"> <li>Consider establishing friendly competitions with neighbouring school you can walk to including CCJS.</li> </ul>		Increase in competition uptake with a focus on transition- Yr 2/ Yr 3	Target children who aren't offering themselves for competitions.
-----------------------------	--	--	---	--

### 30 Active Minutes Review

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Nursery</b>	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.
<b>Reception</b>	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.
<b>Year 1</b>	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.
		Dance lesson	Outdoor PE lesson	PE lesson with SPET/	Smile for a Mile.



<b>Year 2</b>	Smile for a Mile.	Smile for a Mile.	Smile for a Mile.	teacher Smile for a Mile.	
---------------	-------------------	-------------------	-------------------	------------------------------	--