



Cheadle Catholic Infant School

Sports Premium – Outline of Spending Plan 2022-2023

Our school has been allocated **£17,780** for the **2022/23** Academic Year.

What is the Sports Premium?

The government is providing additional funding for the academic year 2022 to 2023 to improve the provision of physical education (PE) and sport in primary schools. This funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools. Cheadle Catholic Infant School will receive £17,780 in the financial year 2022/23.

Schools must spend the additional funding on improving their provision of PE and sport, but they will have the freedom to choose how they do this. This means that we should use the premium to develop or add to the PE and sport activities that we already offer, or make improvements that will benefit future pupils. For example, we can use our funding to hire qualified sports coaches to work alongside teachers, or to support less active children by running or extending school clubs. This report includes this funding as part of our overall spend on physical education which is a key driver for our school.

Accountability

Since September 2013, schools have been held to account over how they spend their additional, ring-fenced funding. Ofsted will strengthen the coverage of PE and sport within the 'Inspectors' handbook' and supporting guidance so that both schools and inspectors know how sport and PE will be assessed in future as part of the school's overall provision.

How are we using the funding to benefit our children?

- Employing two part-time sports coaches to support the teaching of PE throughout the year.
- CPD for staff and professional development opportunities for the PE leader.
- Providing cover to release staff for professional development in PE and sport.
- Continuing to run sports activities in school and increasing pupils' participation in the Manchester PE association games.
- Working with other local schools to develop inter-school competitions and support for PE leaders.
- Continuing to provide a range of sporting activities at lunchtime to increase pupil's participation in sports (sports coaches).
- Development of outdoor education through Forest Schools.
- Provision of equipment for PE and Sport.

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: |
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| Increase Active Lunchtime opportunities. | <ul style="list-style-type: none"> • Use SPET (Specialist PE teacher) to train up Year 2 Play leaders organising structured games. • SPET to train, coach and support teachers in the teaching of PE. • SPET to train, coach and support midday assistants in the delivery of games at lunchtime • Lunchtime staff to encourage all children to take part in lunchtime games • PE coordinator to produce timetable to ensure years Reception and Year 1 have play leaders to do different games every lunch time. | School Partnership - £6,500 Sport's Coach £3900 | Increased activity offers at lunchtime. Reduction in negative behaviors on the playground as children will have a focus. | 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. |
| Ensure there is opportunity for extra-curricular activities | To promote health and fitness through a range of activities during the curriculum and encourage the children to compete against themselves to improve scores and times. Pupil Voice to be collected and impact on lunchtime and after school sports and equipment provided to be physically active. | N/A | IMPACT – Increased engagement of all pupils in regular physical activity and all pupils active for at least 30mins a day during school time. | Increased physical activity at break and lunchtimes will help to promote healthy lifestyles and raise the profile of sport and exercise. Increased daily physical activity in all pupils. This will lead to an increase in sports participation and opportunities to take part in sport and exercise for all children. |

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| All pupils to take part in the Daily Mile | All children to run the 'Smile for a Mile' daily. | N/A | IMPACT – Increased engagement of all pupils in regular physical activity and all pupils active for at least 30mins a day during school time. | Increased physical activity daily. |
| Key indicator 2: Raising the profile of PE & Whole School Improvement <i>- The profile of PE and sport being raised across the school as a tool for whole school improvement</i> | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Improve Attitudes to Learning in PE, ensuring children have an awareness of health and wellbeing. | <p>Growth mindset characters to be put up in the hall and children to be reminded of these whilst doing PE.</p> <p>Whole school approach to rewarding physically active & sports achievements e.g. in celebration assembly.</p> <p>PE coordinator to arrange/lead some whole school assemblies to ensure all children see physical activity as important.</p> | 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. | 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. | N/A | There should be less children year on year needing motor skills interventions in KS1. | Ensure all children who have poor motor skills are targeted in each year group. |

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: |
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| Review curriculum time allocation for Physical Education to ensure pupils meet National Curriculum outcomes. | Ensure all pupils have 3 x 40 minute PE lessons plus daily mile per week | 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 | <p>SPET to meet with staff at the beginning of each half term to identify needs and be able to address these.</p> <p>We review CPD yearly an alternate between indoor and outdoor PE. SPET and PE coach will model teaching and coach teachers in their PE teaching.</p> | School Partnership | <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 | <p>PE coordinator to attend PLT meetings to review termly PE in school and keep up to date with new initiatives.</p> <p>PE coordinator to attend in house organised activities.</p> | £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. | 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. | £7380 on new gymnastics equipment and outdoor sports equipment. | <p>New gymnastics equipment will be easier to move and promote higher quality gymnastics lessons.</p> <p>Also a wider range of activities will be offered outdoors due the a wider range of equipment e.g. tag rugby, skipping at lunchtimes.</p> | <p>PE cupboard will be organised to ensure equipment is kept safe and all staff can access it easily.</p> <p>A yearly review of equipment will take place.</p> |
| Continue to use an assessment program for PE to monitor progress. | Ensure all classes are highlighting the key skills. | 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. | Children 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: |
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| Review extra-curricular offer | Ensure that the clubs offered during lunchtimes and after school offer a range of activities to appeal to different genders, different interests and are available on different days of the week. | N/A | | PE coordinator to look at the numbers of children signing up to each club to evaluate if they need to be continued or reviewed. |
| Review offer for SEND pupils | SENCO oversee adaptive teaching in PE. Ensure PE coach and SPET are aware of these children and are planning for them where necessary. | SENCO time | Those SEND children that don't participate in PE will find an activity that they are interested in and want to partake with. | Continue to attend SEND festivals with other schools Also ensure SEND children are given the opportunity to take part in whole school events. |
| Involve parents to ensure that they are aware of a range 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. | Ongoing |
| Develop outdoor active learning spaces | Children participate in Forest School weekly | £9750 (school budget) | Children develop a love of the outdoors. Children are taught how to take risks responsibly. | Outdoor learning space created for all pupils to use – legacy |

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: | | |
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| Review School Games Participation including a cross section of children who represent school | Use SSP Competition Events Calendar to plan competition entries for year | N/A | Higher % of children taking part in competition Increase in first time competitors. | Time to enter events during the school day. | | |
| Review competitive opportunities for SEND children | 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. | | |
| Increase competitive provision | Plan a programme of events to ensure ALL children get the opportunity to access at least one competition across the year | N/A | Increased % of children participating in competitions | Teachers & SPET to deliver competitions at the end of appropriate units of work | | |
| Pupils to be positive about competitive sport. | Engage with SSP Young Ambassadors. Train Infant Play Leaders | N/A | Children responsible for leading competitive sport. | Continue to host training for the young ambassadors. Use SPET to train play leaders. | | |
| Extending Competition Offer | Continue to develop 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. | | |