[](https://www.google.co.uk/imgres?imgurl=https://www.torkington.stockport.sch.uk/themes/Torkington/images/logo2.png&imgrefurl=https://www.torkington.stockport.sch.uk/&docid=I0WnlUHldkmyfM&tbnid=yvvh6B7xmr-uXM:&vet=10ahUKEwjwq43bhOrZAhVML8AKHT0NDgsQMwg4KAYwBg..i&w=500&h=126&safe=active&bih=708&biw=1280&q=torkington%20primary%20school&ved=0ahUKEwjwq43bhOrZAhVML8AKHT0NDgsQMwg4KAYwBg&iact=mrc&uact=8)

## School Games workmark - Simplified - RGB**Stockport SSP Logo Windows Picture**

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| **Evidencing the impact of the PE and Sport Premium** | | | | | |
| **Amount of Grant Received** | £17740 | **Amount of Grant Spent** | £17740.50 | **Date 23-24** | Updated July 2024 |
| **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.

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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? | 84% |
| 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? | 88% |
| 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? | 84% |
| 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? | **Yes** |
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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:** | **21/22** | **22/23** | **23/24** |
| Lunches & playtimes | Play leaders to be discussed with new provider, no longer available through stockport shapes package   * New sports provider to assist in setting up lunchtime sports clubs |  |  | * Chn to be trained as play leaders in new school year, make use of new equipment and lead structured games | Play leaders to restart next year | Scaled back package with stockport shapes, will speak to new sports provider re play leaders |  |
| Extra-curricular  (Breakfast & After school clubs) | * Extra-curricular sports clubs –   Basketball club, Multi sport club | £104.00 Walk to School Week |  | * Develop sports after school clubs for KS2 in Autumn term giving them opportunities to play competitively |  |  |  |
| **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:** | **21/22** | **22/23** | **23/24** |
| Behaviour & Attitudes to Learning | * Coordinator to observe sports coaches, discuss behavior management and deployment of support staff | £26.50 Provision of sports day awards | * Coordinator observed new PE coach (Rob) * New sports coaches to start in the new year following review of sports provider, observations to take place in the new school year | * Pupil concentration improved in the afternoon * Pupil self-esteem improved * Growth mindset skills embed through sports day and sports event. |  |  |  |
| Improving Academic Achievement |  | £550.00  Get Set 4 PE  £275.00  Jigsaw Games & Outdoors | * New assessment document produced in collaboration with all members of staff | * whole school targets met more effectively * staff make links across subjects & themes including PE * Following introduction of GetSet4PE, all staff to make cross-curricular links between PE and other subjects e.g. Dance/Topic |  |  |  |
| Health & Well Being/SMSC | * Promote healthy eating through school lunches e.g. eat them to defeat them * Emphasis cross-curricular link of health and sport during spring 2 PSHE/Jigsaw unit * Audit inactive children during Autumn 1 |  |  | * school values ethos of growth mindset are complemented by sporting values * continue to promote healthy eating through school lunches * Healthy eating week in Spring 2 (eat them to defeat them) * Audit inactive children Autumn 1, explore additional SSA |  |  |  |

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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:** | | **21/22** | **22/23** | **23/24** |
| Review curriculum time allocation for Physical Education to ensure pupils meet National Curriculum outcomes. (minimum 2 hours of timetabled PE required to do this) |  | £6800.00 Specialist Sports Coaching | * Get set 4 PE trialed across all year groups over the school year, in addition to sports coaches – this will equal 2 hours of timetabled PE per week * Board to be installed in hall to set out lesson expectations | * Build up gymnastic across school * Increased teaching of PE across all year groups, using Get Set 4 PE scheme to assist * Teaching of dance to increase across all year groups | | New scheme to be introduced next year – getset4pe |  |  |
| Review the quality of teaching & consider best way of allocating CPD from SSCo, courses & other sources | * Review staff confidence in autumn 2 * Discuss CPD opportunities with new sports provider in new school year | £1400 SHAPS |  | * Build PE coordinators knowledge to support staff in delivery of PE * Organise CPD via SSA for dance * CPD for gymnastics | | Staff confidence good, but will need to be reviewed once they’ve had a go at delivering increased amount of PE sessions |  |  |
| PE Coordinator allocated time for planning & review | * Meet regularly with PE governor to discuss provisions, action plan points | £2015  Release time for Co-ordinator |  |  | |  |  |  |
| Review of PE equipment to support quality delivery | * PE Equipment/playground equipment to be updated regularly * Audit staff following getset4pe completion – are there any additional resources required? | £210.00  Inspection of Equipment and necessary repairs  £3500  Witches Cauldrons  £2820  additional equipment | * New equipment purchased to support updated curriculum for 23-24 | * Keep updates and auditing PE equipment | | Ongoing review – to be reviewed again following introduction of getset4pe |  |  |
| Develop an assessment programme for PE to monitor progress | * New assessment document developed in collaboration with get set 4 PE and sports coaches * Inset to be delivered by pe coordinator to discuss new method of assessment |  | * New assessment format reflects assessment across foundation subjects * Assessment document is regularly updated and completed in collaboration with sports coaches * Ensure that all classes are up to date on getset4pe assessment webpage | * PE Coordinator to evaluate current assessment system and make sure it’s being completed half termly. | | New assessment programme developed in collaboration with PE coordinator and sports coaches |  |  |
| **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:** | **21/22** | **22/23** | **23/24** |
| Review extra-curricular offer and balance | * Ensure clubs offer opportunities for physical activity e.g. funky fitness, basketball, muddy faces * Basketball club to enter school competitions through SSA * New sports provider to assist in review of extra-curricular clubs on offer to children e.g. multi sports club being offered instead of football for the new school year |  |  | | * Keep clubs ongoing * Keep parent events ongoing throughout the year * Muddy faces across the school * Arrange play leader training via SSA * Explore additional competitions based on clubs e.g. basketball |  |  |  |
| Review offer for SEND pupils |  |  |  | | * Ks1 SEND children taken to sports festival |  |  |  |
| Target inactive pupils | * Inactive children audit to take place in autumn 1 |  | * Get set 4 pe resources used to provide inactive/reluctant children to participate in PE, located on PE display * Awareness of resources to be spread in new school year | | * Make sure inactive children identified are being targeted higher up the school | Could teach active be used to target inactives? Inactives audit to be carried out again. |  |  |
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| **School focus with clarity on intended impact on pupils:** | **Actions to achieve:** | **Funding**  **allocated:** | **Evidence and impact:** | | **Sustainability and suggested**  **next steps:** | **21/22** | **22/23** | **23/24** |
| Review School Games Participation including a cross section of children who represent school | * Opportunities for participation in competition discussed with new sports provider, to be set up in the Autumn term | SSPSSA membership £40 |  | | Maintain higher levels of staffing, encouraging more staff to take responsibility for whole events so freeing up other staff to take on new events next year  Have a school team other than football that enters competitions competitively  Enter non-competitive events e.g. BEEINSPIRED activities arranged by SSA  From extra-curricular clubs audit, is there a sport we’re strong in that we could organize a club for? | Looking at entering basketball competitions next year, was going to attend a gymnastics comp but couldn’t due to covid. Girls football huge success, can it be carried on next year? |  |  |
| Increase Level 1 competitive provision | * New sports provider to assist with opportunities to increase level 1 competitive provision |  |  | | * PE coordinator to monitor level 1 competitions participation |  |  |  |
| Book transport in advance to ensure no barriers to children attending competitions |  | £ |  | | * Explore possibilities of using parent/staff car for transport |  |  |  |
| Leadership to extend Extra-Curricular & Competitions Offer | * Audit of out of school club participation in autumn 2 – are there any sports popular amongst our pupils that we aren’t aware of? * PE Coordinator to meet with new sports provider and discuss opportunities for play leader training |  |  | | * PE coordinator to monitor events and develop more competitive opportunities across KS1 * PE Coord to organize play leader training and ensure its implementation across school | To be addressed next year, PE Coord to sign up for play leaders events |  |  |

**Weekly contributions towards 30 active minutes per day**

* Daily wake up shake up
* iMoves and GoNoodle
* Yoga and relaxation
* Full term swimming lesson
* Weekly 60 minute PE session led by Kickstart Sports
* Full term PE session led by class teacher
* Yoga and relaxation after lunch
* Child led basketball at breaktimes
* Child led games at breaktimes using new sports equipment, funded by Sports For Schools day