



# Etchells Primary School



## Evidencing the impact of the PE and Sport Premium

<b>Amount of Grant Received</b>	£19,340	<b>Amount of Grant Spent</b>	£ 18,748.92	<b>Date</b>	Updated May 2023
<b>RAG rated progress:</b> <ul style="list-style-type: none"> <li>• <b>Red</b> - needs addressing</li> <li>• <b>Amber</b> - addressing but further improvement needed</li> <li>• <b>Green</b> – achieving hg consistently</li> </ul>					

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.

<b>Meeting national curriculum requirements for swimming and water safety</b>	
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?	38%
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?	32%
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?	32%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/No

## 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:	22/23	23/24	24/25
Additional opportunities for physical activity during the primary school day – curriculum	<ul style="list-style-type: none"> <li>EYFS City Play</li> <li>Staff V Children netball match to promote after school netball club.</li> <li>Active fundraising events to raise class funds such as sponsored runs/walks</li> <li>Sports Day for whole school. Medals and stickers purchased to raise profile of event.</li> <li>Weekly multi sports session in resource base.</li> <li>Freddy Fit Xmas Fun!</li> <li>Visits to park during curriculum time for nature, mini beast hunts.</li> </ul>	<p>£2500</p> <p>£38</p> <p>£390*2</p> <p><b>=£3318</b></p>	<p>Raising attainment levels in physical development.</p> <p>Improved physical development attainment levels at EYFS.</p> <p>Improved football skills and</p>	<p>Creating a culture of active classrooms.</p> <p>Next steps: Ask staff to share at next PE staff meeting other ideas for opportunities to make the curriculum more active.</p> <p>Creating a culture of active playtimes.</p> <p>Next steps: Introduce a Change for Life</p>			
Lunches & playtimes	<ul style="list-style-type: none"> <li>Yr 5 play leaders organizing structured games at lunchtime</li> <li>EYFS City Play delivering active lunchtimes</li> </ul>	<p>Freddy Fit Yr 5 training</p> <p>£390</p>	<p>Improved physical development attainment levels at EYFS.</p> <p>Improved football skills and</p>	<p>Creating a culture of active playtimes.</p> <p>Next steps: Introduce a Change for Life</p>			

	<ul style="list-style-type: none"> <li>• MCFC coach delivering football club at lunchtime</li> <li>• Girls lunchtime football club organized by Miss Pennill.</li> <li>• Playtimes staggered to ensure children have maximum space to be active,</li> </ul>	= £390	<p>results for football teams.</p> <p>Increased numbers of children attending both clubs.</p>	<p>lunchtime club to target least active.</p>			
Extra-curricular (Breakfast & After school clubs)	<ul style="list-style-type: none"> <li>• Wide range of after school clubs on offer including netball, football, girls football, cycle buddies, athletics, fencing and multi sports.</li> <li>• Opportunities for years 1-6 to take part.</li> <li>• Staff incentivized to provide an extra-curricular club by allocated TOIL time.</li> </ul>	0	Clubs are now available for Yr1 – Yr6.	<p>Continue to increase participation rates.</p> <p>Next steps: Look into the possibility of any breakfast clubs.</p>			

## 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:	22/23	23/24	24/25
Attendance & Punctuality	<ul style="list-style-type: none"> <li>• Target pupils for active intervention programme</li> <li>• MCFC coach interventions</li> </ul>	0	Target pupils beginning to meet expectations for PE. Improved attendance for targeted pupils.	PE, physical activity & school sport contribute to improvement in attendance & behaviour for targeted			

				groups  Next Steps: Look into the SHAPES offer for pupil premium events and girls/Boys Active events.			
Behaviour & Attitudes to Learning	<ul style="list-style-type: none"> <li>Active curriculum</li> <li>Whole school approach to rewarding physically active &amp; sports achievements e.g. assemblies</li> <li>Continued to ask children to attend school on PE days in their PE kit. New PE t shirt introduced which raises profile of the subject and helps children to approach lessons with positive attitude.</li> <li>Regular monitoring of coaches and behavior during PE lessons and feedback to SLT/team leader findings</li> </ul>	0	Less reflections for pupils during curriculum time. Feedback from staff at staff meeting on positive contribution coaches are having on pupils behavior and attitudes to lessons.	<p>Fewer instances of poor behaviour in targeted groups</p> <p>Pupil concentration, commitment &amp; self-esteem enhanced</p> <p>Next Steps: Look into pupil premium events and Girls/Boys Active offered by SHAPES.</p>			
Improving Academic Achievement	<ul style="list-style-type: none"> <li>Active curriculum</li> <li>Whole school approach to rewarding physically active &amp; sports achievements e.g. assemblies</li> <li>CITY PLAY working with children to raise attainment in physical development and address continued shortfalls in skills due to Covid 19.</li> </ul>	0	Sporting reasons chosen for Star of Week.	<p>Whole school targets met more effectively.</p> <p>Staff make links across subjects &amp; themes including PE</p>			
Health & Well Being/SMSC	<ul style="list-style-type: none"> <li>Spirit of the games values</li> <li>Whole school approach to rewarding physically active &amp; sports achievements e.g.</li> </ul>	0	Children receive spirit of the games stickers following on from competitions.	School values ethos are complemented by sporting values Pupils understand the			

	<p>assemblies</p> <ul style="list-style-type: none"><li>• Celebrating success through newsletters, website &amp; social media</li><li>• Well being coordinator plans activities for targeted children</li><li>• Yoga bugs account created and used across school and at home</li><li>• MCFC run mental wellbeing sessions and anti bullying workshops as part of their CPD programme.</li></ul>			<p>contribution of PA, SS &amp; sport to their overall development</p> <p>Next Steps: Liaise with wellbeing coordinator to review impact of Yoga Bugs.</p>		
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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:	22/23	23/24	24/25
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 x 60 minute PE lessons a week.</li> </ul>	0	Pupil's consistently achieving NC outcomes	Class timetables show each class has 2*60 minutes PE timetabled.			
Review the quality of teaching & consider best way of allocating CPD from PE specialist, courses & other sources	<ul style="list-style-type: none"> <li>Staff benefit from Dance specialist CPD and outdoor games specialist. Extra swimming teacher on poolside.</li> </ul>	Dance: £900 per term. £900 * 6 = £5400  MCFC: £6999  Purchased an extra swimming teacher for 35 weeks £26 per extra swimming teacher £26 * 35 = £910  <b>£13,309</b>	Staff access support to achieve and confidence to teach high quality lessons increased	Next steps: Look at gymnastics provision and provide CPD for staff.			
PE Coordinator allocated time for planning & review	<ul style="list-style-type: none"> <li>Coordinator works as part of a PE team.</li> <li>INSET/Staff meeting time provided to create subject intent, create and review action plan</li> </ul>	0	School website shows a PE area with clear intent.	PE coordinator aware of gaps in staff knowledge, confidence and CPD arrange to address these needs.			

Review supporting resources	<ul style="list-style-type: none"> <li>PE Passport used to support planning</li> </ul>	PE passport: £350  <b>£350</b>	Staff meeting time allocated for staff to update the PE passport overview and review units being taught. New staff introduced to it.	Ask staff to begin editing PE passport planning to make it bespoke to Etchells.  Next Steps: Share PE passport details with coaches.			
Review of PE equipment to support quality delivery	<ul style="list-style-type: none"> <li>Reviewed equipment against SHAPES list of essential PE equipment &amp; ordered accordingly</li> <li>Sports safe inspect PE equipment and repair any faults. All P.E. equipment reviewed, re organized and audited.</li> </ul>	Resources purchased: 251.92  <b>£251.92</b>	High quality lessons delivered All children able to access resources.	PE passport planning established and lessons delivered without disruption. All children active and engaged throughout all aspects of the lesson.			
Support TA's & other adults to access relevant CPD to enhance the school PESS workforce	<ul style="list-style-type: none"> <li>Signpost TA's/AOTT's to Level 5 award</li> </ul>	0	Staff attend CPD and share outcomes	Next Steps: Encourage staff to attend Busby Twilights/SHAPES CPD			
Develop an assessment programme for PE to monitor progress	<ul style="list-style-type: none"> <li>Bespoke set of PE skills used to assess children against. Skills carefully edited and improved as a whole school team.</li> <li>Children working below and above expectations identified.</li> </ul>	0	Each class to have an overview of attainment in P.E.	Update PE skills			

**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	22/23	23/24	24/25
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				<b>next steps:</b>			
Review extra-curricular offer	<ul style="list-style-type: none"> <li>Each year group &amp; gender are catered for.</li> </ul>	0	Offer is wide and varied	Next Steps: As part of pupil voice and questionnaires ask children which sports they would like to see offered as an extra curricular club			
Review extra-curricular activity balance	<ul style="list-style-type: none"> <li>Broad range of activities offered including fencing, athletics, football, netball</li> </ul>	0	Activities offered for Year 1-6	Resource base children to widen the sports they take part in. Ensure SEND children continue to have opportunities to represent the school at competitions. Next Steps: Continue to offer SHAPES competitions to resource base			
Review offer for SEND pupils	<ul style="list-style-type: none"> <li>Share with SENCO SHAPES calendar of events and encourage participation for our resource based pupils.</li> </ul>	0	SEND pupils taken to SHAPES events. Transport provided.	Increase participation at SHAPES SEND events			
Target inactive pupils	<ul style="list-style-type: none"> <li>MCFC deliver intervention programmes across whole school.</li> </ul>	0	School data shows improvements in health data.	Next Steps: Change for Life club to start in September.			

### 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:	22/23	23/24	24/25
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<p>Review School Games Participation including a cross section of children who represent school</p>	<ul style="list-style-type: none"> <li>• Use SSP Competition Events Calendar to plan competition entries for year.</li> <li>• All staff asked to take a group of children to a SHAPES event as payback for a staff meeting.</li> <li>• Register for each year group and number of events participated in recorded.</li> <li>• Children who have not had opportunities to represent school targeted.</li> </ul>	<p>SHAPES package B3 £1100</p> <p><b>£1100</b></p>	<p>Higher % of children taking part in competition Year 1 20% Year 2 100% Year 3 30% Year 4 41% Year 5 58% Year 6 62%</p> <p>All teaching staff members contributing to competitions programme</p> <p>Increase in first time competitors as evidenced on the registers</p> <p>Achieved GOLD School Games Mark.</p>	<p>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.</p> <p>Maintain Gold School Games Mark.</p> <p>Next Steps: Look at criteria for Platinum School Games Mark.</p>			
<p>Review competitive opportunities for SEND children</p>	<ul style="list-style-type: none"> <li>• Ensure SEND pupils are identified and supported to attend appropriate competition</li> </ul>	<p>0</p>	<p>Higher % of SEND pupils attending SSP competitions</p>	<p>Signpost SEND opportunities to SEND coordinator.</p>			
<p>Increase Level 1 competitive provision</p>	<ul style="list-style-type: none"> <li>• Review current Level 1 provision and participation rates</li> <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 SHAPES annual school challenge</li> </ul>	<p>0</p>	<p>Increased % of children participating in Level 1 competitions  Year 1 20% Year 2 100% Year 3 30% Year 4 41% Year 5 58% Year 6 62%</p>	<p>Teachers to deliver Level 1 competitions at the end of appropriate units of work</p>			
<p>Book transport in advance to ensure no barriers to children attending competitions</p>	<ul style="list-style-type: none"> <li>• Review SHAPES competitions calendar and book all transport at the beginning of the term for events we wish to attend</li> </ul>	<p>£30</p>	<p>Higher % of children attending SHAPES competitions- see % above.</p>	<p>Next step: Explore possibility of booking coach travel to take full class to events.</p>			

		<b>£30</b>				
Leadership to extend Extra-Curricular & Competitions Offer	<ul style="list-style-type: none"> <li>• Train Junior Play Leaders with Freddy Fit.</li> </ul>	0	<p>More opportunities for the less active</p> <p>More opportunities for Level 1 Festivals</p>	<p>Next Steps: Participate in SHAPES leadership programme.</p>		
Extending Competition Offer	<ul style="list-style-type: none"> <li>• Friendly football competition established with Outwood Primary.</li> </ul>	0	<p>Increase in competition uptake</p>	<p>Links with local PE leads established</p> <p>Next Steps: Invite local school to Etchells for fixtures</p>		
Create Stronger Links to Community Clubs	<ul style="list-style-type: none"> <li>• Strong links to Cycle Buddies</li> <li>• Links to Poynton Tennis club. - coaches work ins school to deliver after school clubs.</li> <li>• Sports Scool work in school to deliver after school clubs.- children signposted to both tennis and sports scool for additional opportunities.</li> <li>• MCFC share additional coaching opportunities for our children</li> </ul>	0	<p>Creating pathways from school competition to community club participation</p>	<p>Next Steps: Establish links with other local clubs such as Cheadle Lacrosse</p>		

<b>Nursery</b>	Bend & Stretch – 25 mins Supported play @ lunch (1 hour)	Bend & Stretch – 25 mins Supported play @ lunch (1 hour)	Bend & Stretch – 25 mins Supported play @ lunch (1 hour)	Bend & Stretch – 25 mins Supported play @ lunch (1 hour)	Bend & Stretch – 25 mins Supported play @ lunch (1 hour)
<b>Reception</b>	Squaddies@ lunch 30 mins Lunch – 1 hour Active Phonics – 15 mins	Squaddies@ lunch 30 mins Lunch – 1 hour Active Phonics – 15 mins	Squaddies@ lunch 30 mins Lunch – 1 hour Active Phonics – 15 mins	Squaddies@ lunch 30 mins Lunch – 1 hour Active Phonics – 15 mins	Squaddies@ lunch 30 mins Lunch – 1 hour Active Phonics – 15 mins
<b>Yr1</b>	Daily Mile - 10 mins Active Counting – 10 mins Active Phonics – 5 mins Active Maths – 5 mins	Daily Mile - 10 mins Active Counting – 10 mins Active Phonics – 5 mins Active Maths – 5 mins	Daily Mile - 10 mins Active Counting – 10 mins Active Phonics – 5 mins Active Maths – 5 mins	Daily Mile - 10 mins Active Counting – 10 mins Active Phonics – 5 mins Active Maths – 5 mins	Daily Mile - 10 mins Active Counting – 10 mins Active Phonics – 5 mins Active Maths – 5 mins
<b>Yr2</b>	Wake up Shake up – 5 mins Shake your sillies out – 5 mins Counting Song – 5 mins Active Maths Starter – 5 mins Squaddies @ Lunch – 20 mins	Wake up Shake up – 5 mins Shake your sillies out – 5 mins Counting Song – 5 mins Active Maths Starter – 5 mins Squaddies @ Lunch – 20 mins	Wake up Shake up – 5 mins Shake your sillies out – 5 mins Counting Song – 5 mins Active Maths Starter – 5 mins Squaddies @ Lunch – 20 mins	Wake up Shake up – 5 mins Shake your sillies out – 5 mins Counting Song – 5 mins Active Maths Starter – 5 mins Squaddies @ Lunch – 20 mins	Wake up Shake up – 5 mins Shake your sillies out – 5 mins Counting Song – 5 mins Active Maths Starter – 5 mins Squaddies @ Lunch – 20 mins
<b>Yr3</b>	Daily Mile – 15 mins Wake & Shake – 10 mins Active tables – 5 mins	Daily Mile – 15 mins Wake & Shake – 10 mins Active tables – 5 mins	Daily Mile – 15 mins Wake & Shake – 10 mins Active tables – 5 mins	Daily Mile – 15 mins Wake & Shake – 10 mins Active tables – 5 mins	Daily Mile – 15 mins Wake & Shake – 10 mins Active tables – 5 mins
<b>Yr4</b>	Daily Mile – 15 mins Wake & Shake – 10 mins Active tables – 5 mins	Daily Mile – 15 mins Wake & Shake – 10 mins Active tables – 5 mins	Daily Mile – 15 mins Wake & Shake – 10 mins Active tables – 5 mins	Daily Mile – 15 mins Wake & Shake – 10 mins Active tables – 5 mins	Daily Mile – 15 mins Wake & Shake – 10 mins Active tables – 5 mins
<b>Yr5</b>	Wake up – 10 mins Active Maths – 5 mins Daily Mile – 15 mins	Wake up – 10 mins Daily Mile – 15 mins Active Science – 5 mins	Wake up – 10 mins Active Maths – 5 mins Daily Mile – 15 mins	Wake up – 10 mins Active Maths – 5 mins Daily Mile – 15 mins	Wake up – 10 mins Active Maths – 5 mins Daily Mile – 15 mins

## Evidencing the impact of the PE and Sport Premium – Events & Competitions 2022/23

Events / Competitions	Number of participants			Number of leaders	Number of staff	Parents / Volunteers	Event level * (level 1 / 2 / 3)	Year Group (s)	ABC teams	Links with clubs
	Boys	Girls	Total							
KS2 Cross Country	8	8	16	0	2	0	2	5/6	A	N
KS1 Athletics	4	6	10	0	2	0	2		A	N
UKS2 Sports Hall Athletics	8	8	16	0	2	0	2	5/6	A	N
UKS2 Dodgeball	8	8	16	0	2	0	2	5/6	A and B	N
LKS2 Sports Hall Athletics	8	8	16	0	2	0	2	3/4	A	N
Boys Football Fixture Metro Cup	10	0	10	0	2	4	2	5/6	A	N
SEND Multi Sports KS 1	3	3	6	0	3	0	2	1/2	-	N
Girls Football fixture V Ladybarn	0	16	16	0	2	8	2	5/6	A and B	N
LKS2 6 a side football	10	0	10	0	1	0	2	3/4	A	N
LKS2 Tri Golf	8	8	16	0		0	2	5/6	A	N
KS1 Cross Country	4	4	8	0	2	2	2	1	A	N
UKS2 Sports Hall athletics finals	8	8	16	0		0	2	5/6	A	N
Tennis	2	2	4	0	1	0	2	4	A	N
UKS2 Tri Golf	8	8	16	0		0	2	5/6	A	N
KS1 Cross Country	4	4	8	0		2	2	2	A	N
Yr 2 Orienteering	14	13	27	0	2	2	2	2	Whole Class	N
Yr 2 Tri Golf	14	13	27	0	2	2	2	2	Whole Class	N
Boys Football Fixture	8	0	8	0	1	0	2	5/6	A	N
Girls Football World Cup	0	8	8	0	1	0	2	5/6	A	N