

Primary Physical Education and Sport Funding Action Plan St Edward's Academy Cheddleton

Summary information							
School	St Edward's (CE) Academy Cheddleton						
Academic Year	2022 - 2023	Total PE/Sport Funding	£17,500	Date for internal reviews	Dec 2022	Apr 2023	June 2023
Total number of pupils	156						

Primary PE and sports premium key indicators of improvement:

Key Indicator 1: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

Key Indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement

Key Indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport

Key Indicator 4: broader experience of a range of sports and activities offered to all pupils

Key Indicator 5: increased participation in competitive sport

Primary aim – To ensure

Secondary aim – To ensure the teaching of physical activity across the school is consistently good or outstanding.

Area of Focus	Action Plan	Amount spent	Who and when	Impact
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PDBA (Personal Development, Behaviour and Attitudes) focus targets

Targets from PDBA plan

1. Develop and communicate effective evaluation and a coherent plan for **outstanding** curriculum and extra-curricular **personal development opportunities** at St Edward's.
(Links to SUAT (Staffordshire University Academies Trust) priority 1)

Extra-Curricular Clubs

JC - Implement a variety of extra-curriculum clubs which reflect the current interests of the children.
JC – Identify children who have a talent in a subject area which can be developed in a club. Signpost these children to school clubs.
JC – Monitor the impact of clubs against the [Character Education Framework Guidance \(2019\)](#) (Attendance, outcomes, talented)
JC- Feedback to parents, staff, SLT

ZW - Pupil Council monitor the impact of clubs using Pupil voice (feed into above report)
JC – Signpost children/families to clubs in the local community (interest / talented)

December for January
April for May

Following each pupil progress

Summer term 2

Parents / Staff – Clubs letter / report
SLT – Clubs letter/report prior to going live
LAC (Local Academy Council) – Principal's report

End of Summer 2

December, April, July

Clubs - All clubs were full or close – with the exception of computing –although this was up by 9 in the Spring term compared to the Autumn Term.

There are differences in the club attendance with different genders, most noticeably in choir and Sports clubs.

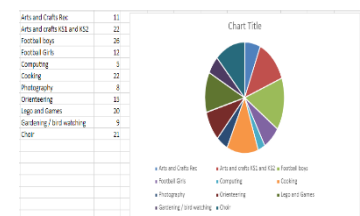
Although there are more girls that attend clubs than boys (86 – 70), both numbers are very high (Spring).

The data shows that although in Summer there was still a difference with the number of boys and girls attending the sports clubs, the gap was closing. (Spring term 19% of those attending the sports club were girls / Summer 33% of those attending the sports clubs were girls)

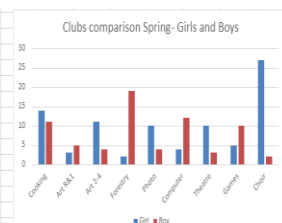
A wide range across artistic, creative, performance, sporting, team and individual clubs were on offer so all pupils can both discover new interests and develop existing ones?

Children who took part in the Songbirds performed in two concerts at Victoria Hall alongside other schools in Stoke.

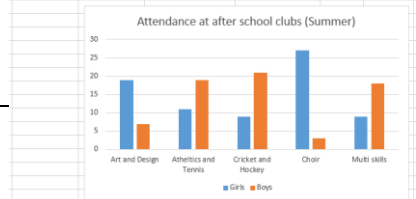
Pupil voice –
"I have done all sorts of clubs like forestry, football, hockey and cricket. I loved them because I love all sports."



Club	Girl	Boy	Total
Cooking	14	11	25
Art & B&I	3	5	8
Art 2-4	11	4	15
Forestry	2	19	21
Photo	10	4	14
Computer	4	12	16
Theatre	10	3	13
Games	5	10	15
Choir	27	2	29
Total	86	70	156



	Art and Design	Athletics and Tennis	Cricket and Hockey	Choir	Multi skills
Girls	19	11	9	27	9
Boys	7	19	21	3	18



	<p>Extra-Curricular Visits JC – Monitor the implementation and impact of extra-curricular visits (outcomes, sticky knowledge, Pupil Voice) ZW - Pupil Council monitor the impact of extra-curricular visits using Pupil voice (feed into report) JC- Feedback to parents, staff, SLT</p> <p>Pupil Premium / Vulnerable Access to clubs JC (EC) – Signpost Pupil Premium/vulnerable Children to clubs. Priority access given.</p>	<p>June June Parents & Staff – End of Year report / letter. Signpost staff to this on Briefing. SLT – End of Year report prior to going live. LAC – June / Autumn 23</p> <p>January & May</p>	<p>Extra-curricular Visits – The extra-curricular links (Co-curriculum) have had a positive impact on all children across the school as they have been appropriately tailored both to suit and to challenge the pupils we serve. The cost of many of these has been supported by the PTFA (who have covered the cost of the travel) to help ensure all children have been able to attend. Where financial restraints could have been an issue, support in a variety of ways has been offered. The redesign of the school visits has ensured the learning objectives are more focused and offer a breadth of the curriculum (on a two-year rolling program). The program ensures that all areas of the curriculum are covered during the child’s school journey. All The comments / pictures below demonstrate this.</p> <p>Comments on MYOLs from teachers Liverpool Museum (KS2) “He found the activities and exhibitions at the Liverpool World Museum fascinating and learnt a lot from the trip. He likes to see how people from the past have impacted our life as we know it now. He was amazed what impact the Romans have had on Great Britain.” “I was extremely proud of on our trip to the World Museum at Liverpool, as he showed such respect and responsibility for his learning and behaviour, and it was commented to me by several members of staff.” Lego Workshop (KS1) “During the workshop, he worked brilliantly in a team of three and created a Lego model that the workshop lead stated was the best she had seen. This was down to the creative ideas ... had and his meticulous attitude to achieving the perfection desired.” “As a result of the school trip to Newcastle (Lego workshop) demonstrated particular skill with creating algorithms when programming and when using spreadsheets. In particular he was able to insert, store and manipulate data</p>

effectively, e.g., changing the colour of cells in response to a command.”



Curriculum –

Embed the Sport, Health and Wellbeing Plan ensuring full coverage of Sport, Physical/Mental Health and Physical / Mental Wellbeing, collaboration with other teams (E.g., Walk to School / ECO Council, Anti Bullying / Wellbeing, Clubs / PE / tournaments) and that timeframes for priorities are planned for and met.

Swimming pool -
 JC/DS – Price comparison – is it justifiable to hire the pool. Look at the costings compared with local swimming pool.

JC – Hire pool

JC – Monitor the impact of the swimming sessions.

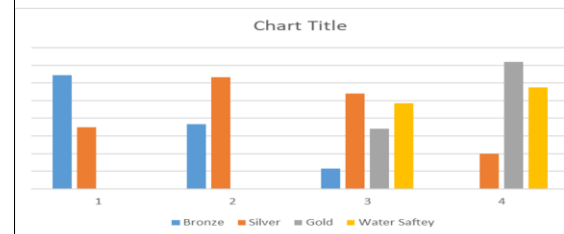
Sept / Oct



Nov
 £3500


Swimming is an essential, lifesaving skill – especially important living next to canals and rivers. The local provision for swimming has become inaccessible due to the increasing cost of transport and the restrictions of numbers. However, the swimming pool at the school meant that all children in the school had some experience in the pool – either lifesaving focus or the development of knowledge of strokes. The smaller numbers in the pool meant that the group sizes were 1 adult to 6 children. The below chart shows the number of children in each age group and the level they achieved. 72% of the children in the year 4 group same 25m – the target for the end of Year 6.

Year group	Bronze	Silver	Gold	Water Safety
1	22 / 34 (64.5%)	12 / 34 (35%)	0	0
2	11 / 30 (36.6%)	19 / 30 (63.3%)	0	0
3	4 / 35 (11.4%)	19 / 35 (54%)	12 / 35 (34%)	17 / 35 (48.5%)
4	3 / 40 (7.5)	8 / 40 (20%)	29 / 40 (72%)	23 / 40 (57.5%)

GOLD
 This includes swimming 25m unaided.



<p>Forestry cluster meetings. JC / ZW / JB / LW – One to attend, then feedback to remaining staff. Discuss the ideas and the next steps.</p> <p>Equipment Storm Kettle x2 Loppers x3 Forestry Suits x16</p> <p>Outdoor Christmas experience (Whole school Orienteering focus)</p> <p>Renewal of the Cross-Curricular Orienteering</p>	<p>Supply cover £537 Equipment £258.23</p> <p>£85.99</p> <p>£400</p>	 <p>Forestry Equipment The purchase of the storm kettle and loppers have improved the forest school experience for all children. The storm kettle provides the children with an understanding on how to boil water in a more isolated scenario, where they create a fire within the kettle to heat the water. The storm kettle was used during Forestry club, ran by Mr Carter and Mr Bode, as well as during the Year 2 and 3 sleepover events and during lesson times. Children have been trained on how to safely and independently use the loppers so that they participate in a more active role in the woodland management of the school forestry area. Children have used the loppers effectively to create new paths, clear existing areas and to improve the general maintenance of the area so that it remains safe for all.</p> <p>Cross Curricular Orienteering The orienteering this year has featured more prominently in the curriculum this year, covering more foundation subjects and used more frequently across the school. We even held our first Whole School Christmas Orienteering event, where the children were split in to mixed age groups (including EYFS (Early Years Foundation Stage) children) and completed the course. There were different activities to complete at each station, with a special visitor at one of them. This activity not only helped to build on the children’s orienteering knowledge and skills, but it also helped to develop social skills.</p> 
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<p>Regular monitoring of current and previous priority actions is embedded as routine. Excellence is identified; weaknesses are addressed.</p>	<p>JC / JB – Monitor PE sessions taught across the school – (Gymnastics focus previous, new focus dance RG support). See PE Action plan JB</p> <p>JB – Subject leader course</p> <p>RG – to run a staff meeting in Spring focusing on the delivery of dance at SEAC (St Edward s Academy Cheddleton).</p>	<p>Throughout Supply £716</p> <p>Course and supply – £3213</p> <p>Spring 1</p>	<p>JB – The SUAT Subject Leadership Course comprised of 4 sessions, where Debi Bailey offered knowledge and expertise which have provided me with a deeper and clear understanding of how to <i>lead</i> a subject across a school and a vision of how that may look at SEAC.</p> <p>Curriculum – The PE Curriculum at SEAC was awarded the AfPE (Association for PE) quality mark and is therefore a relative strength of the school. Lessons have been well sequenced, and the design is well thought out, with each lesson following the skill, control, fluency, adaptation, application format, which both teachers and children have now become familiar with. Following discussions with SLT and class teachers, I decided that next steps were to provide more depth regarding the skills and knowledge taught for each lesson, so that teachers can confidently deliver PE lessons ranging the whole curriculum. The curriculum has therefore been adapted to provide teachers with specific teaching points surrounding each skill, as well as key bits of sticky knowledge highlighted from previous years, so that teachers have a clear understanding on what children have already learnt. (See below, sticky knowledge – green. Teaching points – yellow. Opportunity for spoken language – blue).</p> <p>Refer back to old learning of how to catch a ball and see teaching points.</p> <p>AP – Have multiple, small cricket games running. Each player bowls twice at one batter before swapping. Can children organise their field by themselves so that all areas are covered equally? Don't have all fielders on one side.</p> <p>Teaching points:</p> <p>Bowling – star shape. Straight bowling arm. Front arm aiming towards the stumps. Can children do a small run up? If a run up is at the detriment of the technique, encourage children to bowl from a stationary star shape.</p>  <p>Extract from Debi Bailey's (EIP) report: Jake has considered what pupils need to know and the order they need to learn it from the early years onwards. EYFS has been the starting point for the curriculum delivery. He shared scheme of learning examples which exemplified how the playground games in year 1 have been built on from EYFS.</p>
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The lead has implemented recent CPD to focus on knowledge in the PE curriculum. He was clear about how the curriculum is planned to build on what has been learned before. For example, how in key stage 1 children master basic movements and perform dances using simple movement patterns before they are expected to combine this in KS2.

Vocabulary and opportunities for discussion.

A key takeaway from the course was to ensure that the use of ambitious and relevant vocabulary is pushed throughout the school. Each unit within the PE curriculum now has a list of vocabulary that children are expected to know and be able to use appropriately in a context (to be monitored throughout next year in pupil voice). The vocabulary is also made apparent with the sticky knowledge grids that class teachers are making constant reference to.

PE lessons are perfect opportunities for children to showcase their leadership and teamwork skills, therefore it has now been made explicit within the planning where teachers should provide the children the opportunity to discuss and organise themselves – using the vocabulary expected of them. Providing children with these extra opportunities for discussion and debate allows them to develop their spoken language and listening skills.

Start and End Point Assessment



The effectiveness of the existing assessment strategy was evaluated at the beginning of the year. Teachers were using an excel spreadsheet to input data as to whether children were judged to be BARE (Below Age Related Expectations), ARE or AARE (Above Age-Related Expectations). Whilst an effective tool to monitor the progress of children, the impact of feedback provided was not evident and there was no evidence to support teacher judgement.

At the beginning of each unit, teachers now record the whole class as an initial assessment of their ability levels. Teachers can then use this video evidence to support their judgement, as well as using them as an important feedback tool to improve the child's technique.

Teachers then record children applying their learnt skills into a game-like scenario at the end of each unit which clearly shows the development and progress made by the children over the unit of work.

For example, when Year 3s were completing their cricket unit this year, the initial videos were used to show children how their bowling technique could be improved. The end point assessment video shows a clear progression of skills and far improved bowling technique because of the feedback provided. Not only this, but the teachers' judgement is supported by clear video evidence.

<p>Health and Wellbeing</p> <p>To increase the physical and mental health of children across the school.</p>	<p>JC - Achieve Healthy Schools Accreditation or Healthy School Rating Scheme</p> <p>JC – Ensure that the gardens in school (Community Garden, orchard and school) are areas which enhance wellbeing.</p>	<p>March Supply – (£179)</p> <p>January Supply – (£179)</p>	<p>The Healthy Schools Accreditation / Healthy School Rating Scheme has not yet been achieved – This will be a focus for next year.</p> <p>The school garden has been a focus this year, with all flower beds having a science curriculum link. The benefits below (https://www.healthline.com/health/mental-health/why-getting-outside-can-boost-mental-health-for-kids-and-parents#benefits) details these.</p> <ul style="list-style-type: none"> • lowered blood pressure and heart rate • increased vitamin D • improved sleep quality and increased duration • increased overall well-being • improved cognition and creativity • less rumination • improved relationships
<p>Increase the opportunities and variety for physical activity</p> <p>Embed consistent, exemplary playtime and lunchtime provision and routines. (2021-2022 development priority)</p>	<p>Playtimes and Lunchtimes</p> <p>JC – Embed the role of playground zones and class access to them.</p> <p>JC – Monitor the impact of playtimes and lunchtimes</p> <p>JC- Feedback to, staff, SLT, LAC</p> <p>JC – Continued focus on Walk to School.</p> <p>JC – Ensure the effective leadership of lunchtime supervisors (meetings, performance management)</p>	<p>September, January, April</p> <p>Weekly monitoring</p> <p>Staff – Briefings</p> <p>SLT – Jan/ April</p> <p>LAC – Principal’s Report</p> <p>Feb/ May timetabled timetabled</p>	<p>Continued use of playground zones has been embedded into the routines of both staff and children. Each zone is linked to a specific area of the PE curriculum and therefore allows children to build on the knowledge and skills that they have developed within their PE lessons. For example, during the summer term, children on the KS2 playground play tennis at playtimes and lunchtimes so that they can develop and apply the skills that they will be focusing on in their PE lessons.</p> <p>The introduction of “free-flow Friday” playtimes have been successful, providing the children with opportunity and choice of the zone that they wish to play on. All children have responded well to the added freedom and staff supervision is good.</p> <p>Pupil voice - <i>“I love free-flow Friday because I like having the choice on where I play, and it also means that I can meet up with my brother for play even though we are in different classes.”</i></p>

	<p>JC – Purchase Jungle Gym extension plus additional balance beam area</p>	<p>£6,885 October</p>	<p>The jungle gym has been extended with the introduction of an A-frame scramble net, a log roll, a spring balanced board and a balance beam area. The focus of this has been to develop the children’s balance, agility, strength and co-ordination skills which can then be applied further in other areas of the PE curriculum.</p> 
<p>Raise profile</p>	<p>Purchase additional Bell Tent</p> <p>Hold a Year 2 and Year 3 (separate times) sleep over at the school.</p> <p>Purchase equipment for sleep overs (Sustainable for future years)</p> <p>Roll mats</p> <p>Sleeping bags</p> <p>Knives/forks/spoons</p> <p>Reusable plates</p> <p>Reusable cups</p>	<p>Tent - £775</p> <p>Sleep over equipment costs £442.05</p>	<p>The additional tent and sleep over equipment meant that we were able to host our very first ‘Forestry themed’ sleepover for Year 2 and Year 3 children. The children spent the two days completing team building and Forestry activities, cooked their own food and slept over in the large tents. It was met with remarkable success and the children learnt lots of new skills, with only one child in Year 2 and one in Year 3 not fully lasting the night. Many stated that they felt more confident with the prospect of the residential now in Year 4.</p> <p>Pupil voice</p> <p><i>“I liked the sleepover because it was the first time without my mum and dad.”</i> COURAGE</p> <p><i>“I liked the sleepover because I might feel a lot more confident in the Year 4 sleepover at Standon Bowers.”</i> COURAGE</p> <p><i>“I enjoyed the sleepover because I got to do forestry activities all day. The sleeping part was good because it was nice to spend time with my friends.”</i></p> 
<p>Additional costs</p>	<p>Association for Physical Education Annual Subscription</p> <p>Outdoor grapheme cards for the tent (Increase the use of the outdoor environment)</p> <p>Sports Safe – equipment checks and replacement (mats)</p>	<p>£95</p> <p>£40</p> <p>£249.19 £188.72</p>	<p>The membership for the Jump Start Jonny has meant that staff are continuing to achieve the SEAC’s Active15 policy where all children move every 15 minutes.</p>

Jumpstart Jonny Annual membership (continued physical exercise in line with the school Active15 policy)

£239