

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

Summary information							
School	St Edward's (CE) Academy Cheddleton						
Academic Year	2023 - 2024	Total PE/Sport Funding £17420	(To be confirmed)	Date for internal reviews	Dec 2023	Apr 2024	June 2024
Total number of pupils	195						

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 the teaching of physical education across the school is consistently good or outstanding.

Area of Focus	Action Plan	Amount spent	Intended impact

- PD 1. Improve our Quality of Education even further (the totality of our 3D curriculum) through explicit links to the wider curriculum
- PD 2. Develop and communicate effective evaluation and a coherent plan for outstanding wider and extra-curricular personal development opportunities at St Edward's.
- PD 3. Improve pupil leadership roles and responsibilities further.
- PD 4. Embed consistent, exemplary playtime and lunchtime provision and routines.

Wider Curriculum

- Ensure our wider curriculum map evidences our outstanding provision and opportunities available at SEAC (including opportunities within the local community, promoting children's development of interests and talents)
- Develop and embed Character education opportunities at St Edward's are explicit [Character Education Framework link](#)
- Offer a wide range of rich opportunities and experiences on our Personal Development Passport are embedded as part of our core offer at SEAC.
- Ensure all children access opportunities provided.

- Create Wider Curriculum Map – What makes SEAC stand out?
 - Where are we going above and beyond?
 - Collate data to showcase what the children's interests/talents are inside and outside of school.
- Does it cover a wide range across artistic, creative, performance, sporting, debating, challenge, team and individual etc. so all pupils can both discover new interests and develop existing ones?
- Are there ample opportunities for pupils to compete, perform etc., and is success acknowledged and celebrated?
- Create, with input from the pupil council, a SEAC Personal Development Passport (PDP) to be rolled out in Spring.
- Does the PDP showcase the opportunities and experiences that are on offer at SEAC? What alterations are needed to the Wider Curriculum / PDP to ensure it is inclusive to all?
- Implement a variety of extracurricular 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.

Supply cover for organisation/planning of clubs (Total supply cover shown at the bottom of the report)

The Inclusive Club Initiatives at SEAC have been instrumental in providing equal opportunities for all students to develop both holistically and academically. The diverse range of clubs with clearly defined goals highlights and nurtures the talents and interests of our students, fostering further development. These initiatives underscore our commitment to inclusivity, ensuring that every child, including those who are vulnerable or receive pupil premium, is at the heart of our efforts.

Key Outcomes

1. Holistic and Academic Development:

A wide array of clubs that cater to various interests and skills, ensuring all children have the chance to grow in multiple dimensions. End goals for each club are purposefully designed to showcase and nurture students' talents and interests.

"We went to Leicester Tigers and had some training with them and then watched the game. It was amazing. Now I play rugby for Leek every week." LB



(Yr4)

2. Inclusivity and Accessibility:

- 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)

Signpost these children to school clubs. JC – Monitor the impact of clubs against the Character Education Framework Guidance (2019) (Attendance, outcomes, talented)

- All children on the SENd register, Pupil Premium and other identified children to be invited to clubs by the inclusion Team / Wider Curriculum Lead. Spaces to be left for these children to have first refusal.

Clear articulation of these opportunities in the Wider Curriculum Map demonstrates our dedication to meeting the needs of all children.

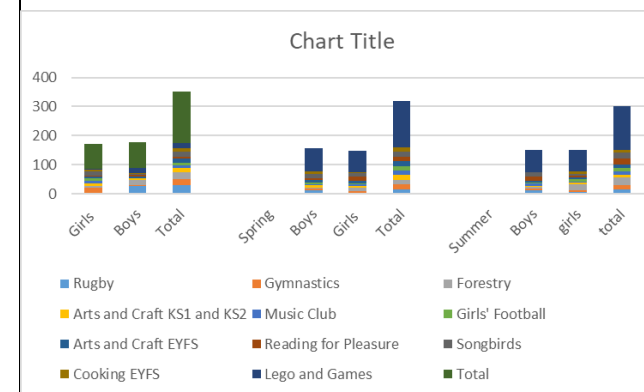
A strong emphasis on inclusivity ensures that all clubs are accessible to every student, promoting an equitable environment for holistic development.

"I asked to do a woodwork club last year and this year we did it – we even used real saws, not the safety ones!" TG



3. Focus on Vulnerable Students:

Special consideration is given to the needs of vulnerable students and those receiving pupil premium, ensuring their active participation and development.

At SEAC, we strive to create an inclusive environment where every child has the opportunity to thrive. This year, every PP and SEND child attend a club during the Autumn and Spring Terms. There was a very slight dip in the Summer term (2 children did not attend).



The graph above shows that, although there are minor discrepancies in the number of boys and girls in individual clubs, there have been a positive attendance overall for both genders.

<p>Additional Activities Opportunities and Life Skills</p> <p>Moorland Adventure – Paddle boarding/Kayaking at Rudyard Lake (Encourage/promote local areas, clubs etc)</p> <p>Focus on resilience .</p> <p>Key indicator 4 Key indicator 1</p> <p>EYFS – Experience days</p> <p>Table Tennis Tables (x2) for KS1 Playground</p> <p>Outdoor Unbreakable Tennis Rackets (x10)</p> <p>Table Tennis Balls</p>	<p>EYFS to have Two experience days that will support the staff in the delivery of physical education (in line with Early Development Goals and SEAC’s PE Curriculum) Days to be organised with https://www.acceleratelearningservices.co.uk/ - C.Holder</p> <p>Two outdoor tennis tables purchased for the bottom playground area (highlighted as an area to develop by the children).</p> <p>Safety/cushioned barriers for the outdoor play areas to ensure the upright posts are not a health hazard.</p>	<p>£12 per person.</p> <p>£560 for paddle-boarding per day 2 days needed Total - £1320 Coach - £1130</p> <p>Supply for planning/risk assessments etc. (Total supply cover shown at the bottom of the report)</p> <p>£450 per day x 2 Traditional Tales Tue 20th Feb</p> <p>Approx. £2200 (From TTS – product code: SP45993) + £100 for balls and rackets</p> <p>Cushioned posts £2000</p> <p>Shelter £1000</p>	<p>These additional opportunities have resulted in pupils increased passion, enthusiasm for being active and an increase in PE cultural capital. An improvement in physical literacy and development of life skills in particular their resilience.</p> <p>EYFS experience day on Traditional Tales</p>  <p>The sessions included activities like dance, drama, and races, benefiting both students and teachers.</p> <ol style="list-style-type: none"> Pupil Benefits: <ul style="list-style-type: none"> - The pupils enjoyed the activities, stayed engaged, and improved their literacy skills. Teacher Benefits: <ul style="list-style-type: none"> - Teachers gained confidence and new skills in teaching PE. - They now use these skills in after-school dance clubs and their regular classes.  <p>INTENDED IMPACT Paddle boarding experience days at the Local Lake</p> <p>Our paddle boarding sessions at the local lake have been a great success, providing children with fun and valuable learning experiences. We are hopeful that</p>
---	--	---	---

Key indicator 2

with such a fantastic resource on the doorstep, children will seek to participate in water sports outside of school.

1. Fun and Fitness:

- Children enjoyed paddle boarding, which helped them stay active and healthy.

2. Water Safety:

- All participants learned important water safety skills, including wearing life jackets and understanding lake safety rules.

- Children practiced safe behaviours on and around the water, ensuring a secure environment.

3. Skill Development:

- Children developed new skills in balance and coordination while paddle boarding.

- Increased confidence in water-based activities.

The paddle boarding program has provided children with enjoyable physical activity while teaching essential water safety skills.

Table Tennis tables - New Table Tennis Tables in the School Playground. The playground zones are on a weekly timetable, meaning that all children across the school, regardless of year group, get the opportunity to play.



"I love the ping pong table at dinner times. I haven't won a game yet, but I did score a point against Mr Carter." EB

			<p>The introduction of new table tennis tables in the school playground has had a positive impact on students.</p> <ol style="list-style-type: none">1. Increased Physical Activity:<ul style="list-style-type: none">- More students are participating in physical activities during breaktime and lunch breaks.- Improved fitness levels and hand-eye coordination.2. Enhanced Social Interaction:<ul style="list-style-type: none">- Students are engaging more with each other, fostering teamwork and new friendships.- Positive impact on social skills and cooperation.3. Skill Development:<ul style="list-style-type: none">- Students are learning and improving their table tennis skills.- Increased interest in the sport, with some students joining the school's table tennis club. <p>Intended Impact Safety barriers for pillars Safety barriers have been purchased to ensure the playground zones are safe and engaging for all children.</p> <p>Intended Impact Shaded cover area A new sheltered area has been created to ensure the EYFS outdoor area can be used all year, regardless of the weather. The children are now outside, physically engaged in their learning more often, regardless of the weather.</p>
--	--	--	---

<p>Curriculum</p> <p>Dance – 1 day course</p> <p>https://www.acceleratelearning.com/services.co.uk/product/dance-1-day-course/</p> <p>Key indicator 3 Level 5 Certificate in PE Specialism</p> <p>https://www.acceleratelearning.com/services.co.uk/product/level-5-certificate-in-pe-specialism-online-learning-course/</p> <p>Key indicator 3 Dance Workshop (Haka)</p> <p>In school coaching and mentoring</p> <p>Key indicator 2</p>	<p>2 members of staff (AU (KS1) & EH (KS2)) Confirm booking – investigate pricing (supply).</p> <p>JB to attend 5 days of training across the year – time needed to complete follow up activities. Training will help to further develop JB’s understanding of the curriculum and how to share this (Coaching) with staff across the school.</p> <p>Haka workshop held during sports week to develop dance in the school (noted as an area to develop – previous dance specialist left (RG))</p> <p>This will be a whole school event</p> <p>In school coaching with staff across the school highlighted as needed further development in the delivery of the SEAC curriculum.</p> <p>JB to offer coaching, team teaching and observations with staff across the school. different unit areas covered as highlighted.</p> <p>Where JB needs support (Level 5 PE Leader course will be ongoing) JC to Team Coach.</p> <p>Swimming Pool</p>	<p>£720 (including supply cover) £995</p> <p>Supply - (Total supply cover shown at the bottom of the report)</p> <p>Supply – implement assess, plan review - (Total supply cover shown at the bottom of the report)</p> <p>£415</p> <p>£500 for a day</p> <p>Supply cost to cover JB and members of staff where needed. (Total supply cover shown at the bottom of the report)</p> <p>(Total supply cover shown at the bottom of the report)</p> <p>New plugs £725 Top up swim - £2000</p>	<p>Through well-planned lessons, an engaging curriculum, and high-quality teaching, our students have made significant strides in their physical skills, knowledge, and independence.</p> <p>Key Impacts</p> <ol style="list-style-type: none"> Student Progress and Development: Students continue to excel in their lessons, demonstrating growth in physical abilities and understanding. Feedback from students reflects increasing enjoyment and engagement, fostering positive experiences and boosting self-esteem. Promotion of Active Lifestyles: Students have gained a deeper appreciation for the importance of being active and maintaining good health. A love for Physical Education (PE) has flourished among students, highlighting its role in their overall well-being. Elevated Profile of Dance: The introduction of diverse dance workshops, including the Haka and performances from the Matilda world tour, has elevated the profile of dance within our school.
---	---	--	---

Additional resources for the curriculum / after school clubs

£605

Hockey sticks
Hockey balls
Rugby balls



Staff members now feel more confident in delivering dance lessons, while students thoroughly enjoy and recognise the value of this activity.

These initiatives have not only enhanced physical education but also enriched the school community by celebrating diversity in dance and showcasing the positive impact of such experiences on student engagement and appreciation for physical activities.

Top up swimming sessions

The swimming program at our school's pop-up swimming pool has had a significant impact, particularly benefiting pupils from pupil premium (PP) backgrounds. Where children with SEND or PP were, they had swimming sessions in small groups, with a maximum of 8 children per group – With two instructors plus their class teacher or TA.



1. Increased Participation and Access:

- More pupils, including those from pupil premium backgrounds, have had regular access to swimming lessons.

			<ul style="list-style-type: none"> - Improved swimming skills and water confidence among participating students. <p>Positive Feedback and Engagement:</p> <ul style="list-style-type: none"> - Students have shown increased enjoyment and engagement in swimming activities. - Positive outcomes in terms of improved fitness and overall well-being. <p>The top-up swimming program has successfully promoted inclusivity, improved swimming abilities, and enriched the educational experience of all students, especially those from pupil premium backgrounds.</p>
<p>Competition in Sports</p> <p>Key indication 5</p> <p>Create an outdoor arena / skate or scooter area</p> <p>Key indicator 1</p>	<p>Focus on weekly intra sports, creating an ongoing competition culminating in a winner team at the end of the year.</p>	<p>Supply (Total supply cover shown at the bottom of the report)</p>	<p>Externally, the school took part in the local rugby festival hosted by Leek RUFC. We took surplus of 30 children, both boys and girls to the event.</p> <p>Through taking part in intra-sport competitive activities pupils are developing their understanding of how to deal with their emotions and developing life skills such as trust, respect, teamwork and communication.</p> <p>Pupils have had the opportunity to see others points of view and perspectives. They have improved their confidence and self-esteem through beating their own scores and trying their best.</p> <p>Our school participated in the local rugby festival hosted by Leek RUFC, involving over 30 boys and girls.</p>



Key Impacts

1. Development of Life Skills:

Through intra-sport competitive activities like rugby, students are learning valuable life skills such as trust, respect, teamwork, and communication.

They are gaining insights into different perspectives and viewpoints, broadening their understanding.

2. Enhanced Confidence and Self-Esteem:

The children have boosted their confidence and self-esteem by surpassing personal achievements and giving their best effort in the competitions.

Participation in the rugby festival has not only promoted physical activity but also fostered essential life skills and improved the overall well-being of our pupils.

To showcase to the children the importance of PE, sports and competition, we had local rugby player Jenny Hesketh (Welsh international) in to school. She spoke with the children and took some of the Key Stage 2 children through some training exercises. This

was huge impact on the children who realised that anything is possible.

"I really play rugby for Wales now too I think." EC Year



2 (girl)

Total Supply costs, as outlines above - £3,310