

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



Summary information	
2024 - 2025	St Edward's (CE) Academy Cheddleton
Academic Year - Total PE/Sport Funding	£17320
Total number of pupils	210

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 activity across the school is consistently good or outstanding

Secondary aim – To ensure children continue to be exposed to a diverse range of different physical activities.

<p>at St Edward's. (Links to SUAT</p>	<p>£516.18 – Sport Safe Repairs.</p>	<p>Developing competence to excel in a broad range of physical activities</p> <p>Being physically active for sustained periods of time</p> <p>Engaging in competitive and cooperative activities</p> <p>Building character and embedding values such as fairness and respect</p> <p>Key Activities Delivered</p> <p>High Ropes Course: Pupils were challenged to step outside of their comfort zones, facing fears and pushing personal limits.</p> <p>Climbing Wall: Encouraged individual perseverance; pupils supported each other with positive reinforcement.</p> <p>Team Problem-Solving Tasks: Required collaboration, patience, and persistence when faced with setbacks.</p> <p>Orienteering: Developed resilience through trial-and-error in outdoor settings.</p> <p>Evening Reflection Sessions: Provided time for pupils to identify personal growth and celebrate effort over outcomes.</p> <p>Impact on Resilience and Perseverance</p> <p>Increased Willingness to Take Risks: Pupils showed a greater readiness to try new or challenging tasks in unfamiliar settings.</p> <p>Growth in Confidence: Many pupils who were initially hesitant about heights or outdoor activities completed full courses with encouragement and persistence.</p> <p>Improved Coping Strategies: Pupils developed the ability to manage disappointment and frustration, particularly in activities where success was not immediate.</p> <p>Positive Peer Support: Pupils encouraged one another, showing empathy and understanding, which enhanced group morale and determination.</p>
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		<p>Sustained Effort: Children demonstrated stamina, both physical and emotional, in completing long and complex activities over multiple days.</p> <p>Pupil Voice</p> <p><i>"I didn't think I could do the climbing wall, but I kept trying and got to the top."</i></p> <p><i>"I felt scared at first, but now I want to do even more adventures."</i></p> <p>Cross Curricular Orienteering</p> <p>Cross-curricular orienteering has enhanced pupils' physical activity while deepening their learning across subjects such as maths, geography, and literacy. Through map reading, problem-solving, and teamwork, children developed spatial awareness, resilience, and communication skills in an active, outdoor setting.</p> <p>Afterschool Clubs)</p> <p>At our school, afterschool clubs play a vital role in enriching pupils' physical, emotional, and social development. Through a wide variety of activities, children are encouraged to explore new interests, build confidence, and develop lifelong skills.</p> <p>Rugby Club</p> <p>Rugby has helped pupils build resilience, teamwork, and physical fitness. Children have developed coordination, strength, and communication skills through structured games and friendly competition.</p> <p>Forestry Club</p> <p>Outdoor learning in Forestry Club has supported physical activity in a natural setting, promoting balance, agility, and spatial awareness. Pupils also benefit from mindfulness and a deeper connection with nature.</p> <p><i>"We climb, build dens, and explore. It's like an adventure every week!" — Year 3</i></p> <p>Cooking Club</p>
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		<p>While not traditionally PE-focused, Cooking Club supports fine motor skills, coordination, and healthy lifestyle education. Pupils learn about nutrition and the importance of balanced meals. We were also able to have 'Live Sessions' by two local chefs, Thom Bateman and Chris Rooney.</p> <p>Wizard of Oz Production The school production encouraged physical expression through movement, dance, and stage presence. Pupils developed confidence, posture, and coordination while working collaboratively.</p> <p>Singing Club & Carols Around the Tree Singing Club, especially during the festive season, supported breath control, posture, and emotional wellbeing. Performing for parents built confidence and a sense of community.</p> <p>Gardening Club Gardening promotes physical activity through digging, planting, and weeding. It also supports mental wellbeing and teaches responsibility and patience</p> <p>Overall Impact Afterschool clubs have significantly enhanced pupils' physical literacy, confidence, and enjoyment of movement. They provide inclusive opportunities for all children to thrive beyond the classroom, supporting the aims of the PE curriculum and whole-child development.</p>
<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>£1,220 – Moorland Adventure.</p> <p>£565 – Copelands Tours.</p> <p>Sub-total = £1,785</p>	<p>Rudyard Lake – Paddle board and Kayak Experience</p> 

Key indicator 4
Key indicator 1

The paddle boarding sessions held at the local lake have been highly successful, offering pupils enjoyable and enriching learning experiences. With access to such an excellent facility nearby, we are optimistic that many children will be inspired to engage in water sports beyond the school setting.

Enjoyment and Physical Wellbeing

Pupils thoroughly enjoyed the paddle boarding sessions, which promoted regular physical activity and supported their overall health and fitness.

Water Safety Awareness

All participants were taught key water safety principles, such as the correct use of life jackets and safe conduct in and around the lake.

The sessions reinforced responsible behaviours, contributing to a safe and supportive learning environment.

Skill Acquisition and Confidence Building

Pupils developed valuable skills in balance, coordination, and control while on the water.

Many demonstrated increased self-assurance in water-based activities, which will benefit future participation in similar sports.

Summary

The paddle boarding programme has offered children a fun, engaging way to stay active while equipping them with essential water safety knowledge and practical skills.

Mud Kitchen Sink - £500
Outdoor Map Target - £193

	<p>Outdoor Map of the world target - £230</p> <p>Stage - £500</p> <p>Outdoor Storage Sheds for freeplay activities - £1700</p>	<p>Intended Impact of Active Play Enhancements in the Playground</p> <p>The planned installation of a mud kitchen with a working sink, outdoor map targets, and a wooden stage is designed to enhance pupils’ access to active, imaginative, and cross-curricular play throughout the school day.</p> <p>The mud kitchen aims to support role play, fine motor skills, and social interaction, encouraging creativity, communication, and cooperative play.</p> <p>The UK and world map targets are intended to promote physical activity through engaging throwing games while also reinforcing geographical knowledge in an interactive, kinaesthetic manner.</p> <p>The wooden stage is expected to inspire expressive movement, storytelling, and performance, building confidence and supporting both physical and emotional development.</p> <p>Collectively, these enhancements are intended to transform the playground into a dynamic outdoor learning space that supports the PE curriculum and nurtures whole-child development through movement, creativity, and exploration.</p>
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Dance Days Ltd - £415

Indian Dance Workshop at SEAC



As part of our commitment to delivering a broad, inclusive, and culturally enriching PE and physical activity curriculum, SEAC used PE and Sport Premium funding to host an Indian dance workshop for pupils across the school.

1. Promoting Cultural Diversity Through Physical Activity

The workshop introduced pupils to traditional Indian dance styles, offering them a unique opportunity to explore and appreciate different cultures through movement and rhythm. This experience supported the school’s wider commitment to embedding diversity and global awareness within the curriculum.

2. Fostering Inclusivity and Participation – Engaging All Learners

One of the most notable outcomes of the workshop was the high level of participation from all pupils, including those who may not typically engage confidently with dance. Boys, in particular, responded positively to the energetic and expressive nature of the session, breaking down stereotypes and broadening perceptions of dance as a gender-inclusive activity. The inclusive approach of the workshop leader ensured that all pupils felt comfortable and involved, regardless of ability or prior experience.

3. Raising the Profile of Dance at SEAC

The workshop generated a high level of excitement and enthusiasm throughout the school, helping to raise the profile of dance as a valued and enjoyable form of physical activity. Staff reported increased pupil interest in dance following the event, and many children expressed a desire to take part in future dance-based opportunities both in and outside of school. The workshop also served as valuable

	<p>professional development for staff, inspiring new ideas for embedding culturally diverse dance into PE lessons.</p> <p>Swimming Pool</p> <p>PE and Sport Premium funding has enabled SEAC to deliver a targeted top-up swimming programme using the school's pop-up swimming pool, with a particular focus on increasing access for pupils from disadvantaged backgrounds, including those eligible for Pupil Premium (PP) and children with SEND.</p> <p>1. Increased Access and Equity</p> <ul style="list-style-type: none"> • Funding allowed for small-group swimming sessions (maximum of 8 pupils), supported by two qualified instructors and a class teacher or TA. • This structure provided a more personalised learning environment, particularly benefiting PP and SEND pupils who may require additional support. • As a result, more pupils had access to quality swimming instruction, helping to close the attainment gap in swimming proficiency. <p>2. Improved Confidence and Skill Development</p> <ul style="list-style-type: none"> • Pupils demonstrated significant improvements in water confidence, swimming technique, and safety awareness. • The smaller group sizes fostered more meaningful progress, particularly for those who were not on track to meet national curriculum swimming requirements. <p>3. Positive Engagement and Wellbeing</p> <ul style="list-style-type: none"> • Children reported higher levels of enjoyment and engagement in swimming sessions. • The programme also supported pupils' physical health and contributed to their overall wellbeing, particularly for those who may face barriers to accessing swimming lessons outside of school. <p>Summary</p> <p>The top-up swimming initiative, made possible through PE funding, has had a meaningful impact on inclusion, skill development, and confidence in the water—especially for our most vulnerable learners. Continued investment in this provision will support more pupils in meeting national swimming expectations and promote lifelong water safety and fitness.</p>
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Time 4 Sport - £5000

	<p>Amazon - £69.15 (Tennis balls)</p> <p>£74.98 (5 tier shelving units).</p> <p>X4 Portable Mini goals for PE lessons and playtime provision = £627.</p>	<p><i>Quotes from our pupils:</i></p> <p><i>"Swimming lessons are my favourite part of the week. I was a bit scared at first, but now I can float on my back all by myself." – Year 2 pupil.</i></p> <p><i>"I like the warm water and big splashes!" Year 4 SEND pupil.</i></p>
<p>Competition in Sports</p> <p>Key indication 5</p> <p>Key indicator 1</p>	<p>Supply (Total supply cover shown at the bottom of the report)</p> <p>Supply for PE lead to work with the sports teams.</p> <p>£30 – entry fee.</p> <p>£100 – Boydons coaches.</p>	<p>This year, a significant focus of our PE and Sport Premium funding has been on increasing opportunities and visibility for girls in sport. Through targeted events and inclusive sporting initiatives, we have seen measurable improvements in both participation and the ongoing commitment of girls to sport beyond the school environment.</p>



Year 4 Girls' Football Tournament – Pathways into Club Sport

The Year 4 girls' football tournament was a resounding success, offering a competitive yet supportive platform for pupils to engage in team sport. Of the nine girls who represented SEAC, seven have since joined Leek Town FC, demonstrating a clear transition from school sport to sustained club-level participation. This outcome highlights the importance of early exposure and structured competition in inspiring long-term involvement in sport.

2. Year 4 Rugby Festival – Inclusive Representation and Engagement

The Y4 rugby festival provided every child in the year group with the opportunity to take part and represent SEAC. This inclusive event not only fostered a sense of school pride and teamwork but also encouraged many children – particularly girls – to take part in a sport they may not have previously considered. The success of this festival underlines the role of broad-based participation in building confidence and interest across all genders.

“I didn’t think I’d be any good at rugby, but I actually scored a try and it was brilliant!” – Y4 girl.



3. Y3/4 Cricket Tournament at Oakamoor CC – Building Aspirations and Club Links

The joint Year 3 and 4 cricket tournament focused on developing healthy competition and a desire to succeed, while also increasing participation rates among girls. The event served as a gateway for many pupils to further explore cricket, with a standout outcome being the formation of a full girls' team at Ashcombe Park CC – supported by new players from SEAC. This direct impact on club-level provision is a testament to the importance of school-to-club pathways and the influence of accessible competition.



Conclusion:

PE and Sport Premium funding has played a vital role in enhancing the profile of girls' sport at SEAC. By investing in inclusive competitions, facilitating external links, and promoting team sports across different year groups, we are seeing increased enthusiasm, participation, and progression among our female pupils. These developments not only support physical activity and skill development but also promote equality, aspiration, and a lifelong love of sport.

Investment in Portable Football Goals

Two portable football goals have recently been purchased using PE and Sport Premium funding, with the aim of significantly enhancing football provision at SEAC in the upcoming academic year.

These goals will enable the school to host home fixtures for the first time, providing pupils with valuable opportunities to participate in competitive football without the need for off-site travel. They will also support the development of extracurricular football clubs by allowing for more structured and realistic training sessions.

While the impact of this investment is yet to be realised, it is anticipated that the new equipment will lead to increased participation, improved skill development, and a stronger

X2 Portable Goals 12ftx6ft
= £1750

		profile for football across the school—particularly in encouraging sustained engagement and representation in school sport.
	Total Supply Cost = £925	