



Cedar Hall School's development needs which are a priority for our setting and our students
Evidencing the Impact of the PE and Sport Premium.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Access to a wide range of festivals to engage less active students across all key stages. • Utilising the SSP CPD offer to ensure all staff access at least one CPD course. • Improved confidence of 65% of Learning Support staff in delivering high quality PE lessons through in-house training and through visiting Sports specialist support. • Identifying More Able students who have consequently shown a marked increase in confidence. 	<ul style="list-style-type: none"> • Using Staff Inset sessions to improve the confidence of staff in teaching PE. • Following up on whole school Active interventions such as Active Literacy and Active Numeracy. • Accessing further team teaching support to increase the competency of our 3 least confident teaching staff • Accessing PALS = using older pupils as mentors for younger pupils at informal times of the day. • Running Tri-Golf, Bikeability and Badminton/Volley sessions - this spread across the range of learners to provide a wider and deeper understanding of the need for active lives.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	Due to Covid restrictions, pupils have not been able to access swimming lessons so the data is unavailable for this current school year.
What percentage of your current Year 6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	

Schools can choose to use the 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?

While we contribute through our SSP Basic Membership (see attached) to a partnership wide Top Up Swimming programme, we have not used it ourselves.

During our swimming lessons additional staffing is needed to ensure pupil safety as many of our pupils need 1:1 due to Health Care Plans. We therefore use additional funds to ensure these pupils can access a range of swimming activities that they would otherwise be unable to do.

*Schools may wish to provide this information in April, just before the publication deadline.



Academic Year: 2020/21		Date Updated: 18/06/21		
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:
<p>SSP 'BASIC MEMBERSHIP MODEL – Physical And Health and Wellbeing strands (see attached)</p> <p>To impact on all students in Key Stage 1,2,3 and 4. (All 4 key stages are included to the vulnerable nature of our pupils.)</p> <p>Please note some aspects are deliberately targeted at the least active children.</p>	<ol style="list-style-type: none"> 1. SSP Healthy Lifestyle assembly to raise whole school awareness of the importance of regular physical activity. 2. Deliver to a target group of children in KS3 the SSP Fit4Action health intervention 6 week programme.(Autumn term) 3. Once Covid restrictions have been lifted, select a group of older children to be PALS to engage the least active younger students in the school in personal challenges and to develop a love of being active. 4. Once Covid restrictions have been lifted select and book 	<p>Points 1-6 are all funded through SSP Basic membership.</p> <p>Annual budget is divided equally across all 5 Key objectives.</p>	<ol style="list-style-type: none"> 1. Date of Assembly and attendance. Follow up Q and A by class teachers on content. Production of follow up tasks and displays. 2. Dates of sessions and profile of students selected. Tracking of student’s future attendance of activities. 3. Register and profile of selected students. Comparative soft data of activity and track progress. 4. Audit of cross curricular activity pre and post training. Staff records of attendance. Measure use 	<ol style="list-style-type: none"> 1. Staff attend assembly to gain knowledge. Staff to provide updates assemblies in partnership with the SSP. 2. Use this philosophy for other groups within school. Use the resource and content to embed into other areas of the curriculum. 3. Use the Personal Challenges to chart activity of lesser active pupils. If successful widen the project to a greater number of children. 4. Staff to provide in house training for other teaching and support

	<p>appropriate staff to attend Active Literacy and Maths of the Day as part of the SSP CPD offer.</p> <p>5. Staff to access Inset CPD and utilize the resources to engage our youngest students and families in being more regularly active.</p> <p>6. Access support with the completion of the Active School Planner Heat Map through the website by attending the SSP annual conference</p> <p>7. One LSA to complete the course on Heat Maps.</p>		<p>of resources and approach.</p> <p>5. Audit of school EY offer and action plan. Staff records of attendance. Tracking of active minutes per day.</p> <p>6. Completion of Heat Map and Action Plan. Attendance at SSP support meetings.</p> <p>7. Informing the continuing updating of the Heat Map</p>	<p>staff. Purchase resources to retain in school.</p> <p>5. Staff CPD and resources specific to the setting.</p> <p>6. Use of recommendations and findings from the site to inform future plans and interventions.</p> <p>7. Use of recommendations and findings from the course to inform future plans and interventions.</p>
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Key indicator 2: 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:
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<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) To impact on all students and staff in Key Stage 1,2,3 and 4. (All 4 key stages are included to the vulnerable nature of our pupils.)</p>	<ol style="list-style-type: none"> 1. Identify SSP interventions and support to target whole school issues e.g. training of PALs to improve behavior at lunchtimes. 2. Once Covid restrictions lifted. Book 1 x termly staff inset PE specific sessions through the SSP based on internal staff needs to raise the profile of PE across all staff. 3. Attendance at PE Lead meetings and share outcomes across whole school. 4. A structured plan of relevant PE staff across the whole school to attend and access CPD opportunities. 5. Engage with Team Teaching opportunities through SSP projects, Tri-golf, badminton/volley ball for teaching and support staff. 	<p>Points 1-6 are all funded through SSP Basic membership.</p> <p>Annual budget is divided equally across all 5 Key objectives</p>	<ol style="list-style-type: none"> 1. Whole School PE Development Plan and reference to the contribution of PE, SS and PA. Tracking of number of incidents recorded at lunchtimes. 2. Attendance of staff at sessions, engagement, surveys of engagement. Tracking systems of use of new skills. 3. Registers and staff attendance. 4. Annual tracking of staff attending CPD mapped against whole school priorities e.g. Literacy Coordinator /or similar attending Active Literacy course. 5. Records of both teaching and support staff working alongside projects. Dates of sessions and profile of outcomes and participants 	<ol style="list-style-type: none"> 1. Tracking of interventions against whole school priority of lunch time behavior. Use of evidence to improve future plans and training needs. 2. Survey pre and post staff on confidence and profile of PE. Observation of quality of delivery and links to whole school priority improvements. Eg. greater engagement of less active pupils in PE lessons following Inset. 3. Regular PE feedback slot at staff meetings to share knowledge. 4. Sharing across all staff and informing schemes of work across a range of subjects. 5. Follow up activities to projects by in – house staff and records of future engagement. 6. Develop an ethos of
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	<p>6. Engagement of more staff in preparation of fixtures and attendance to cross curricular CPD to ensure PE activities are impacting across all elements of school life.</p>		<p>6. An annual plan of involvement in fixtures. Aim to engage and raise profile across all staff.</p>	<p>shared responsibility across PE, and other relevant departments.</p>
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Key indicator 3: 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:
<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) High Quality PE is most prominent.</p> <p>To impact on all students and staff in Key Stage 1, 2, 3 and 4. (All 4 key stages are included to the vulnerable nature of our pupils.)</p> <p>** Due to Covid restrictions the delivery of key indicator 3 has been hindered as soon as restrictions are lifted we will aim to deliver **</p>	<ol style="list-style-type: none"> 1. Access and tracking of impact of CPD attendance on quality of lessons and confidence of staff. 2. Once covid restrictions have lifted .Deliver 3 x staff inset sessions based on staff audit of needs. Track impact. 3. Attendance of SSP PE Lead meetings/or similar to gain knowledge to share. 4. Gathering and use of SSP PE resources to support staff in school with the delivery of Yoga, GB lessons, Circuit training, self defence and bikeability 	<p>Points 1-6 are all funded through SSP Basic membership.</p> <p>Annual budget is divided equally across all 5 Key objectives.</p>	<ol style="list-style-type: none"> 1. Attendance records and course details, certificates if required. Observations and monitoring of PE delivery. 2. Details of staff audit, topics covered, dates and resources collected. 3. Records of meetings, notes and handouts. 4. Making use of the SSP resource bank to support schemes of work and lesson planning. 	<ol style="list-style-type: none"> 1. A wide range of staff attending courses to ensure skills remain in school. Opportunities through staff meetings for staff to share acquired skills and knowledge. 2. All staff have the opportunity to attend. Follow up discussions around impact on lesson delivery. Evaluation of effectiveness of training. 3. PE Lead has the opportunity to share within whole staff meetings. 4. Central whole school base for resources accessible to all in school.

	<p>lessons.</p> <p>5. Wider use of SSP infrastructure to network and share ideas.</p>		<p>5. Attend and utilize SSP networking opportunities and sharing of ideas between schools.</p>	<p>5. Allowing staff time to attend events and then share findings.</p>
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Key indicator 4: 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:
<p>Additional achievements: SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) School Sport is most prominent.</p> <p>To impact on all students and staff in Key Stage 1,2,3 and 4. (All 4 key stages are included to the vulnerable nature of our pupils.)</p> <p>** Due to Covid restrictions the delivery of key indicator 4 has been hindered as soon as restrictions are lifted we will aim to deliver **</p>	<ol style="list-style-type: none"> 1. Access to broad range of Fixtures, competitions and leagues. Preparing children. 2. Use of PALs training and staff inset for support staff to increase levels of activity and range of topics covered during break and lunchtimes. 3. Engaging different students in specific activities during break time and lunchtime as provided by specialist teachers/trainers. 4. Access After School Clubs to offer a focused range of 	<p>Points 1-6 are all funded through SSP Basic membership.</p> <p>Annual budget is divided equally across all 5 Key objectives</p>	<ol style="list-style-type: none"> 1. Records of events entered, records of children and participation levels and percentages across school. 2. Dates and records of training. Audit of equipment required. Support staff engagement with activities tracked. Numbers of children active during break and lunchtime. 3. Timetabled activities and details of students attending. 4. Specialist trainers provide activities to all key stages 	<ol style="list-style-type: none"> 1. A plan to ensure all students have termly opportunities to prepare, attend and represent school. 2. Investment in additional play and sports equipment. Keeping staff engaged yearly with PALs training. Linking activity levels to whole school priorities. 3. A school plan to allocate different opportunities to different year groups and target groups of children. 4. All staff have the opportunity to work

	<p>activities.</p> <ol style="list-style-type: none"> Involve the School Council to help young people in our school be at the forefront of developing a broader offer. Ensure students from our school are given the opportunity to access the range of Gifted and Talented holiday camps. Different students access sports not offered on the curriculum; Yoga, Circuit training and self-defence. 		<p>on a weekly basis.</p> <ol style="list-style-type: none"> Completion of club request sheet. Requests based on consulting students, records of need. Allocation and timetable of breakfast, lunchtime and after school clubs. Dates and student records of conference. Links to whole school priorities. Keep a record of letters, invited students and those who attended. 	<p>alongside the lead. Tracking of pupils involved.</p> <ol style="list-style-type: none"> Mapping club programme to a wider range of fixtures. Own school staff to support experts in a range of clubs. Staff to guide the more able students in encouraging their peers in greater engagement. Link selections to performance in PE, School Sport and ensure students are correctly identified by engaging staff in the process.
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Key indicator 5: 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:
<p>SSP 'BASIC MEMBERSHIP MODEL – all strands contribute to this area (see attached) School Sport is most prominent.</p> <p>To impact on all students and staff in Key Stage 1,2,3 and 4. (All 4 key stages are included to the vulnerable nature of our pupils.)</p>	<ol style="list-style-type: none"> Involvement of a wide range of students in a broad offer of competitions, in-house and with linked to SESSA sports group. 	<p>Points 1-5 are all funded through SSP Basic membership.</p> <p>Annual cost is divided equally across all 5 Key</p>	<ol style="list-style-type: none"> List of competitions entered and records of students attending. Competitive calendar linked to SSP website. 	<ol style="list-style-type: none"> Annual calendar discussed and produced in consultation with staff and students. Whole school plan to grow offer on a termly basis.

<p>** Due to Covid restrictions the delivery of key indicator 5 has been hindered as soon as restrictions are lifted we will aim to deliver **</p>	<ol style="list-style-type: none"> 2. Participation in SSP Football and possibly Netball leagues to increase regular competitive opportunities. 3. Ensuring students have the opportunity to access Gifted and Talented holiday camps to support their development and pathway into community competitive sport and beyond. 	<p>objectives.</p>	<ol style="list-style-type: none"> 2. Records of fixtures, training and participants. 3. Records of students who attend SSP links to local clubs. 	<ol style="list-style-type: none"> 2. Engagement of a wide range of teaching and support staff in fixtures, transport and training. Investment in kit. 3. Celebrate the success of these students.
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