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| **St Mary’s Catholic Primary School Sports PE (Sports Premium) Funding Report: 2021-2022**  **What is the Sports Premium?**  The Government is providing funding of £150 million per annum for academic years from 2013/2014 to the current year 2021/2020 to provide new, substantial primary school sport funding. This funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport, and sees money going directly to primary schools to spend on improving the quality of sport and PE for all their children. For 2021/2022 we anticipate funding of £17,000 as well as £1500 underspend from the previous year. The sport funding can only be spent on sport and PE provision in schools. The education Inspection Framework makes clear there will be a focus on ‘whether leaders and those responsible for governors all understand their respective roles and perform in a way that enhances the effectiveness of the school.’ Under the Quality of Education, Ofsted inspectors consider: Intent – Curriculum design, coverage and appropriateness, implementation – curriculum delivery, teaching (pedagogy) and assessment and Impact – attainment and progress.  In order to make additional and sustainable improvements to the quality of physical education, school sport and physical activity (PESSPA) we offer at Mary’s, we have determined that the funding must be used so that:   * All pupils benefit regardless of sporting ability * All children benefit from increased access to extra-curricular activities and physical activity, either after school or lunchtime * That the children take part in extra-curricular activities that improve self confidence and teamwork * That staff have access to training and opportunities and continued professional development so that PE expertise remains in the school after funding has completed.   In the 2021/22 academic year, we intend to:   * Deliver effective professional development to staff in the core subjects of dance and to our NQT in gymnastics. To provide professional development in tennis and athletics. * To embed the Get Set 4 PE programme across the school. * Promote PE and Sport for ALL pupils. * Provide wide range of sporting opportunities for ALL pupils. * Release the PE lead for coordination time and meetings/fixtures for the school sports partnership programme. * Release teachers and TA’s for sporting events. * Take part in the Colyton Grammar School Schools Sports Partnership Programme that enables all children to participate in competitive sport as well as giving opportunities to gifted and talented children and children with additional needs. | | | | |
| Total Amount carried over from 2020/2021 | | £1500 | | |
| Total allocated for 2021/2022 | | £17184 | | |
| Total amount of funding for 2021/2022 to be spent and reported on by 31st July 2022 | | £18,684 | | |
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| Academic Year ;2021/2022 | Total Fund Allocated | Date Updated | |  |
| **Key Indicator 1:** The engagement of all pupils in regular physical activity – chief medical officer guidelines recommended that primary school pupils undertake at least 30 mins of physical activity a day in school | | | | Percentage of total allocation |
| Intent | Implementation | | Impact | 23% |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions. | Funding allocated:  4333 | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps. |
| Pupils to know that daily exercise is good for them in order to keep their bodies and their minds healthy.  Pupils to run at least 6 laps of the track in 10 mins a day.  Pupils to participate in physical games at break times and lunchtimes.  Year 6 to lead across KS1 at lunchtime in order to increase physical activity.  Year 3, 4 and 5 to lead physical activity at lunchtimes.  Whole school audit of individual physical activity for each child. | Through daily interactions with the children teachers to reiterate importance of keeping healthy by exercise and raising the heart rate.  Classes to take part in the daily mile for at least 10 mins a day. Class teachers to make sure each child has a target that they are working towards in order to improve their performance.  Play leader and Year 6 to take part in the sports leader training and from there Play leader will lead year 6 to make sure they are helping the KS1 children to take part in physical activity for at least 20 minutes of their lunchtime.  Pastoral Support worker to work with children across the whole school to make sure they are physically active and that play is purposeful. Tailored interventions will support target pupils where this is a concern.  PE Coordinator to analyse results and see where physical activity is lacking and point children towards extra-curricular clubs that they can take part in. | 2545.00  1188.00  600 .00 | Children will be able to articulate their targets in order for them to improve. Through conversations with their class teachers they will be able to say why it is important to take part in daily exercise.  *100% of pupil population accessed daily mile. Year 3 and 4 pupils particularly have identified this as a key positive outcome. This is now an established part of school culture. 100% pupils questioned identified this as a way to keep healthy.*  Children will feel confident leading physical activities at break times. They will be able to say which activities the children enjoy and how they are benefitting from playing those games.  *100% of year 6 participated as play leaders. End of year pupil evaluations identified play leading as positive experience.*  *Teachers identified play leader for 63% of cohort as having a significantly positive impact on their confidence as leaders.* | Daily mile to continue with each class base teacher responsible for ensuring that target records are maintained for individual pupils.  School could consider an in year event to raise the profile of this event ( as per summer 2021 ) and as a fund raiser for a worthy cause to link to whole school changemaker goals.  Year 5 pupils have already accessed play leader training and had an experience in preparation for 2022 to 23. Lunch time staff have accessed training with them. Play leader badges purchased by school.  School leaders have accessed a grant to have an extended play base build. This will provide opportunities for a wider range of lunchtime play equipment to be purchased to support all 4 types of play. It will also allow school play leaders to take more responsibility for selecting and organising equipment.  2021 to 22 behaviour audits identify low frequency and low level negative behaviour which is quickly resolved. Pupil relationships are very strong and play is very purposeful.  Next for school leaders via play leader to carry out sample questionnaire and audits to provide quantitative and qualitative evidence of success and next step using pupil voice. |
| **Key Indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement. | | | | Percentage of total allocation: |
| Intent | Implementation | | Impact | 0% ( funding allocated in other sections of report ) |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions. | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? | Sustainability and suggested next steps: |
| Each child knows that regular physical activity is important for mental health, wellbeing and a healthy body.  Links to PSHE and our school values ensure that children aim high in PE, have a go.  Opportunities within physical education to support children’s leadership skills. | Children are encouraged to by physically active for at least 30 minutes a day and children who are less active will be given the opportunities to attend clubs for free after school to meet the 30 minute a day guidelines for physical activity.  Ensure that all children have an equivalent of 2 hours of PE lessons per week across the year. Within these lessons, children are given opportunities to lead, have a go and to aim high.  Children will be encouraged at break times to be physically active and our play leaders will be managed by play leader to ensure this happens.  ( Baseline audit and measured impact – aim to achieve sports award 2022 )  PSHE curriculum and UNICEF rights for children work across school give children, information, aspiration and understanding of ways to keep healthy.  Year 6 buddies and play leader programme encourages and develops pupil participation as leaders.  Whole school values promotes every child as a leader to engage positively and purposefully with others; seeking ways to problem solve and to over come challenge in every day situations: structured sport and lunchtime play both provide meaningful opportunities for children to explore and develop leadership skills. Play leader and pastoral support modelling and active intervention promote improved skills. | Covered through above | Children will be able to recognise when they are physically active throughout the week. They will be able to articulate why it is important to be physically active.  They will be able to link the school values to PE lessons and articulate why it is important to be physically active.  *Yes evidence through class timetable/ before and after school clubs lists/ participation in across school and with other schools events lists.*  *In year school leaders have made opportunity for holiday activity club with paid places as well as individual pupil free places to support wider participation.*  Children will have informal and explicit experience to lead and to develop leadership skills – *see above for formal experience*. *All pupils at St Mary’s are leaders and high expectations of care, responsibility and respect are valued. Pupils respond well to this expectation. As above audits of behaviour identify very low frequency and low level behaviour incidence.*  *Sports Award 2021 to 22 not achieved due to impact of Covid on wider school sports provision.* | To ensure that over the year children access 2 hours of PE per week ( to include swimming ) in the school timetable.  To continue to promote active and purposeful quality physical play.  To promote leadership of all and support the whole school application for Unicef Rights Respect Gold Award ( 2022 to 23 )  To continue to provide high quality provision and audits to achieve Sports Award 2022 to 23 |
| **Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** | | | | Percentage of total allocation |
| Intent | Implementation | | Impact | 23% |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice. | Make sure your actions to achieve are linked to your intentions: | Funding allocated  4407.75 | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps. |
| Staff audit through the school sports partnership.  Experienced PE teacher to support NQT in the teaching of gymnastics and dance.  Experienced dance teacher to support teachers in their delivery of the dance curriculum in GET SET 4 PE in the spring term – half a term for each teacher.  Improved teaching of tennis across the school.  Purchase of the GET Set 4 PE curriculum. | School staff to complete a CPD audit indicating where they would like more support in the delivery of the PE curriculum and to attend training given by Anne Harris our school sports coordinator.  Hannah Oxley to work with ECT in the autumn term to help deliver the gymnastics curriculum.  Hanna Oxley to work with class teachers in the spring term to deliver the GET SET 4 PE dance curriculum across the whole school.  Tennis coach to visit the school in the first half of the summer term to help deliver the Get Set 4 PE tennis curriculum and improve whole class tennis teaching across the school.  Get Set 4 PE curriculum to give clear high quality progression of skills and knowledge to enhance QFT of PE Lessons | PE lead release time  800  800  900  1375    532.75 | Teacher’s more confident delivering PE. Children more skilful and more articulate about what they are learning and why.  Improved skills to break down skills and knowledge into small success steps. Improved focus on vocabulary.  Children will demonstrate higher levels of skills.  Children better able to use quality vocabulary to describe learning experienced. |  |
| **Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils** | | | | Percentage of total allocation: |
| Intent | Implementation | | Impact | 18% |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidated through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and next steps: |
| Participation in the school sports partnership.  Purchase of Get Set 4 PE  Tennis coach  Dance | Children to experience different sports e.g. volley ball, basketball and handball due to different teaching units. ( resources need to be purchased)  Children to have tennis lessons.  Children to take part in a dance festival. | 1000  Funded covered above  2000 | *School have purchased 3 pedal bikes ( first size ) to add to resource of balance bikes. 90 %of EYFS pupils can ride bike*  *6m length roll mats to extend opportunities for gymnastics.*  *Dance festival planned for spring term cancelled due to Covid.*  *Funding re directed to in school staff CPD and resources to develop in house provision for woodland/ outdoor learning. Level 3 CPD accessed. Resources purchased to support EYFS and KS1 provison.* | Next steps :  100% of pupils by end of KS1 can ride a bike.  Target group to access after school club funded  through sports premium.  This supports school Year 5 bikeability progamme.  Woodland / outdoor learning to be accessed by  EYFS and KS1 pupils. Part funded through sports premium. |
| **Key Indicator 5: Increased participation in competitive sport.** | | | | Percentage of total allocation: |
| Intent | Implementation | | Impact | 21% |
| Your school focus should be clear what you want the pupils to know and e able to do and about what they need to earn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated:  3947 | Evidence of impact: what do pupils now know and what can they now do? What has changed? |  |
| Participation in the school’s sports partnership with Colyton Grammar School.  Mr Murnane to coordinate triangular fixtures with other schools.  To take part in the Stockland Cross Country Competition | Children to take part in competition against other schools in the Axe Valley.  Sport teacher to organise 2 fixtures a term after school to compete against 2 other schools.  Children to compete in 4 cross country fixtures across the year. | 3947 | Children more confident when competing in school competition.  Children have experience of participating and competing beyond school setting.  *Fixture list was impacted by Covid in Autumn and Spring. Despite this school have created opportunities for 100% of pupils to access wider opportunities through CGS partnership.*  *100% of pupils accessed sports fixtures either within school day or out of school.*  *50 % of pupils in KS2 participated in 4 country events and then associated finals.*  *School reached Devon finals of girls rounders.*  *Children are keen to participate in events. Ch are celebrated in weekly whole school celebrations and are very positive about participating.*  *The benefits of sport for health as well as building school values are clearly recognised by adults and pupils.* | To remain in CGS partnership.  To continue to develop pupil confidence and skills.    To ensure that data is collated as evidence of impact. |
| **Swimming DATA from 2020/2021** | | | | |
| Meeting national curriculum requirements for swimming and water safety.  What percentage of the 2020/21 cohort swam competently, confidently and proficiently over a distance of at least 25 metres? 96%  What percentage of your 2020/2021 cohort used a range of strokes effectively – for example, front crawl, backstroke and breaststroke? 69%  What percentage of your current year 6 cohort perform safe self-rescue in different water based situations? Still to be confirmed. Data based on pupil voice. Requires water based assessment for full evidence.  Schools can choose to use the Primary 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? Not to date. | | | | |
| 100% children in year 6 swimming 25 metres | Children being able to swim 25 metres by the end of year 6. | Identified pupils to have one teaching to ensure that they achieve statutory 25m swim. | | £600 |
| Sept 2021 17/19 pupils | Achieved | 2 pupils | | 600 |
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| Impact Jul y 2022 : this had high impact both as an outcome for achieving 100% pupils target but also for the impact on the confidence and self esteem of pupils involved.  As a school each year every pupil accesses swimming lessons during the year. During Covid Year 2, 3 and 4 have less developed skills due to lack of experience in school and out of school. 2021 to 22 swimming curriculum has closed the gap for all pupils in swimming.  2022 to 23 Going forwards school will continue to offer universal swimming lessons within curriculum for all pupils. Following the one to one tuition success the sports premium will be used for Year 6 pupils who are not on track to swim 25 metres. It will now also be used for target pupils in Year 3/ 4 and 5 to build confidence and resilience as positive learners. | | | | |
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