

## St Mary's Catholic Primary School Sports PE (Sports Premium) Funding Report: 2022-2023

### 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 2022/23 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 2022/23 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 been completed.

In the 2022/23 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 program across the school.
- Promote PE and Sport for ALL pupils.
- Provide a wide range of sporting opportunities for ALL pupils.
- Release the PE lead for coordination time and meetings/fixtures for the school sports partnership program.
- Release teachers and TAs 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 2021/22	0
Total allocated for 2022/23	£16,000 plus £10 per pupil £1350
Total amount of funding for 2022/2023 to be spent and reported on by 31 <sup>st</sup> July 2023	£17350

--

Academic Year 2022/23	Total Fund Allocated	Date Updated	
--------------------------	----------------------	--------------	--

<b>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</b>	Percentage of total allocation 15%
---	---------------------------------------

Intent	Implementation	Funding allocated:	Impact	
Your school focus should be clear on 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.		Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps.
Pupils should know that daily exercise is good for them and allows them to keep their bodies and their minds healthy.	Through daily interactions with the children, teachers reiterate the importance of keeping them healthy	Hannah costs £197.50 per day. £2765  15%	Children will be able to articulate their targets 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.	Daily mile to continue with each class-based teacher responsible for ensuring that target records are maintained for individual pupils.

<p>Pupils to run at least 6 laps of the track in 10 mins a day.</p> <p>Pupils to participate in physical games at break times and lunchtimes.</p> <p>Year 6 to lead across KS1 at lunchtime in order to increase physical activity.</p> <p>Year 3, 4 and 5 to lead physical activity at lunchtimes. Hannah to lead sports leaders.</p> <p>Whole school audit of individual physical activity for each child.</p> <p>Extra-curricular clubs (superstars and netball) free of charge for children identified as been less active in</p>	<p>by exercising and raising the heart rate.</p> <p>Classes to take part in the daily mile for at least 10 mins a day. Class teachers should make sure each child has a target that they are working towards to improve their performance.</p> <p>Play leader and Year 6 to take part in the sports leader training and from there Playleader 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.</p> <p>Lunchtime staff and teachers at break</p>		<p>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.</p> <p>To give the children more physical activity and to be able to access and create games independently. Hannah to monitor this on a Wednesday to see who is being actively engaged.</p> <p>Children will be able to focus more in the second half of the afternoon</p>	<p>The school could consider an in-year event to raise the profile of this event and as a fundraiser for a worthy cause to link to whole school change-maker goals.</p> <p>Year 5 pupils have already accessed play leader training and had an experience in preparation for 2022 to 23. Lunchtime staff have accessed training with them. Play leader badges purchased by the school.</p> <p>Next step: Mr Murnane to work specifically with play leaders so they plan activities together and evaluate with Mr Murnane successes and improvements to be made. 2 half hour sessions over the week for Mr Murnane to work with the play leaders.</p>
---	--	--	--	--

<p>years 3/4 Superstars and 5/6 netball.</p> <p>On days where there is no PE focus, children to do 5 mins of activity in the afternoon towards their 30 mins of being active.</p>	<p>time to identify children who do not engage with physical games at lunchtime and use the Get Set 4 PE resource to play games with them.</p> <p>Hannah Oxley to do 'Dancersize' on a Wednesday instead of the daily mile for 15 mins.</p> <p>Music system to be put out at lunchtime break for children to make up dances to help physical activity.</p> <p>PE Coordinator to analyse number of children in sports clubs and what physical activity they do outside of school and see where physical activity is lacking and point children towards extra-curricular clubs</p>		<p>session and this will be monitored by the teacher.</p>	<p>Monitor the physical activities and look at a variety of physical activities for the 5-minute session to keep it fresh. Each class to complete a heat map and try to find 5 mins exercise opportunities.</p>
---	--	--	---	---

	that they can take part in.  Go noodle or dance to split a 2 hour session in the afternoon. Go NOODLE in wet plays			
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.	Children are encouraged to by physically active for at least 30 minutes a day and children who are less active will be	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.	To ensure that over the year children access 2 hours of PE per week ( to include swimming ) in the school timetable.

<p>Links to PSHE and our school values ensure that children aim high in PE, have a go.</p> <p>Opportunities within physical education to support children's leadership skills.</p> <p>Up to date PE noticeboard to inspire children.</p>	<p>given the opportunities to attend clubs for free after school to meet the 30 minute a day guidelines for physical activity.</p> <p>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.</p> <p>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.</p>		<p>They will be able to link the school values to PE lessons and articulate why it is important to be physically active.</p> <p>Children will have informal and explicit experience to lead and to develop leadership skills.</p> <p>School Sports Award Gold level to be achieved.</p>	<p>To continue to promote active and purposeful quality physical play.</p> <p>To promote leadership of all and support the whole school application for Unicef Rights Respect Gold Award ( 2022 to 23 )</p> <p>To continue to provide high quality provision and audits to achieve Sports Award 2022 to 23. Continue to work towards the gold award for 2023/24. PE coordinator to look at the objectives to achieve this and weave them into the school.</p>
--	---	--	---	---

	<p>( Baseline audit and measured impact – aim to achieve sports award 2022 )</p> <p>PSHE curriculum and UNICEF rights for children work across school give children, information, aspiration and understanding of ways to keep healthy.</p> <p>Year 6 buddies and play leader programme encourages and develops pupil participation as leaders.</p> <p>Whole school values promotes every child as a leader to engage positively and purposefully with others; seeking ways to problem solve and</p>		<p>Children feel valued and encouraged and inspired to take part in extra PE activities.</p>	
--	--	--	--	--

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.

School to work towards the Sainsbury's School Games Award and HO to lead this ensuring the school meets all requirements.

Ideas on notice board for personal challenge for their reference. Clubs inspiration. Sports



	games values. Inter and intra school competition results and photos.			
<b>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation 4.3%
Intent	Implementation		Impact	
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? 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.	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	Hannah's costing above. 15%	Teacher's more confident delivering PE. Children more skilful and articulate about what they are learning and why.	Staff to complete a staff CPD. PE coordinator to coordinate with Lauren Hunt to plan some bespoke training for staff.  RB to provide CPD to help teachers plan the mixed planning format.  Children will be able to articulate their learning in PE, what they are working on and

<p>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.</p> <p>Improved teaching of tennis across the school.</p>	<p>autumn term to help deliver the gymnastics curriculum. Hannah will also be given time to work on the Get Set 4 PE curriculum marrying the year 2/3 to make sure the Year 2/3 teacher is confident in what she is delivering and when.</p>	<p>Approximate cost £25 an hour. £125 week x 6 weeks £750 4.3%</p>	<p>Improved skills to break down skills and knowledge into small success steps. Improved focus on vocabulary. Children will demonstrated higher levers of skills. Children better able to sue quality vocabulary to describe learning experienced.</p>	<p>their next steps. Children will thrive, engage and make good progress.</p> <p>Get set for PE used by teachers.</p>
<p>Purchase of the GET Set 4 PE curriculum.</p>	<p>Hanna Oxley to work with class teachers in the spring term to deliver the GET SET 4 PE dance curriculum across the whole school.</p> <p>Tennis coach from Seaton Tennis Club to visit the school in the first half of the summer term to help</p>	<p>Three year subscription = £1650 9.5%</p>		

	<p>deliver the Get Set 4 PE tennis curriculum and improve whole class tennis teaching across the school.</p> <p>Get Set 4 PE curriculum to give clear high quality progression of skills and knowledge to enhance QFT of PE Lessons</p>			
<p><b>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation: 41.3%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and next steps:</p>
<p>Participation in the school sports partnership.</p>	<p>Children to experience different</p>	<p>Three year subscription 9%</p>		

<p>Purchase of Get Set 4 PE</p>	<p>sports e.g. volley ball, basketball and handball due to different teaching units. ( resources need to be purchased)</p>	<p>Tennis coach / adult support in clubs £2110.05 12.2%</p>		<p>Get set for PE purchased and used by staff. Long term plan worked out for our mixed age classes with two year rolling programme. Core skills and fundamentals are at the heart of this curriculum.</p>
<p>Tennis coach</p>	<p>Children to have tennis lessons.</p>			
<p>Dance</p>		<p>£2578.88 14.9%</p>		<p>Tennis lessons not given through coaching as Seaton Tennis coach didn't respond to emails.</p>
<p>Woodland/outdoor learning to be accessed by EYFS and KS1 pupils. Part funded through sports premium.</p>	<p>Forest trained adult to provide 1 weekly session for year 1 and 1 day a term for all other classes.</p>	<p>After School club 5.2%</p>	<p>More children taking part in a variety activities</p>	<p>Balancability club did not happen due to lack of staff.</p> <p>Lots of community clubs advertised to parents and children encouraged to go along.</p> <p>Wildcats – girls football Axminster Town AFC Milwey FC Axminster Gymnastics Club Chard Rugby Club Flamingo Pool – swimming lessons Axminster Town CC – Dynamos</p>
<p>100% of pupils by end of KS1 can ride a bike. Target group to access after school club funded</p>	<p>Balancability lunchtime club by those children who were not confident riding a bike by the end of reception.</p>			

through sports premium. This supports school Year 5 bikeability programme.				Seaton Tennis Club
Notice board	Community clubs and exit routes advertised.			
<b>Key Indicator 5: Increased participation in competitive sport.</b>				Percentage of total allocation: 33.1%
Intent	Implementation		Impact	
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? What has changed?	
Participation in the school's sports partnership with Colyton Grammar School.	Children to take part in competition against other schools in the Axe Valley.	£3945 22%	Children more confident when competing in school competition. Children have experience of participating and competing beyond school setting.	Children across KS2 participated in festivals and competitive fixtures through the school games programme.
Mr Murnane to coordinate triangular	Sport teacher to organise 2 fixtures a term after school to			Cross country at Stockland School for our MA runners.

<p>fixtures with other schools?</p> <p>To take part in the Stockland Cross Country Competition.</p> <p>Participation in new fixtures provided by EAST DEVON SSP</p> <p>Reintroduction of intrahouse school sports competitions after each unit of work, .e.g football, tag rugby,</p>	<p>compete against 2 other schools.</p> <p>Children to compete in 4 cross country fixtures across the year.</p>	<p>Supply costs and TA costs £200 1.2%</p> <p>Cost of Coaches and Adults £1724.30 9.9%</p>		<p>Football fixtures arranged for the girls.</p>
---	---	--	--	--

**Swimming DATA from 2022/2023- Cost = £1080 6%**

Meeting national curriculum requirements for swimming and water safety.

What percentage of the 2022/23 cohort swam competently, confidently and proficiently over a distance of at least 25 metres? 100%

What percentage of your 2022/23 cohort used a range of strokes effectively – for example, front crawl, backstroke and breaststroke? 100%

What percentage of your current year 6 cohort perform safe self-rescue in different water based situations? 88% To improve this going forward, any child who is not able to swim 25m by the end of their year 5 swimming lessons, will be given one to one lessons until they

can swim 25m so then in Year 6 the children can refine their strokes and learn to perform safe self-rescue in different water based situations.

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? No, it was used to help 2 children in last year's year 6 cohort to swim at least the 25 metres using different strokes.

Funding Allocated £20 a week , 24 weeks = £480

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 2022 100% 17 pupils			600
			Next step is to identify children in year 6 who will need support. But also to focus on the year 1 children. Trying to get them all to swim independently by the end of year one.

Impact July 2023: July 2023 100% children could swim 25m using at least two strokes. 90% or children can swim using the three strokes.

100% of children. 100% of children can tread water for 30 seconds, do a star float on their back, turn over and climb out unaided.