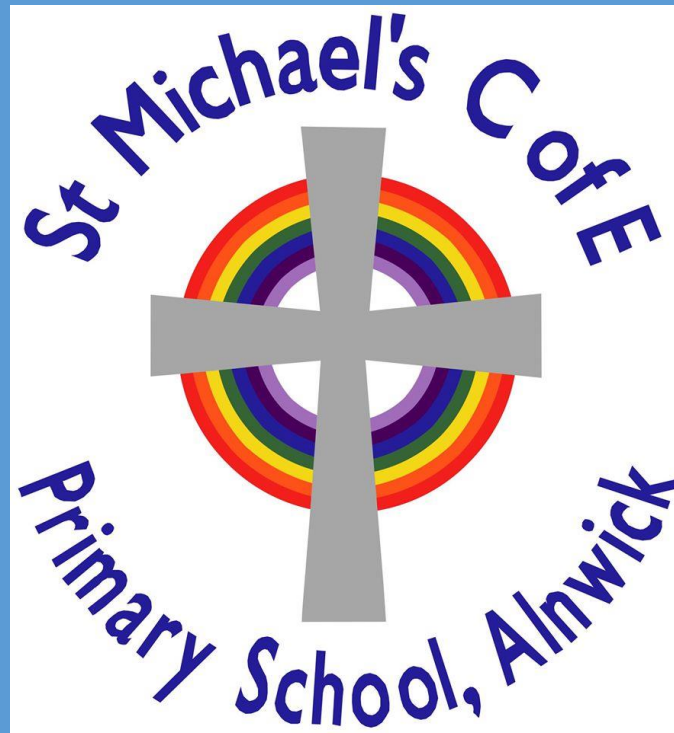


ST MICHAEL'S CE PRIMARY SCHOOL
PE AND SPORT PREMIUM
IMPACT 2021 - 2022



At St Michael's CE Primary School, we have split the funding into three key areas for consideration: Physical Education, Healthy Lifestyles Awareness and Competitive Sport. We intend to spend our Physical Education and Sport Premium grant, £16,980 and any money carried over from the previous academic year on the following which will boost our existing Physical Education and sporting provisions:

Physical Education		Raising standards of all our children in Physical Education.		
Objectives, Rationale & Evidence	Intention	Implementation	Impact	Cost
To ensure confidence in teaching and assessing in PE is developed and is consistent across the school.	<p>Planning documents and schemes of work (SOW) to be utilised by staff throughout school.</p> <p>Improve confidence and ensure high quality teaching throughout subject by support of external specialists.</p> <p>Staff CPD to focus on development areas identified in the staff audit and through observations by PE lead and Headteacher.</p> <p>Staff meeting time dedicated to improve confidence and consistency of teaching PE.</p>	<ol style="list-style-type: none"> 1. Planning documents and SOW (RISING STARS – 2-year cycle) to be accessible to all staff alongside encouragement of staff to utilise subject knowledge of the PE specialist. 2. External coaches (NUFC) utilised to provide children with expert subject knowledge but simultaneously work alongside staff to provide targeted CPD to improve confidence amongst staff and ensure high quality lesson delivery. 3. Pupils to complete an audit in Summer Term to identify areas of strengths and development and again to compare results/monitor progress. 	<ol style="list-style-type: none"> 1. 100% of teaching staff said they benefitted from a high quality and easily accessible scheme for PE and being observed and given constructive feedback. As a result, monitoring saw an improvement in sequencing of lessons and effective use of time. 2. Team-teaching opportunities related to football, handball and multi-skills supported staff confidence and understanding. More staff felt they could teach PE more independently. Looking forward, further CPD will be arranged to continue to improve staff subject knowledge. 3. Pupil audit revealed areas of strengths surrounded team games and the main areas for development were gymnastics, dance and tennis. This will impact actions for next year. 	£7,800

		4. CPD and staff meeting time dedicated to addressing developmental areas identified through staff audit analysis. Termly meetings to focus on PE and ensure standards and profile of subject remain high.	4. Improved staff confidence and competency resulted in most staff quantifying their confidence in PE at 7 or above. Majority of staff believed that CPD and planning resources provided by PE Coordinator and external coaches has helped their confidence and delivery of the subject.	
To offer children a diverse and wide PE curriculum.	A curriculum designed to engage all children and build upon feedback received from the previous year.	<ol style="list-style-type: none"> 1. Revamped PE curriculum (following RISING STARS) shared and discussed during staff meetings with all staff. Methods of teaching using a variety of approaches (Sport and Fitness) will be demonstrated and evaluated in an effort to engage all children. 2. Curriculum will be restructured to enable meaningful progressions and allow for opportunities of skill development and application throughout the school following feedback from parental questionnaires: <i>"Improve PE and Sport in school"</i>. 3. Improve and replenish resources and sports equipment to enhance engagement in PE lessons and extra-curricular activities. 	<ol style="list-style-type: none"> 1. Most children are now keen to participate in healthy activities during their free time, whilst the older children have improved their communication skills through competing against each other. 2. All children were able to identify skills, which had been covered in subsequent years/terms, because of a well-planned and progressive curriculum. 3. Observations of and discussions with pupils showed examples such as, <i>"We have lots of equipment for PE so it helps us to practice our skills to help us improve"</i>. By discussing with the 	£3,200

			<p>Sports Captains and Play Leaders, it ensures that changes are made with the children at the centre, thus ensuring that the equipment has facilitated their development. By replenishing and updating our equipment, every child can access high quality PE delivery both in lessons and through extra-curricular opportunities.</p>	
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Healthy Lifestyle Awareness		Ensuring all our children have access to regular exercise		
Objectives, Rationale & Evidence	Intention	Implementation	Impact	Cost
<p>To increase physical activity levels of all children.</p>	<p>Increase number of children participating in physical activity and have access to active playtimes and extra-curricular clubs.</p> <p>Introduction of a Forest School environment to allow children to develop their motor, fundamental and social skills.</p>	<p>1. Sports Captains to be appointed from KS2. Children to undergo training within school to allow them to run active clubs during playtimes.</p> <p>Sports Captains and Play Leaders to maintain a high profile of PE and well-being by supporting within lessons and utilising purpose-bought equipment to ensure active break and lunchtimes amongst all children.</p>	<p>1. All teaching staff are noticing that children are “<i>more alert during lessons</i>” and can “<i>concentrate for sustained periods of time</i>” due to an increase in physical activity levels as a result of dedicating areas and placing greater focus on not only children being active, but keeping fit and healthy.</p> <p>100% of Sports Captains stated that their confidence and social skills have improved whilst fulfilling their role.</p>	<p>£5,100</p>

		<p>2. Regular active extra-curricular clubs offered to all children Year R to Year 6.</p> <p>3. Playground perimeter fence to be altered and opened up to the adjoining school field to allow for creation of Forest School environment.</p> <p>A member of staff to undergo training to allow for facilitation of sessions for EYFS and KS1 children. Trained staff member can then provide in-house CPD to other staff members to upskill them.</p> <p>4. Year 6 children given the opportunity to participate in an</p>	<p>2. A larger percentage of children have attended extra-curricular clubs provided by both staff and external coaches, where specialist knowledge is required. An improvement in this area was noted whilst gathering parental feedback, with one parent stating that <i>"it is great to see the active clubs back on the menu for the children after COVID."</i></p> <p>3. Current impact of establishing a Forest School environment having a positive impact on physical and mental well-being for children particularly in EYFS and KS1. <i>"I love going to Forest school and being outside."</i></p>	
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		outdoor / adventurous activity day at Whickham Thorns.	4. All children were offered the opportunity to attend the visit, regardless of cost.	
To continue to improve the understanding of links between health and well-being and fitness.	Improve children's health and well-being through discrete and incidental teaching opportunities, positively influencing whole-school improvement.	<p>1. Children across all Key Stages to be exposed to regular teaching of theoretical aspects of PE, including healthy eating and healthy lifestyles, why we exercise, which muscles we are using during exercise etc.</p> <p>Science topics to be based around understanding the human body and health and fitness. Resources to support the development on of this, including stopwatches, pedometers, cue cards etc.</p> <p>Both staff and children to understand in more depth the positive relationship between physical activity and health benefits and how this may affect children's development.</p>	<p>1. Children to continue to develop a greater understanding of health and active lifestyles, which can influence choices in later life. All children are able to identify healthy choices and can highlight the impact they have on their body. Out of the Sports Captains, 100% said they felt more confident and able in developing sessions that not only promote physical well-being but also mental and social well-being.</p> <p>The fitness sessions in PE have been positive. Children have commented <i>"I enjoy the chance to do a range of activities to keep fit – not just football."</i></p>	

Competitive School Sport	Ensuring all our children have access to regular exercise			
Objectives, Rationale & Evidence	Intention	Implementation	Impact	Cost

<p>To offer a wide range of sport opportunities for all children.</p>	<p>An increase in children participating in extra-curricular clubs (provided by school or externally).</p> <p>For every child, from Year 1 – Year 6, to participate in sporting activities within school.</p> <p>Improved percentage of children competing in sports.</p>	<ol style="list-style-type: none"> 1. Staffing/Transport provided to enable pupils to participate in inter-school sports festivals and competitions. 2. Introduction of wider sports to all children to develop new interests with links to external clubs; e.g. NUFC. 3. Specific theme days and weeks (<i>Sports Day</i>) to provide children with opportunities to compete within intra-school competitions. <p>Variety of external providers visiting school to provide children with a change to experience a range of ‘taster’ sports, with the aim to promote wider experiences and a love for physical activity amongst all.</p>	<ol style="list-style-type: none"> 1. Participation within Local Authority competitions was restricted due to COVID-19 procedures. 2. Children have been eager to participate and learn new skills through the introduction of wider sports. External providers (NUFC) have been encouraged to circulate information regarding external sporting provisions in an effort to increase participation of clubs outside of school. 3. 100% of children across Year 1 to Year 6 to experience and take part in a sport. Children benefitted from taking part in lessons that are more active and break/lunchtimes that are also more active. This allowed all children to develop their teamwork and leadership, communication and problem-solving skills whilst expressing themselves as independent and effective learners. EYFS members of staff noted, “<i>children are really getting involved and love being active</i>”. 	<p>£880</p>
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Our initial targets are to continue to further ensure sufficient subject knowledge amongst staff, further promote healthy lifestyles and to increase the participation rates of all children in competitive opportunities.

Swimming

All schools must provide swimming instruction in either Key Stage 1 or Key Stage 2.

In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres;
- Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke); and
- Perform safe self-rescue in different water-based situations.

St Michael's CE Primary School currently offer swimming instruction for all children in Year 3-6. The children attend a local swimming pool once a week during the academic year. Following COVID we have decided to offer swimming to Year 5/6 as well as the traditional time in Year 3/4. We use qualified swimming instructors follow guidelines set out by the Local Authority teach children. As most of our children do not have access to swimming lessons, in addition to those provided by the school, the Senior Leadership Team are working with the Local Authority to ensure we have the best programme available to meet the needs of our children.

Currently, in our Year 6 cohort (2021/22):

	Percentage of Year 6 children
Swim competently, confidently and proficiently over a distance of at least 25 metres.	71%
Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).	71%
Perform safe self-rescue in different water-based situations.	77%