



Evidencing the Impact of the Primary PE & Sport Premium



ST MARY'S
CATHOLIC PRIMARY SCHOOL

2020-21 Academic Year

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development:

Key achievements to date until July 2020	Areas for further improvement and baseline
<ul style="list-style-type: none"> • All classes receive 2 hours of PE each week and have a number of other opportunities to be active during the day. • School Games Silver Mark achieved. • Children continue to enjoy and look forward to PE lessons and their leaderships skills have improved. • Attended numerous competitions throughout the year in a wide range of sports. (Was cut short due to COVID) • Sports Crew proactive in developing and leading range of competitive opportunities for all children. • Specialist teacher for Gymnastics. 	<ul style="list-style-type: none"> • Increased daily activity including daily mile, yoga, and Wake up, Shake up sessions. • Offer a wide ranging and well attended After School activities. • Develop the use of P.E Passport throughout the Whole School to enable staff to become confident both teaching and assessing children confidently. • New equipment for EYFS to develop fine and gross motor development. • Develop a bespoke program for our EYFS and Yr1 children to improve their proprioception, cross laterality, fine and gross motor control. • Links with other schools and clubs to further broaden experiences for pupils. • Purchase of additional outdoor equipment for EYFS and KS1. • Increase the range of sports the pupil's experience. • Develop a range of sporting festivals to ensure all children from R – Y6 have opportunities to participate in sporting events out of school. • Employ a P.E specialist to work alongside staff to develop confidence, knowledge and skills.

Meeting national curriculum requirements for swimming and water safety	%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	76%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	76%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	76%

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
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Are you carrying forward an underspend from the 2019-20 academic year? YES

If **YES**, you must complete the following section.

If **NO**, the following section is not applicable to you.

Academic Year 2019-20	Total fund carried over: £	11,826	Date updated:	
What Key Indicator(s) are you going to focus on? Increased confidence, knowledge and skills of all staff in teaching PE and sport. The profile of PESSPA being raised across the school as a tool for whole school improvement				Total Carry Over Funding: 100%
Intent	Implementation		Impact	
Your school focus should be clear how you want to impact on your pupils:	Make sure your actions to achieve are linked to your intentions:	Carry over funding allocated:	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils' re-engagement with school. What has changed?	Sustainability and suggested next step and how does this link with the key indicators on which you are focussing this academic year?
Develop a bespoke program for our EYFS and Yr1 children to improve their proprioception, cross laterality, fine and gross motor control.	Work closely with the PE specialist and EYFS lead to Write our own program concentrating on the children's Physical development through Physical activity. New equipment for EYFS to	Equipment £2500	Children have improved core stability, balance and coordination and as a result are ready to write.	Review and revise programme to recognise strengths and areas of development to have an even bigger impact.

To improve the staff confidence and self- esteem when delivering PE lessons.	develop fine and gross motor development. Staff work alongside sports specialist to enhance their knowledge and delivery of Physical activity.	P.E Specialist £9326	Staff have become more confident and have used support from the P.E specialist and NPCAT to deliver some sessions to build on their own skills.	To continue to work alongside NPCAT and P.E coordinator to recognise staff's individual strengths and weaknesses and deliver CPD.
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Action Plan and Budget Tracking Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year 2020-21	Total fund allocated: £	17,490	Date updated:	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
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:

<p>Playground Leaders training (YR5)</p> <p>Year 5 children to deliver lunchtime activities.</p> <p>Offer a wide ranging and well attended After School activities.</p> <p>Increased daily activity</p>	<p>Sports coach to deliver Sports Leaders UK training to allow a select group of Year 5 children to achieve the Young Leaders Award.</p> <p>Alongside the Sports coach, the Playground Leaders will timetable 20 minutes of activities for each year group throughout the week.</p> <p>Continue the high uptake and attendance at lunch time and after-school clubs to improve behaviour and attendance. Timetables for extended school clubs, including attendance registers.</p> <p>Staff to ensure that children take part in an additional 30 minutes of daily physical activity which can include the daily mile, yoga, and Wake up, Shake up sessions.</p>	<p>NPCAT Sport contribution £7008</p> <p>Equipment £4660</p>	<p>Children's behaviour and attitude has improved as a result of increased daily activity.</p> <p>Children have been able to develop their core skills, including communication, problem solving, team work, perseverance and resilience.</p> <p>Staff continue to encourage children to partake in all activities and children's confidence and self-esteem continues to develop.</p> <p>Increase in the number of children engaging in lunch time / after school activities.</p>	<p>Clubs will continue through the year and more opportunities for playground Leaders to help deliver lunchtime and after school activities (Post COVID)</p> <p>Continue to promote leadership opportunities and raise activity levels for all children.</p>
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Partnership with NPCAT Sport to increase the involvement in festivals and events.	Competitions throughout the year including a wide range of sports.			
Detailed coverage and planning of a broad range of sport/games taught throughout the school and in each year group.	Use of sports specialist to coach skills in PE lessons throughout school, alongside PE Passport.			
Sports Equipment. – Monitor the use of equipment to see if it needs replacing.	Teachers have been asked to monitor the equipment they need for the area of the curriculum they are covering. If more equipment is needed, then it will be replenished.			

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	
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:

<p>Develop an inclusive curriculum catering for all learners, ensuring that planning and assessment is up to date.</p> <p>Develop a positive relationship to physical health, activity and personal wellbeing.</p> <p>Continue to measure the impact of all lessons, resources and equipment.</p>	<p>Enhanced quality of teaching, which allows all children to make progress.</p> <p>Staff work alongside PE Passport and the PE specialist to develop a curriculum bespoke to our individual school, catering for the individual needs of our children, including our nurture group.</p> <p>Improve the planning and delivery of PE and Sports throughout the whole school.</p> <p>Pupils have access to a wide range of sports through the purchase of new equipment.</p> <p>To ensure that staff and children are using our school values and drivers within lessons.</p> <p>Monitor the impact on children's learning.</p>	<p>NPCAT Sport contribution (Please see above)</p>	<p>Raised levels of children's achievements and enjoyment in PE lessons.</p> <p>Improved levels of physical fitness, stamina and promotion of healthy, active lifestyles.</p> <p>Children are self-motivated to want to take part in being physically active.</p>	<p>Continue to raise staff awareness of SEND and G&T children, directing them towards further opportunities to enhance their skills and performance</p> <p>Revive P.E display, highlighting key skills and signposting for local community.</p> <p>Regularly promote P.E, featuring match reports and competition results on the school website/newsletter.</p> <p>Use playground leaders to celebrate all abilities using School Games badges each week, focussing on less active children.</p>
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	Ensure that all equipment is safe and easily accessible.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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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 to deliver lessons with high expectations in order to motivate and challenge children, responding to their strengths and needs. Develop the use of P.E Passport throughout the Whole School to enable staff to become confident both teaching and assessing children confidently.	Regular CPD, staff meetings and observations. Regular staff meetings to clarify and hurdles staff may be experiencing with PE Passport. Use of ICT to develop the	NPCAT Sport contribution (Please see above)	Staff have become more confident and have used support from the P.E specialist and NPCAT to deliver some sessions to build on their own skills. Use of P.E Passport has enabled staff to deliver a sequence of lessons building upon children's strengths.	To continue to work alongside NPCAT and P.E coordinator to recognise staff's individual strengths and weaknesses and deliver CPD. School to attend a full calendar of competitions (to COVID closure) throughout the year including a

<p>Partnership with NPCAT Sport to increase the involvement in festivals and events.</p>	<p>use of the self-assessment with PE Passport to allow children to evaluate their own and peer learning.</p> <p>Provide children with the opportunity to develop their understanding of competition, including fair play, sportsmanship, teamwork, passion, dedication and playing within the rules.</p>			<p>wide range of sports.</p> <p>Children to use self-assessment tool on PE Passport to allow children to evaluate their own learning.</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">%</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 consolidate 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 suggested next steps:</p>
<p>Ensure that children are participating in 2 hours+ physical education per week</p>	<p>Hall timetable continues to be in place.</p>	<p>Equipment (Please see above)</p>	<p>As a Result of all children partaking in 2 hours of P.E, alongside lunchtime clubs and After school clubs, children's</p>	<p>Post COVID - Grow links with outside organisations and clubs.</p>

<p>Offer a range of sports that children are unable to access outside of school.</p> <p>Offer and deliver a range of Lunchtime and After School clubs considering the interests of the children.</p> <p>Raising attainment in Swimming.</p> <p>Increase school-community links with outside agencies.</p> <p>Develop children's leadership and management skills through active lunchtimes and playtimes.</p>	<p>Ensure children develop an understanding that other children may face due to their disabilities: Delivery of blind football.</p> <p>Conduct a questionnaire to establish which sports children are interested in.</p> <p>Year 6 to attend top up swimming lessons to ensure that all children can swim at least 25 metres.</p> <p>Establish a link with Grange town Boys Club to allow children to access their facilities.</p> <p>Encourage children to join different clubs for new experiences, signposting to clubs.</p> <p>Year 5 Sports Leaders to deliver activities during break and lunchtimes.</p>		<p>physical health, stamina, confidence and self esteem have risen.</p> <p>All Year 6 children had the opportunity to attend swimming lessons.</p>	<p>A large range of sporting activities are available and new sports have been introduced as taster sessions (e.g. Judo, table tennis).</p> <p>Continue to offer a range of sports for children from Nursery- Y6</p> <p>Continue to grow links with outside organisations and clubs.</p> <p>Top up swimming lessons for children in Year 6.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
Partnership with NPCAT Sport to increase the involvement in festivals and events. Run Gifted and Talented sports clubs continues to run on a weekly basis.	Attend a full calendar of competitions throughout the year (Covid depending). Sports Specialist to identify and deliver a weekly Lunchtime session to children who have shown ability beyond their age expectancy. Sports coach to signpost Gifted and Talented children to outside agencies to further their skills and participation in competitive port.	NPCAT Sport contribution (Please see above)	Children recognise the collective team ethos of being identifiable as part of their house. All children from Reception to Year 6 have had the opportunity to compete within inter house competitions.	Continue to use PE Passport as a tracking system to track participation of all children, throughout the school ensuring that they are all given the opportunity to attend competitions. Increase B team competitions to help build confidence. Arrange additional competitive opportunities with other schools in our Trust.
Increased participation in Level 1 competitions using our house	Half termly inter house competitions to take place			

<p>system.</p> <p>Provide further sporting competitions for all children from R – Y6 (Particularly EYFS and KS1) to participate in sporting events outside of school.</p>	<p>within each Year group's P.E lesson.</p> <p>To cover a range of sports to allow a broad and balanced coverage of skills.</p> <p>Develop a range of sporting festivals with other schools within our Trust.</p>			
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PE Lead:		Stacey Burke
Date:		16.07.21
Headteacher:		Anna McClurey
Date:		16.07.21
Link Governor:		Simon Carey
Date:		16.07.21