



Primary PE & Sport Premium Action Plan



ST MARY'S
CATHOLIC PRIMARY SCHOOL

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your

2021-22 Academic Year

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 2021	Areas for further improvement and baseline for 2021-22
<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 (Active phonics, Active maths) • Children continue to enjoy and look forward to PE lessons and their leadership skills have improved. • P.E Passport has been embedded and used by all staff members, including teaching assistants. Staff use P.E Passport for lesson planning and are beginning to use it to assess the children. • Children's use and understanding of Tier 3 vocabulary has improved dramatically through the implementation of our school drivers (knowledge, curious, articulate, aspire and love) alongside opportunities to retrieve substantive knowledge every lesson building on prior knowledge. • Excellent participation in Live workouts during school closures to engage children and families in physical activity. 	<ul style="list-style-type: none"> • Timetable a wide range of extra-curricular activities, providing all year groups with the opportunity to attend an after-school club. • Continue to develop and embed the use of Assessment within P.E Passport. • Utilise other features of P.E Passport, including timetabling and monitoring of breakfast, lunch and after school clubs. • Continue to utilise the Sports apprentice to deliver interventions throughout the school focusing on physical development, inactivity, team work/team building skills, behavioural issues and specific skills. • Raise the profile of Physical Activity across School through the use of active Breakfast and lunch time clubs. • Continue to develop and embed a bespoke program for our EYFS children to improve their proprioception, cross laterality, fine and gross motor control. • Form links with other schools and clubs to further broaden experiences for pupils. • Develop a range of sporting festivals to ensure all children from R – Y6 have opportunities to participate in sporting events out of school. • Continue to develop and embed the use of Sports Leaders on a lunch time to deliver activities, including personal challenges, to all year groups.

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?	100%
What percentage of your current Year 6 cohort use 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?	100%
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?	Yes/No

Are you carrying forward an underspend from the 2020-21 academic year? YES/NO * (Delete as applicable)

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

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

Academic Year 2021-22		Total fund carried over: £	5527	Date updated: 21.10.21	
What Key Indicator(s) are you going to focus on? The engagement of all pupils in regular physical activity 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?:
Further development of equipment for curriculum delivery.	Ensure sustainability in the development of high quality physical education and sport.	£3500	Additional P.E equipment has been purchased to provide a broader range of P.E experiences for the children. As a result of new equipment, the children's attitudes towards P.E has improved and it has enhanced the		Monitor next year's budget and assess needs in equipment.

<p>Continue to develop the physical development, core stability and cross laterality of children in Reception and KS1.</p>	<p>Equipment</p>	<p>£2027</p>	<p>quality of teaching, which allows all children to make progress.</p> <p>Within our EYFS setting, children are challenged daily to develop their fundamental skills to allow them to become ready to write. This year, we carefully planned the development of these skills into our P.E lessons allowing children to embed them before progressing onto manipulative skills in KS1.</p> <p>As a result of this carefully planned sequence of learning, the children have fully developed their motor skills and are ready to write earlier than previous years. In addition to this, we currently have more children on track for writing compared to previous years.</p>	<p>Continue to review and revise programme to recognise strengths and areas of development to have an even bigger impact.</p>
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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.

<p>Academic Year 2021-22</p>	<p>Total fund allocated: £</p>	<p>17490</p>	<p>Date updated: 21.10.21</p>	
<p>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</p>				<p>Percentage of total allocation:</p> <p>11%</p>
<p>Intent</p>	<p>Implementation</p>	<p>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:	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>Sports Leaders to take part in Leaders training.</p> <p>Sports Leaders Badges</p> <p>Sports Leaders to deliver lunchtime activities, including personal challenge, to all year groups.</p> <p>Further development of outdoor equipment to enhance lunch time and breakfast club activities.</p> <p>Offer a wide ranging and well attended After School activities for R – Y6</p> <p>Urban Kaos (KS2)</p> <p>Ensure all children have the</p>	<p>PE lead to deliver Sports Leaders UK training to allow the Sports Leaders to achieve the Young Leaders Award.</p> <p>Sports Leaders will timetable 30 minutes of activities (during lunchtimes) for each year group throughout the week.</p> <p>Sports Leaders to be trained and deliver activities, including personal challenges, to all year groups</p> <p>Continue the high uptake and attendance at After-school clubs.</p> <p>Timetables for extended school clubs, including use of P.E Passport to record attendance.</p> <p>£40 per session x 36 weeks</p> <p>Active lessons including</p>	<p>£1960</p> <p>£100</p> <p>£20</p> <p>£400</p> <p>£1440</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>As a result of taster sessions delivered by the NPCAT sports specialist we have seen an increase in the number of children engaging in lunch time / after school activities.</p> <p>Children's behaviour and attitude has improved as a result of increased daily activity.</p> <p>As a Result of all children partaking in 2 hours of P.E, alongside lunchtime clubs and After school clubs, children's physical health, stamina, confidence and self esteem have risen.</p>	<p>A range of clubs for year groups 1 - 6 will continue through the year and more opportunities for playground Leaders to help deliver lunchtime will be developed.</p> <p>Continue to promote leadership opportunities and raise activity levels for all children.</p> <p>Utilise other features of P.E Passport, including timetabling and monitoring of breakfast, lunch and after school clubs.</p>

<p>opportunity to increased daily activity.</p> <p>Continue to use P.E passport to deliver and teach a range of sports/games throughout the school and in each year group building upon prior knowledge.</p> <p>Achieve Bronze in NPCAT Trust Mark.</p> <p>Continue to raise the profile of physical education and sport at a local, regional and national level.</p>	<p>phonics, maths, English. Wake up, Shake up sessions.</p> <p>Children to receive 2 hours of high-quality Physical education per week.</p>			
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				45%
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: £7,800	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Develop an inclusive curriculum catering for all learners, ensuring that planning and assessment is up to date.	Enhanced quality of teaching, showing differentiation, allowing all children to make progress.		Our carefully planned Long Term plan has allowed us to plan and deliver a bespoke curriculum for our nurture group, allowing all children to make	Continue to utilise the Sports coach to deliver interventions throughout the school focusing on

<p>Develop a positive relationship to physical health, activity and personal wellbeing.</p>	<p>Staff and P.E lead to develop a curriculum bespoke to our individual school, catering for the individual needs of our children, including our nurture group.</p> <p>Pupils have access to a wide range of sports through the purchase of new equipment.</p>		<p>progress.</p> <p>NPCAT School Sports Coach has been used to deliver interventions throughout the school. Using the RAG rating, children have been identified to work with the coach to improve their confidence and competence when working within the main body of the class.</p>	<p>physical development, inactivity, team work/team building skills, behavioural issues and specific skills.</p>
			<p>Improved levels of physical fitness, stamina and promotion of healthy, active lifestyles.</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>Partnership with NPCAT Sport</p>	<p>All staff to wear and promote P.E through a Staff P.E kit.</p> <p>Children to wear school strip and hoodies on sporting events.</p>	<p>£1400</p> <p>£400</p>	<p>Children are self-motivated to want to take part in being physically active.</p> <p>Active breakfast clubs have been established</p>	<p>Use playground leaders to celebrate all abilities using School Games badges each week, focussing on less active children.</p>
<p>All children to take part in NPCAT competitions and festivals, including G & T and SEND.</p>	<p>Staff and PE lead to continue to work with PE specialist (NPCAT) for teaching, learning, and CPD.</p>	<p>£4000</p>		
	<p>Transport – Sharing with other NPCAT schools (St Margaret’s and St Gabriels.)</p>	<p>£1000 coaches</p> <p>£1000 minibuses</p>		
<p>Further develop the use of sports crew</p>	<p>Introduce Sports Superstar of the week for each year group.</p>			

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14%
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: £2500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continue to develop staff's confidence when using P.E Passport for the curriculum planning and delivery.	Staff work alongside P.E passport, PE lead and PE specialist (NPCAT) to improve the delivery of PE and Sports throughout the whole school. To ensure that staff and children are using our school values and drivers within lessons. Ensure that all staff have IPADS to access PE Passport and for chn to input self assessment.	Included in NPCAT contribution (See above) £2500	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. Use of power points to review previous learning has allowed staff to embed previous learning. This deliberate practice has allowed pupils to remember and retrieve substantive knowledge and use their disciplinary knowledge to explain and articulate what they know. Purchase of class IPADs allows all classes access to PE passport for the delivery of high quality teaching, assessment and	Continue to develop the use of power points to review and retrieve previous learning. 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 (where appropriate) throughout the year including a wide range of sports. Children to use
Develop the use of P.E Passport throughout the Whole School to	Regular staff meetings to clarify and hurdles staff			

<p>enable staff to become confident in assessing children.</p> <p>Staff to receive CPD to help deliver P.E curriculum and the use of PE Passport.</p>	<p>may be experiencing with PE Passport.</p> <p>CPD and individual support for teachers to become familiar with the assessment tool, recognising the children's next steps.</p> <p>Use of ICT to develop the use of the self-assessment with PE Passport to allow children to evaluate their own and peer learning.</p> <p>PE lead to send out staff audit to highlight any areas of support needed.</p>		<p>self assessment from children.</p> <p>Regular CPD sessions delivered by the NPCAT sport strategic lead has developed staffs confidence in delivering quality first teaching and the use of PE Passport for assessment.</p>	<p>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>7%</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>£1230</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>

Children have the opportunity to become more aware of disabilities.	e.g Judo, lacrosse, blind football. Delivery of Blind football during Sports Week	£130		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				23%
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: £4000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children given the opportunity to take part in inter house / year group competitions.	Provide children with the opportunity to develop their understanding of competition, including fair play, sportsmanship, teamwork, passion, dedication and playing within the rules. Half term inter house competitions to take place within each Year group's P.E lesson. To cover a range of sports	Included in NPCAT contribution (See above) £4000	All staff facilitated inter house competitions at the end of each unit allowing all children the opportunity to partake in competition. Children recognise the collective team ethos of being identifiable as part of their house.	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. Continue to compete in a range of sporting festivals. Use of Grangetown Boys Club to run our Inter house competitions to raise the profile of PE across the

<p>Partnership with NPCAT Sport to increase the involvement in festivals and events.</p> <p>Provide further sporting competitions for all children from R – Y6 (Particularly EYFS, KS1 and SEND) to participate in sporting events outside of school.</p>	<p>to allow a broad and balanced coverage of skills.</p> <p>Attend a full calendar of competitions throughout the year.</p> <p>Develop a range of sporting festivals with other schools within our Trust, including SEND.</p>	<p>Transport (See above)</p>		<p>school and develop local links.</p> <p>Develop a range of sporting festivals to ensure all children from R – Y6 have opportunities to participate in sporting events out of school.</p>
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PE Lead:		Mrs Stacey Burke
Date:		20.07.20222
Headteacher:		Mrs Anna McClurey
Date:		21.07.2022
Link Governor:		Mr Simon Carey
Date:		21.07.2022