

## St Michael's CE (A) Primary School



*'For I know the plans I have for you .... plans to give you hope and a future.'* Jeremiah 29 verse 11

### **PE AND SPORT PREMIUM 2022- 2023**



**Vision for PE and School Sport:** All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

**School Games Motto** *"Reach for the Stars"*

## **FUNDING**

<b>Sports Premium Allocation for the Academic Year 2022 - 2023</b>		<b>£17,750</b>
<b>Expenditure</b>		
<b>Cost</b>	<b>Academic Year – September 2022 – August 2023</b>	<b>Amount</b>
1	Soccer 2000 – lunchtime physical activity	£10,530
2	Soccer 2000 – Specialist PPA cover 1 and a half days a week	£8,745
3	Appointment of PE Specialist for extra-curricular clubs (CR) 1hrs x 17 new sport	£1,938
4	Additional swimming £110 x 38weeks + £2500 x 3 terms (half)	£5,840
5	Resources for playtime equipment	£500
6	PE Lead release time to monitor PE provision (4 days)	£840
7	ConnectEd (part cost for school membership)	£500
<b>Total Expenditure</b>		<b>£28,893</b>
<b>Additional cost to budget</b>		<b>£11,143</b>

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

Commissioned by the  
Department for Education

Created by





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on ‘**whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school**’.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

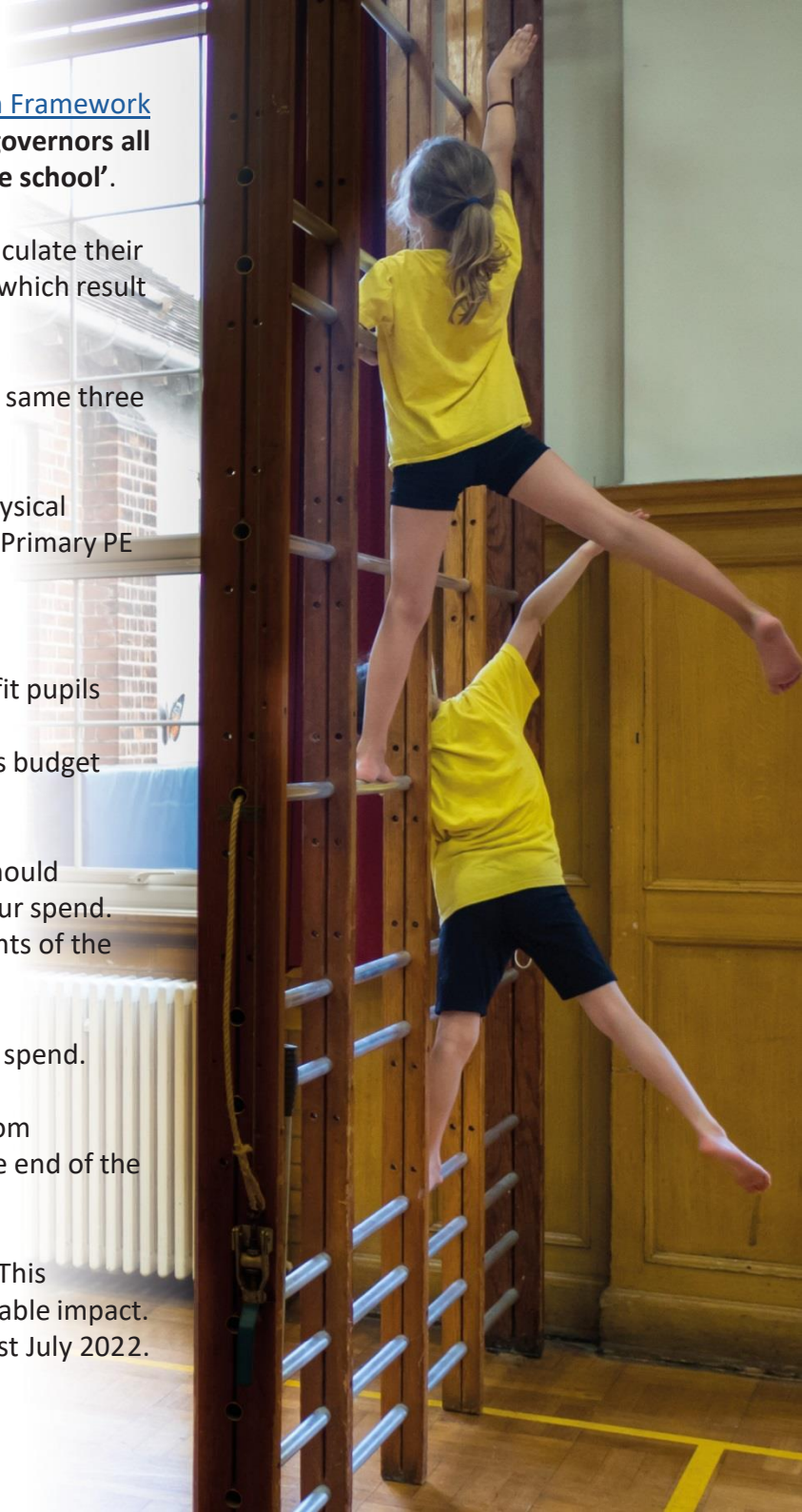
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2022** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2022. To see an example of how to complete the table please click [HERE](#).



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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Gold School Games Mark</li> <li>• All year groups given the opportunity to take part in extra-curricular clubs</li> <li>• Two year groups taken part in swimming every week for a whole year- 86% swim 25m or more</li> <li>• Leadership well-being ambassadors and Sports' Captains</li> <li>• Lesson monitoring at least good</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop provision for extra-curricular activities focusing on those who are least active- girls football team</li> <li>• Retain Gold School Games Mark</li> <li>• Develop role of well-being ambassadors further and train new</li> <li>• Promote healthy eating across the school for both pupils and parents</li> <li>• Swimming lessons for children with SEMH needs</li> <li>• Residential visits for all year groups</li> </ul>

Did you carry forward an underspend from 2020-21 academic year into the current academic year? NO

**Total amount carried forward from 2020/2021      £0**

**+ Total amount for this academic year 2022/2023    £17,750**

**= Total to be spent by 31st July 2023                      £17,750**

Meeting national curriculum requirements for swimming and water safety.	70%
N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts. <b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</b>	
What percentage of your current Year 3 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	90%
What percentage of your current Year 3 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above.	70%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	Change in cohort since swimming offered
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes for The Ark children

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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: 2022/23		Total fund allocated: £17,750		Date Updated: 25 <sup>th</sup> July 2023	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					
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:					
To develop opportunities within the school day and through extra-curricular activities to promote a healthy and active lifestyle		Soccer 2000 lunchtime clubs for all pupils		1,5	
				Soccer 2000 lead a range of lunchtime activities and clubs for all year groups. Zones have been set up so that a rota of activities are available to different classes. Intra house competitions have been run at various points throughout the year for all classes. Data about participation has been used to allocate activities	
		Purchase new lunchtime equipment based on needs of pupils		5	
				New equipment has been bought to support the zones: a new trim trial and games zone	
		<ul style="list-style-type: none"><li>• Promote healthy life-styles</li><li>• Identify least active groups</li><li>• Survey</li><li>• Parent workshops established</li><li>• Well-being ambassadors-continue to lead</li><li>• Monitor use of zones at lunchtime</li><li>• Audit of resources and purchase as required</li></ul>			

	Identification of least active groups and plan and target identified groups for extra-curricular activities (CR). Girls football club and team in KS2 and SEND. Consider waiting lists	3,5	KS2 girls football club set up which is timetabled each week The Ark (SEND) – soccer 2000 provision. 1 SEND sports' ambassador- supports sessions in Year 1. 104 girls taken part in Disney inspired Shooting Stars competition. 13 of those with additional needs	
	Soccer 2000 provision- quality wave 1 teaching in school	2	Lesson observation- quality of teaching good or better	
	Start after school clubs for parent volunteers and children	3	Parent workshops offered during the school day Yrs 1-6 Parents asked for it again next year	
	Carry out pupil voice to identify extra-curricular club needs	6	Pupil voice identified Wheelchair basketball Y5/6 and gymnastics for KS1 Extra football sessions for KS1 and Y3/4 Girls' football lunchtime club established.	
	Develop role of sports' council and well-being ambassadors to promote active life-styles at lunchtime and engage pupils in physical activity	5,6	Well-being ambassadors appointed- training taken place. They lead zones and activities at lunchtime on a rota basis See timetable	



	Develop role of well-being ambassadors to promote healthy life-styles (AD)	6	As above To be set up due to staff leaving as part of mental health champions programme in 2023-24	
	Develop intra and inter school competition to engage more pupils in physical activity and for girls KS2 football	3, 6, 7	7 inter competitions taken part in Autumn Spring Summer 6 intra competitions taken part in Autumn Spring Summer	
	Register and complete school games mark	6	Registered and completed - achieved	
	Plan and run a school games day	6	School games day- 14.06.23 Kings' School leaders supported leading activities extended to a whole school sports' week	
	Pupil and parent Health and Physical Activity Workshop	3,6	Parent and pupil workshops for all year groups	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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:
To raise the profile of health and physical activity across the whole school community	Develop role of well-being ambassadors to promote active and healthy life-styles including their role of leading and carrying out lunchtime clubs and information to parents	1,5,6	Well being ambassadors appointed- training taken place. They lead zones and activities at lunchtime on a rota basis Sports leaders lead Panna pitch sessions at breaktime.	<ul style="list-style-type: none"> <li>• Heathy Snacks initiative</li> <li>• Develop Well-being ambassadors role to include promotion of healthy eating</li> <li>• New school sport offers eg boxing, baseball</li> <li>• Identify vulnerable groups</li> <li>• Develop role of sports' captains</li> </ul>
	Soccer 2000 lunchtime clubs for all pupils including running intra house competitions and leading sports themed events	1,5	Soccer 2000 lead a range of lunchtime activities and clubs for all year groups. Zones have been set up so that a rota of activities are available to different classes. Intra house competitions have been run at various points throughout the year	
	Regular timetabling of sunshine gym during school day and at lunchtimes	1	Timetable planned for all classes each week at lunchtime and access provided during the day	
	Continue to promote school sport with regular communication and updates on school website, Facebook page and newsletters.	3,6	Weekly reporting to parents via newsletters which contain information regarding sports' activities, competitions, successes. Website shares letters and updates on sporting activities in school. Facebook is used to share events.	

	Workshops for parents to promote well-being and sports in school	3,6	Parent and pupil workshops for all year groups	
	Well-being ambassadors to write up sports' reports on website, Facebook page and newsletters. Maintain Sports board and update	3,6	Sports board set up with 3 areas: Physical activity, Physical Education and School Teams. PE- shows the coverage of PE across the school.	
	With well-being ambassadors, write job description for role.	6	Due to staff absence not completed	
	Maximise opportunities for vulnerable groups, such as SEND, girls KS2, to increase their participation in sports through specific targeted events/activities	3,6	KS2 girls taken part in girls football event at Aldersley stadium. KS1 girls football SEND girls football Panna football Shooting stars for girls	
	Sports' Week	3,6	School games day- 14.06.23 and sports' week commencing 12.06.23	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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:
To develop staff expertise in planning, delivery and assessment	Carry out staff voice to identify CPD needs and provide necessary training- Connect-Ed	6	Staff voice carried out. KL dance CPD carried out Support staff CPD provided	<ul style="list-style-type: none"> <li>• Progression of vocabulary</li> <li>• Assessment system developed using core skills</li> <li>• CPD opportunities identified for members of staff teaching PE if necessary</li> <li>• Review curriculum based on monitoring</li> </ul>
	Soccer 2000 to lead 1-and a half day PPA cover	2	Carried out	
	Monitor the quality of PE through observations, pupil voice and moderate assessment judgements	6	PE monitoring judged as good or better. Pupil voice carried out Spring 2022. From this PE board changed so that pupils know the different types of games they are being taught	
	Continue to monitor swimming provision	6	Data analysis as above	
	Review progression for learning objectives and assessment procedures and monitor depending on needs of pupils- moderate assessments	6	Curriculum implementation reviewed LTP updated Assessment moderation to be completed with network group in autumn term	



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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:
Additional achievements: To offer a broader range of activities, clubs and experiences to all children	Carry our survey to establish preferred clubs	3,6	Pupil voice identified Wheelchair basketball Y5/6 and gymnastics for KS1 Extra football sessions for KS1 and Y3/4	<ul style="list-style-type: none"> <li>• Survey pupils to identify needs</li> <li>• Develop pupil/parent workshops</li> <li>• Outside agencies to offer range of clubs eg boxing</li> </ul>
	Pupil/parent after school club	3	Parent and pupil workshops for all year groups	
	Continue with healthy eating club	3	Cookery club offered	
	Explore use of outside agencies to offer extra-curricular clubs eg dance, cricket	Part of core offer	Soccer 2000- gymnastics club KS1 Dance club Wheelchair basketball Boxing – The Ark- weekly sessions Residential visits for all year groups over the course of the year building team work and resilience and engaging in a range of sports.	
	Forge more links with local clubs eg tennis		Children signposted to Old Wulfrunians Football club, Newbridge Lawn and Tennis Club	
	Soccer 2000 lunchtime clubs for all pupils	1	Soccer 2000 lead a range of lunchtime activities and clubs for all year groups. Zones have been set up so that a rota of activities are available to different classes.	

			Panna football over 1 week offered to all pupils	
	The Ark (SEMH base) extra year group to have swimming lessons and continue with Year 4 for 1 term	4	Swimming session weekly	
	Forest school timetables for all year groups each term. The Ark to link with Kingswood trust	6	Forest school offered each term for all classes. The Ark attended sessions at Kingswood Trust	
	Introduce club based on Wolverhampton community games eg Hockey and wheelchair basketball for KS2 and one for KS1	Part of core offer	Wheelchair basketball taster day offered to Year 2-6 including The Ark. Wheelchair Basketball offered as after school club for Year 5-6	

Key indicator 5: Increased participation in competitive sport				
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:
Retain Gold School Games Mark by ensuring pupils of all ages, abilities and interests are able to access a range of sports activities and competitions	Continue to identify and promote intra school games	3	6 intra competitions taken part in	<ul style="list-style-type: none"> <li>Develop strategies for supporting inter competition by using support staff directed time</li> <li>Preparation for competition using sports' leaders</li> </ul>
	Identify and enter inter school games (WASPS) ensuring a range of pupils for all abilities eg SEND and girls football	3	7 inter competitions taken part in	
	Continue to signpost links for sports clubs	3	Children signposted to Old Wulfrunians Football club, Newbridge Lawn and Tennis Club	
	Continue to include personal challenge in games provision	3	Personal challenge in indoor athletics, multi-skills.	
	Children to be fully prepared for competition and reflect on their experience afterwards	3	Pupil voice following sports' preparation	

Signed off by	
Head Teacher:	Kathryn Jackson
Subject Leader:	H-M Nauratil

Date:	27.09.22
Governor:	<i>SOayn</i>
Date:	27.09.22