

## St Michael's CE (A) Primary School - PE AND SPORT PREMIUM 2023- 2024



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



**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 2023 - 2024</b>		<b>£18,220</b>
<b>Expenditure</b>		
<b>Cost</b>	<b>Academic Year – September 2023 – August 2024</b>	<b>Amount</b>
1	Soccer 2000 – lunchtime physical activity	£7391
2	Boxing provision to support SEMH (£60 x30weeks)	£1800
3	Appointment of PE Specialist for extra-curricular clubs (Soccer 2000) 2hrs x 32 new sports	£3672
4	Additional swimming £260x 10 months + £1500 x 3 terms	£7100
5	Resources for playtime equipment	£150
6	PE Lead release time to monitor PE provision (4 days)	£440
7	ConnectEd (part cost for school membership)	£500
<b>Total Expenditure</b>		<b>£21,053</b>
<b>Additional cost to budget</b>		<b>£2,833</b>

# The Primary PE and Sport Premium

Planning, reporting and  
evaluating website tool

Updated May 2023

Commissioned by



Department  
for Education

Created by





It is important that your grant is used effectively and based on school need. 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 these in a way that enhances the effectiveness of the school’**.

Under the Quality of Education judgement, Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, teaching (pedagogy) and assessment

**Impact** - Attainment and progress

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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



## Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£18,220
How much (if any) do you intend to carry over from this total fund into 2024/25?	£0
Total amount allocated for 2023/24	£18,220
Total amount of funding for 2023/24 to be reported on by 31st July 2024	£18,220

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p><b>N.B.</b> Complete this section as best you can. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><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></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year, please report on their attainment on leaving primary school at the end of the summer term 2024.</p> <p>Please see note above</p>	<p>87% present Year 6 including 4 new starters since they swam in Year 3.</p> <p>100%- children who were present in Year 3 for swimming</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	<p>77% present Year 6 including 4 new starters since they swam in Year 3.</p> <p>89%- children who were present in Year 3 for swimming</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>77% present Year 6 including 4 new</p>

	starters since they swam in Year 3. 89%- children present in Year 3 for swimming
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

## 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: 2023/24	Total fund allocated: 18,220	Date Updated:		
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				100%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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	6	Staff voice carried out- CPD needs identified	Support teachers who are teaching PE in their year group following Soccer 2000 teaching. Identify relevant CPD needs and any continuing needs.
	CPD needs and provide training- Connect-Ed	7	CPD identified for Year 2- dance CPD-all support staff with ConnectEd- now support in PE lessons LSA- Soccer 2000- Physical Literacy Training	
	Monitor the quality of PE through observations and pupil voice	6	Monitoring taken place- Pupil Voice and lesson Observations Quality of teaching- good and outstanding	

	Develop assessment system using core skills	6	Core skills used to assess pupils- records kept by Soccer 2000	
	Review the curriculum to ensure pupils build knowledge and develop proficiency and based on monitoring	6	Curriculum revised and updated – includes Reception on progression of learning. Key Stage 1 refined in dance to ensure progression Vocabulary progression written for each class and referred to in lessons	
	Develop progression for vocabulary document	6	Vocabulary more explicit and clear- displayed in classroom and referred to at the beginning and end of lessons. Pupils know terminology- pupil voice evidences this	
<b>Key indicator 2:</b> The engagement of all 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				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 more opportunities within the school day and through extra-curricular activities to promote a healthy and active lifestyle.	Soccer 2000 lunchtime clubs and activities for all pupils.	1, 2, 3	Range of lunchtime activities in zones – revised according to pupils’ needs and feedback. Range of after school clubs provided across the school based on pupil voice and surveys. Games Mark Gold achieved	Increase the number of pupils in regular physical activity in lessons, after school, lunchtimes to exceed 70%  Eg targeted interventions, choice and variety, student



	Well-being ambassadors lead activities	1	Well-being ambassadors lead lunchtime zones of activities- timetable	voice, active travel, track 30 minutes. Identify least active groups and plan for engagement Training for Physical Activity Mentors (Well-being ambassadors)
	Monitor use of zones and interest and adapt as necessary	6	Regularly updated depending on needs- more children accessing zones- more active lunchtimes. Dance zone introduced with music	
	Purchase new lunchtime equipment based on needs of pupils	5	Lunchtime equipment purchased for zones	
	Identification of least active groups. Plan and target identified groups for lunchtime and after-school clubs including competition. Girls football and Year 1	1, 3, 6	Games Mark Gold achieved for targeting specific groups. Year 1 – clubs offered = more pupils attend after school clubs in Year 1. 14- multi-skills 19- gymnastics 13- dodgeball Girls' football offered as after school club- more girls involved in football after school and playing football matches – Y4-6 10 girls SEND targeted- attended clubs A range of clubs offered throughout the year Dance club- 18 children Y3-6	

	Parent workshops established- target KS2 and Year 1	6	Parent workshops held Summer 2 term for all year groups. Increase in numbers attended from previous year	
	Embed role of sports' council and well-being ambassadors to promote active lifestyles at lunchtime and promote healthy eating	1, 5	Well-being ambassadors lead lunchtime zones of activities	
	Engage more pupils in intra and inter school activities	1, 3	Difficulty due to school field- badger holes so cannot play sports on there and transport issues	
	Complete active planner to identify activity across the day and target where activity needs to be increased	6	Active planner completed- increased activity during CalmBrain and bagel club	
	Register and complete school games mark	1, 2, 3, 4, 6	Games mark gold achieved	
	Introduce new sports' clubs to engage more children- WC -baseball	3	Baseball- Year 4- led by Wayne Clark Bags of Character to target resilience for selected Year 4 pupils More pupils can regulate emotions and team playing skills-	

			pupil voice monitoring and SDQ outcomes	
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Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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	Sports' board regularly updated. Include signposting to sports' clubs	6	Sports board updated with physical education for each year group each half term. Signposting to clubs on newsletter and MMe	Invite sports communities in - signpost pupils to various clubs and activities- available on sports board, list from ConnectEd to share
	Write job description for well-being ambassadors (MS)	1	Completed- clear roles	Heathy Snack Initiative- launch Spring 25 Celebrate Olympics/sports activity in entrance hall Review job descriptions in light

	Embed role of well-being ambassadors to promote active lifestyles at lunchtime and promote healthy eating Develop role of Sports' captains	1, 5	Well-being ambassadors lead lunchtime zones of activities- timetable Sports' Captains lead Sports' day- speech written to open games	of new activity mentors/ambassadors - PAMHAS- Physical Activity and Mental Health Ambassadors
	Introduce healthy snacks initiative	1, 6	Not received until Summer 2 term	Implement spring 2025 Judo next year -WC- Year 5
	New school sports' offers eg baseball, boxing, wheelchair basketball	1, 2, 3, 7	Baseball, Bags of character, expressive arts, running club, cricket, tag rugby	
	Parent workshops established- target KS2 & Year 1	6	Parent workshops held Summer 2 term for all year groups. Increase in numbers attended from previous year	
	Complete pupil survey and identify vulnerable groups- target to increase participation	6	Survey completed- 50% KS2 pupils taken part in 60 active minutes	



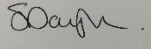


	Complete active planner to identify activity across the day and identify where activity can be increased	6	Active planner completed- increased activity during CalmBrain	
	Continue to promote school sport with regular communication and updates on school website, newsletters and MMe	6	Regular communication with parents via letters, newsletters, MME(parent survey opted for this as most popular form of communication)	
	Plan games day	6	Games day held- 26.6.24 St Regis- local secondary school- led activities with their young sports' leaders.	
<b>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</b>				Percentage of total allocation:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 offer a broader range of activities, clubs and experiences to all children	Complete pupil survey and identify preferred clubs	3, 6	Survey completed- introduced running club, expressive arts, dance club, running club, cricket, tag rugby	Surveys to identify needs of pupils Review zones of activities and roles of new PAHMAs
	Use of outside agencies to offer a range of clubs eg boxing, cricket, wheelchair basketball	1, 2, 3	Boxing offered for pupils with SEMH needs Cricket/tag rugby offered to engage more pupils in sport	
	Lunchtime clubs/offer for all pupils- Soccer 2000	1	Clubs for all year groups- clubs full with some waiting lists	
	Extra year group- swimming session (The Ark)	4	Data- see above	
	Increased links with local clubs advertised on Sports' board	6	Signposted to sports eg football especially girls, tennis	
	Forest School timetables for all year groups each term. The Ark to link with Kingswood Trust	6	Termly forest school The Ark- and SEND pupils – Wildside- weekly visit summer 2	
	Parent workshops established- target KS2 and Year 1	6	Parent workshops held Summer 2 term for all year groups. Increase in numbers attended from previous year	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 all pupils of all ages, abilities and interests are able to access a range of sports' activities and competitions	Prepare pupils for competition by using sports' leaders and increase reflection afterwards	6	Games Mark Gold achieved	Achieve Platinum Games Mark- focus-girls or SEND
	Continue to signpost links for sports' clubs	6		
	Develop strategies for increased participation in inter competition by using support staff	6		
	Continue to identify and promote intra school games using sports' leaders	1		
	Plan and deliver sports' week	6		

Signed off by

Head Teacher:		
Date:	15.07.24	
Subject Leader:		
Date:	15.07.24	
Governor:		
Date:	15.07.24	