

PE and Sport at St Pauls C of E Primary Withington

Action plan and impact report 2022/2023



Subject leader: J. Fleet

Primary Physical Education and Sport Premium allocation

Sports Premium **Action Plan** St Paul's C of E Primary

2022-2023

Reported by J.Fleet

Amount of Grant– £

The Action Plan aims to ensure the effective use of the new Primary PE and Sport Premium. The vision aims for all pupils leaving our school to be physically literate and equipped with the knowledge, skills and motivation necessary for healthy, active lifestyles and lifelong participation in physical activity and sport.

The plan aims to **(intention)**:

- improve the quality and breadth of PE and sporting provision
- increase participation
- ensure all pupils develop healthy lifestyles
- ensure all pupils achieve the performance standards they are capable of
- make improvements now that will benefit pupils joining the school in future years

The 5 indicators we aim to see improvements against are **(impact)**:

- The engagement of all pupils in regular physical exercise – kick starting a healthy lifestyle
- The profile of PESSPA being raised across the school as a tool for whole school improvement
- Increased confidence , knowledge and skills of all staff in teaching PE and Sport
- A broad experience of a range of sports and activities being offered to all pupils
- Participation in competitive sports increased
- Fitness levels of all year groups increased

This plan was shaped by the advice offered to schools by the Department for Education in its communication to schools in June 2013. It was designed to directly address the key findings and recommendations of the Ofsted Report:

“Beyond 2012 : Outstanding PE for all Schools”

Key achievements to date: See impact report for detail, summary below				
2021/2022				2022/2023
DATA 2021/22				THE YEAR OF OAA
Cohort 2022 leavers progress –				<p>ENGAGEMENT OF PUPILS IN REGULAR PHYSICAL ACTIVITY (intention) Implementation</p> <ul style="list-style-type: none"> For all KS1 and KS2 children to complete the fitness test at the start of the year and at the end of the year in order to monitor fitness and stamina levels of the children. Continue extra fitness slots and monitor their use Manchester City to work with EYFS to increase their active minutes Children to have 3x30 minute sessions of PE in KS2 A variety of different sports on the pitch for all children to access Have a play leader to further support KS2 Implement a more structured play time for KS1 Use the extra teacher to support teachers in each mixed aged range to implement more OAA into their normal PE lessons Offer different afterschool clubs; yoga and possibly dance or dodgeball Playground markings/games off the pitch to encourage children to stay active. <p>THE INCREASED PROFILE OF PE AND SPORT (intention) Implementation</p> <ul style="list-style-type: none"> Continue with the PE working wall Sports leaders to encourage all children to join in at lunch time with a rota of different sports
	Below	Expected	Above	
Year 6 (22)	9%	50%	41%	
Year 4 (20)	9%	82%	9%	
Year 2 (18)	9%	91%	0%	
Reception (16)				
<p>The Year 6 cohort have the highest ever percentage of above expected for PE. We won the Manchester Finals Rounders tournament this year and also had a child in a football academy along with others who went to after school sports clubs. This Year 6 cohort in Year 2 also performed well, from then to now there is 25% decrease in expected however there was a 32% increase in above expected. The Year 2 cohort has made excellent progress as they have had a 7% increase in expected, although a 9% decrease in above; this could be due to Covid and their fitness levels during the lockdown.</p>				
<p>FOCUS ON FITNESS OF PUPILS SINCE LOCKDOWN THROUGHOUT SCHOOL</p> <p>ENGAGEMENT OF PUPILS IN REGULAR PHYSICAL ACTIVITY (intention)</p>				

Implementation

- Continue with extra fitness slots and ensure that these are taken up by staff.
- Gross motor skills group will be set up to support those in Key Stage Two by an outside agency. This will be monitored by them, the class teacher and the subject lead.
- Continue with pupils having two hours of curriculum PE
- SH is moving to KS1 which gives an opportunity to impact their levels of activity and competition. Support SH in doing this.
- City to continue to deliver one-hour sessions to EYFS
- EYFS to have an extra hall/outside slot in order to increase minutes.
- After school clubs will continue and some will be targeted
- Invite Year 5s to complete at day of OAA with an outside agency.
- Encourage KS1 and Lower Key Stage to include team games and some map reading within their outdoor games lessons
- Encourage all staff to ensure their warm-ups are rigorous enough in order to improve fitness.
- Through JF's project encourage more active learning by linking movement and academic subjects. These could be encouraged to be done within their fitness sessions. To be monitored by JF.

THE INCREASED PROFILE OF PE AND SPORT (intention)

Implementation

- Bike right will come in the autumn term to target those in year 6 who missed out and again in another term.
- Continue with Sports Leaders who will encourage further activity on the pitch and do assemblies
- Participate in European Day of Sport, National walk to school week and Healthy Eating Week.
- Continue with working PE display
- Continue to work on children's level of fitness; agencies and NPQML project, staff support.
- Continue with Sports Leaders; 6 in Year 3/4 and 6 in Year 5/6. Their

- Participate in National Sports Week
- Have internal competitions within KS2
- Meet with governors in autumn term
- Inform parents of new workshops or holiday clubs
- Tweet any sports pictures and put them on the website

THE INCREASED SKILLS AND KNOWLEDGE OF STAFF (intention)

Implementation

- A few staff members didn't get the most out of their PECs as they could; need to develop this further
- Continue to focus on gym and dance in terms of upskilling staff
- More of a focus on the new EYFS curriculum
- Staff will be upskilled in how to support their SEN children
- Staff will be able to use a new scheme of work which also shows you how to assess children
- Focus on the EYFS curriculum and place their key indicators within the PE policy
- Trial a new scheme of work with the aim to buy into the scheme if staff feel it is supportive and progressive
- Attend PE subject leader training

OPPORTUNITIES TO EXPERIENCE A BROAD RANGE OF SPORTING ACTIVITIES

(intention) Implementation

- Need to target more children for after school clubs and think about cultural capital within that
- Need further support with OAA links within the curriculum
- Continue with intra and inter competitions along with excel and inspire ones
- Apply for the School Games Mark
- Specialist teacher to come in and work with the children on OAA activities

INCREASED PARTICIPATION IN COMPETITIVE SPORTS (intention)

role will be to encourage children to get active and be involved in PE and activities at lunch and break time.

- Sports Leaders make sports more visible and use One Voice to support this.
- Meet governors twice in a year; JF to lead on this.
- Celebration days; national walk to school week, healthy eating week and sports days.
- Continue to tweet and send letters out to parents regarding up and coming sports opportunities for their children.

THE INCREASED SKILLS AND KNOWLEDGE OF STAFF (intention)

Implementation

- Inclusion of competition in KS1; SH will implement this further. Plus, support given through planning and external agencies.
- Perform a deep dive on PE
- JF continue to attend courses; at least two thirds.
- Fitness sessions to continue
- Staff training does need to be updated; perhaps through fitness or a focus on one element of the curriculum.
- Update health and safety within the school and inform staff of changes
- Staff getting further training; one in Key Stage 1 and One in Key Stage 2 plus a further CPD session for a KS1 teacher who hasn't yet had chance to develop their skills in PE. This is via PECS.
- PSC will also support lunch time organisers

OPPORTUNITIES TO EXPERIENCE A BROAD RANGE OF SPORTING ACTIVITIES (intention)

Implementation

- Continue after school clubs and target more vulnerable children
- Continue with Ghyll Head-change to May and make it shorter this increase of likely hood of children going due to cost and entrance exams for Year 6s.
- Year 5s to do an OAA day with an outside agency
- Encourage staff to implement team building and OAA links within their

Implementation

- Continue with organising tournaments within school
- Need to further develop KS1 at lunch times
- Further competition put into areas of the curriculum
- Develop the sports rota to include different types of sports so all children can join
- Continue to go to tournaments which are both inspire and excel
- Venture Out with Year 5s to be a half a day

PUPILS' SWIMMING ABILITY (intention) Implementation

- Keep monitoring who gets their 25m
- Create the system with KoC of how it can be monitored properly
- Invite Year 6 children to join in swimming from the autumn term and once they have got their 25m put other children in there and consider the Year 5s

Leadership and management

- Ensure that PECs has the qualified people in that skill set
- Give PECS to new teacher in Year 1/2
- Invest in SEN equipment and training as children move up the school
- Have a PE staff meeting for training purposes and to introduce the fitness test
- Continue with sports leaders and ask them to apply early on in the year.
- Continue to track data, monitor plans and portfolio
- Keep governors updated

outdoor PE slots

- Maintain focus on fitness levels through external agencies and also JF's NPQML project.
- Buy more EYFS bikes to help support their active minutes including balance and co-ordination

INCREASED PARTICIPATION IN COMPETITIVE SPORTS (intention)

Implementation

- Start competitions back up again and increase the amount and range of children who can attend.
- Encourage staff to take children on school trips/competitions; payment? Rota?
- Train someone up for Year 3/4 play leader as SH moves to KS1
- Inspire KS1 children with further competition in their play time and curriculum lessons which will be done by SH or PSC
- Encourage Key Stages to have competitions at the end of units in outdoor games such as hockey tournaments etc.
- Continue with a rota of games for the three different areas for KS2
- Create two areas on the pitch for KS1 which can be supported by SH.
- Have a visible sports timetable for children to see which activities are on which days.

PUPILS' SWIMMING ABILITY (intention)

Implementation

- Continue with offer of additional swimming though reaching difficult parents – involvement of family worker
- Continue to employ additional adult to walk to the baths with the children.
- Ensure pupils in year 6 who missed session in year 5 are invited to top up lessons with the Year 3/4 children.
- Gather information from parents of which children are unable to reach 25 m
- Target year 5/6 pupils for extra swimming who missed sessions and

didn't reach expectations.	
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Subject leader sustainability

- JF will continue to take full ownership of PE
- JF to go on the residential trip to Ghyll Head
- JF to help organise the Ghyll Head Trip

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below: Year 6 start of 2020/2021 – aim to increase
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	2021/22: 78% 2022/23:
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	2021/22: 81% 2022/23:
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	2021/22: 44% 2022/23:
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

Funding:

Total - £18,540

Intended spending, breakdown:

P. Callaghan – OAA session for year £4500 split with PTA for sustainability £2250

PSC (primary sports coaching) subsidy of clubs – £2000

PSC staff training: £6080

Subsidy of broader experience of range of sports (buying bikes and squash) – £200

% of playleaders time-

Competitions – (transport 14 x £50 = £700, 14 x £27.50 = £385) - £1085 (transport and payment of staff)

Resources -£150

PE subject lead time to manage staff and consultants –(3 x supply £155) - £465

PE association for staff development and training - £900

City in the community EYFS - £1170

Top up swimming – 4111/ 1027 ¼

OA Day Venture out Year 5s-£700 PTA contribute a %

Playground budget: £400

Curriculum budget: £750

Academic Year: 2022/23	Total fund allocated:	Date Updated: May 23		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
Impact School focus with clarity on intended impact on pupils:	Intention Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Give further support to Year 1/2 in terms of their access to a variety of sport through a play leader • Fitness needs to continue as a focus • We will monitor fitness levels of the whole school • After school clubs will continue • Pupils offered 30 minutes per day of activity spread over a week. • Number of pupils working below in 2021/22 to increase • Pupils to enjoy PE and Sports • Attainment in PE is raised in KS1 and maintained in other years based on data from 2021/22 • Coverage of progressive and challenging curriculum for all • Support KS1 to improve their activity levels at playtime and lunch times • Support KS1 in having more competition with play times and curriculum time. 	<ul style="list-style-type: none"> • For all KS1 and KS2 children to complete the fitness test at the start of the year and at the end of the year in order to monitor fitness and stamina levels of the children. • Continue extra fitness slots and monitor their use • Manchester City to work with EYFS to increase their active minutes but only as interventions • Children to have 3x30 minute sessions of PE in KS2 • A variety of different sports on the pitch for all children to access • Have a play leader to further support KS2 • Implement a more structured play time for KS1 • Use the extra teacher to support teachers in each mixed aged range to implement more OAA into their normal PE lessons • Offer different afterschool 		<ul style="list-style-type: none"> • All years 1-6 completed the fitness test at the start and end of the year. • The data has shown.... • Extra fitness slots have been taken up consistently by Year 5/6. The other year groups do use them but not as consistently. • Manchester City and PSC have worked with EYFS which has doubled their active minutes and they have also maintained a hall/outdoor slot separate to this. • Children have 110 minutes of PE a week • Sports leaders have created the rota which has allowed for further variety 	<ul style="list-style-type: none"> • Continue with the fitness test or years 1 to 6 • Continue with the fitness slots and encourage KS1 to use these more with further support and ideas • Manchester city to continue to come in and work with EYFS

<ul style="list-style-type: none"> • Need to have further OAA within the curriculum • Playground markings could be implemented within the pitch and off the pitch 	<ul style="list-style-type: none"> clubs; yoga and possibly dance or dodgeball • Playground markings/games off the pitch to encourage children to stay active. • 			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
Impact School focus with clarity on intended impact on pupils:	Intentions Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Pupils to enjoy PE and Sport • Level of fitness to increase • More pupils participate in external and internal opportunities • Participate in National Sports Week • More parents able to access sports out of school and raise profile of healthy living outside school • Pupils awareness of relevant news relating to sport and raise excitement aiming to inspire pupils to aim high. • Sports Leaders take a lead in increasing the profile of sport through the rotas • Self-esteem of pupils raised, 	<ul style="list-style-type: none"> • Continue with the PE working wall • Sports leaders to encourage all children to join in at lunch time with a rota of different sports • Participate in National Sports Week • Have internal competitions within KS2 • Meet with governors in autumn term • Inform parents of new workshops or holiday clubs • Tweet any sports pictures and put them on the website 		<ul style="list-style-type: none"> • PE working wall is being used by upper key stage two. • A rota and separated football have increased children's active minutes • We participated in sports week along with doing sports slam which was a great success • We have had internal competitions within KS2 which were successful • Pictures from competitions or sports events do get tweeted and put on the system 	<ul style="list-style-type: none"> • Memory mates need to be included within PE lessons • Participate in sports week next year • Continue internal competitions • Arrange competitions with local schools • Continue to use twitter and school website for pictures • Sports leaders to complete a training course to support play outside

<p>good role models for others to aspire to</p> <ul style="list-style-type: none"> • Involvement of governors' challenge and monitor funding ensuring a whole school approach and that intention of PE is embedding the whole school aims and intentions. • Make PE visible around the school. 				
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Impact School focus with clarity on intended impact on pupils:	Intention Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Target staff to be upskilled in specific needs. Enhanced quality of teaching and learning Pupils to be challenged Pupils to participate with enjoyment Pupils to be able to sustain physical activity in a safe environment Lead a quality PE curriculum with confidence impacting of progress of all staff and pupils Pupils to be offered new opportunities and a wider scale once staff upskilled More competent and confident staff. The gym and dance schemes of work seem outdated and people find them hard to follow Part of Manchester PE Association Attend PE Subject Leader courses 	<ul style="list-style-type: none"> A few staff members didn't get the most out of their PECs as they could; need to develop this further New staff and ECT in KS1 will need PECs support Continue to focus on gym and dance in terms of upskilling staff More of a focus on the new EYFS curriculum with Man City doing interventions Staff will be upskilled in how to support their SEN children through a Staff will be able to use a new planning which also shows you how to assess children Focus on the EYFS curriculum and place their key indicators within the PE policy Trial a new scheme of work with the aim to buy into the scheme if staff feel it is supportive and progressive Attend PE subject leader training 		<ul style="list-style-type: none"> Two staff members got a whole year of PECs training in gym, dance and outdoor games. This has been very successful with members stating they're more upskilled and confident in teaching PE at St Pauls A strong focus on EYFS has led to double their active minutes and more children engaged and staff being upskilled Staff had a PE staff meeting on how to use the SEN equipment and QFT. Trial of PSC for gym and waiting on feedback I have attended PE subject leader meetings I also attended the OAA conference I was nominated for my contribution to PE within the school 	<ul style="list-style-type: none"> To further develop a scheme of work for gym and dance in order to show progression Continue to attend subject leader meetings

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Impact School focus with clarity on intended impact on pupils:	Implementation Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Increase participation in wider opportunities outside school • Pupils to enjoy a wide variety of clubs whatever the barriers • Fitness levels increase • Opportunities for extended O&A increased. • Resilience of pupils increased 	<ul style="list-style-type: none"> • Need to target more children for after school clubs and think about cultural capital within that • Need further support with OAA links within the curriculum • Continue with intra and inter competitions along with excel and inspire ones • Apply for the School Games Mark • Specialist teacher to come in and work with the children on OAA activities 		<ul style="list-style-type: none"> • More PP attending after school clubs as we offered to pay for them • We have been to 9 competitions this year and had two internal competitions with football • Applied for the school games mark and got a silver, which is the first time we've had the mark since 2013 • Years 2-6 had OAA and plans were handed over by the specialist teacher 	<ul style="list-style-type: none"> • Pay for PP children from spring term to go to after school clubs • Continue with intra and inter competitions along with excel and inspire ones • Apply for the School Games Mark; aim for gold • Now try to implement OAA within the curriculum
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Impact School focus with clarity on intended impact on pupils:	Implementation Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<ul style="list-style-type: none"> Higher % of pupils included in lunchtime competition Intra sport competitions Skill level of pupils in competition increase Resilience of pupils in competition improved More able pupils challenged in competitive setting Increase number of pupils in intra sports competitions Pupils enjoyment of sport increase Venture Out for Year 5s 	<ul style="list-style-type: none"> Continue with organising tournaments within school Create a football tournament to host other schools from the community Need to further develop KS1 at lunch times Further competition put into areas of the curriculum Develop the sports rota to include different types of sports so all children can join Continue to go to tournaments which are both inspire and excel Venture Out with Year 5s to be a half a day and linked with Geography 		<ul style="list-style-type: none"> We've had two football matches at our school against a local school Competition in elements of the curriculum within lessons Sports rota is more varied and more children are participating. Break times are now more structured We have been to 9 competitions which included one SEN and four inspire 	<ul style="list-style-type: none"> Need to further develop competition within gym and dance KS1 playtimes need to be developed further to include more structure within all their playtimes which included morning and afternoon breaks
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Additional actions – leadership and management	Percentage of total allocation: N/A
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Impact School focus with clarity on intended impact on pupils and staff:	Implementation Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> More confident and competent staff. Enhanced quality of teaching and learning Improved standards/ standards maintained. Increased pupil participation More pupils involved in 	<ul style="list-style-type: none"> Ensure that PECs has the qualified people in that skill set Give PECs to new teacher in Year 1/2 Invest in SEN equipment and training as children move up the school 		<ul style="list-style-type: none"> I observed PECs take place, spoke to the leader along with the staff taking part. It was very positive. Training and a staff meeting with the use of SEN equipment took place and staff have used this I had 20 sports leaders this 	<ul style="list-style-type: none"> Continue to remind staff how to use the SEN equipment within their lessons Continue to monitor data and planning Create unit overviews for each PE unit

competition <ul style="list-style-type: none"> Developing leadership skills Increase staff knowledge and understanding Action plan to be written and impact report written 	<ul style="list-style-type: none"> Have a PE staff meeting for training purposes and to introduce the fitness test and the new SEN equipment Continue with sports leaders and ask them to apply early on in the year. Continue to track data, monitor plans and portfolio Keep governors updated 		year who have done an excellent job. I also had them from earlier in the year which meant the rota could be up and running <ul style="list-style-type: none"> Data has been tracked and plans monitored 	through years 1-6
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Swimming

PUPILS' SWIMMING ABILITY (impact) Implementation	PUPILS' SWIMMING ABILITY (intention) Implementation	Funding	Evidence and impact	
<ul style="list-style-type: none"> Children to go swimming in order to get their 25m Target Year 6 children who only had one term of swimming Continue to do swimming with Year 3/4 Create our own system for tracking if children made their 25m 	<ul style="list-style-type: none"> Keep monitoring who gets their 25m Create the system with KoC of how it can be monitored properly Invite Year 6 children to join in swimming from the autumn term and once they have got their 25m put other children in there and consider the Year 5s 		<ul style="list-style-type: none"> Top-up year 6 children continued to go swimming Swimphony system doesn't always stay up to date Impacted by two years of Covid 	<ul style="list-style-type: none"> Continue sending year 6 children to top ups Continue to get feedback form Year 3/4 teachers 33% swim 25m, 63% range of strokes, 78% perform a safe rescue