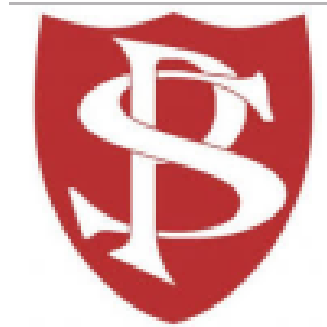


PE and Sport at St Pauls C of E Primary Withington

Action plan 2023/2024 and position statement



Subject leaders: J. Pearce

Primary Physical Education and Sport Premium allocation

Sports Premium **Action Plan** St Paul's CofE Primary

2023-2024

Reported by J. Pearce

Amount of Grant– £18,530

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 | | | | | | | | | | | | | | | | | | | | | | | |
|---|------------------------|--------------------------------------|------------------------|-------------------------|--------|-------------|-----------|--------|----------|-------------|--------|----------|---------|-------------|----------|----------|--------|----------------|-----------|--------|----------|--|--|
| 2022/2023 | | 2023/2024 | | | | | | | | | | | | | | | | | | | | | |
| THE YEAR OF OAA | | LUNCHTIMES AND ACTIVE MINUTES | | | | | | | | | | | | | | | | | | | | | |
| <p>Data: 2023</p> <p>Cohort 2023 leavers progress –</p> <table border="1"> <thead> <tr> <th></th> <th>Below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Year 6 (23)</td> <td>9%</td> <td>66%</td> <td>25%</td> </tr> <tr> <td>Year 4 (21)</td> <td>9%</td> <td>82%</td> <td>9%</td> </tr> <tr> <td>Year 2 (19)</td> <td>2%</td> <td>96%</td> <td>2%</td> </tr> <tr> <td>Reception (17)</td> <td>2%</td> <td>98%</td> <td>0%</td> </tr> </tbody> </table> <p>There are now more children making expected compared to the previous year, but there are fewer children above, apart from the year 6-year group, however this corresponds to when they were in year 4 and were above. Fewer children in greater depth, could be due to Covid and the impacts that has had on children being exposed to more PE.</p> | | | Below | Expected | Above | Year 6 (23) | 9% | 66% | 25% | Year 4 (21) | 9% | 82% | 9% | Year 2 (19) | 2% | 96% | 2% | Reception (17) | 2% | 98% | 0% | <p>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</p> <ul style="list-style-type: none"> • After school clubs will continue with PP children given a free space • 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 2 forty-five-minute sessions of PE in KS2 or 45 minutes plus swimming in Year 3/4 • PSC to come in one afternoon a week to do lunch time rota • Targeted fitness sessions with Pat based on the fitness baseline • Invest in inspired playgrounds. This is a company that creates playground games along with leaders to support these games. This can be play times, lunch times and before school. <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <ul style="list-style-type: none"> • 12 children to complete the playmaker award. This will allow children to be more confident leaders and encourage more children to exercise | |
| | Below | Expected | Above | | | | | | | | | | | | | | | | | | | | |
| Year 6 (23) | 9% | 66% | 25% | | | | | | | | | | | | | | | | | | | | |
| Year 4 (21) | 9% | 82% | 9% | | | | | | | | | | | | | | | | | | | | |
| Year 2 (19) | 2% | 96% | 2% | | | | | | | | | | | | | | | | | | | | |
| Reception (17) | 2% | 98% | 0% | | | | | | | | | | | | | | | | | | | | |
| <p>Fitness data:</p> <table border="1"> <thead> <tr> <th></th> <th>% moved up one or more</th> <th>% of concerned moved up</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>55% (36)</td> <td>12.5% (8)</td> </tr> <tr> <td>Year 2</td> <td>60% (44)</td> <td>57% (7)</td> </tr> <tr> <td>Year 3</td> <td>43% (23)</td> <td>25% (8)</td> </tr> <tr> <td>Year 4</td> <td>41% (27)</td> <td>16% (12)</td> </tr> <tr> <td>Year 5</td> <td>55% (44)</td> <td>100% (10)</td> </tr> <tr> <td>Year 6</td> <td>60% (43)</td> <td>55% (9)</td> </tr> </tbody> </table> | | | % moved up one or more | % of concerned moved up | Year 1 | 55% (36) | 12.5% (8) | Year 2 | 60% (44) | 57% (7) | Year 3 | 43% (23) | 25% (8) | Year 4 | 41% (27) | 16% (12) | Year 5 | 55% (44) | 100% (10) | Year 6 | 60% (43) | 55% (9) | |
| | % moved up one or more | % of concerned moved up | | | | | | | | | | | | | | | | | | | | | |
| Year 1 | 55% (36) | 12.5% (8) | | | | | | | | | | | | | | | | | | | | | |
| Year 2 | 60% (44) | 57% (7) | | | | | | | | | | | | | | | | | | | | | |
| Year 3 | 43% (23) | 25% (8) | | | | | | | | | | | | | | | | | | | | | |
| Year 4 | 41% (27) | 16% (12) | | | | | | | | | | | | | | | | | | | | | |
| Year 5 | 55% (44) | 100% (10) | | | | | | | | | | | | | | | | | | | | | |
| Year 6 | 60% (43) | 55% (9) | | | | | | | | | | | | | | | | | | | | | |

Key indicator 1: The engagement of all 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

- All years 1-6 completed the fitness test at the start and end of the year.
- 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

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

- 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

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

- 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.

- Introduce staff to memory mates on notepads for PE to record as a whole class. Do this at the start of a staff meeting
- Encourage the use of the working wall in the hall
- Participate in National Sports Week
- Have internal competitions within KS2; sports leaders to run and organise this
- Meet with governors in autumn term
- Inform parents of new workshops or holiday clubs
- Tweet any sports pictures and put them on the website
- Arrange competitions with local schools (walkable)

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

- Buy Getset4PE; a recommended scheme of work. This will also upskill and support staff as it has detailed plans, videos and assessment.
- It will allow the PE lead to monitor planning and assessment of children.
- Staff meeting to be arranged in September to teach how to use it

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

- Bought a scheme of work for a year to try out which has access to lots of different areas of sports and activities.
- Participate in more competitions run by Team MCR including inspire
- Aim to get gold in the school games mark

Key indicator 5: Increased participation in competitive sport

- KS1 playtimes need to be developed further to include more structure within all their playtimes which included morning and afternoon breaks
- Further competition put into areas of the curriculum
- Develop the sports rota to include different types of sports so all children can join

- 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

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

- 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

Key indicator 5: Increased participation in competitive sport

- 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

Additional actions – leadership and management

- 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 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
- Data has been tracked and plans monitored (see summary at the top)

Swimming

- Top-up year 6 children continued to go swimming

- Continue to go to tournaments which are both inspire and excel
- Organise sports competitions within school
- Celebrate the Paris Olympics 2024

Additional actions

- Run a staff meeting to support the putting place of the new scheme
 - Remind staff about how to make adaptations and use the working wall
 - Write action plan
- Apply for Games Mark

Swimming

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

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| <ul style="list-style-type: none"> • <i>Swimphony</i> system doesn't always stay up to date • Impacted by two years of Covid | |
| <u>Subject leader sustainability</u> <ul style="list-style-type: none"> • Create unit overviews form year 1-6 • JP to go on the residential trip to Ghyll Head • JP to organise the Ghyll Head Trip | |

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| Meeting national curriculum requirements for swimming and water safety Due to two years of Covid and only one term of swimming our data has dropped significantly. | 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: 33% 2023/24: 43% |
| 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: 63% 2023/24: 70% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 2021/22: 44% 2022/23: 78% 2023/24: 80% |
| 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:

£18,530

- Pat: £4,500
- PE Association: £900
- Getset4PE: £550 for a year
- PSC: Playmaker £325
- PSC: One lunchtime and afternoon PE plus a club: £3,230
- PSC Club: 2180
- £700 PE equipment
- £400 lunchtime
- Man City EYFS: £1800
- Top up swimming: 1027
- Competitions £2918

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| Academic Year: 2022/23 | | Total fund allocated: £18,540 | | Date Updated: September 2023 | |
| 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"> • Fitness will be monitored and baselines done in early September • After school clubs will continue | <ul style="list-style-type: none"> • After school clubs will continue with PP children given a free space • For all KS1 and KS2 children to complete the fitness test | £6895 £135 £4,500 £1170 Total: £12,700 | <ul style="list-style-type: none"> • Fitness was monitored from years 1-6, although this wasn't completed by all due to J. Pearce being off | | <ul style="list-style-type: none"> • Continue with the fitness test; the end test needs to be done after May half term. Sports leaders to |

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| <ul style="list-style-type: none"> • Fitness slots to be used • Number of pupils working above in 2022/23 to increase across all year groups • Pupils to enjoy PE and Sports • 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. • Need to have further OAA within the curriculum • Playground markings could be implemented within the pitch and off the pitch • Children whose physical fitness is poor need to have further support • Support needed at least one lunchtime a week • More children need to be active that don't go on the pitch. Need to get some playground markings outside of the pitch. | <p>at the start of the year and at the end of the year in order to monitor fitness and stamina levels of the children.</p> <ul style="list-style-type: none"> • Continue extra fitness slots and monitor their use • Manchester City to work with EYFS to increase their active minutes • Children to have 2 forty-five-minute sessions of PE in KS2 or 45 minutes plus swimming in Year 3/4 • PSC to come in one afternoon a week to do lunch time rota • Targeted fitness sessions with Pat based on the fitness baseline • | | <ul style="list-style-type: none"> • PP children weren't given a free place • Fitness slots have been used but not to their full potential • PSC now come in every lunch time to support children and sports leaders on the pitch. • Manchester City increased EYFS active minutes plus they get an outdoor slot too. • Pat did fitness sessions with Year 3/4; he improved their fitness levels as we did an assessment with those children. • Haven't put any markings on the playground | <p>support.</p> <ul style="list-style-type: none"> • Certain PP children will be offered a place • Support staff with what to do in their fitness slot/active learning • PSC to continue their work on the pitch • Need to discuss with HT about putting some active markings on the playground. |
| <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | | | | <p>Percentage of total allocation:</p> |
| <p>Impact School focus with clarity on intended impact on pupils:</p> | <p>Intentions Actions to achieve:</p> | <p>Funding allocated:</p> | <p>Evidence and impact:</p> | <p>Sustainability and suggested next steps:</p> |

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|--|---|-------------|--|---|
| <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 • Self-esteem of pupils raised, good role models for others to aspire to • 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. • Memory needs to be worked on in a different way | <ul style="list-style-type: none"> • 12 children to complete the playmaker award. This will allow children to be more confident leaders and encourage more children to exercise • Introduce staff to memory mates on notepads for PE to record as a whole class. Do this at the start of a staff meeting • Encourage the use of the working wall in the hall • Participate in National Sports Week • Have internal competitions within KS2; sports leaders to run and organise this • Meet with governors in autumn term • Inform parents of new workshops or holiday clubs • Tweet any sports pictures and put them on the website • Arrange competitions with local schools (walkable) | <p>£325</p> | <ul style="list-style-type: none"> • Sports Leaders seem more confident from the training • Children did attend competitions outside of school • A Sports newsletter was sent to parents in the autumn term. • Parents have been informed of workshops all year and clubs outside of school <p>Due to J. Pearce being off, the below weren't done:</p> <ul style="list-style-type: none"> • Introducing staff to memory mates • Participating in national sports week • Internal competitions | <ul style="list-style-type: none"> • Children who did the training will continue as sports leaders as Year 5/6 • More sports leaders will be recruited. • Continue with the sports newsletter • Introduce staff to memory mates • Participate in national sports week. • Internal KS2 competitions • Continue to inform parents about after school clubs or anything in the community they can access. |
|--|---|-------------|--|---|

| 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"> Part of Manchester PE Association Attend PE Subject Leader courses Trial a new scheme of work that shows progression and challenge | <ul style="list-style-type: none"> Buy Getset4PE; a recommended scheme of work. This will also upskill and support staff as it has detailed plans, videos and assessment. It will allow the PE lead to monitor planning and assessment of children. Staff meeting to be arranged in September to teach how to use it | £550 £900 Total: £1450 | <ul style="list-style-type: none"> New scheme seems to have been popular. A pupil voice was completed about PE at the end of the year. Lots of positives; children like PE, feel they have improved, happy with all the sports. Don't like it when PE isn't done (rain) and yoga didn't seem popular. Staff's views on the scheme were.. | <ul style="list-style-type: none"> We will continue/not continue with the sports scheme |
| 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 the diversity of the curriculum Increase participation in wider opportunities outside school along with those who are SEN or who struggle in PE Pupils to enjoy a wide variety of clubs whatever the barriers Fitness levels increase Resilience of pupils increased | <ul style="list-style-type: none"> Bought a scheme of work for a year to try out which has access to lots of different areas of sports and activities. Participate in more competitions run by Team MCR including inspire Aim to get gold in the school games mark | £700 | <ul style="list-style-type: none"> See above on the PE scheme Unable to apply for any school games mark due to Mrs Pearce being off. | <ul style="list-style-type: none"> Apply for school games mark |

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| <ul style="list-style-type: none"> Apply for the School Games Mark | | | | |
| 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 | <ul style="list-style-type: none"> KS1 playtimes need to be developed further to include more structure within all their playtimes which included morning and afternoon breaks 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 Organise sports competitions within school Celebrate the Paris Olympics 2024 | | <ul style="list-style-type: none"> PSC has developed lunch time play more which has had a big impact on the KS1 children. Sports rota has been developed further. Did attend tournaments including girls' football Didn't celebrate Olympics due to Mrs Pearce being off | <ul style="list-style-type: none"> PSC to continue to work at lunch times Celebrate any big sporting events next year |
| Additional actions – leadership and management | | | | Percentage of total allocation: |
| | | | | N/A |
| 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: |

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| <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 competition • Developing leadership skills • Increase staff knowledge and understanding • Action plan to be written and impact report written | <ul style="list-style-type: none"> • Run a staff meeting to support the putting place of the new scheme • Remind staff about how to make adaptations and use the working wall • Write action plan • Apply for Games Mark | | <ul style="list-style-type: none"> • Staff voice: staff feel more confident with PE and have enjoyed the new scheme of work. | <ul style="list-style-type: none"> • Get staff to create their own LTP for PE based on the getset4PE scheme of work. • Staff meeting on PE • Apply for games mark |
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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"> • 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 | 4111/ 1027 ¼ | <ul style="list-style-type: none"> • Year 6 children have attended swimming • Some went for two terms • Data shows... | <ul style="list-style-type: none"> • Continue to send year 6 children swimming • Different children to go each term. |