

Evidencing the use of the PE and Sport Premium funding: Action plan and Impact Review

The DfE Vision for the Primary PE and Sport Premium

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.

The funding has been provided to ensure impact against the following Objective and Indicators:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools.

We would expect indicators of such improvement to include:

1. the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

It is important to emphasise that the focus of spending must be sustainable and leave a lasting legacy beyond the funding allocation.

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium and the impact it has had on pupils PE and sport participation and attainment is available on the school website by **31st July 2021**. Schools also have a responsibility to publish on their website the % of children who achieve the expectation for swimming by the end of Year 6.

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. You should not however use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum – including those specified for swimming
- fund capital expenditure

St Martin de Porres Catholic Primary School



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| Academic Year: | 2021 - 2022 |
| Total Funding Allocation: | £19,580 |
| Actual Funding Spent: | |

Pending future decisions

Review 2020-21

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.

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 2021: | Areas for further development and baseline evidence of need: |
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| <ul style="list-style-type: none"> • Introduction of regular PE meetings with other Catholic schools to share ideas and best practice. • Continued opportunities for sport competitions including house and class events. | <ul style="list-style-type: none"> • New children in year six to complete the Sport Leaders qualification and run activities at playtime to ensure children are all active at playtime. This award has been unable to take place this year and is vital to ensure children are combatting the inactivity of lockdowns. • Continue to support teachers in embedding the new PE scheme of work as these were both new purchases this year and were impacted by remote learning. |

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

Meeting National Curriculum Requirements for Swimming and Water Safety 2020/21

| The pupil outcomes of the statements below <u>must</u> be reported on the school website for the current Year 6 cohort | Results |
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| What percentage of Year 6 pupils can swim competently, confidently and proficiently over a distance of at least 25 metres ? | 34% |
| What percentage of Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 76% |
| What percentage of Year 6 pupils can perform safe self-rescue in different water-based situations? | N/A |
| Schools can choose to use their 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? | NO |

PE and Sport Premium Action Plan 2021/22

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| Academic Year: 2021/22 | Total fund allocated: £19580 Total spending: £20105 | Date updated: 31st July 2021 | | |
| Key indicator 1: 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 what you want the pupils to know and be able to do and about what they | 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: |

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| <p>need to learn and to consolidate through practice:</p> | | | | |
| <p>To ensure playtimes are active and engaging for all KS1 children.</p> | <p>Installation of trim trail on KS1 playground</p> | <p>9355.25</p> | <p>Promoting active playtimes will help to ensure children are active for at least 30 minutes a day (during school hours).</p> <ul style="list-style-type: none"> • Improve the facilities for children to be active for their health, well-being and fitness. • Develop core strength, coordination and motor skills. • Encourage healthy competition | <p>How do you know? E.g. pupil survey result - June</p> |
| <p>To increase motivation and engagement in daily health activities</p> | <p>Engage all children in moderate to vigorous activity. Children have an individual target or group target (this will also support social engagement). Activities could include the use of hula hoops, skipping ropes, tennis balls for throwing and catching, footballs, etc. Set a specific time and children try to beat their score every time. All year groups including staff involvement in undertaking daily mile. Break and lunch staff to be allocated 'playtime activity zone'</p> | <p>Cost of equipment? Funded through school PE budget</p> | <ul style="list-style-type: none"> • To boost the fitness and mental/personal challenge of all children across the school following impact of lockdowns, including engagement • To see if fitness levels improve across the school | <p>% of pupil fitness data : pupil laps</p> |

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| <p>To improve swimming provision and the number of children who leave primary school being able to swim 25m.</p> | <p>Liaise with local pool to allocate extra sessions for children in Years 5</p> | <p>200</p> | <p>Using a local swimming pool, has enabled children to walk to and from lessons and avoid travelling on a coach.</p> | <p>Progress of children in swimming has improved and I am hopeful this will show impact in future number of children achieving 25m by the end of Year 6</p> |
| <p>To promote active travel to and from school.</p> | <p>To aid children in understanding how to travel to and from school in an active manner and stay safe: Offer bikeability sessions to children in Year 5 Promote walk to school week</p> | <p>50</p> | <p>Children in years five were able to complete the level two of bikeability training to develop their understanding of how to ride on a road safely.</p> | |
| <p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p> | | | | <p>Percentage of total allocation: %</p> |
| <p>Intent</p> | <p>Implementation</p> | | <p>Impact</p> | |
| <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>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> |
| <p>To link PE and sports with writing</p> | <p>Each year group provided with a sports person to write about along with a specified writing genre. Work to be celebrated and placed on display in hall.</p> | <p>0</p> | <p>Pupil engagement and interest in sports increases through the promotion and awareness of sports personalities/ role models.</p> | |

| To introduce children to lead and support in PE lessons | <p>Advent term linked to Black History Month</p> <p>Elect and train pupil PE leads: KS1 to involve children in lessons; have PE mentors to collect equipment, ensure children line up in order, etc. KS2 to have PE monitors to collect and return equipment to the sheds. They can lead warm up and cool down with support initially.</p> | 350 | <p>Children can incorporate discussion and celebration of their achievements and success in their sports field, within class</p> <p>Children develop leadership skills.</p> <p>Positive relationships established with children and staff.</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: % |
| 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: |
| Improve quality of PE delivery through introduction of new scheme of work which improves skills of | <p>Purchase new scheme</p> <p>Training in the use of Complete PE. Followed up by CPD PE leads in implementation and assessment</p> | 1920 | Teaching staff have improved confidence in the teaching of PE. The percentage of good or better teaching in PE increases to at least 90% | |

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| <p>children and ensures sequential progression</p> <p>To support teaching in delivering first quality dance PE.</p> <p>To offer a mentoring programme to ETC or newly qualified and less experienced teachers to ensure delivery of high-quality PE lessons</p> | <ul style="list-style-type: none"> • Time table of dance program for all staff <p>LTFC used as programme provider: Year 1 ETC and Early years teachers to receive bespoke mentoring, offering support and guidance with planning, preparation and delivery of PE lessons.</p> | <p>3840 (See below)</p> <p>480</p> | <ul style="list-style-type: none"> • To show progression between units. • Progression between year groups. • Differentiation. • A range of sports. • Planning support and fresh ideas for staff. • Up-level teaching staff in dance lessons and their structure. Teachers will learn from coach the teaching of dance skills. <p>Identified teachers have improved knowledge and skills. In addition they have guidance on how to support children with additional needs and high achievers.</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> |
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| Intent | Implementation | Funding allocated: | Impact | Sustainability and suggested next steps: |
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| <p>Your school focus should be clear what you want the pupils to know and be able to do and about what they</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> | |

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| <p>need to learn and to consolidate through practice:</p> | | | | |
| <p>To provide all children with quality first PE lessons</p> | <p>LTFC deliver weekly sessions to Year 2 'Healthy Hatter's, Year 3 'Sport linked to Literacy' and Year 6 Well-being leadership' programmes</p> | <p>1500</p> | <p>Increased participation in sports for children who do not necessarily otherwise get the chance.</p> | |
| <p>To develop a culture of high expectations with an established growth mindset among children through extra-curricular sports clubs</p> | <p>Extra-curricular sports clubs delivered by Foundation Sports Years 1, 3 and 5. Lent term lunch time clubs delivered 3 times a week across KS1 and KS2</p> | <p>1620</p> | <p>Children in targeted groups regularly access sports. Hopeful for improved attendance and participation for identified pupils</p> | |
| <p>To deliver high-quality dance sessions and improve children's access to a range of dance genres</p> | <p>Programme runs for 6 weeks for every year group: Y1 – Musical Theatre Y2 – Street Dance Y3 – Street Dance Y4 – Musical Theatre Y5 – Street Dance Y6 – End of year production Reception – Street Dance Ladybirds Street Dance</p> | <p>36 weeks (same as cost above - 3840)</p> | <ul style="list-style-type: none"> • Children enjoy and take part in high quality, fun based dance/musical theatre sessions with our professional dance teacher. • Key progression from start to finish with a final outcome (previously a parent performance) and recorded video link for parents. • Children enjoy and participate in high quality, fun based extra-curricular athletic sessions. | |

| <p>To ensure all PE lessons delivered will be engaging, active and well-resourced to deliver high quality teaching</p> | <p>Audit of PE Equipment across school and the purchase of relevant equipment, including items that have been condemned and deemed unfit for purpose. Initial inspection of PE and Play equipment and the fixing of condemned items so they are safe to use.</p> | <p>500</p> | <p>Teachers to have the correct and appropriate resources to deliver high quality PE. Safe equipment around the school.</p> | |
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| <p>Key indicator 5: Increased participation in competitive sport</p> | | | | <p>Percentage of total allocation: %</p> |
| <p>Intent</p> | <p>Implementation</p> | <p>Impact</p> | <p>Impact</p> | <p>Impact</p> |
| <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>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> |
| <p>To provide opportunities for inter/intra-school competitions so children achieve personal bests and teamwork accolades.</p> | <p>Variety of sporting competitions through Active Luton, including cross country, tag rugby, invasion games, dodgeball, handball, athletics, football, netball and basketball. Sports day will provide another opportunity for whole school to take part in an inter-school house competition</p> | <p>290 (to cover admin and other costs such as travel and medals)</p> | <p>A wide range of activities participated by most children. Different children picked to attend sporting events to ensure inclusivity. All children had access to safe and challenging healthy competition.</p> | |

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| <p>To ensure PE and health is a priority in school development.</p> | <p>Intend to gradually increase participation in competitive sports in Lent and Pentecost Terms. Gaelic football for year 4 offered.</p> <p>Competitive football and netball leagues in Advent and Lent Terms.</p> <ul style="list-style-type: none"> • Net ball team established in Advent Term, training every Thursday after school. • Football team established in Advent Term. <p>Planned WAP sport carousel event to take place in Pentecost Term</p> <p>Implement a fitness program which is repeated each week and scores/progress recorded and monitored. Weekly challenge every term/half term.</p> <p>STCAT trust wide Summer Term Fitness Program Encouragement and competitive aspect through personal challenge and could be part of or in addition to PE session.</p> | | <p>The fitness and mental health of all children will improve, especially following lockdowns.</p> <p>Children's health and well-being improves and builds resilience to have healthier competitive attitudes</p> | |
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PE and Sport Premium Impact Review 2021/22

Pending EOY Review

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| Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school | | | | Percentage of total allocation: |
| Key Actions taken | Actual Outcomes | Actual Cost | Impact (school, staff, pupils) with Evidence | Sustainability and suggested next steps |
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| Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 0% of Total |
| Key Actions taken | Actual Outcomes | Actual Cost | Impact (school, staff, pupils) with Evidence | Sustainability and suggested next steps |
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| Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport | | | | Percentage of total allocation: |
| Key Actions taken | Actual Outcomes | Actual Cost | Impact (school, staff, pupils) with Evidence | Sustainability and suggested next steps |
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| | | | WIDER IMPACT AS A RESULT OF ABOVE | |
| Indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| Key Actions taken | Actual Outcomes | Actual Cost | Impact (school, staff, pupils) with Evidence | Sustainability and suggested next steps |
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| | | | WIDER IMPACT AS A RESULT OF ABOVE | |
| Indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |

| Key Actions taken | Actual Outcomes | Actual Cost | Impact (school, staff, pupils) with Evidence | Sustainability and suggested next steps |
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| | | | WIDER IMPACT AS A RESULT OF ABOVE | |

Additional information that could form the basis of a report to governors

Sports Premium Grant

| Financial Year | Budget | Actual Spend |
|----------------|---|--------------|
| 2017 -2018 | £19580 | £19500 |
| 2018 - 2019 | £19580 | £19231.32 |
| 2019 - 2020 | £19580 | £16534.32 |
| 2020 -2021 | £19580 + £3045.68 (Carried Over) + £12000 (Friends) | £34625.68 |
| 2021 - 2022 | £19580 | |

Next Steps - Our Plans for 2022-23 and how we will Sustain the Improvements

Notes:

LTFC Mentoring Program and curriculum-based sessions. For discussion and pending for next year

Embed the projected curriculum scheme of work

Gym installation for KS2