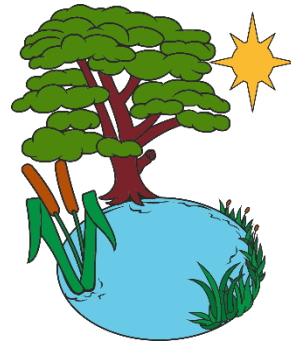


Sports Premium

St Mary's CE

2022-23

Spend and impact for academic year



Compassion Friendship Koinonia Trust

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](#) 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 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 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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 2023. To see an example of how to complete the table please click [HERE](#)

Created by:



Supported by:



Details with regard to funding

Please complete the table below.

| | |
|---|--------|
| Total amount carried over from 2021-22 | £0 |
| Total amount allocated for 2020/21 | £17660 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount allocated for 2022/23 | £16980 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £16980 |

Swimming Data

Please report on your Swimming Data below.

| | |
|--|--|
| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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 then transfer to the pool when school swimming restarts.</p> <p>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</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>N.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 2020.</p> <p>Please see note above</p> | 93.75% |
| <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> | 81.25% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 81.25% of pupils can perform a safe self-rescue in different water |

| | |
|---|------------------|
| | based situations |
| 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? | No |

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: £16980 | Date Updated: 3.9.23 |
|--|---|-------------------------------------|---|
| 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 |
| Use Kabocca survey to identify least active groups of children and provide additional opportunities and encourage participation from them in extra-curricular clubs, festivals, competitions. | Survey to be done at start and end of year to show increase in activity levels. Subject lead to analyse results and develop an action plan to target specific groups of children. | (York sports network = £8,000) | After another rKoboca review across the school (including KS1) Some children explained a lack of leadership opportunities. These children were then selected for play leaders as well as team captains within game scenarios in lessons. |
| Increased physical activity during playtimes and lunchtime for KS1 and 2. This includes added playtime equipment. | PE ipad used solely with PE session Purchase of additional equipment and storage to be used by children in all classes on a rotation. Sports Supervisors to assist in games and activities. | £300 sports equipment | Children are more active with the speaker that we have maintained and continue to use. PE ipad bought to allow easy access Children are now increasingly active at play times and lunch times. football, skipping, throwing, cricket |
| Increased physical activity | Mrs Suttill complete wake up shake up once a week on Monday | Part of York Sports Network Funding | Redesigned this due to timetable. Children energised for the week ahead |
| Continue class Teachers to providing opportunities for movement / brain breaks during the day | With links to York Sports Network virtual brain break competition, staff to allow children the opportunity to take part in the brain break movements twice a day. | Part of York Sports Network Funding | Feedback from children was so positive. Children accessed brain breaks and feel much better mentally and able to access learning. |

Survey part of
York Sports
Network Funding

Key indicator 2: The profile Pe and Sport is 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?: |
| PE continues to be addressed in every curriculum meeting with link visit governor completing link visits with HT | P.E. lead to meet with PE Governor to oversee how PESSPA is being delivered and monitored in school and at Governor level. Reports from P.E. lead to Governors during the year as well as an opportunity for a physical presentation. | Voluntary Governor Cover for P.E. Lead if required £200 per day | Governors continue to be aware of what is happening within PE and offered advice and challenge to make sure it is happening |
| P.E. lead (in collaboration with York Sports Network P.E. specialist) to audit and collect evidence of the impact of PESSPA in school | P.E. lead to be given a full day each term to audit and collect evidence of what the school is doing to raise the profile of PESSPA and the impact it is having on children. | £600 for Supply cover | Children now experience the full real PE curriculum inclusive curriculum. |
| Investment in realPE continued + out of school clubs provision | All staff continuing with REALPE REAL PE assessment wheels to be introduced | £3500 | Profile raised through access to varied out of school clubs Sports club every night now on offer for all children that attend. |

| | | | |
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| | | | |
| Children given opportunities to represent the school | Had teacher lead the football team in competing against other schools | York sports network | <p>KS2 football team focused and improved impact of behaviour. Idea of role models used for key children within the team</p> <p>Children proud to be part of the team. Confidence and behaviour improved as they step up to represent St Mary's</p> |

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?: |
| <p>After numerous PE sports specialist over 2 years, as a schools we needed time to regroup and continue with objectives</p> <p>York School Sports Network P.E. specialist for 1 day a week to work alongside class teachers to upskill and develop their expertise and confidence in teaching P.E. and delivering School Sport</p> <p>To have a whole school P.E. curriculum</p> | <p>Identify staff who would benefit from training support with specialist teacher. Arrange P.E. timetable to fit in with these staff/classes to work alongside specialist teacher.</p> <p>P.E. lead, P.E. teacher and Specialist</p> | <p>Part of the York Sports Network funding</p> <p>Linked to REAL P</p> | <p>Total sports staff have increased their understanding of what good PE looks like and have rolled out RealPE for whole school collective vision to take place. Extremely high level of CPD from sports specialist has built confidence of staff as well as their enjoyment in teaching PE - children are enjoying their new PE sessions</p> <p>ALL children benefited from the ethos of real PE which is about</p> |

| | | | |
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| which is fit for purpose, is progressive, inclusive, engaging and holistic | <p>reviewed current PE curriculum offer. Invested in REAL PE curriculum.</p> <p>Real PE specialist assigned to work with school (Abi Topliss)</p> <p>x2 whole school twilights dedicated to the implementation of the new PE curriculum</p> | investment | <p>the holistic child. Celebrating effort, progress and inclusion over attainment.</p> <p>All staff now on the same personal wheel for what whole self skill they are working on. Clear progression of skills as well as sequencing of lessons from EYFS to 6.</p> <p>All staff have a greater knowledge of how to use the online system of Real PE. Children's enjoyment for real PE clear as they watch the videos to help them achieve certain skills/routines. Clarity of skill explanation for children greatly increased. Further understanding of the assessment of PE</p> |
|--|---|------------|---|

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?: |
| Children to have an opportunity to participate in a range of different sports with school and be signposted to these clubs/activities out of school. | <p>P.E. lead to identify possible sports for taster sessions in school – Sports Crew and/or School Council could survey children of what they would like to take have an opportunity to do.</p> <p>Table tennis club x1 a week every Monday (1 hour)</p> <p>Table tennis tables, robot and balls</p> <p>Dance club x1 a week</p> <p>Netball x1 a week</p> <p>Total sports x2 a week</p> <p>Total sports clubs x 2 a week</p> | <p>Aim for free but could put small costs to us and/or parents</p> <p>£1800</p> <p>£1050</p> <p>£2000</p> | <p>The pupils have a love of new sports such as table tennis. Boys and girls are mixing increasingly when playing netball and table tennis.</p> <p>Enjoyment of sport is evident in these children.</p> <p>PP priorities to be involved</p> |

| | | | |
|--|---|---|--|
| Purchase of equipment to improve sporting participation based upon audit of current need in line with what is needed from real PE | P.E. lead to audit current equipment and create a wish list of items we need to provide a wide range of sporting opportunities | £1000 | REAL PE resources enjoyed by all children in school giving them full access to the REAL PE platform. Inclusion and enjoyment in PE grew. |
| Use York Sports Network membership to provide opportunities for all children to take part in a wide range of activities including festivals and Level 2 Competition | P.E. lead to keep a tracker of participation for Inter school events for children in Year 1 -6. Aim to select a variety of children for each event so everyone has an opportunity to participate. | Part of the York Sports Network funding | Children gain confidence and pride in representing the school in varied sports |
| Purchase of x3 table tennis tables, nets, balls, bats and robot | Head teacher deliver after school club once a week | | Children enjoyed the unique sport opportunity. Increased physical exercise. Girls targeted to join |

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: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: |
| <p>Raise the profile of Intra House Competitions within school for ALL children.</p> <p>Raise profile of competing against other schools</p> | <p>Sports Crew and/or to organise and run regular Intra House Competitions for children in KS1 & 2</p> <p>Resources such as t-shirts, whistles certificates to be purchased.</p> | <p>£300</p> <p>£10 entrance fee</p> <p>Children enjoyed competing against each other in football, tennis and netball.</p> <p>Sports day allowed inclusion for all children and an experience of healthy competition - build this session next eyar</p> <p>KS2 represented the school in a chess tournament again giving them the opportunity to exert and challenge themselves mentally. Confidence grew from the event.</p> |
| | | <p>Total spend: £16960</p> |

| | |
|-----------------|-----------------------------------|
| Signed off by | |
| Head Teacher: | Richard Moss |
| Date: | 27/7/23 |
| Subject Leader: | Richard Moss |
| Date: | 27/7/23 |
| Governor: | Kathy Myers PE lead link Governor |
| Date: | 27/7/.23 |

In consultation with York Sports Partnership specialist