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| Our Lady and St Paul’s RC Primary School, A Voluntary Academy  Sports Premium Review | | | |
| Key Achievements to date: | Key Achievements to date: | Key Achievements to date: | Areas for further improvement and baseline evidence of need: |
| 2018-19 Impact   * Specialist PE coaches offer children a wide range of afterschool activities * Specialist PE coach has been able to promote the profile of the subject across the school. * Increased quality of PE sessions – sessions are timetabled to ensure two quality PE sessions a week * Targeted sessions to keep children active who are usually reluctant to take part previously. * Increased pride in PE performance and participation in extra-curricular activities. * Targeted competitions for SEN children, funded transport has led to participation in new sports/activities e.g. Boccia, New Age Curling | 2019-20 Impact   * Wider range of extra-curricular activities available – linked to responses from pupil voice. * High quality PE delivered by specialist coach – CPD provided to staff who observe and deliver PE sessions with timely feedback * Increased uptake in Heywood Sports Partnership Competitions, raising the profile of sport within the school * Self-esteem raised through weekly certificates in assemblies, celebrating sporting success and achievements * Launch of Playground Leader scheme – leading to more structured lunchtime play, increased confidence in sporting activities and better behaviour | 2020-21 Impact   * Subject knowledge of staff through specialist coaches and CPD to ensure high quality teaching and provision will take place on return to school. * Children who attending school during the pandemic took part in physical activities at break/lunchtimes provided by the sports coach/lunch time supervisors. * Promotion of personal challenges through online learning provision * When possible, a wide range of after school sports clubs free of charge for KS1 and KS2 pupils took place, including Dance to raise the profile of PE. | 2021-22   * Ensure there is clear progression in the curriculum * Work with specialist coaches to continue to provide high quality CPD to staff to help deliver an outstanding PE curriculum * Ensure Key Stage 2 swimming sessions take place and incorporate catch-up programme for children who have not yet completed 25m * Develop Sports Council and pupil leadership to ensure broad range of extra-curricular activities can take place * Increased competitions for SEN children as part of Rochdale Partnership * Development of school playground equipment to assist in the running of lunchtime/playtime activities |

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| Meeting national curriculum requirements for swimming and water safety | | |
| 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.  **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** | 2020/21  Class did not complete swimming programme due to school closure. | |
| 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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.  Please see note above |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  Please see note above |
| **What percentage of your current Year 6 cohort perform 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? | Class did not complete swimming programme due to school closure. |

**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.

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| **Academic Year:** 2021/22 | **Total fund allocated: £17,890** | **Date Updated: December 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 | | | | |
| **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: |
| **For children to access high quality PE sessions through taught PE sessions**  **For children to have access to a range of high quality extra-curricular sporting activities**  **To have a range of high quality playground equipment available to stimulate a passion for physical activity** | **Embed progressive curriculum**  **Greater focus on pupil engagement in both lessons and extra-curricular activities.**  **Increase the profile of PE and Sport across the school.** | £10000 | **Pupils will be taking part in at least 30 minutes of physical activity each day.**  **Playtimes become more structured, increasing positive behaviours and also increasing interest in extra-curricular clubs** | **Playground leaders/Sports Council to be trained in leading sporting activities to continue beyond academic year** |
| **Key indicator 2:** The profile of PESSPA 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?: | Sustainability and suggested next steps: |
| **Ensure the delivery of a broad and balanced PE curriculum**  **Continued access to Key Stage 2 swimming sessions** | **To employ an in house sports coach to deliver PE sessions, alongside class teachers, across all year groups and lead the children in afterschool competitions and clubs.**  **Ensure block booking for Y4 pupils and any catch up swimming groups needed in Upper Key Stage 2** | £3332 | **PE sessions will be of a high quality with increased levels of activity in each session.**  **Progression of the curriculum will be clear throughout the school.**  **Children will be able to swim 25m and have water safety skills by the time they leave primary school.** | **Will ultimately have to be taken from main school budget**  **Catch up programme should cover missed opportunities from interrupted school years.** |

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| **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 | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| **Provide effective CPD and support teachers in the delivery of high quality sessions throughout the school day** | **Teachers to observe sessions delivered by coach to develop their own skills at delivering quality PE.**  **Audit of current sport and playground equipment and acquiring of new equipment**  **Zoned activities with a clear rota of responsibilities to ensure children are engaged in productive physical activity.** | £2000 | **Teacher confidence will increase with the PE curriculum and consistent, high-quality lessons will be delivered across the school.**  **Playground activities will become more structured and larger proportion of children will have access to productive physical activities** | **Teachers to identify areas that they require extra support**  **Playground leaders to run each year to ensure effective physical activity sessions in break times.**  **Consistent review cycle and audit of playground equipment, ensuring it is up to date and in good condition for effective physical activity.** |
| **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 | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| **To provide a range of free extra-curricular clubs for children to access**  **Increased participation in extra-curricular activities for SEN children**  **Introduce new opportunities to children as part of broad curriculum** | **SEN pupils to access Playgrounds Podium scheme to increase their participation in school sport**  **Implement activities that create a strong focus on wellbeing of children after Covid-19 disruptions** | £2160 | **Increased number of SEN pupils will access sporting activities.**  **Pupil voice will show an increase in positive** **attitudes to sporting activity across the school** | **Review of sporting events through local links and partnerships**  **Pupil leaders/Sports Council to plan and run sessions that promote positive wellbeing in their peers** |

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| **Key indicator 5:** Increased participation in competitive sport | | | | |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |

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| **To give a range of opportunities for pupils to engage in inter-school competitions** | **All children in Key Stage 2 to represent the school in an external event by the end of the year.**  **Participation in Rochdale Borough of Schools Partnership and Heywood Sports Partnership to provide broad range of inter-school competitions** | £200 plus £50 per additional tournament | **All children in KS2 will have represented the school in competitions or events by the end of academic year**  **Partnerships will increase the number of events we can access and provide broader range of competitions for children to experience** | **Pride in representing school will assist in raising activity levels/participation in extra-curricular clubs**  **Review of events through Pupil Voice to ensure we are accessing sports/activities that our children are passionate about** |

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| Signed off by | |
| Head Teacher: |  |
| Date: |  |
| Subject Leader: |  |
| Date: |  |
| Governor: |  |
| Date: |  |