

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:	Key achievements to date:
<p>2018-19 Impact</p> <ul style="list-style-type: none"> <li>Specialist PE coaches offer children a wide range of afterschool activities</li> <li>Specialist PE coach has been able to promote the profile of the subject across the school.</li> <li>Increased quality of PE sessions – sessions are timetabled to ensure two quality PE sessions a week</li> <li>Targeted sessions to keep children active who are usually reluctant to take part previously.</li> <li>Increased pride in PE performance and participation in extra-curricular activities.</li> <li>Targeted competitions for SEN children, funded transport has led to participation in new sports/activities e.g. Boccia, New Age Curling</li> </ul>	<p>2019-20 Impact</p> <ul style="list-style-type: none"> <li>Wider range of extra-curricular activities available – linked to responses from pupil voice.</li> <li>High quality PE delivered by specialist coach – CPD provided to staff who observe and deliver PE sessions with timely feedback</li> <li>Increased uptake in Heywood Sports Partnership Competitions, raising the profile of sport within the school</li> <li>Self-esteem raised through weekly certificates in assemblies, celebrating sporting success and achievements</li> <li>Launch of Playground Leader scheme – leading to more structured lunchtime play, increased confidence in sporting activities and better behaviour</li> </ul>	<p>2020-21 Impact</p> <ul style="list-style-type: none"> <li>Subject knowledge of staff through specialist coaches and CPD to ensure high quality teaching and provision will take place on return to school.</li> <li>Children who attending school during the pandemic took part in physical activities at break/lunchtimes provided by the sports coach/lunch time supervisors.</li> <li>Promotion of personal challenges through online learning provision</li> <li>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.</li> </ul>	<p>2021-22 Impact</p> <ul style="list-style-type: none"> <li>Curriculum builds on prior learning in other year group classes.</li> <li>Specialist coaches continue to provide high quality CPD to staff to help deliver an outstanding PE curriculum</li> <li>Key Stage 2 swimming sessions take place each week and incorporate catch-up programme for Y6 children who have not yet completed 25m</li> <li>Playground leaders trained with MUFC Foundation – potential to retrain other year groups</li> <li>Increased participation in competitions across all of Key Stage 2 and Key Stage 1</li> <li>Some purchases of new equipment for playtimes and lunchtimes</li> </ul>

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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**

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?

76%

Yes

## 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: £17,890		Date Updated: December 2022	
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	
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?:	
<b>For children to access high quality PE sessions through taught PE sessions</b>  <b>For children to have access to a range of high quality extra-curricular sporting activities</b>  <b>To have a range of high quality playground equipment available to stimulate a passion for physical activity</b>		<b>Embed progressive curriculum</b>  <b>Greater focus on pupil engagement in both lessons and extra-curricular activities.</b>  <b>Increase the profile of PE and Sport across the school.</b>		£13000  Children’s competency in PE has increased. All children participating at an age appropriate level.  Increased range of extra-curricular activities. Every child in Key Stage 2 represented the school in some capacity during the academic year.  Provision of PE increased across the school due to links with Manchester United Football Club.  Increased number of competitive fixtures and competitions for children.	
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:
<p><b>Ensure the delivery of a broad and balanced PE curriculum</b></p> <p><b>Continued access to Key Stage 2 swimming sessions including children yet to achieve milestones.</b></p>	<p><b>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.</b></p> <p><b>Ensure block booking for Y4 pupils and any catch up swimming groups needed in Upper Key Stage 2</b></p>	£3332	<p>Progression of skills mapped out across Early Years, Key Stage 1 and Key Stage 2.</p> <p>Key Stage 2 children accessing mop up swimming sessions. HAF activities organised for children to access during the holidays.</p>	Continued monitoring of swimming data to ensure children reach milestones by the time they leave KS2.

### 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?:	Sustainability and suggested next steps:
<b>Provide effective CPD and support teachers in the delivery of high quality sessions throughout the school day</b>	<p><b>Teachers to observe sessions delivered by coach to develop their own skills at delivering quality PE.</b></p> <p><b>Ensure equipment and resources are in good condition and accessible to all staff</b></p>	£2000	<p>Teacher confidence in PE is increasing. Teachers have accessed high quality CPD with links to Manchester United and receive regular feedback.</p> <p>Equipment audited and any missing equipment is replaced and</p>	<p>Team teaching to ensure teacher confidence continues to increase.</p> <p>Subject leader to have time to monitor and review PE provision and equipment.</p>

	<b>Zoned activities with a clear rota of responsibilities to ensure children are engaged in productive physical activity.</b>		available for PE lessons and extra-curricular activity.	
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**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?:	Sustainability and suggested next steps:
<b>To provide a range of free extra-curricular clubs for children to access</b>  <b>Increased participation in extra-curricular activities for SEN children</b>  <b>Introduce new opportunities to children as part of broad curriculum</b>	<b>SEN pupils to access a range of appropriate provision both in the curriculum and extra-curricular</b>  <b>Access to specialised provision through links with Manchester United Foundation</b>  <b>Inclusive sports to be incorporated into the curriculum</b>	£2160	Range of extra-curricular clubs has increased, free of charge to all children.  High uptake in every club offered with waiting lists currently active due to high interest.  New opportunities such as Wheelchair Basketball introduced to the children with high levels of engagement and enjoyment from the children.  SEN children accessing sporting events outside school.  HAF activities arranged for SEN children to ensure provision outside of school.	Review extra-curricular activities in pupil voice to see if there are any gaps in current provision.  Review of waiting lists and registers to ensure all children are participating.  Focused activities for SEN/PP children through Edstart partnership.

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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p><b>To give a range of opportunities for pupils to engage in inter-school competitions</b></p> <p><b>To increase the number of girls taking part in extra-curricular sporting activity across Key Stage 2</b></p>	<p><b>All children in Key Stage 2 to represent the school in an external event by the end of the year.</b></p> <p><b>Participation in Rochdale Borough of Schools Partnership and Heywood Sports Partnership to provide broad range of inter-school competitions</b></p> <p><b>Pupil voice to identify sports or activities children want to attend that are not usually on the school calendar</b></p> <p><b>Regular attendance at girls events – registers kept and missing</b></p>	£200 plus £50 per additional tournament	<p>Children accessed a range of sporting competitions across both Heywood and Rochdale.</p> <p>Links with Manchester United provided more opportunities out of the local area.</p> <p>Girls sporting participation high. E.g. school football team rose from having 0 participants to 17. In addition, more wanting to join.</p>	<p>Increased in participation across Rochdale through school games.</p> <p>Focus on Key Stage 1 sporting events.</p>

Signed off by	
Head Teacher:	Marie Gavin
Date:	July 2023

Subject Leader:	Anthony Cregan
Date:	July 2023
Governor:	Scott Hardy
Date:	July 2023