

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>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> <li>•</li> </ul>	<p>2022-23 impact</p> <ul style="list-style-type: none"> <li>• A range of opportunities provided for children to access outside of school experiences.</li> <li>• Y4 swimming taking place weekly throughout the Spring and Summer terms &amp; holiday catch up programmes for Y5 and Y6 children who haven't achieved 25m yet.</li> <li>• Girls' sports competitions are consistently taking place giving opportunities to all.</li> <li>• Refined curriculum maps created with sports specialists to enhance the school's provision of PE and sport.</li> </ul>	<p>2023-24 Impact</p> <ul style="list-style-type: none"> <li>• Money raised for new sports equipment by taking part in sports for schools fundraising activity.</li> <li>• Sports leaders are confident leading sessions on the playground during break and lunch times.</li> <li>• School took part in extracurricular sports competitions every Thursday throughout the year in the Heywood sports partnership.</li> <li>• School started working with its school sports co-ordinator competing in Rochdale competitions.</li> <li>• A range of rewards and experiences are provided for our children particularly working closely with the Manchester United foundation.</li> </ul>	<p>2024-25 impact</p> <ul style="list-style-type: none"> <li>•</li> </ul>

		<ul style="list-style-type: none"> <li>• Specialist coaches continue to provide high quality sessions for all our children.</li> <li>• Staff are building their confidence teaching PE through half termly CPD sessions with specialist coaches.</li> </ul>	
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Meeting national curriculum requirements for swimming and water safety	
<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><b>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</b></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><b>N.B.</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</p>	50%
<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>	
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	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.

<b>Academic Year: 2024/25</b>		<b>Total fund allocated: £17560</b>		<b>Date Updated: September 2024</b>	
<b>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</b>					
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><b>For children to access high quality PE sessions through taught PE sessions.</b></p> <p><b>For targeted groups to have extra provision put in place to engage all pupils.</b></p> <p><b>To have a range of high quality playground equipment available to stimulate a passion for physical activity.</b></p> <p><b>Dance and Gymnastics to be incorporated into the curriculum on a more consistent basis.</b></p>		<p><b>Embed a curriculum that allows all children to access sport.</b></p> <p><b>Manchester United and Ed Start providing high quality taught PE sessions.</b></p> <p><b>High quality sports coaches leading extra targeted sessions.</b></p> <p><b>Introduce the OPAL programme over the 2024-25 and 2025-26 school year.</b></p> <p><b>Ed Start to lead on the teaching of dance and gymnastics.</b></p>		<p>£13000</p> <p>Children’s engagement in PE has increased. All children participating at an age-appropriate level.</p> <p>Increased range of extra-curricular activities.</p> <p>Provision of PE has improved across the school due to links with Manchester United Football Club and ED Start.</p> <p>Children taking responsibility to organise alongside staff playground activities during break and lunch times.</p> <p>Targeted groups of children becoming more engaged in school being driven by PE and sport.</p>	
				<p>Team building and play equipment to be introduced for structured playground activities. Working alongside OPAL.</p> <p>Teaching staff implementing what they have learnt through their CPD sessions in the teaching of PE by themselves.</p> <p>Curriculum plans being revised and continually adapted to suit the needs of all children at the school.</p>	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>					
Intent		Implementation		Impact	

Created by:



Supported by:



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>Continued access to Key Stage 2 swimming sessions including children yet to achieve milestones.</b>  <b>Continued access to intra school competitions within the Heywood and Rochdale partnership.</b>	<b>Ensure block booking for Y4 pupils and any catch up swimming groups needed in Upper Key Stage 2.</b>  <b>Weekly competitions being attended within the Heywood and Rochdale partnership.</b>	£1000	Key Stage 2 children accessing mop up swimming sessions. HAF activities organised for children to access during the holidays.  All children being given opportunities to attend extra-curricular sports competitions.	Continued monitoring of swimming data to ensure children reach milestones by the time they leave KS2.  Input into which sports competitions are being held within the Heywood partnership to provide a platform for less well-known sports so children can access these.

**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?:
<b>Provide effective CPD and support teachers in the delivery of high-quality sessions throughout the school day.</b>	<b>Ensure equipment and resources are in good condition and accessible to all staff.</b>  <b>Opportunities for staff to implement what they have learnt through previous CPD sessions in their own taught sessions.</b>	£1000	Teacher confidence in PE is increasing. Teachers have accessed high quality CPD with links to Manchester United.  Equipment audited and any missing equipment is replaced and available for PE lessons and extra-curricular activity.
			Sustainability and suggested next steps:  Team teaching to ensure teacher confidence continues to increase.  Subject leader to have time to monitor and review PE provision and equipment.

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

Intent	Implementation	Impact	
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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 provide a range of free extra-curricular clubs for children to access.</b></p> <p><b>Increased participation in extra-curricular activities for SEN children.</b></p> <p><b>Introduce new opportunities to children as part of broad curriculum.</b></p>	<p><b>SEN pupils to access a range of appropriate provision both in the curriculum and extra-curricular.</b></p> <p><b>Access to specialised provision through links with Manchester United Foundation and EdStart.</b></p>	<p>£1500</p>	<p>2 or 3 extra-curricular clubs offered to all children free of charge.</p> <p>High uptake in every club offered with waiting lists currently active due to high interest.</p> <p>SEN children accessing sporting events outside school.</p>	<p>Review extra-curricular activities in pupil voice to see if there are any gaps in current provision.</p> <p>Review of waiting lists and registers to ensure all children are participating.</p>

**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 increase the number of girls taking part in extra-curricular sporting activity across both key stages.</b></p> <p><b>To increase the number of SEND taking part in extra-curricular sporting activity across both key stages.</b></p>	<p><b>Participation in Rochdale Borough of Schools Partnership and Heywood Sports Partnership to provide broad range of competitions.</b></p> <p><b>Regular attendance at girl and SEND events.</b></p>	£500	<p>Children accessed a range of sporting competitions across both Heywood and Rochdale.</p> <p>An increase in girls’ participation with high levels of engagement.</p> <p>An increase in SEND participation with high levels of engagement.</p>	<p>Increased in participation across Rochdale through school games.</p> <p>Focus on Key Stage 1 sporting events.</p> <p>Focus on intra-school competitions within school.</p>

Signed off by	
Head Teacher:	Marie Gavin
Date:	September 2024
Subject Leader:	Tom Staley
Date:	September 2024
Governor:	Scott Hardy

Date:	September 2024
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