



# St Simon's Catholic Primary School



## Evidencing the impact of the PE and Sport Premium

<b>Amount of Grant Received</b>	£17,610	<b>Amount of Grant Spent</b>	£9518.49	<b>Date</b>	Updated July 2023
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### RAG rated progress:

- **Red** - needs addressing
- **Amber** - addressing but further improvement needed
- **Green** - achieving consistently

As a result of reviewing achievements to date in each of the 5 key indicators from DfE and considering priority areas for further development needs, the following 3 year action plan and impact report shows ongoing progress.

<b>Meeting national curriculum requirements for swimming and water safety</b>	
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	46% 13/28 children achieved NC1 or NC2
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	46% 13/28 children achieved NC1 or NC2
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	46% 13/28 children achieved NC1 or NC2
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?	No

### Key indicator 1: The engagement of all pupils in regular physical activity

– Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	22/23	23/24	24/25
<ul style="list-style-type: none"> <li>• Encourage enjoyment of PE and Sport with the aim of inspiring lifelong participation in physical activity.</li> <li>• Build a lifelong knowledge of the importance of physical activity through PSHE curriculum and assembly.</li> <li>• To improve the quality of teaching and diversity of the curriculum in order for all pupils to make regular and sustained progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of Active Maths in Year 4.</li> <li>• KS2 playground markings with additional markings to encourage active play.</li> <li>• Equipment to encourage active playtimes and build gross motor skills in KS1 playground.</li> <li>• KS1 playground markings to encourage active playtimes.</li> <li>• Individual Physical Activity Challenges including the Lent walk</li> <li>• EYFS Funky Five</li> <li>• KS1: Wake up, shake up</li> <li>• New, engaging playground</li> </ul>	Shapes payment £2,300	<ul style="list-style-type: none"> <li>• Increased participation in physical activity by ALL children.</li> <li>• Raising attainment levels in maths</li> <li>• Increased participation in after school clubs.</li> <li>• Pupil Voice</li> <li>• Teacher surveys</li> <li>• Children have an improved understanding of health and wellbeing.</li> <li>• Pupils have a more positive approach to PE</li> </ul>	<ul style="list-style-type: none"> <li>• Children will continue to develop fine and gross motor skills and physical development will be accelerated.</li> <li>• Children will continue to develop their social, communication and turn taking skills.</li> <li>• The SHAPES alliance will continue to work with staff on professional development.</li> <li>• Children have healthier lifestyles with and understanding</li> </ul>			

	markings for KS1		and sport.	<p>of not only being physically active but have good mental health too.</p> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• PE coordinator to identify children who are resistant to take part in PE lessons and to support them to develop and love of PE and sport. As well as identifying talented children to push them towards correct sport pathways for further development.</li> <li>• Creating a culture of active classrooms</li> </ul>			
Develop and implement a professional learning plan appropriate for the needs of all staff to enable them to deliver high quality PE and physical literacy	<ul style="list-style-type: none"> <li>• Introduction of new PE SOW – Get Set 4 PE</li> <li>• PE Lead released to conduct observations of lesson delivery across the school from EYFS to UKS2.</li> </ul>	£550	<p>Staff are confident and competent to deliver high quality PE for all.</p> <p>All pupils confident to try new activities.</p>	Additional professional development to be delivered to all staff.			

	<ul style="list-style-type: none"> <li>Replenish equipment to follow the above scheme and ensure it is appropriate to suit the children.</li> <li>Provide equipment to ensure engagement and fidelity of Outdoor Learning across the school.</li> </ul>	<p>£782.01 - Inspection and Maintenance</p> <p>£542.48 – Outdoor learning school</p>	New progressive scheme of work has helped develop children's skill levels.				
Lunches, playtimes and extra-curricular (breakfast & after school clubs)	<ul style="list-style-type: none"> <li>Play leaders organizing structured games at lunch time</li> <li>Girl only football allocation once a week</li> <li>Smile for a mile</li> <li>EYFS Funky Five</li> <li>Wake &amp; Shake</li> </ul>	Lunchtime Physical Activity Bags - £345	More active lunchtimes.				

### Key indicator 2: Raising the profile of PE & Whole School Improvement

- The profile of PE and sport being raised across the school as a tool for whole school improvement

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	22/23	23/24	24/25
<ul style="list-style-type: none"> <li>Use sport as a way to continue to improve and maintain a high standard of behaviour at lunchtimes.</li> <li>Develop a formed Sport and Health council which engages with children and</li> </ul>	<ul style="list-style-type: none"> <li>PE coordinator to work with KS1 and KS2 LO's to develop their knowledge of physical activity.</li> <li>PE coordinator to provide games and opportunities to LO's for children to be</li> </ul>		<ul style="list-style-type: none"> <li>Improved behaviour at lunchtimes.</li> <li>Increased confidence of lunchtime staff to deliver games</li> </ul>	<ul style="list-style-type: none"> <li>Staff and LO's continue to provide high quality PE and Sport.</li> <li>Lunchtime clubs and After</li> </ul>			

<p>gives them a pupil voice.</p> <ul style="list-style-type: none"> <li>Develop sport leaders to help support other children and support Sport's day and lunchtime activities.</li> </ul>	<p>active at lunchtimes.</p> <ul style="list-style-type: none"> <li>PE coordinator to audit clubs and work with Sports Council to entail children's opinions taken into account.</li> </ul>		<p>and sports at lunch times.</p> <ul style="list-style-type: none"> <li>Children show strong leadership skills and feel involved in decisions made about PE and Sport.</li> </ul>	<p>school clubs to continue and more children to be identified and targeted.</p>			
<ul style="list-style-type: none"> <li>All children to take part in a Sport's Day.</li> <li>A variety of sports to be taught at lunchtime and after school clubs so children experience a variety.</li> <li>SEND children to be provided appropriate sporting opportunities so they develop a love of sport.</li> <li>Children who attend competitions are to be celebrated in assembly, Class dojo and school newsletter</li> </ul>	<ul style="list-style-type: none"> <li>PE coordinator and curriculum team to plan and execute a successful sports day for children in Reception to Year 6.</li> <li>PE coordinator to monitor and observe staff in delivering both PE and Sport.</li> <li>PE coordinator to produce timetable/check classroom kit bags so all children can access a sport at lunch time and use equipment.</li> </ul>		<ul style="list-style-type: none"> <li>Improved attitudes to sport and participation in Sports Day. New skills developed in communication and organisation.</li> <li>Pupil voice questionnaires to reflect children's opinions been taken into place.</li> <li>Increased profile of PE and Sport with parents.</li> <li>Increased participation and enjoyment by SEND pupils in PE and sport.</li> </ul>	<ul style="list-style-type: none"> <li>PE and Sport to continue to be celebrated throughout school and the profile continue to be increased.</li> <li>SEND children to continue follow specialist programme.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>PE co-ordinator to identify children who do not engage in PE and provide specialist programme to improve enjoyment and self-esteem in PE.</li> </ul>			

### Key indicator 3: High Quality Teaching

- Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	22/23	23/24	24/25
<ul style="list-style-type: none"> <li>New PE coordinator to be upskilled.</li> <li>Focus on teaching and learning PE after audit of need and lesson observations.</li> <li>Focus on supporting ECT's and new members of staff in physical education to ensure high quality PE and accurate following of the curriculum.</li> <li>Review of current curriculum and new curriculum implemented with a focus on high quality delivery.</li> <li>New SOW to include an effective assessment programme to monitor progress in PE from EYFS through to Y6.</li> </ul>	<ul style="list-style-type: none"> <li>Cover arranged to release PE coordinator to attend CPD.</li> <li>School equipment to be audited and new equipment to be order to replace faulty/inadequate equipment to facilitate lessons to a high standard.</li> <li>PE coordinator to be released to observe lessons and support staff.</li> <li>Appropriate and professional learning accessed for staff.</li> <li>Purchase SOW - Get Set for PE</li> <li>SHAPES Coaches to work with teaching staff on skills required to deliver the school curriculum including OAA and how to effectively target SEND children.</li> </ul>		<ul style="list-style-type: none"> <li>New PE-coordinator has taken over sport side of PE especially promoting football and girl's football.</li> <li>New PE coordinator to feel confident in leading the subject.</li> <li>New assessment scheme shows good progress especially in children's social and emotional development.</li> <li>Accelerated development of SEND children.</li> <li>ECT's and new staff confident to deliver high quality PE.</li> </ul>	<ul style="list-style-type: none"> <li>PE and curriculum team further established to distribute workload.</li> <li>PE coordinator to continue to work with staff and develop PE next year.</li> <li>New SOW and assessment programme has now been developed and will continue to next academic year.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Assessment programme to continue to be embedded and PE-co-ordinator to identify and further develop the curriculum from this.</li> </ul>			

				<ul style="list-style-type: none"> <li>PE coordinator to audit equipment for Games to ensure appropriate and availability.</li> <li>Consideration of new storage facilities to ensure equipment is safe and accessible for all staff.</li> </ul>			
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**Key indicator 4: Broader Range of Activities**

- Broader experience of a range of sports and activities offered to all pupils*

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	22/23	23/24	24/25
Additional achievements: <ul style="list-style-type: none"> <li>Providing opportunities for SEND children, the least active and least confident to take part in activities.</li> <li>Children to participate in sports they would not usually be exposed to in their community – Yoga immersion day</li> <li>Year 6 to attend residential</li> </ul>	<ul style="list-style-type: none"> <li>PE coordinator to audit and identify children who need more support and a tailored programme.</li> <li>Pupil feedback to inform the future choice of sports and activities.</li> <li>Staff to organise Robinwood trip.</li> </ul>	£200	<ul style="list-style-type: none"> <li>Increased participation for SEND, the least active and least confident in sport.</li> <li>A wider variety of sports has been provided and feedback from children was very positive.</li> </ul>	<ul style="list-style-type: none"> <li>Children continue to develop a love for sport by taking part in activities they enjoy and excel at.</li> <li>Sports to continue to be provided by</li> </ul>			

<p>to include bouldering, zip wire, orienteering and canoeing.</p> <ul style="list-style-type: none"> <li>School sports council to work with their class to choose sports and activities they would like to participate in.</li> <li>Outdoor learning for all year groups.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate equipment purchased.</li> <li>Coaches</li> </ul>	£3000	<ul style="list-style-type: none"> <li>Year 6 attended Robinwood and developed a wide range of skills they are not able to access within their local environment.</li> <li>Children were emerged in outdoor learning, developing and improving skills such as problem solving, communication and team work.</li> </ul>	<p>school.</p> <ul style="list-style-type: none"> <li>Teachers to receive CPD on outdoor learning to deliver this with their classes next year.</li> </ul>			
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**Key indicator 5: Competitive Sport**

- Increased participation in competitive sport


School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	22/23	23/24	24/25
<ul style="list-style-type: none"> <li>School to actively participate in competitive sports again.</li> <li>Providing opportunities for SEND children, the least active and least confident to take part in competitive activities.</li> <li>Children to compete against peers in a variety of sports.</li> <li>Children to participate in sports they would not usually be exposed to in their community.</li> <li>Sports club to include an end</li> </ul>	<ul style="list-style-type: none"> <li>Work with the SHAPES alliance to increase opportunities for children to compete in intra class competitions.</li> <li>All children take part in school sports day.</li> <li>Children take part in sports against other schools within Stockport.</li> <li>Results sharing on social media, class dojo and</li> </ul>	As above (SHAPES)	<ul style="list-style-type: none"> <li>Increased confidence of children to engage with activities monitored through registers and Get Set 4 PE.</li> <li>Pupil voice feedback through School Sports Council.</li> <li>Observation of staff and feedback from SHAPES alliance.</li> </ul>	<ul style="list-style-type: none"> <li>All children to continue to access competitive sports.</li> </ul> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Extend and vary staffing to ensure continuation.</li> </ul>			



of unit competition (if appropriate). <ul style="list-style-type: none"> <li>Girls football club to be developed.</li> <li>Coaches to train both UKS2 boys' and girls' football teams</li> <li>Travel costs to events for children to engage in competitive sports.</li> </ul>	newsletters highlighting school games value.	£735  £1064					
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**Balance remaining: £8091.51**

This balance will be carried forward in to the 2023 – 2024 academic year to build on the positive relationship between our pupils and physical activity, allowing equal access to the high quality provision of sport offered at St Simon's Catholic Primary School.

<b>Signed off by</b>	
<b>Head Teacher:</b>	
Date:	21.07.2023
<b>Subject Leader:</b>	Jenni McConville
Date:	21.07.2023
<b>Governor:</b>	P.Coleing
Date:	21.07.23