

Primary PE & Sport funding

At *St Mary's Middlewich Primary* we are utilising the Primary PE & Sport Premium funding to improve the quality and breadth of our PE & Sport provision through continually developing teaching and learning in PE, encouraging our pupils to adopt healthy active lifestyles and to take part in a wide range of sports and physical activities including more competitive school sport.

Our school will develop or add to the PE, physical activity and sport activities that we already offer and build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

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| Total underspend carried forward from 2021/2022 | £ 13,411.00 |
| + New grant for this academic year 2022/2023 | £ 7,388.00 |
| = Total available for 2022/23 to be spent by 31st July 2023 | £ 20,799.00 |

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development

| Key achievements to date until July 2023: | Areas for further improvement and baseline evidence of need: |
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| Installed a range of equipment to increase physical activity for all pupils (inc. EYFS). Following pupil feedback, we have now establish a tri-golf afterschool club for KS1 Reviewed and updated PE planning documents (LTP and MTP) and website which has raised the profile of PE across the school and in turn, increased the knowledge and confidence of teaching staff. | Ensure opportunities for club variety is fair across KS1 and KS2 Increase support at lunchtimes for 'Celebrate' children, supported by PE Coach (intra competitions). Establishing a more concrete approach to Play Leaders which involves our SGO. Opening up opportunities for lunchtime supervisors to attend Vale Royal training opportunities. |

| Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | % |
| Intent | Implementation | | Impact | Sustainability |
| 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: |
| <ul style="list-style-type: none"> Providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school Hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils - teachers should learn from coaches the necessary skills to be able to teach these new sports and physical activities effectively Increase staff confidence in delivery of the subject. | <p>We ensure our teachers have quality training specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE.</p> <p>Our school has the support of a specialist PE teacher (our PE & School Sport Coordinator) who co-delivers PE lessons with staff who have identified that they would benefit from additional support.</p> <p>We ensure our teachers have quality training specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE.</p> <p>Our school has the support of a specialist PE teacher (our PE & School Sport Coordinator) who co-delivers PE lessons with staff who have identified that they would benefit from additional support.</p> <p>The teachers can observe and support the sports coaches to increase their knowledge and confidence to teach PE.</p> <p>Teachers can use imoves to teach dance and gymnastics, areas they were least confident in.</p> | £4008.81 | <p>Supported KS1 and KS2 staff in planning and teaching progressive sessions for gymnastics.</p> <p>More ideas about how to enable the children to make progress through the skills.</p> <p>Improved confidence in delivery of dance and gymnastics using imoves.</p> | <p>Teachers to attend PE teaching training.</p> <p>Teachers to continue to observe and support coaches.</p> |

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| | Re-designed PE curriculum and have begun to create draft planning documents for each unit on LTP | | | |
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| Key indicator 2: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
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| | | | | % |
| Intent | Implementation | | Impact | Sustainability |
| 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><i>Our aim is to ensure that all children engage in 30minutes of physical activity every day by:</i></p> <p><i>Active playtimes and lunchtimes</i></p> <p><i>Active lessons and brain breaks</i></p> <p><i>Sign post children to local clubs</i></p> <p><i>Establishing, extending and funding attendance of school sports clubs and activities and holiday clubs, or broadening the variety offered</i></p> <p><i>Raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2 - every child should leave primary school able to swim</i></p> <p><i>Advocating active travel to increase activity levels before school (as well as reducing road traffic at drop-off/pick-up times)</i></p> | <p><i>We have received training regarding the recommended 60 active minutes from Youth Sport Trust & Vale Royal School Sport Partnership. The training has included sharing best practice in the active schools agenda through local case studies.</i></p> <p><i>We are using imoves to provide children with a fun way to be active, to provide active breaks across the timetable or to bring focus to groups during lesson times.</i></p> <p><i>We will ensure every child has the opportunity to get involved in extracurricular activity whether at lunchtimes, playtimes or in afterschool clubs.</i></p> <p><i>We consult pupils through the sports council about what extracurricular activity they would take part in and strive to include this in our offer in order to reach our priority groups.</i></p> <p><i>Our school runs a recreational running programme called Golden</i></p> | £16610.21 | <p><i>Increase in participation in extra-curricular clubs.</i></p> <p><i>Pupils enjoy the Golden Mile as it enables them to continually strive for personal best distances</i></p> <p><i>Pupils engaged in bike programmes (Level 2 and/or Level 3 for Ready Set Ride and Level 2 for Bikeability.</i></p> <p><i>Children participated in the Big Pedal and active travel weeks across the school year.</i></p> <p><i>An increased number of children have taken up activities at lunchtimes.</i></p> | <p><i>Ensure that teachers are using the active brain breaks effectively and this is recorded on weekly plans,</i></p> <p><i>Using imoves to support the teaching of PE</i></p> <p><i>Involve more children in active play times</i></p> <p><i>Target least active and SEN.</i></p> <p><i>Increase active travel.</i></p> |

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| | <p><i>Mile where pupils run or walk laps of our designated track.</i></p> <p><i>80% Increase in participation in extra-curricular clubs.</i></p> <p><i>Purchase and install outdoor gym equipment to encourage active play during break times and lunchtimes and also to support children who are recovering from injuries such as broken limbs who cannot fully participate in the more physical lessons/certain PE lessons but could benefit from gentle exercise.</i></p> <p><i>Elf sponsored run which gets all children involved in running – children who are normally reluctant to take part in the golden mile, put that extra effort in and thoroughly enjoy themselves.</i></p> <p><i>Also using sport to benefit others.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Pupils engaged in bike programmes (Level 2 and/or Level 3 for Ready Set Ride and Level 2 for Bikeability.</i> <input type="checkbox"/> <i>Children participated in the Big Walk and Wheel and active travel weeks across the school year.</i> <input type="checkbox"/> <i>An increased number of children have taken up activities at lunchtimes.</i> <p><i>Ensure that teachers are using the active brain breaks effectively, using imoves to support.</i></p> <p><i>Involve more children in active play times.</i></p> <p><i>Target least active and SEN.</i></p> <p><i>Increase active travel.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>We have developed PhysKids Play Leader roles who create activities to make lunchtimes more active.</i> <input type="checkbox"/> <i>We have engaged with the British Cycling balance biking programme Ready Get Set, Big Pedal AND Bikeability training to improve pupils</i> | | | |
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| | <p><i>skills and confidence and support them and their families take up more active travel to and from school.</i></p> <p><i>We took part in National School Sport Week designed to encourage engagement and celebrate physical activity across the whole school – this was shared in our school newsletter (30.06.23)</i></p> | | | |
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| Key indicator 3: The profile of PE, School Sport & Physical Activity being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
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| Intent | Implementation | | Impact | Sustainability |
| 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><input type="checkbox"/> <i>Actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sports leader' or peer-mentoring schemes)</i></p> <p><input type="checkbox"/> <i>Embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching</i></p> <p><input type="checkbox"/> <i>Using physical activity and/or school sport as the vehicle for meeting some of the school priorities as identified in the whole school development plan</i></p> | <p><i>We ensure our PE Subject Leader has appropriate support to develop our PE & School Sport offer and lead our teachers effectively. Our PE Subject Leader will attend regular training and receive focused support from Vale Royal School Sport Partnership & Youth Sport Trust trainers.</i></p> <p><input type="checkbox"/> <i>Welcome an athlete role-model to school to inspire our pupils to increase their participation in PE & School Sport.</i></p> <p><i>Bought new sports equipment to increase quality and range of PE lessons/ clubs</i></p> | £3000 | <p><i>School Games mark applied for.</i></p> <p><input type="checkbox"/> <i>Using exercise alerts/ exercise monitors for brain breaks and PE lessons.</i></p> <p><input type="checkbox"/> <i>Engaged KS2 pupils as Play leaders</i></p> <p><input type="checkbox"/> <i>Encouraged less active pupils to engage in a healthy active lifestyle</i></p> <p><input type="checkbox"/> <i>Teaching staff taking a more active role in PE and school sport and in supporting the healthy lifestyles of our pupils'.</i></p> <p><input type="checkbox"/> <i>Improved teachers confidence in delivering PE through training, supporting coaches and attending sports fixtures</i></p> <p><i>Achieved Gold School Games Mark 22-23</i></p> | <p><i>Aim for School Games mark platinum 23-24</i></p> <p><i>Set up a wider variety of intra competitions for least active and SEN children in a range of sports.</i></p> <p><i>Y1 vs Y2</i></p> <p><i>Y3 vs Y4</i></p> <p><i>Y5 vs Y6</i></p> <p><i>Physical activity throughout every day in every class (Exercise Alert)</i></p> <p><i>Continue to encourage active</i></p> |

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| <input type="checkbox"/> We use the key opportunities in the sporting calendar to raise the profile of e.g. sport, British Values and international collaboration and to foster greater engagement in all pupils in school <input type="checkbox"/> Use PE teaching to aid fine and gross motor skill development. <input type="checkbox"/> School staff better equipped/ more confident to teach PE in school. <input type="checkbox"/> Use sporting role models to engage and raise achievement. <input type="checkbox"/> Begin to develop progression of skills document. | | | | Travel (Big Walk and Wheel) Engage in a wider variety of inter competitions – taking advantage of the extra sign-up opportunities from Vale Royal like in previous years. |
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| Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils | | | | Percentage of total allocation: |
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| | | | | % |
| Intent | Implementation | | Impact | Sustainability |
| 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: |
| Introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities <input type="checkbox"/> partnering with other schools to run sports and physical activities and clubs <input type="checkbox"/> providing more and broadening the variety of extra-curricular physical activities after school in the 3 to 5pm window, delivered by the school or other local sports organisations | We aim to provide a broader range of sports and activities to engage all children. This means that we will seek the views of our children before developing programmes such as extra-curricular clubs to ensure that they are in an activity which maximises engagement of all groups, at a time/venue which best engages those we want to engage and are rewarding to take part in. <input type="checkbox"/> Our PE curriculum is designed to engage all learners and ensure they | £3708.81 | There was a broader range of PE activities during PE lessons (health and fitness, tri-golf, tag rugby, volleyball, dodgeball) We reviewed our sports clubs to ensure we were still tailoring our after school sports clubs to what the children wanted to attend which increased numbers even further than last year. The children loved the swimming sessions and asked if we can do it again next year. | Establish and girls football club Increase engagement within a range of competitive sport outside of school. |

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| <p> <input type="checkbox"/> Swimming pool on site for 2 weeks for all children to participate in swimming sessions. Provide additional top-up swimming for those pupils who have not met NC expectations. </p> <p> <input type="checkbox"/> Children participate in festivals/ tournaments held in Middlewich Community. </p> <p> <input type="checkbox"/> Increase opportunities for KS1 children. </p> <p> <input type="checkbox"/> Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups. </p> <p> <input type="checkbox"/> Children to take part in team building sports programmes and active residential trips. </p> | <p> have the skills and confidence to take part in a wide range of activities. </p> <p> <input type="checkbox"/> School staff are trained to create activities in PE and extra-curricular activity which meet the needs of every learner in order to support their progress. </p> <p> <input type="checkbox"/> Our offer is inclusive, ensuring equal opportunity is presented to all groups and also includes a range of disability and adapted sports such as Boccia. </p> <p> <input type="checkbox"/> We have used PE, School Sport & Physical Activity as part of our recovery curriculum for students and have used lessons to build confidence, fitness and skills. </p> <p> <input type="checkbox"/> We have used the COVID-Impacts Physical Activity Directory and/or School Games Active Recovery Hub to ensure we use a range of activities to support young people returning to school with both physical and emotional impacts of the pandemic. </p> <p> <input type="checkbox"/> We have followed the 'Celebrate', 'Aspire' & 'Inspire' grouping for School Games to ensure we are better able to engage a wider range of children in competitive and noncompetitive activities. </p> <p> <input type="checkbox"/> Swimming pool on site for 2 weeks for all children to use during specific teaching sessions. We have followed the 'Celebrate', 'Aspire' & 'Inspire' grouping for School Games to ensure we are better able to engage a wider range of children in competitive and non-competitive activities. </p> | | <p> <i>The children took part in Celebrate, Aspire and Inspire competitions outside of school within a range of sports – this increased involvement with sports for children across a range of sporting abilities.</i> </p> | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| Intent | Implementation | | Impact | Sustainability |
| 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>increasing and actively encouraging pupils' participation in the School Games</p> <p><input type="checkbox"/> organising more sport competitions or tournaments within the school</p> <p><input type="checkbox"/> coordinating and entering more sport competitions or tournaments across the local area, including those run by sporting organisations</p> <p><input type="checkbox"/> Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.</p> | <p><i>We take part in a wide variety of competitive sports both within school and against other schools. By planning a range of intra-school competitions which can be accessed by all groups in school, selecting pupils and teams to take part in local interschool competitions against other schools (both within the local cluster and across the Vale Royal School Sport Partnership), we aim to be fully involved in the School Games and other schools' competitions</i></p> <p><input type="checkbox"/> <i>We annually apply for a School Games Mark award and strategically plan to develop our offer of competitive sport in line with the criteria (for example by involving a group of young people in the planning of our involvement in the School Games through our SSOC or by increasing the number of sporting events we enter)</i></p> <p><input type="checkbox"/> <i>We have followed the 'Celebrate', 'Aspire' & 'Inspire' grouping for School Games to ensure we are better able to engage a wider range of children in competitive and non-competitive activities.</i></p> | £2568.81 | <p><i>This year we have had a wider range of children participating in competitive sport either in school or through competitions at Middlewich High School or through the 'Celebrate', 'Aspire' & 'Inspire' grouping for the School Games competitions. Year 5/6 competitions we have entered this year are:</i></p> <p><i>Mixed football</i></p> <p><i>Girls football</i></p> <p><i>Boys football</i></p> <p><i>Mixed netball</i></p> <p><i>Mixed hockey</i></p> <p><i>Mixed basketball</i></p> <p><i>Mixed athletics</i></p> <p><i>Mixed cross country</i></p> <p><i>Mixed rounders</i></p> <p><i>Mixed dodgeball</i></p> <p><i>Mixed cricket</i></p> <p><i>We have reached finals in:</i></p> <p><i>Mixed Football</i></p> <p><i>Boys Football (WIN)</i></p> <p><i>Girls Football (WIN)</i></p> | <p><i>Continue to enter as many competition and festivals as we can, trying to target as many different children as possible following the celebrate, aspire and inspire program. Run more intra competitions at lunchtimes.</i></p> |

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| | <p><i>We celebrate children's achievement for taking part in a competition, we also give a certificate (or ask the member of staff who attended to hand out in assembly)– the idea being we continue to encourage and recognise staff who have attended</i></p> | | <p><i>Athletics Continue to enter as many competitions and festivals as we can, trying to target as many different children as possible following the celebrate, aspire and inspire program. Run more intra competitions at lunchtimes.</i></p> | |
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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below*: |
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| <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 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 atleast 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 2023.</p> <p>Please see note above.</p> | 77% |
| <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> | 77% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 83% <i>Remember, this element can be delivered on dry land</i> |
| <p>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?</p> | Yes/ No |

*Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school.

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| Signed off by | |
| Head Teacher: | Janet McKinlay |
| Date: | 12.07.23 |
| Subject Leader: | Tarranie Woolley |
| Date: | 12.07.23 |
| Governor: | Dave Coxon |
| Date: | 13.07.23 |

