

### Primary PE & Sport funding

At *St. Mary's* 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.

<b>Total underspend carried forward from 2020/2021</b>	<b>£4,939</b>
<b>+ New grant for this academic year 2021/2022</b>	<b>£17,849</b>
<b>= Total available for 2021/22 to be spent by 31<sup>st</sup> July 2022</b>	<b>£22,788</b>

***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***

Please note: Although there has been considerable disruption throughout 2020 & 2021 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
During Covid, children accessed PE and physical activity sessions online. e.g. Joe Wicks. When Children came back to school in March 21, we concentrated on the fundamental movement skills, fun games, fitness and well-being to increase their confidence and love for PE again.	Wide range of after school sports clubs to engage all children. Increase profile of PE across the school. Improve well-being of children after Covid. Improve swimming data.

<b>Key indicator 1: 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</b>				Percentage of total allocation:
				%
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>Our aim is to ensure that all children engage in 30minutes of physical activity every day by:</p> <ul style="list-style-type: none"> <li>• Active playtimes and lunchtimes</li> <li>• Active lessons and brain breaks</li> <li>• Sign post children to local clubs</li> <li>• establishing, extending and funding attendance of school sports clubs and activities and holiday clubs, or broadening the variety offered</li> <li>• 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</li> <li>• advocating active travel to increase activity levels before school (as well as reducing road traffic at drop-off/pick-up times)</li> </ul>	<p><i>We have received training regarding the recommended 60 active minutes from Youth Sport Trust &amp; Vale Royal School Sport Partnership. The training has included sharing best practice in the active schools agenda through local case studies.</i></p> <ul style="list-style-type: none"> <li>• <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></li> <li>• <i>We will ensure every child has the opportunity to get involved in extra-curricular activity whether at lunchtimes, playtimes or in after-school clubs.</i></li> <li>• <i>We consult pupils through the sports council about what extra-curricular activity they would take part in and strive to include this in our offer in order to reach our priority groups.</i></li> <li>• <i>Our school runs a recreational running programme called Golden Mile where pupils run or walk laps of our designated track.</i></li> </ul>	£8,000	<ul style="list-style-type: none"> <li>• <i>Increase in participation in extra-curricular clubs.</i></li> <li>• <i>Pupils enjoy the Golden Mile as it enables them to continually strive for personal best distances</i></li> <li>• <i>Pupils engaged in bike programmes (Level 2 and/or Level 3 for Ready Set Ride and Level 2 for Bikeability.</i></li> <li>• <i>Children participated in the Big Pedal and active travel weeks across the school year.</i></li> <li>• <i>An increased number of children have taken up activities at lunchtimes.</i></li> </ul>	<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"> <li><i>We have developed PhysKids Play Leader roles who create activities to make lunchtimes more active.</i></li> <li><i>We have engaged with the British Cycling balance biking programme Ready Set Set, Big Pedal AND Bikeability training to improve pupils skills and confidence and support them and their families take up more active travel to and from school.</i></li> </ul>			
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<b>Key indicator 2:</b> 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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<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	<b>Sustainability</b>
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"> <li>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)</li> <li>embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching</li> <li>using physical activity and/or school sport as the vehicle for meeting some of the school</li> </ul>	<ul style="list-style-type: none"> <li>We ensure our PE Subject Leader has appropriate support to develop our PE &amp; 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 &amp; Youth Sport Trust trainers.</li> <li>Welcome an athlete role-model to school to inspire our pupils to increase their participation in PE &amp; School Sport.</li> </ul>	£12,500	<ul style="list-style-type: none"> <li><i>School Games mark applied for.</i></li> <li><i>Using imoves for brain breaks and PE lessons.</i></li> <li><i>Engaged KS2 pupils as Sport leaders,</i></li> <li><i>Encouraged less active pupils to engage in a healthy active lifestyle</i></li> <li><i>Teaching staff taking a more active role in PE and school sport and in supporting the healthy lifestyles of our pupils'.</i></li> <li><i>Improved teachers confidence in delivering PE through training, supporting coaches and attending sports fixtures.</i></li> </ul>	<i>Aim for School Games mark gold.</i> <i>Set up intra competitions for least active and SEN children in a range of sports.</i> <i>Y1 vs Y2</i> <i>Y3 vs Y4</i> <i>Y5 vs Y6</i> <i>Physical activity throughout every day in every class.</i> <i>Encourage active travel.</i>

<p>priorities as identified in the whole school development plan</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Use PE teaching to aid fine and gross motor skill development.</li> <li>• School staff better equipped/ more confident to teach PE in school.</li> <li>• Use sporting role models to engage and raise achievement.</li> <li>• Begin to develop progression of skills document.</li> </ul>				
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Key indicator 3: 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"> <li>• 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</li> <li>• hiring qualified sports coaches and PE specialists to work alongside teachers to enhance</li> </ul>	<ul style="list-style-type: none"> <li>• <i>We ensure our teachers have quality training specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE.</i></li> <li>• <i>Our school has the support of a specialist PE teacher (our PE &amp; School Sport Coordinator) who co-delivers PE lessons with staff who</i></li> </ul>	£7,000	<ul style="list-style-type: none"> <li>• <i>Supported KS1 and KS2 staff in planning and teaching progressive sessions for gymnastics..</i></li> <li>• <i>More ideas about how to enable the children to make progress through the skills.</i></li> <li>• <i>Improved confidence in delivery of dance and gymnastics using imoves.</i></li> </ul>	<i>Teachers to attend PE teaching training. Teachers to continue to observe and support coaches.</i>

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 <ul style="list-style-type: none"> <li>• Increase staff confidence in delivery of the subject.</li> </ul>	<i>have identified that they would benefit from additional support.</i> <ul style="list-style-type: none"> <li>• <i>The teachers can observe and support the sports coaches to increase their knowledge and confidence to teach PE.</i></li> <li>• <i>Teachers can use imoves to teach dance and gymnastics, areas they were least confident in.</i></li> </ul>			
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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:
<ul style="list-style-type: none"> <li>• introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities</li> <li>• partnering with other schools to run sports and physical activities and clubs</li> <li>• 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</li> <li>• Swimming pool on site for 2 weeks for all children to participate in swimming sessions.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>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.</i></li> <li>• <i>Our PE curriculum is designed to engage all learners and ensure they have the skills and confidence to take part in a wide range of activities.</i></li> <li>• <i>School staff are trained to create activities in PE and extra-curricular</i></li> </ul>	£12,500	<ul style="list-style-type: none"> <li>• <i>There was a broader range of PE activities during PE lessons (health and fitness, yoga, pilates, dodgeball) and we tailored our after school sports clubs to what the children wanted to attend which increased numbers.</i></li> <li>• <i>The children loved the swimming sessions and asked if we can do it again next year.</i></li> </ul>	<i>Employ an after school sports company who can deliver a broad range of clubs. PE lessons to include a range of sports and physical activities for children to try. Signpost children to a range of clubs outside of school.</i>

<ul style="list-style-type: none"> <li>• Provide additional top-up swimming for those pupils who have not met NC expectations.</li> <li>• Children participate in festivals/ tournaments held in Middlewich Community.</li> <li>• Increase opportunities for KS1 children.</li> <li>• Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups.</li> <li>• Children to take part in team building sports programmes and active residential trips.</li> </ul>	<p><i>activity which meet the needs of every learner in order to support their progress.</i></p> <ul style="list-style-type: none"> <li>• <i>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.</i></li> <li>• We have used PE, School Sport &amp; Physical Activity as part of our recovery curriculum for students and have used lessons to build confidence, fitness and skills.</li> <li>• 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.</li> <li>• We have followed the 'Celebrate', 'Aspire' &amp; 'Inspire' grouping for School Games to ensure we are better able to engage a wider range of children in competitive and non-competitive activities.</li> <li>• <i>Swimming pool on site for 2 weeks for all children to use during specific teaching sessions.</i></li> </ul>			
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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:
<ul style="list-style-type: none"> <li>increasing and actively encouraging pupils' participation in the School Games</li> <li>organising more sport competitions or tournaments within the school</li> <li>coordinating and entering more sport competitions or tournaments across the local area, including those run by sporting organisations</li> <li>Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events.</li> </ul>	<ul style="list-style-type: none"> <li><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 inter-school 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></li> <li><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></li> <li><i>We have followed the 'Celebrate', 'Aspire' &amp; '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></li> </ul>	£5,200	<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' &amp; 'Inspire' grouping for the School Games competitions. Year 5/6 competitions we have entered this year are:</i></p> <p><i>Mixed football</i>  <i>Girls football</i>  <i>Boys football</i>  <i>Mixed netball</i>  <i>Mixed hockey</i>  <i>Mixed basketball</i>  <i>Mixed athletics</i>  <i>Mixed cross country</i>  <i>Mixed rounders</i>  <i>Mixed boccia</i>  <i>Mixed dodgeball</i>  <i>Mixed cricket</i></p> <p><i>We have reached finals in:</i>  <i>Mixed Football</i>  <i>Mixed hockey</i>  <i>Mixed netball</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.</i></p> <p><i>Run more intra competitions at lunchtimes.</i></p>



			<p><i>Year 3/4 festivals we have participated in are:</i></p> <p><i>Mixed football</i></p> <p><i>Mixed racket sports</i></p> <p><i>Mixed netball</i></p> <p><i>Mixed athletics</i></p> <p><i>We have applied for the school games mark and waiting for confirmation of gold.</i></p>	
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
<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><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 atleast 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 2022.</p> <p>Please see note above.</p>	82%
<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>	61%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>82%</p> <p><i>Remember, this element can be delivered on dry land</i></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>	<p>Yes/<b>No</b></p> <p>There was no swimming pool availability for top up swimming sessions for those 5 children who can't swim 25m.</p>

\*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.



Signed off by	
Head Teacher:	Mrs McKinlay
Date:	
Subject Leader:	Mrs Martin
Date:	
Governor:	Mr Coxon
Date:	

