

# PE & SPORT PREMIUM

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ST MARY'S CATHOLIC PRIMARY SCHOOL SOUTH MOOR

<b>Academic Year:</b> 2023/24	<b>Total allocation:</b> 16,910			<b>Updated:</b> 20.10.2023
<b>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.</b>				<b>Percentage of total allocation</b>
				<b>65%</b>
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Intended evidence and impact:</b>	<b>Sustainability and next steps</b>
<ul style="list-style-type: none"> <li>• Work with Craig’s Coaching to provide a ‘Fit for Life Programme’ to (breakfast and lunchtime)</li> <li>• Wellbeing Wednesday activities introduced – additional PE sessions</li> </ul>	<ul style="list-style-type: none"> <li>• A wide range of physical activities will be offered during breakfast club and lunchtime club. E.g. Running, throwing, target sports, dance.</li> <li>• Wellbeing Wednesday sessions</li> </ul>	10,910	<ul style="list-style-type: none"> <li>• Increase numbers of children participating</li> <li>• Improved levels of fitness, stamina</li> <li>• Build confidence and team work skills</li> <li>• Support positive attitudes to learning and behaviour</li> <li>• Contribute to positive physical and mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Develop wider offer linked to pupil voice</li> <li>• Review assessment to target weaker areas</li> <li>• Link with parents to build community involvement</li> </ul>

<b>Key indicator 2: the profile of PE and sport being raised across the school as a tool for whole school improvement</b>				<b>Percentage of total allocation</b>
				<b>8%</b>
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Intended evidence and impact:</b>	<b>Sustainability and next steps</b>
<ul style="list-style-type: none"> <li>• PE equipment</li> <li>• Use of core assessment tasks – Durham</li> <li>• PE leader to work with sports coach to</li> </ul>	<ul style="list-style-type: none"> <li>• Audit current equipment and identify gaps and priorities linked to scheme of work.</li> <li>• Research new equipment and best value for money. Review scheme of work and what is needed to improve provision for PE.</li> </ul>	1500	<ul style="list-style-type: none"> <li>• Wide variety of high-quality resources to enable full participation in all activities.</li> <li>• Children will be taught full range of PE using correct equipment to ensure that they are learning sports and the necessary skills correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Measure the impact of the new equipment on lessons.</li> <li>• Maintain regular audit of equipment. (termly)</li> <li>• Ensure that PE curriculum equipment is not used at</li> </ul>

develop curriculum offer (cover)	<ul style="list-style-type: none"> <li>• Skills audit of PE coach</li> <li>• Ongoing monitoring and support for coach to ensure consistency and developing teaching pedagogy.</li> <li>• Staff CPD across the year linked to each unit of curriculum PE.</li> </ul>		<ul style="list-style-type: none"> <li>• Clear progression and skill development is evident across the age range.</li> <li>• PE is taught and assessed at a high level.</li> <li>• All teachers have a clear understanding of progression of skills in PE and attainment of their pupils.</li> </ul>	<p>playtimes or by after school clubs to reduce loss and damage.</p> <ul style="list-style-type: none"> <li>• Regular updates for staff on assessment of PE and progression of skills across the PE curriculum.</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
				3%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Intended evidence and impact:	Sustainability and next steps
<ul style="list-style-type: none"> <li>• CPD courses for PE leader which are disseminated to staff</li> </ul>	<ul style="list-style-type: none"> <li>• Identify training needs and gaps in PE provision and source appropriate CPD to link to these areas.</li> </ul>	<b>500</b>	<ul style="list-style-type: none"> <li>• PE subject leader has a clear understanding of skills and progression across the school.</li> <li>• PE leader provides support for staff to integrate aspects of PE into other areas of the curriculum.</li> <li>• PE curriculum intent, implementation is linked to whole school curriculum intent.</li> <li>• CPD information is disseminated to all staff.</li> <li>• Staff to teach additional PE sessions to upskill in this area.</li> </ul>	<ul style="list-style-type: none"> <li>• PE leader to share knowledge and information with all staff on a termly basis.</li> <li>• Offer CPD to all staff to increase standard of PE across the school.</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.				Percentage of total allocation
				12%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Intended evidence and impact:	Sustainability and next steps
<ul style="list-style-type: none"> <li>Improve the variety of after school clubs.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure adequate space to accommodate after school clubs.</li> <li>Source range of sports coaches to provide taster sessions for pupils.</li> <li>Pupil voice – what they would like to do in after school clubs.</li> <li>Coordinate with local sports clubs to build up links and provide specialist coaching after school.</li> <li>Special events and competitions to build competitive nature and team work.</li> </ul>	<p><b>£2000</b></p>	<ul style="list-style-type: none"> <li>Children have much greater variety of sports and clubs to choose from.</li> <li>Uptake of club places is high.</li> <li>Children build on experiences in school and go on to join clubs and teams outside of school.</li> <li>Children have access to sports and activities which they would normally be unable to participate in.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to offer wide variety of sports, clubs and activities.</li> <li>Quality assurance of current after school clubs.</li> <li>Look for further exciting experiences for pupils.</li> <li>Continue to promote healthy and active lifestyles.</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation
				12%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Intended evidence and impact:	Sustainability and next steps
<ul style="list-style-type: none"> <li>• Provide wide range and full calendar of opportunities for pupils to compete.</li> <li>• PE lead to access network meetings to ensure they are up to date with current initiatives and training.</li> </ul>	<ul style="list-style-type: none"> <li>• Sign up to Stanley Sport Learning Partnership – PE Passport</li> <li>• Organise travel and cover where necessary.</li> <li>• Inform parents.</li> <li>• Carry out Risk Assessments</li> <li>• Hold internal competitions to build team work and provide all pupils with opportunities to compete and utilise the skills they have learnt in PE.</li> <li>• School PE Passport to run alongside – awards for teamwork, attitude, improvement, determination, mastery, leadership, performance, daily mile</li> </ul>	<p><b>2000 +</b> transport costs</p>	<p>Increased participation from every child in school.</p> <p>Balance enjoyment of participation with desire for healthy competition and sportsmanship.</p> <p>Increased wellness and positive mindset.</p> <p>Opportunity to participate in wider range of events – e.g. archery, quidditch.</p>	<ul style="list-style-type: none"> <li>• Continue to build on current competitions entered.</li> <li>• Search for new competitions and events.</li> <li>• Continue to liaise with other local schools.</li> <li>• Highlight gifted and talented pupils and signpost where appropriate.</li> <li>• Introduce additional element of competition into school calendar – 1 event per half term to encourage participation and develop teamwork.</li> </ul>