

Evidencing the Impact of Primary PE and Sport Premium 2022 – 2023

Details with regard to funding

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£0
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16,870
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£16,870

Swimming Data

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	93%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	86%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	86%
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?	No



Action Plan and Budget Tracking

Academic Year: 2022/23		Total fund allocated:	Date Updated: 25 th July 2023 (evaluated)	
Key indicator 1: The engagement of <u>all</u> 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				Percentage of total allocation: 15%
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:
- Refine planned physical activity within our childcare provisions. - Ensure 30 active minutes is further embedded in the new academic year – support for teacher's new to school if nec. in developing (and fully implementing) Active Heat Map. - Continue to develop children's understanding of the physical and emotional well-being – develop role of children as 'Mental Health Champions'.	- Ensure all children consistently access 30 minutes of physical activity every day – further enhance playground provision for encouraging and developing performance (personal best). - Develop role of children's Mental Health Champions	£2,530.50	- ECT accessed Active Learning training which has further enhanced the offer in lower KS2. 30 mins physical activity has now been embedded in KS1 through the introduction of 'Up & Active' breaks – signal end of one lesson / start of new during extended periods e.g. from 10.30am – 12.10 / 1 – 3.15pm. - Two Year 6 pupils access the YST Mental Health Champions training in autumn 2022. From which, they lead a 6 week programme with our Y4	- Further refine planned physical activity within our childcare provisions. - Ensure 60 active minutes is embedded in the new academic year – support for teacher's new to school if nec. In developing (and fully implementing) Active Heat Map and Active Learning. - Continue to develop children's understanding of the physical and emotional well-being – embed the role of children



Review playground deployment of staff and range of physical activities available during playtime / lunchtime – embed Play Leader roles.	- Provide additional, consistent physical activity (in addition to the 30 mins) during breakfast childcare provisions – staff to access training. - Continue to target least active children through extra-curricular clubs, active lunchtimes and childcare provision – embed provision of childcare for siblings if parents are unable to return to collect.		cohort (identified following analysis of the pupil questionnaire data) in regard to the importance of and strategies for healthy minds. - Although additional physical activity has been planned for within the breakfast childcare provision, the implementation of which has been inconsistent due to staffing absence. - Over 60% of the school population have accessed at least one physical extra-curricular club over the course of the year. This has been possible through all extra-curricular sport and well-being based clubs being offered free of charge along with free childcare for siblings not attending the activity. In addition to which, a 'girls only football club' in line with the school FA Girls' Football Pledge encouraged the uptake of girls who had not attended the mixed club. A targeted (personal invite only) extra-	as 'Mental Health Champions'. Develop playground deployment of staff and range of physical activities available during playtime / lunchtime – embed Play Leader roles during the lunchtime period.
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	Continue to develop children's understanding of the physical and emotional well-being – embed KidSafe.		curricular multi-skills club in the spring term focused on engaging KS2 pupils who had not previously attended an extra-curricular club. Staff new to school (EYFS / KS1) accessed KidSafe training and successfully delivered the sessions in their respective classes.	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

10%

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:
- To maintain current School Games Gold status and achieve Platinum status. - Continue to recognise and celebrate individual, team and school success in PE and School Sport. - Continue to promote our school ethos which values active and healthy lifestyles throughout the	- Continue to evidence our provision of High-Quality PE, Sports Leadership, Competition Offer, Club Links and opportunities for increased numbers of pupils taking part in PE and enjoying physical activity and School Sport - Prioritise School Games Values as a measure of success in PE	£1,687	- Reports on school website, Facebook and weekly newsletter continue to raise the profile of pupil success in PE, after-school clubs, competitions and outdoor learning. - Pupils have gained positive experiences in PE and School Sport which has been reflected in increasing uptake in extra-	- Maintained / extend the School Games Status awarded for 2022/23 (confirmation of this year's award is yet tbc) - Continue to provide access to high quality PE and school sports for all year groups. - To embed consistent



school. Further incorporate the six School Games Values (Passion, Self-Belief, Respect, Honesty, Determination and Teamwork) into the whole school curriculum and extra-curricular offers – link to My Personal Best. E.g. focus on a different value each Teaching Block in assemblies – link to sport, reading, music, etc.	and School Sports. Review the PE curriculum to ensure each unit references a School Games Values and these are referred to during PE lessons. Organise end of year Whole School Sports Awards.		curricular clubs – see case study for in support of the Platinum Status application. - School Games Values have been incorporated into the whole school PE curriculum. Pupils are beginning to develop an awareness of the School Games Values through the PE curriculum although the development of this has been inconsistent in EYFS and KS1. - Increased pupil awareness and understanding of the importance of School Games Values as 'life-skills'.	application of the School Games Values in line with our school ethos and further celebrate pupil success and achievement next year through awards.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

				Percentage of total allocation:
				40%
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:

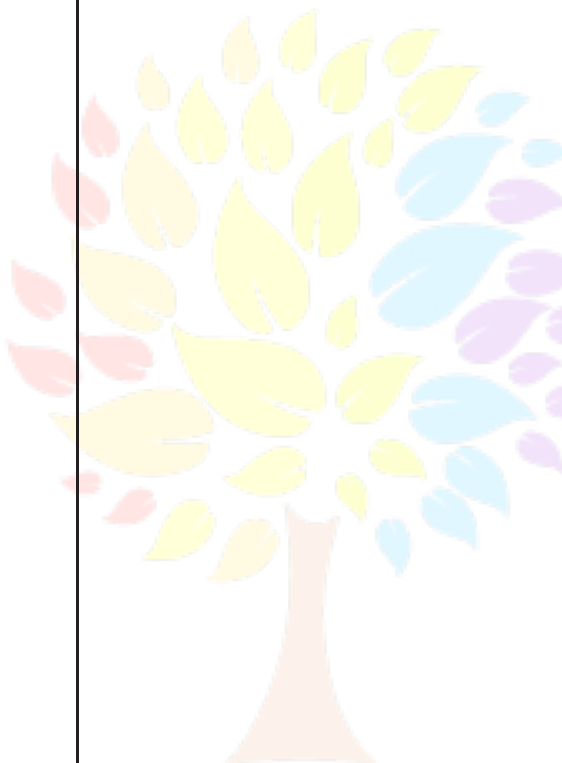


• Ensure high quality physical education for all children – staff confident in delivery – in particular those new to school. • Ensure staff are up-to-date with the latest knowledge, skills and guidance for delivering high quality PE. • Ensure high quality physical activity is offered through before / after school childcare facilities (extended services).	• Continue full membership to Youth Sports Trust to access CPD, resources, latest guidance, news and networks. • Continue membership of RSSP (same level as previous) to be able to access CPD, networking and events. • Continue to focus on refining skills development within the taught curriculum – aspect specific CPD to further develop confidence e.g. dance, gymnastics. • Extended services staff to access CPD to lead physical activity. • Staff to continue to develop teaching and assessment in physical education through CPD – in particular, staff new to school (Y1/2 and ECT). • ECT to continue to develop knowledge, skills and understanding of high quality PE provision –	£6,748	• Membership of YST has enabled staff to continue to keep up to date with sport development and access resources accordingly – likewise membership of RSSP. • Membership of the RSSP has facilitated staff and pupil training (e.g. Mental Health Champions) • Embedded the use of the Lancashire PE Passport App to further develop teacher planning and use of assessment in PE. • Extended services training – unable to be accessed due to staff absence. • EYFS teacher training planned – cancelled due to absence. • KS1 teacher accessed KS1 Lancashire Scheme of Work training (03.10.22) to further develop teaching of fundamental movement skills, including support in assessment – end of year data moderated by Rossendale Schools Sports Co-ordinator. • Subject lead meetings attended - information feedback to whole school staff meetings as appropriate.	• From Sept. 1st new staff (ECT) in KS1 – develop knowledge, skills and understanding of high quality PE provision – positive impact evident. • 2nd year ECT to continue to develop knowledge, skills and understanding of high quality PE provision – positive impact evident. • Continue full membership to Youth Sports Trust to access CPD, resources, latest guidance, news and networks. • Continue membership of RSSP (same level as previous) to be able to access CPD, networking and events. • Extended services staff to access CPD to lead physical activity.
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	positive impact evident in teaching and learning. PE subject leader to attend termly network meeting and provide updates to staff as necessary.		- ECT has continued to extend teaching skills in PE curriculum delivery through accessing training. For example, - KS2 swimming (12.09.22) - KS2 gymnastics (14.11.22) - Active Learning (07.02.23)	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				25%
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:
- All children to be able to develop and transfer their skills with increasing confidence across a broad range of sport experiences (both curricular and extracurricular). - Pupils to know... the location and range of sports and activities accessible within the local area to support physical and emotional health and well-	Continue to provide extra-curricular clubs to prepare for School Games Competitions as organised by the SGO and School Sports Plan to increase numbers of pupils taking part.	£4,217.50	The number and range of extra-curricular clubs accessible to all children further increased. This included introducing targeted sessions (invite only) to encourage our least active children. New clubs (e.g. Cook Stars and dance) introduced to further broaden children's understanding of healthy, active lifestyles along with opportunities to develop and transfer skills. This has developed	- Extend the forest school provision offer to include extra-curricular sessions. - Extend school's offer of access to professional sports events and activities to broaden children's understanding of sport and careers within physical activity. - Extend visits of representatives of sport-



being. 	• Embed access to forest school provision for all year groups to support emotional well-being. • Embed character education. • Extend school's offer of access to professional sports events and activities to broaden children's understanding of sport and careers within physical activity.		pupil enjoyment and confidence in sport as well as enhanced well-being. • Embedded ski lessons into Year 4, Year 5 and Year 6 • All cohorts accessed on site forest school provision (for a min. of 6 weeks) to develop emotional well-being and self-confidence. • Character Education (5 week programme) accessed for KS1 and lower KS2 during the spring / summer term. Through this work, children further developed their self-esteem, resilience, positivity, kindness and sense of team. In addition to which, Y6 accessed a 5 week Healthy Heads transition programme in preparation for moving to Y7. School is now a recognised partner school through our work with Healthy Heads. • Although it was not possible to access professional sports off site, our school increased our engagement in the inter-school competition, festivals and events organised by RSSP. In addition to which, we further increased our engagement in the inclusion events	based careers. • Ensure Playground Leaders are proactive (and supported in their roles) during the lunchtime period to enhance the physical activity offer available to children at lunchtime.
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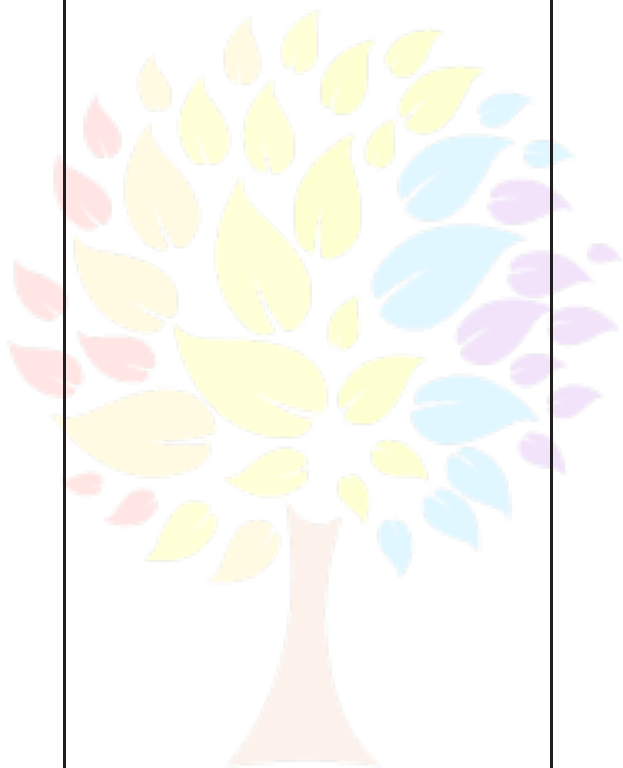
	• Extend visits of representatives of sport-based careers. • Embed role of playground leaders.		– promoting engagement and enjoyment for all children. • Through a project with BFC, Y3/4 developed their understanding and awareness of opportunities within sport for people with disabilities. As part of this, the children worked with Azeem Amir (Professional Footballer with the England Blind Football Team) • Playground Leader training was accessed by Y6 – implementation on the yard is established during morning break however inconsistent during the lunchtime period. Impact of the roles did develop pupil's independence to coach and lead others.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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:
- All children to feel motivated, competent and confident when involved in competitive sporting opportunities. - Further develop access to a range of competitive sporting opportunities both intra and where possible inter-school (in particular inter-school for lower KS2).	- Continue to host an annual family centred level 1 event (charity fundraising to link to citizenship) - Continue to compliment the events calendar with clubs to develop skills in preparation – embed tennis and introduce rugby to be able to develop skills in prep. for participating in inter-school tag rugby events. - Develop personal goal setting within the 30 active minutes offer. - Continue to increase the number of competitive sport opportunities for all	£1,687	- A family centred event was planned for the summer term however the weather repeatedly cancelled the event. - The number of extra-curricular clubs accessible to all children continued to increase and in particular in KS2 linked to forthcoming inter-school competitions e.g. athletics, dodgeball. Rugby Club ran for 6 weeks then ceased due to the coach relocating. - The personal goal setting was introduced in KS2 and although a positive impact seen in pupil engagement and desire to improve, it was inconsistent in implementation across school. - Table Tennis Club – a Y6 pupil won the Rossendale Boy's inter-school table tennis competition and a Y6	- Continue to host an annual family centred level 1 event (charity fundraising to link to citizenship) - Continue to compliment the events calendar with clubs to develop skills in preparation for participating in inter-school events. - Develop consistent personal goal setting within the 60 active minutes offer form Year 1 – Year 6. - Continue to increase the number of





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	groups (in particular KS1). Within school-based clubs provide opportunities for children to lead and officiate activities.		pupil won the Rossendale Girl's inter-school table tennis competition (over 30 schools competing at each event). - Staff have undertaken 'intra-school' events within their classes e.g. Y5 v Y6 tag rugby. In addition to which, intra-school events between different classes have been reintroduced and included a mix of skills based (non-competitive) and competition-based events. These events provided the children (in particular KS2 children) the opportunity to coach and lead others. - Inter-school events / competitions accessed this year have included: - KS2 Sports Hall Athletics - LKS2 / Transition Glow Dodgeball - Change4Life Festival - KS2 Dodgeball - Y2/3 Fundamental Skills Transition Festival - KS2 Inclusion Fundamental Skills Festival - Table Tennis - Local league football - KS2 High Five - KS2 Inclusion Festival	competitive sport opportunities for all groups (in particular KS1). Within school-based clubs provide more opportunities for children to lead and officiate activities.
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Signed off by	
Head Teacher:	Deanne Marsh
Date:	01.09.2022
Subject Leader:	Deanne Marsh
Date:	01.09.2022
Governor:	R Little
Date:	01.09.2022

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