

**St Matthew's C. E. Primary School**

# **PE and Sport Premium Report**



**2020-2021**

## **St Matthews's Physical Education and Sport Vision Statement 2020-2021**

At St Matthew's Primary School, we believe that Physical Education is an essential part of every child's educational development. Through high quality Physical Education and Sport, we aim to provide every child with the opportunity to develop their overall wellbeing. At our school, we strive to enable the students to appreciate and understand the value of Physical Education and its relationship to a healthy, active lifestyle. We also endeavour to develop the pupils' social skills, demonstrating the importance of teamwork and cooperation within group activities.

As well as a broad and balanced curriculum, St Matthew's also offers children the opportunity to participate in both intra and inter school competitive sports. This, therefore, helps to create an environment for which children can develop their understanding and values around competitive sports and physical activities.

### **It is expected that schools will see an improvement against the following 5 key indicators:**

- The engagement of all pupils in regular physical activity – kick starting healthy active lifestyles;
- The profile of PE and sport being raised across the school as a tool for whole school improvement;
- Increased confidence, knowledge and skills of all staff in teaching PE and sport;
- Broader experience of a range of sports and activities offered to pupils;
- Increased participation in competitive sport.

### Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2020/21	£17,795
How much (if any) do you intend to carry over from this total fund into 2021/22?	£1,495
Total amount allocated for 2021/22	£17,795
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,290

### Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.  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 then transfer to the pool when school swimming restarts. <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>	Children were able to practice swimming safely and how to tread water. Children were learning how to keep themselves afloat and how to swim competently. Children also had the opportunity to learn how to breathe when water is around them.
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <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 2020. Please see note above	36%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	36%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	80%
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?	Yes/No

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21		Total fund allocated:	Date Updated:	
<b>Key indicator 1:</b> 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: 4.5%
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:
<p>All children receive 2 full hours of Physical Education a week. Alongside this, children are engaged in a number of physical activities on a daily basis whilst out at playtime. A variety of sports and games are on offer throughout lunch and break times (both competitive and non-competitive). These clubs are also aiming to target children who are not always physically active.</p> <p>Children from KS1 and KS2 are also offered a range of extra-curricular activities after school.</p> <p>The Daily Mile is now well established within the school and is used across the school on a daily basis. This has been to support the children with their physical activity and understanding the benefits this has.</p>	<p>Children will continue to receive the offer of physical education as standard, but they will have the opportunity to experience a variety of sports. The curriculum is planned with the intention of using transferrable skills in the different sports and making clear connections.</p> <p>Children will be offered more clubs and on a more regular basis. We aim to target all age groups and offer different sports to the different key stages.</p> <p>The Daily Mile has been shared and the purpose of it has been explained so the children are aware of the benefits of it. We aim to ensure that</p>	£800	<p>Surveys have been completed and they confirm that the children are enjoying the clubs that are currently on offer. The children have also suggested a variety of clubs that they would want to see, showing that they are engaging well with the extra-curricular opportunities.</p> <p>There are more children wanting to do after school clubs. We currently have full capacity at all after school clubs, particularly those offered by outside agencies.</p> <p>Children are talking more openly about their physical activity at home and what they enjoy doing</p>	<p>Provide more outside agency after school clubs to the children, so they have the opportunity to experience a variety of sports, taught by trained professionals.</p> <p>Be able to target more children during lunch time clubs, to ensure all groups of children have the opportunity to engage in physical activity. The aim for next year is to buy into a coaching scheme, which will enable us to provide more lunch time clubs and target those children.</p> <p>Upskill the lunch time supervisors so they can offer</p>

	they understand the purpose clearly and make it clear that it is not part of PE.		for their daily exercise.	some more lunch time clubs, alongside that which is already available.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 56.2%
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:
<p>The children at St Matthew's have a desire to participate in the Physical Education lessons. They are now seeing it as an ideal opportunity to further develop their skills. The children have started seeing PE as an essential part to the curriculum and are always prepared for their lessons.</p> <p>We have also had gym equipment installed in both KS1 and KS2 playgrounds, to further promote the importance of physical activity. This is completed on a rota basis, whereby every child is given the opportunity to have a turn.</p> <p>The profile of PE has been raised further with more engagement within the normal classroom. Vocabulary is used cross-curricular</p>	<p>This year, we have been promoting the importance of PE a lot more. We have been engaging in more conversations with the children and promoting the love of PE.</p> <p>The curriculum has been planned out to enable the children to experience a range of sport and make connections to the skills they are being taught.</p> <p>This year, we have been engaging the parents a lot more in PE, particularly during lockdown, where they had the opportunity to participate in PE at home.</p>	£10,000	<p>Children are showing their enjoyment of PE and engaging in the lunch time clubs that allow them to further develop their skills in the sports.</p> <p>Children have been provided with knowledge organisers for their PE lessons, to further support with their knowledge and understanding within the curriculum.</p> <p>Children are excited by the gym equipment installation and are always wanting to have a go. When they are not on there, the children are supporting others to show them how to use it correctly and safely. This has been positive for the children, as</p>	<p>Continue to raise the profile of PE in the school, with opportunities to have a PE week and assemblies around PE to promote the love of sport.</p> <p>Invite more specialists into the school to further support and develop the children in their engagement with PE and physical activity.</p> <p>Coaches to support with the training of sport to help the children engage more confidently and competently in school sport, both inter and intra.</p>

<p>and links are made within other subject areas.</p> <p>Teachers are aware of the one-page profile, that outlines the importance of PE and the reason why we teach it.</p> <p>In the PE hall, we are planning for some wall art to be put in, meaning that it is always there and provides an opportunity for discussions around sport.</p>			<p>they are using teamwork well.</p> <p>The wall art has helped to increase the conversation of PE during different times of the day. The children are talking about the sporting heroes on the wall and the heroes are people who are known to the children, as well as some old heroes.</p>	
--	--	--	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19.7%
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:
<p>Regular CPD has offered more support to the staff and has helped to change the way they teach PE.</p> <p>External coaches have been in to support the teaching of PE, supporting and guiding staff through phased learning, slowly releasing them to be independent.</p> <p>Making clear cross-curricular links has supported the teachers to be more confident with using the vocabulary and making links to other subject</p>	<p>We have been able to buy into different schemes this year, both locally and both offering CPD. Both schemes have also offered extra sport opportunities for the children, enabling the teachers to see how it should be taught and the skills required.</p> <p>Next year, staff will be given opportunities to attend more CPD, to ensure they are kept up to date with the latest information and skills required to deliver high</p>	£3,500	<p>More children are aware of their strengths and weaknesses. Children are able to say how they need to improve their learning, as well as how far they have come.</p> <p>Meta-cognition is a part of the curriculum and therefore is being used more in PE. Children can record and practise the skills that they need to develop, within a lesson and outside of the normal PE. Teachers are confident with supporting children with their</p>	<p>PE staff are trained and competent in delivering PE.</p> <p>PE staff must continue to take training to progress themselves and pupils.</p> <p>All staff to be involved in a whole school CPD on ways to deliver the PE curriculum appropriately and how to assess children's progress.</p>

<p>areas that they could also discuss that in other lesson areas.</p> <p>More staff are offering to lead after school clubs, in both areas that they are confident with and ones that they are not so confident with. This allows them to further develop their skills and use them when back in the classroom.</p>	<p>quality PE.</p> <p>Through curriculum meetings, the cross-curricular links will be made more explicit and used regularly. Teachers need to continue to promote PE with their own confidence, to show the children that it is an essential lesson.</p>		<p>meta-cognition, so the children are being made more aware of their development steps.</p>	
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation:</p> <p>5.6%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Additional achievements:</p> <p>Children feel confident and comfortable to engage in different sporting activities.</p> <p>Girls are now able to take part in football matches both in and out of school.</p> <p>More sports are being taught through the PE curriculum, so they are being invited to participate in a different range of sports and use their transferrable skills more.</p> <p>The children also had the opportunity to engage in a workshop</p>	<p>To create a broader range of school teams that compete outside of school, to cater for a wider range of children.</p> <p>To engage back in outside of school competitions. The opportunities have been limited, but the engagement is back there to participate again.</p> <p>We want to broaden the sport opportunities for children, especially if there are big sporting events coming up. All children should be provided with inclusive sporting opportunities.</p>	<p>£1,000</p>	<p>Children were very positive about the workshops that were provided. This gave us opportunities to invest in more sport equipment that linked to the workshops.</p> <p>Children have talked very confidently about the different sports they are engaging in. this has also meant that the children are asking for a wider range of clubs, both after school and during lunch time, to participate further in those sports.</p> <p>We have also been asked to start a</p>	<p>Continue to provide intra-school competitions for the children to engage in the variety of sports.</p> <p>Make greater links to local agencies to offer more sporting opportunities to the children. We want the children to experience live sporting events and seeing how the professionals are competing.</p> <p>We want to make links to local sporting teams, to try to encourage the children to be part of sport teams outside of</p>

linked to the Olympics and Paralympics. This provided children with great learning opportunities, both in new skills and in the challenges that Paralympians face.

team with the different sports we have offered, so that the children can compete against other schools.

the school.



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
<p>Children who have taken part in home and away matches feel proud of their achievements. There are also more children who want to experience representing the school in club competitions.</p> <p>Children who have taken part in competitive sport have been able to deal better with issues both inside and outside of the classroom.</p> <p>Children have also asked for more sport teams to be able to compete against other schools. This has meant that more children are now being involved in physical activity in the school.</p>	<p>Continue to develop links with other schools to arrange both home and away matches and competitions.</p> <p>Monitor the progress of children who take part in competitive sport at St Matthew's.</p> <p>Continue to hire minibus to get to and from competitions. Also ensure that teacher who drives minibus has the required training.</p>	£1,000	<p>More pupils now want to join sporting clubs around the local area and join competitive clubs at St Matthew's.</p> <p>There has been an increase of female pupils who take part in competitive sport with St Matthews's girl's football team.</p> <p>Children have asked for specific clubs to be set up to compete outside of school. This has included Netball and Athletics.</p> <p>Athletic tournaments have been organised for the children to participate in, although not all have been able to go ahead due to COVID.</p>	<p>To create more sporting links with a variety of clubs to offer competitive sport to more pupils.</p> <p>To continue to work with Birmingham City Football Club, Premier League Primary Stars and Erdington and Saltley primary school league.</p> <p>To continue to work with local schools to set up friendly competitions in multiple sports.</p>