

St Matthew's C of E Primary School PE and Sport Premium Review



2021-2022

St Matthews's Physical Education and Sport Vision Statement 2021-2022

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:

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

Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£17,795
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
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.	£17,795

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. 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	Children were able to practice swimming safely and how to tread water. They were learning about keeping afloat if they were in danger and they were learning some key breathing techniques for when they were underwater.
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2020. Please see note above	45%
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	45%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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?	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: 2021/22		Total fund allocated:	Date Updated:	
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: 4.49%
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. This has increased this year with the introduction of an outside agency offering more opportunities.</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</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. We continue to receive waiting lists and having had an athletics competition, we had to have extra staff to support with the running of this club.</p>	<p>Continue to provide clubs for children to be engaged in physical activity.</p> <p>Use more incentives in the classroom to encourage full engagement from all children during their PE lessons.</p> <p>Reinvest time in outside agencies offering their services and bring them in to help run after school clubs and also lunch time clubs.</p> <p>Upskill the lunch time supervisors so they can offer some more lunch time clubs, alongside that which is already available.</p>

this has.	they understand the purpose clearly and make it clear that it is not part of PE.		Children are talking more openly about their physical activity at home and what they enjoy doing for their daily exercise.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 64.60%
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>The profile of PE has been raised further with more engagement within the normal classroom. Vocabulary is used cross-curricular and links are made within other subject areas. We have established a lesson in the classroom called "PE Power" which helps to raise the profile of their lessons and explore the sports in more depth, including looking at sporting heroes.</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. PE Power is going to be run throughout the whole school to support the promotion of the subject.</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. They will delve into transferable skills, identifying the connection between the different sports.</p> <p>As we were able to run sports day again, we invited parents along. This was fantastic as the children were</p>	£11,495	<p>Children are showing their enjoyment of PE through the PE Power lessons, as it was an opportunity to get involved in more discussions about the lessons.</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> <p>The children were asking more questions about the Commonwealth and why the games were being held here. Year 5 were involved in a local</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. This is also including some old agencies who have come in for dance workshops, to try and help the children remember what they learnt previously.</p> <p>We aim to build connections with more local sports clubs or stadiums, to expose the children to a variety of places</p>

<p>In the PE hall, we have had wall art displayed around to have some inspiring quotes, both biblical for our school context, and sporting, as well as some images of people competing in their sports.</p> <p>We as a school tried to get heavily involved in the Commonwealth Games, therefore raising the profile of sport in general. We had many visits from Perry the Bull and other athletes. Our Year 6 class were also involved in a performance linked to the Commonwealth Games, which was performed to large groups in Birmingham.</p>	<p>so proud of being able to run in front of their parents and even encourage their parents to race!</p> <p>The Commonwealth games have really helped the school promote the need for physical activity. The athletes who came to visit were delivering some PE sessions and talking the children through what it means to be healthy and leading an active lifestyle.</p>		<p>sports day, linked to the Commonwealth, where they won gold. Working in teams, they competed well and showed their desire and passion to win.</p>	<p>that their favourite sports can take place.</p>
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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. The introduction of PE Power has also helped the staff to explore the subject further and understand rules or tactics in a different way.</p> <p>External coaches have been in to support the teaching of PE,</p>	<p>We have been able to buy into a scheme this year that has supported staff with their teaching, as well as supporting them to plan out their lessons more clearly.</p> <p>Next year, staff will be given opportunities to attend more CPD, to ensure they are kept up to date</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. This is now running more throughout the school, as opposed to just UKS2.</p> <p>Meta-cognition is a part of the</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>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 areas that they could also discuss that in other lesson areas.</p> <p>More staff are offering to lead after school clubs. More staff are also attending school matches, which is helping them to engage in competition with the children.</p>	<p>with the latest information and skills required to deliver high quality PE.</p> <p>Knowledge of the PE curriculum has started to be mapped out, so the teachers can be clear on what it is that they need to be teaching and the required knowledge that the children need.</p>		<p>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 lesson.</p> <p>Teachers are confident with supporting children with their meta-cognition, so the children are being made more aware of their development steps.</p>	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	5.6%
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>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</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>	£1,000	<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. We were also given some basketball nets for free, for which the children were extremely grateful.</p> <p>The Year 3/4 boys football team</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</p>

<p>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 linked to the Commonwealth Games. This provided children with great learning opportunities, both in new skills and in the difficulties that athletes face.</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>attended a football tournament and won. They were so excited and were extremely happy that they had the opportunity to play at that tournament and bring back the trophy.</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 team with the different sports we have offered, so that the children can compete against other schools.</p>	<p>professionals are competing. Some children did experience this, through our connections to outside agencies.</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 the school.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5.6%
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, for which the children were competing against children of different ages and still coming out as winners.</p>	<p>To create more sporting links with a variety of clubs to offer competitive sport to more pupils.</p> <p>To rebuild connections with Aston Villa 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>