

# **St Matthew's C of E Primary School PE and Sport Premium Report**



# **2022-2023**

## **St Matthews's Physical Education and Sport Vision Statement 2022-2023**

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 2021/22	£0
Total amount allocated for 2022/23	£17,795
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2022/23	£17,795
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£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. <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. 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? <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. Please see note above	65%
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	65%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	90%
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: 2021/22		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:
				4.49%
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). This has increased this year with the introduction of a variety of sport incentive games, such as skipping, basketball and athletic competitions.</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. We aim to introduce more outside agencies who can support with this.</p> <p>The Daily Mile has been shared and the purpose of it has been explained</p>	£800	<p>The children and parents have suggested a variety of clubs that they would want to participate in, showing that they are engaging well with the extra-curricular opportunities. The waiting list for clubs that are full is also high, as all children want to participate.</p> <p>Children are talking more openly about their physical activity at home and what they enjoy doing for their daily exercise.</p> <p>We use Celebration Assembly to recognise those who are doing well in PE, especially those who may not always be recognised.</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>

We have used Science lessons to promote a healthy, balanced diet and have been able to tie that in with understanding of physical movement.	so the children are aware of the benefits of it. We aim to ensure that they understand the purpose clearly and make it clear that it is not part of PE.  We aim to re-introduce play monitors who can set up and lead on sport activities during lunch and play time.			
<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: 64.60%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</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:
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.  This year, PE Power has been introduced. This is a pre-teaching opportunity to deliver key knowledge or vocabulary to the children. This has helped raise the profile because all children are involved in the knowledge aspect of their learning	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 has been implemented throughout the whole school to support the promotion of the subject.  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	£11,495	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 and the different sports they are learning about.  The children regularly talk about sport. They always want new equipment or a new type of sport to be run as a club. The children have a love of swimming as all classes go and this is has been a huge encouragement to water	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.  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

and have been able to take that into their physical lessons.  We take time to look at sporting legends, who are inspiring and relative to children. We also take time to look at historical sports stars who made a difference in the world of sport.  We have continued to participate in sporting events outside of school, taking a range of children, including whole classes to participate. This has led to different sports being taught to the children and them being more aware of new sports.	the connection between the different sports. The sports are also changeable, so the children experience the full range.  Sports Day and sporting events have a high following from parents, who are more than happy to watch their child participate. This encourages to children to be more involved.		safety and numbers of children achieving 25m.	learnt previously.  We aim to build connections with more local sports clubs or stadiums, to expose the children to a variety of places that their favourite sports can take place.
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				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:
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. It has also allowed the PE lead to support teachers on a one-to-one basis with their knowledge.	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 quality PE.  Knowledge of the PE curriculum has started to be mapped out, so the teachers can be clear on what	£3,500	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.  Meta-cognition is a part of the	PE staff are trained and competent in delivering PE.  PE staff must continue to take training to progress themselves and pupils.  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>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 attending school matches, which is helping them to engage in competition with the children.</p> <p>Staff being able to watch and observe the PE teacher delivering lessons has also helped to build confidence in teaching.</p>	<p>it is that they need to be teaching and the required knowledge that the children need.</p> <p>There will also be a progression document in place, to help the teacher better prepare their lessons, knowing what their previous learning should have been and what their new learning should be.</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> <p>Children are also aware of how they can critique and support each other, through the direction of the teacher.</p>	<p>Develop the assessment document, so that teachers are assessing against individual sports, as opposed to PE overall.</p>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	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>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 growing this year, but there is still a heavy</p>	£1,000	<p>We have invested in more sport equipment that helps the children learn about different sports.</p> <p>The girl's football team attended their first tournament post Covid and they had a fantastic time. It was difficult to get a team together before, but since the</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</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>Sporting tournaments outside of school have become more regular, although more competitions next year is the aim. Athletics competition is the highest achieving tournament, with children in KS2 taking part.</p> <p>Through PE Power, we are able to teach the children about different sports and the skills required to participate.</p>	<p>focus on football, as not all other sports on offer, get enough pupils.</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. We have talked a lot about women's football over the year and this has resulted in more girls getting involved.</p>		<p>women's EUROs win, they have been heavily involved.</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>to experience live sporting events and seeing how the professionals are competing. Some children did experience this, through our connections to outside agencies. We hope that this will happen more next year.</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 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>Some children have been spotted whilst out competing and have then signed up for district football. There are many more opportunities.</p> <p>An athletics tournament for KS2 was taken up, and we came third overall. There were over 50 children who wanted to be involved in the tournament, but only 30 were able to go.</p>	<p>Continue to develop links with other schools to arrange both home and away matches and competitions.</p> <p>Join the local district league and tournaments, for both boys and girls, to provide more competitive games.</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. We are aiming to introduce a netball team next year, per request of the girls.</p> <p>Athletic tournaments have been organised for the children to participate in, for which the children were competing against other schools.</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 Aston primary school league.</p> <p>To continue to work with local schools to set up friendly competitions in multiple sports.</p>