



**'You are the light of the world'**  
**'With God, nothing is impossible'**

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

## **P.E and Sport Premium Report**

# **2023 - 24**

## St Matthews's Physical Education and Sport Vision Statement 2023-2024

At St Matthew's Primary School, we believe that Physical Education is an essential part of every child's educational development. Through high quality Sport and Physical Education, 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. This, alongside developing social skills that demonstrate the importance of teamwork and cooperation in group activities, are of prime importance. As well as a broad and balanced knowledge-rich curriculum, St Matthew's also offers children the chance to participate in both intra and inter school competitive sports, therefore developing the necessary skills and values needed when participating in games and physical activities. **The school allocation is £17,400**

**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.

## Review of last year's spend and key achievements (2022/2023)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Offer a range of extra-curricular activities for after school clubs.	Having a range of clubs has allowed for more people to sign up to something that they are interested in.	During 2022/2023, we aimed to raise the profile of PESSPA within the school, to help the children understand that their PE lesson was more than just running around. By showing them that there are games that can be played outside of the lesson, they have taken it upon themselves to play more.  Allowing the girls to have their freedom of playing meant that they felt more confident to do it. By having more girls involved in sport, we are showing them that all children are able to be involved in sport and find their hidden talent.
Offering a range of sports for the PE curriculum and expanding these to lunch time clubs.	Offering more in terms of curriculum has allowed connections to be made between learning. Continuing this when outside at lunch time has really helped the children to gain a better understanding of the sport and develop a passion.	
Continuing to build the profile of PESSPA by introducing PE Power, inter-school competitions and intra-school competitions.	School competitions really help children develop their confidence. Having a range of children competing in the sports that they are good at, also helped them learn new skills.	
Cross-curricular links are now more embedded, helping to promote PE as more than just a lesson/activity to complete.	Girl involvement was paramount and as a result, more girls are involved in sport than before.	
Offering a broader range of sports during extra-curricular sessions has enabled the children to learn more about a range of sports.		
Promoting girls' involvement was the stand out for last year. This has ensured more people are signing up for clubs.		

## Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Introduce lunchtime sport sessions/activities for pupils.	Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity  Pupils – as they will take part.	Key indicator 1 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.  Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£1000 costs for additional equipment to support lunchtime sessions.

CPD for teachers.	Primary generalist teachers.	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.	£5000 for teachers to undertake CPD.
Join AVFC Primary Stars	Both teachers and pupils.	<p>Key Indicator 1 - The engagement of all pupils in regular physical activity.</p> <p>Key indicator 2 -The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <p>Key indicator 3 – Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	Teachers will be more confident in their teaching and children will be learning transferable skills. The intention here is that the staff can see how we can teach a skill, to then embed it into a sporting scenario.	£4000 to pay for the package, with a little extra in case we add any extras throughout the year.
Bikeability	Pupils	Key Indicator 1 - The engagement of all pupils in	Children of all abilities	Free

		regular physical activity.  Key indicator 2 -The profile of PE and sport being raised across the school as a tool for whole school improvement  Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	will be able to talk about their experience. Children who could not ride a bike before, now will be able to.	
Encourage more participation in outside sports (focus on girl involvement)	Mainly pupils of KS2, with a higher focus on girls.	Key indicator 2 -The profile of PE and sport being raised across the school as a tool for whole school improvement  Key indicator 5: Increased participation in competitive sport.	We will see more girls taking part in sport outside of the PE curriculum, with a desire to want to compete against others.	£1000 – travel costs for the sports/competitions outside of school.
Ensure all pupils participate in Swimming lessons.	Pupils	Key Indicator 1 - The engagement of all pupils in regular physical activity.  Key indicator 2 -The profile of PE and sport being raised across the school as a tool for whole school improvement	Our percentage of children achieving their 25m by the end of Y6 will increase.	£5000 including travel

Find opportunities for pupils to experience more sport.	Pupils and staff	<p>Key indicator 2 -The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <p>Key indicator 3 – Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	Children will know more about different sports and will be engaged about it. Staff will be able to learn more about a different sport and to pre-teach the children the required knowledge.	£1000 mainly for travel purposes.
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## Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
Being part of the AVFC primary stars' program.	Staff have a better understanding of how to teach specific skills within a sport. Children are developing and practicing key skills regularly. Learning focuses are about learning to avoid or learning to maneuver away from defenders.	Working with AVFC has really helped our PE Lead/Teachers to better understand how to teach a key concept, instead of a sport. Lots of skills in sport are transferable and therefore need to be taught in isolation, before applying to sporting situations.
Providing opportunities for more children to experience a range of sport.	Children learn more about the sport they are watching or participating in. They were able to see themselves being able participate i.e. boys being involved in gymnastics, when they went to watch the trampolining championships.	Finding opportunities for children to watch live sport really allowed us to build the profile of PESSPA within the school. Children would write letters of persuasion for why they deserved to go and watch it, others signed up to gymnastics club so that they could go and watch. We also took opportunities to enter into free competitions, so when we won, we would only need to fund the travel.
Bikeability	We had children of all abilities participating in Bikeability. Some non-riders are now riders and some confident riders had the chance to learn road safety.	To further develop this, we will look at balance bikes for EYFS to ensure they can have an opportunity to participate as well.



Girls' involvement with a range of sports.	We now have more girls playing sports at lunch times and signing up to join the after school clubs. We have been able to join in with more girl football tournaments and for a range of ages. We were involved in Women's Week with AVFC, which meant some of our girls even had the opportunity to watch AVFC Women's Team play live.	We have seen more children playing football at lunchtimes and joining football club after school. This has mostly impacted the girls in Year 4, as it is almost the whole class that are now wanting to play. It was mostly Year 4, who have been involved with AVFC when they lead their lunchtime clubs.
Swimming lessons have increased and they had a water safety week.	Children had a greater understanding of water safety, learning key skills such as, treading water. This year had a focus on anti-drowning.	Our swimming lessons this year have had a greater impact on the children being able to swim safely. Children from Year 1 – Year 6 have had swimming lessons this year. We have had lots of children moving groups regularly as they are able to swim more confidently.
Changing the PE curriculum to ensure a range of sports.	Children are exposed to a greater range of sports and has more opportunities to use their transferable skills. Children are able to talk more about how they can use a particular skill that they have learnt before in another sport.	Curriculum is ever changing and never finalised so, although this has had an impact thus far, it is still going to be changed. One particular curriculum area we have focused on is 'Invasion Games' as we found that teaching these in isolation did not help the children to transfer to sports. This is something that next year we will adapt, as we will be teaching the skills when focusing on an invasion game sport.

## Swimming Data

*Meeting National Curriculum requirements for swimming and water safety.*

*Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study*

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	60%	<i>We strongly believe that this percentage is due to COVID. A lot of our children do not attend swimming sessions outside of school, which results in a longer process time for pupils to achieve the 25m. This is one reason why we aim to take all children from Year 1 – Year 6 swimming, with Year 6 going at least twice.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	60%	<i>With many children not being confident swimmers, it takes a lot more time to get them to become more confident in a range of strokes. We are finding more children are gaining confidence on their back, but with many children still using a float, they are missing the opportunity to develop their arm movements. This will be a focus next year.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	70%	<i>After a whole week of learning about water safety, this has rapidly improved. Teachers use their PE Power sessions to teach about water safety and different types of self-rescue. All children are given safety briefs before their swimming lessons.</i>
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes/ <b>No</b>	<i>Year 6 were able to attend additional swimming sessions, across the year.</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/ <b>No</b>	/

Signed off by:

Head Teacher:	<i>Sonia Thompson</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Asa Tarrant Teacher and PE Lead</i>
Governor:	/
Date:	15/07/2024