

REVIEW 2021-2022 St Chad's - Primary PE and Sport Premium Indicators

| Academic Year: 2021-22 | | Total fund allocated: £18050 | | |
|---|---|------------------------------|---|---|
| Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: 32% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Identify children not participating in extra-curricular activity and their barriers to participating in order to raise % of participation.</p> <p>Cross-curricular lessons are planned and taught to involve a physical activity link.</p> <p>Additional sports workshops are planned and delivered in addition to PE lessons to ensure additional opportunities for physical activity.</p> <p>Extra-curricular clubs are planned at lunchtime to promote active lunchtimes and raise the % of participation. Wet playtimes involve an active element in the hall.</p> | <p>Record numbers of children participating. Accessibility for all pupils measured and recorded.</p> <p>Teachers to plan and teach cross-curricular lessons.</p> <p>Liaise with sports club providers to monitor supportive transition for pupils into new clubs.</p> <p>Future Stars and Swift sports provider to provide daily lunchtime clubs and leadership training. Indoor sessions to take place if wet.</p> | £5743 | <p>Increase the numbers of inactive children participating.</p> <p>Increase in the number of children involved in an additional 10 minutes of physical activity every day.</p> <p>WIDER IMPACT: Pupils are more active in PE lessons. Improved attitudes to learning – better concentration in lessons. Improved SAT results. Improvement based on predictions for this cohort.</p> | <p>Staff are confident about providing their own extra-curricular clubs following additional training/workshops.</p> <p>Cross-curricular lessons continue to be planned.</p> <p>Active opportunities are provided as breaks within lessons.</p> <p>Sports leaders provide structured, active play at break and lunch.</p> |

| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|---|---|--------------------|---|--|
| | | | | 0.24% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Excellent attitude to PE and Sport at all times throughout school to help improve standards in attainment.</p> <p>PE lead release time to be planned to raise the profile of sport across the school.</p> <p>Whole school assemblies/noticeboards/Newsletter/Twitter/Texts to celebrate pupil sporting achievements (both in school and out of school achievements).</p> <p>Competitions in the community raise enjoyment of sport and therefore the profile. Limited this year due to Covid.</p> <p>Children to use IT to evaluate their skills in PE and identify areas for development.</p> | <p>Reminders to ensure children have the correct kit for all lessons.</p> <p>Achievements celebrated in assembly (match results and notable achievements in lessons) and in the school newsletter/on Twitter.</p> <p>Host activity days and projects linked to international events – Cricket day, Enrichment opportunities.</p> <p>Increase links with schools in the community to allow us to create a competition calendar to increase numbers competing. Needs to improve further in 2022/2023.</p> <p>PE lead to monitor how IT is used in PE lessons and look at assessment grids to assess how standards have improved. New PE leader to spend time in lessons with a specialist observing this further in 2022/23 as part of her subject leader training.</p> | <p>£433.20</p> | <p>All pupils are correctly dressed and prepared for physical activity. Reminders have already been sent for 2022/2023.</p> <p>Increased numbers of pupils -at some point in the year- have taken part in assembly through being celebrated for sport.</p> <p>Increased numbers of children competing, increased numbers of successes, children are talking more about sport and excited about competing.</p> <p>WIDER IMPACT: Pupils are proud to be involved in assemblies/photos on noticeboards etc, which is impacting on confidence/self-esteem.</p> <p>Improved attendance and attitudes to learning with better performance in SATs. Based on predictions.</p> <p>Over 10 extra pupils attending clubs in the community, which is complimenting activities in school and in the curriculum.</p> | <p>By maintaining excellent attitudes, children will actively seek physical opportunities in their school day.</p> <p>By raising the profile, staff and pupils will become more encouraged to continue to provide these opportunities once the funding no longer exists.</p> <p>Through making links with local clubs, we can continue to keep the sporting profile high and ensure that children have opportunities to participate in workshops, compete locally and attend additional coaching sessions outside of school.</p> |

| | | | | |
|---|--|--------------------|--|---|
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 37.75% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Raise the quality and confidence of teaching and learning in curriculum PE and Sport for all staff to help improve standards of lessons for all children. Support ECTs and new members of staff to meet the St Chad's Way in sports delivery.</p> <p>Raise standards of teaching and learning in PE and Sport.</p> <p>Engage pupils in their own learning, raise pupil progress and confidence in PE. Encourage pupils to assess and identify their own areas for development.</p> | <p>Assess staff development needs.</p> <p>Model lessons, team teach, lesson observations and additional CPD provided through Future Stars sports provider.</p> <p>Pupils assess their own learning through success criteria agreed at the beginning and end of the lesson.</p> | £6813 | <p>All teaching of PE is good or better. All children are aware of their areas of strength and areas for development. New subject lead to continue to monitor this in 2022/2023 through observation & pupil conferencing. Improved subject knowledge for all staff. Yes, through training from sports specialists and modelling from PE lead. Knowledge organisers to be created for 2022/2023. Subject leader up-to-date with current opportunities and expectations. New subject leader to work alongside subject specialist. Attend PE conference. Create knowledge organisers.</p> <p>WIDER IMPACT: Skills, knowledge and understanding of pupils are increased. Pupils really enjoy PE and Sport, are keen to take part and demonstrate a real desire to learn and improve.</p> | <p>At St Chad's, we use the funding to upskill teachers alongside coaches and PE specialists so that when the funding no longer exists, staff can confidently deliver a high standard of lessons more confidently.</p> <p>We recruit new teachers and additional adults with specific skills/qualifications in PE/Sport.</p> <p>All staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum.</p> |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | 18.4% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |

| | | | | |
|---|---|---------------------------|---|---|
| <p>Additional achievements: Introduction of extra-curricular clubs meeting recognised need (Girls' Football, Multi Skills KS1, Dance KS2).</p> <p>Raise the profile of a variety of sports in school including Boccia, New Age Kurling, Archery, Cricket to encourage inactive participants. Participation through enrichment has taken place. Next year, the amount of competition for all should increase taking into account these enrichment sports.</p> <p>Purchase new additional equipment/resources to support delivery of the sports named above. Boccia equipment purchased. Archery equipment purchased by company delivering enrichment and used regularly in school.</p> <p>Year 6 children to be trained up as Young Leaders/school sports crews to help run lunchtime clubs. Training was cancelled due to Covid. 2 members of staff will be responsible for this in Term 1.</p> <p>Specific activities are provided for less active children – clubs, non-competitive performances, specifically designed competitions.</p> <p>Enrichment sessions to be delivered by Swift Sports on a rotation to provide all children with an opportunity to learn new sports. Continue in 2022/2023 to provide further opportunities.</p> | <p>Member of staff to deliver a Dance club and Multi Skills club based on pupil voice and encouraging younger pupils to participate actively. School to subsidise football coaching delivered by external specialists to encourage more children to attend and support affordability. Monitor quality of new clubs through observations.</p> <p>Purchase appropriate sport specific equipment.</p> <p>Specialists to train young leaders/school sports crew to deliver daily active sessions at lunchtime. Term 1 2022/2023</p> <p>Organise a rotation of enrichment sporting opportunities delivered by specialists.</p> | <p>£857</p> <p>£2470</p> | <p>Introduction of new sports to add to extra-curricular opportunities has raised the profile and engagement of pupils following Covid lockdowns.</p> <p>There is an increase in the number of children who are active.</p> <p>Children are able to talk about new sporting interests.</p> <p>WIDER IMPACT:</p> <p>Improved behaviour at lunchtimes and as a result improved learning in the afternoons.</p> <p>Pupils who were less active are now more engaged and want to take part.</p> <p>Children are actively taking a lead and sharing their passion for sport with other children.</p> | <p>Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.</p> <p>The school will no longer be dependent on 'experts' coming in to teach PE and Sport as staff are more confident and keen. Clubs are provided by a variety of adults with different sporting backgrounds – some are teacher led, some are club led and some coach led.</p> <p>We make links with community sports clubs so that children can join clubs and continue playing sport.</p> <p>We continue to introduce new initiatives that don't rely on funding to keep going. For example, school sports crew at lunchtimes.</p> <p>Children, who were previously inactive or who have become less active due to the pandemic, are participating daily in active opportunities in school/out of school.</p> |
| <p>Key indicator 5: Increased participation in competitive sport – Continue below in 2022/2023</p> | | | | <p>Percentage of total allocation:</p> |
| <p></p> | | | | <p>6.26%</p> |
| <p>School focus with clarity on intended impact on pupils:</p> | <p>Actions to achieve:</p> | <p>Funding allocated:</p> | <p>Evidence and impact:</p> | <p>Sustainability and suggested next steps:</p> |

| | | | | |
|--|---|-------------------------|--|--|
| <p>Subject to Covid, raise the numbers of children participating in competitive sport through prior planning of the competitions and preparing the children in advance for upcoming events. Re-introduce the intra-competition termly event if/when Covid allows.</p> <p>Introduce additional competitive sports in order to engage more pupils. – Definite increase since the pandemic began but needs to continue to improve next year.</p> <p>Engage more girls in inter/intra school teams particularly those who are less active/inactive. Pupil voice showed that the girls wanted a football club at a different time to the boys rather than altogether due to their confidence. As a school, we set this up on a different evening ran by sports professionals and subsidised by school. The club ran for 4 terms but there wasn't enough uptake to continue.</p> <p>We have seen an increase in the number of girls participating through the provision of inclusive sports.</p> <p>Employ coaches to raise standards in sports and prepare the children for competition.</p> <p>Organise friendly competitions with local schools.</p> <p>The pandemic has continued to impact the usual high levels of competition that takes place at St Chad's. However, competition has increased since the pandemic began.</p> <p>Intra-school competition has taken place in houses within classes.</p> <p>Inter-school competition – Football matches, Boccia, New Age Kurling.</p> <p>There has been a focus on raising SEND involvement in competition and we have seen an improvement in standards at competition for the children.</p> | <p>Monitor participation in inter and intra school competition.</p> <p>Create a timetable for competition. Transport to be organised if required. Staff to be released to deliver competitions.</p> <p>Sports coaches to deliver girls and boys' football clubs to prepare the children for matches against other schools.</p> <p>Celebrate achievements in assembly.</p> | <p>£750</p> <p>£380</p> | <p>Increased numbers of pupils participating in competitions.</p> <p>Increased team confidence when participating.</p> <p>Increased numbers of specific groups representing the school in sport.</p> <p>Standards demonstrated at competitions are improved – better rankings.</p> <p>WIDER IMPACT: Improved standards in competition.</p> <p>Identified groups are more keen to participate – noticeable difference to attitudes.</p> | <p>Link with local schools is maintained as this can continue without funding. Children can walk between schools and staff can lead the events.</p> <p>Intra-school competition timetable will be able to continue as the staff are responsible for setting this up and working with a partner class to deliver these at no additional cost to the school.</p> |
|--|---|-------------------------|--|--|

| | | | | |
|---|---|--------------|--|--|
| <p>Other indicator identified by school: Additional swimming – continue in 2022/2023</p> | | | | <p>Percentage of total allocation: 5.75%</p> |
| <p>To ensure 85% of existing Y4 swimmers increase their attainment by 10 metres thus increasing their confidence in the water.</p> <p>All remaining non-swimmers in Y6 achieve 25 metres thus meeting the statutory requirements of the national curriculum for PE.</p> <p>70% of pupils can perform safe self-rescue over a varied distance so they are water confident and safe in the water.</p> <p>Swimming needs to remain an additional focus next academic year due to the impact that Covid has had on opportunities for children to go swimming.</p> <p>Only 48% (58% of children who were at St Chad’s prior to the pandemic beginning) of Y6 left being able to swim 25m; this is much lower than before the pandemic.</p> <p>14% of the Y6 cohort joined us during the pandemic and when assessed were unable to swim 25m. The children made progress in the additional sessions but require more to achieve the 25m. Current Y5 and Y3 to go swimming. Y5 to receive the additional sessions. Y3 to go all year.</p> <p>An additional volunteer who is ASA trained has been going swimming this year and they will continue to go next year to support progress.</p> | <p>Renegotiate additional pool space over two terms (summer term).</p> <p>Organise transport to and from the pool.</p> <p>Utilise the coach at the pool to work alongside teachers.</p> <p>Release an ASA trained staff member to attend the additional sessions.</p> | <p>£1037</p> | <p>60% of pupils can swim over 25m in Y4 and by the end of y6 75% can swim over 25m.</p> <p>85% of pupils have increased their distance swimming by 10 metres at the end of y6.</p> <p>70% of pupils can perform safe self rescue.</p> | <p>ASA trained staff to ensure that any staff members attending swimming (Y4/5/6) are confident and secure in teaching swimming.</p> <p>Ring fence funding to ensure that additional sessions are funded enabling the maximum amount of pupils to leave the school being able to swim 25m.</p> |