

Our Lady of Lourdes Primary School, Shotton Colliery

Impact of the Primary PE and Sports Premium Funding.



PE and Sports Premium

The Primary PE and Sports Premium is an amount of money given to schools each year and is ring-fenced funding to be used by our school to make additional and sustainable improvements to the quality and breadth of PE, sport and physical activity.

This means that we will use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

The national vision is for: *“All pupils leaving primary school to be physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.”*

The revised DfE guidance includes five key indicators across which schools should demonstrate improvement.

In the academic year **2022-23**, we will receive **£16,584**, which we plan to spend under the five key indicators, reported using the template provided by the DfE to which we will add our review at the end of the academic year under the 'sustainability and next steps' section:

| Academic Year: 2022/23 | | Total fund allocated: £16,584 | | Date Updated:01/07/2023 | |
|--|---|-------------------------------|--|--|---------------------------------|
| Key indicator 1: The engagement of <u>all</u> 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: |
| | | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| To develop a wide range of active lifestyles by giving children wider opportunities, so that children not otherwise participating engage in additional extra-curricular sporting activity during the year. | Sports' Coach with qualifications (e.g. Foundation of Light) deliver 'short' programmes from Year 1 to Year 6 that respond to the particular interests of children. | £6938 | The majority of children from Y1-6 accessed extra-curricular sporting activity either through external club participation during lunchtime clubs or after school sporting activities, boosting self-confidence and promoting healthier lifestyles. Some children accessed small group based work to meet their physical needs. | The benefit to promoting healthy lifestyles for children involved merits the continuation of a 'range of sporting activities'. | |
| Continue to provide opportunities for children to sustain 30 minutes of physical activity every day. | Purchase a range of new outdoor equipment including resources and play equipment to support active play times and give a wider range of activities to engage children in a wider range of sports. | £3326 | All children actively engage in a range of games at break and lunch times, developing team work, resilience and fostering an awareness of the importance of being active. Continue to explore and improve opportunities for active learning within lessons. This will include more physically active learning in history with artefacts and resources, more fieldwork in geography and more opportunities for outdoor learning | Replenishing equipment and storage for equipment enables the children to access resources and make independent choices based on their interests. | |
| Increased number of Year 6 children meeting the national swimming target of 25 metres. | For all year 6 children not meeting the national target to access at least 5 additional top-up swimming lessons. | | Children accessed additional swimming impacting on the progress made by children | This aim will carry forward and hopefully continue to improve moving forward | |

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| | | | towards meeting the national benchmark of 25M | |
| 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: |
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Continue to develop and maintain high quality Curricular PE and deploy staff with additional coaching experience to support and develop the delivery of high-quality Curriculum PE throughout the school.</p> <p>Continue to use active 'break-times' for children to engage in physical activity. To continue to use active learning as an effective strategy to improve learning, make learning more exciting and decrease the times where children are sedentary.</p> | <p>To ensure minimum of 2 hours of curricular time has been timetabled for each class each year</p> <p>Key stage 1 and 2 children take part in active sporting activity each break-time.</p> <p>Continue to explore and improve opportunities for active learning within lessons</p> | N/A | <p>Classes are consistently accessing PE on two days each week, which allowed for 2 sessions each being a minimum of 1 hour. Children have acquired the knowledge and skills to engage in a broad range of games, dance, gymnastics and athletics.</p> <p>Range of activities ongoing to engage children with increased participation. Learning walks around school evidence children being active within lessons, this is varied</p> | <p>All children are accessing 2 hours of curriculum PE each week. Children from Reception to Year 6 inclusive are taking part in high energy physical activity in curriculum time as well as the extra-curricular activities running during break and lunch times.</p> <p>Equipment available and replaced/ replenished as needed CPD to consider ways of lessons and teaching to be less sedentary</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--------------------|--|---|
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>To ensure that children benefit from quality PE provision because of: expert knowledge and skills of key members of staff; teacher confidence in delivering high quality PE provision across the school; a broad, well-balanced, sequenced Curriculum for PE</p> <p>In order to improve progress and achievement of all pupils the focus is on up-skilling the staff. The PE PLT will attend training and monitor existing PE practice across the school, including review of resources and curriculum coverage.</p> | <p>Successfully roll out across the school (from Reception up to Year 6) the updated Curriculum for PE.</p> <p>Successfully support staff in all aspects of Curriculum for PE</p> <p>Establish dates when cover is required and appoint cover staff.</p> <p>Ensure that time is provided for school-based working half-termly to coach staff and monitor the subject effectively</p> | N/A | <p>Quality assurance shows that PE is being taught for 2 hours weekly for every child. The new Curriculum continuity is in place and teachers have resources to support the planning and delivery of PE.</p> <p>We intend that all children enjoy 'great' PE lessons and achieve the expected standard</p> | <p>Continue to ensure that all teachers (including new temporary teachers appointed to the school) are confident in delivering the PE Curriculum.</p> <p>Training and development have been undertaken and PE PLT used to support staff in school in developing skills in order to allow children the maximum opportunity to succeed in competitive sports.</p> |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| | | | | % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Provide a wider range of sports and activities as out of school hours activities in order to get more pupils involved in physical activity.</p> <p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p> <p>To ensure that the revised Curriculum for PE provides a broad and balanced offer with continued improvements</p> | <p>Involve external coaches to work with staff and children.</p> <p>Make use of the 'sports coaches' and pupil leadership team to gain knowledge of a wider menu of sports and activities that engage primary children</p> <p>Continue to provide a broad and balanced curriculum with a rich</p> | £5320 | <p>Opportunities we limited across the year, due to restrictions for either coaches to come into school or children to attend out of school sports clubs. Adaptations were made to incorporate maximum use of outdoor based activities including Sc.OUT.Ed</p> | <p>Qualified sports coaches will provide menu of sports activities on site, and a wider variety to be incorporated when restrictions are eased.</p> <p>Assess current Swimming provision and create a new</p> |

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| <p>in the quality of teaching, ensuring both excellent attainment and high levels of engagement from children.</p> <p>Provide a wider range of after school sport, hobbies and activities clubs with which children may be unfamiliar to promote involvement in physical activity.</p> <p>Provide additional adventurous activities over and above the national curriculum requirement.</p> | <p>variety of sports contexts.</p> <p>School council to agree on range of clubs/ activities to be delivered by School based staff.</p> <p>Work with SC.OUT.ED and arrange for weekly sessions to engage children and promote a healthy lifestyle.</p> | | <p>We aim to achieve increased parental interest in sports delivered through the programme being offered free of charge. All children provided with the opportunity to be involved and participate in extra physical activity.</p> <p>SC.OUT.ED were able to deliver adapted activities on the school site, which means children have improved team-work and life skills due to adventurous outdoor activities.</p> | <p>plan for who accesses swimming in particular catch up swimmers.</p> <p>Children have particularly enjoyed the engagement with Scout Ed and the Foundation of Light, encouraging them to participate and join clubs locally and trials for county. This provision should continue, as it not only develops physical skills but also builds a number of skills which benefit the children.</p> |
| <p>Key indicator 5: Increased participation in competitive sport</p> | | | | <p>Percentage of total allocation:</p> |
| | | | | <p style="text-align: center;">%</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>Create opportunities for parents to share the participation and success of their children in competitive school sports during school sports week.</p> <p>To provide as many appropriate opportunities as possible within the various mechanisms for A team interschool sport competitions.</p> | <p>Arrange events over school sports week / sports day to provide opportunity for parents to be involved in their children participating in competitive sport</p> <p>Travel costs to ensure participation in competitive sports through our partnerships with other schools and involvement with the foundation of light. Maintain (and – if possible –</p> | <p>£1000</p> | <p>Each class was able to participate in a range of competitive sport and athletics and have built upon their skills and developed qualities involved with competitive sport</p> <p>More inclusive events accessed. Children attended a skipping etc.</p> | <p>Develop wider opportunity for children and parents to be involved in competitive sport.</p> <p>Continue with current structure and organisation.</p> |

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| | extend) the current Competitive Sport opportunities for inter-school sport | | | |
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Swimming Data

Following the Swim Review in 2017, schools must also report on the impact of their swimming provision: Year 6 leavers 2021

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below*: |
|---|------------------------------------|
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 72% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 72% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 69% |
| 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 |