

### Our Core Purpose:

We are committed to providing an exciting learning experience rooted in Christian values, enabling all children to be the best they can be.

### Community and Living Well Together

We all need each other. Well being

#### IMPACT (WHAT)

#### Belonging

#### Friendship

#### The Health of our pupils and the community

Teamwork is encouraged, highlighted and celebrated to children.

Awareness of health and safety aspects in PE and school sport

Awareness of how to stay fit and healthy

Active children – at least 30 minutes each day – active links made with other curriculum areas

Children and community are provided with opportunities and supported in making healthy choices

Improving the health and well being of children, parents, staff and wider community

### Dignity and Respect

Everyone matters. God loves us no matter how small

#### IMPACT (WHAT)

#### Respect

#### Links to the wider community

Opportunities for all children to take part in a competitive sports event within school

Opportunities for all children to develop skills

Children will take part in a range of competitions outside of school

Good links to local clubs so children see opportunities outside of school

Encourage a love of sport

Celebration of sports achievements both within and outside of school

Respect for teammates, competitors, referees and the sport is modelled, encouraged and celebrated.

**Enrichment activities** - respecting others through using the local area/community /church/residential visit. Bikeability training teaches children to respect the highway code.

### Hope and Aspiration

Love and forgiveness is always there. New start for all. We can aim high. Be the best we can be.

#### INTENT (WHY)

#### Forgiveness

#### Courage

#### Our pupils will leave this school

With fundamental skills in PE and ability to apply these

With an understanding of the importance of health and fitness to continue this through their lives

Having experienced a wide variety of sport

With chances to compete and have positive memories of sport both within and outside of school, and both individually and as part of a team

Having had the opportunity to take a leading role in sporting activities

With resilience, self-confidence and self-belief

Knowing what they do well, and having the confidence to continue to do this in the future

Being proud of their skills, achievements and attitude to sport.

## Excited About Learning 2025 vision for PE

### Wisdom, Knowledge and Skills

#### IMPLEMENT (HOW)

Never give up on learning. Using knowledge well. BUT ethics as well as wisdom.

#### Perseverance

#### The curriculum will look like

Two sessions of quality PE lessons per week, where pupils are active for 90% of the time

A variety of sports and activities provided to all key stages (Including swimming being taught within KS2)

Sports are chosen for each year group in order to capture their interest whilst also targeting any skills which are less refined

Pupils enjoyment of PE and physical activities is enhanced

Pupils develop fundamental skills that can be transferred across different areas of the curriculum

Provide opportunities to revisit / embed skills, whilst also being progressive through the school

Active learning is applied within curriculum areas outside of PE lessons



God who connects and underpins the other four

### Our Vision:

- Do things the 'St Michael's Way
- Unique, valued individuals achieving together
- Effective 2-way communication
- St Michael's: an asset to the community
- Resources create innovate

**St Michael's Primary School**

**Sports Funding Impact Report**

**2021/22**

## What is the PE and Sports Premium Funding?

The government is providing funding of over £450 million per annum for academic years 2013-2021 to provide new, substantial primary school sport funding. This funding is being jointly provided by the Departments for education, Health and Culture, Media and Sport and will see money going directly to primary school head teachers to spend on improving the quality of sport and PE for all their children.

The sport funding can only be spent on sport and PE provision in schools.

### **Purpose of funding**

Schools have to spend the sport funding on improving provision of PE and sport but they will have the freedom to choose how they do this.

The vision for the Primary PE and Sport Premium: **ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE**: To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision that will live on well beyond the Primary PE and Sport Premium funding.

**It is expected that schools will see an improvement against the following 5 key indicators:**

**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 a day, of which 30 minutes should be in school**

**Key Indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement**

**Key Indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport**

**Key Indicator 4: broader experience of a range of sports and activities offered to all pupils**

**Key Indicator 5: increased participation in competitive sport**

**The school has been receiving the funding since 2013.**

Key achievements to date:	Future Ideas and Development areas to achieve our long term vision.
<ul style="list-style-type: none"> <li>• A love of PE, sport and being active continues to be fostered in children within the school.</li> <li>• Staff CPD; Level 5; outdoor education training; forest school; active learning and further bespoke training to support staff and specific year groups in delivering high quality PE education.</li> <li>• New sports introduced to the PE curriculum in order to continue to engage children and excite them to try new sports (eg. handball, archery, Frisbee golf)</li> <li>• Tools to support mental wellbeing have been embedded in school life.</li> <li>• St. Michael's Quest books developed and produced to celebrate the wider school life and to provide a central place where children can look back at their achievements outside of the classroom.</li> <li>• Outdoor spaces in school are being used more often and by a wider variety of year groups. Each year, more children are being offered an outdoor education experience in addition to their usual PE sessions.</li> <li>• More staff have received forest school training. This has helped to embed effective use of a number of outdoor areas in school. In turn, children are given more opportunities to take risks in a forest school setting, which can then be applied to other areas of their schooling and wider life.</li> <li>• Within school, we have a number of strategies through PE which can help to support children's mental wellbeing; use of "Calmbrian"; mindfulness activities; yoga; physical activity to work out emotions.</li> <li>• Reorganisation of PE storage to ensure all equipment is kept safely in order to ensure they are not needing replacing often.</li> <li>• Further promotion and implementation of a Play Leader scheme in school to give children responsibility, and to promote positive playtimes.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued development of outdoor spaces in school.</li> <li>• Reviewed PE curriculum across school will continue to ensure children are making progress in PE throughout their time at St. Michael's. A clear overview will ensure that all year groups are covering a wide range of skills within PE whilst building on those skills already embedded in children.</li> <li>• A clear progression of vocabulary used in PE will support children when self- and peer-assessing their performance in PE. Using subject specific vocabulary at a level appropriate to the children will ensure that children continue to make progress.</li> <li>• A creative approach to delivering school swimming will support us in ensuring as many children as possible can swim 25m when they leave us in Year 6.</li> <li>• Continued CDP of staff to ensure staff continue to confident in their own delivery in PE, in turn ensuring consistently high quality PE provision.</li> <li>• Supporting mental wellbeing to continue to be a priority within school.</li> </ul>

**Amount of grant received IN YEAR 2021/22 £18,100**

This year due to the situation with Covid-19 not all of the planned spend and subsequent impact was able to take place in the school years 2019/20 and 2020/21 so we have carried forwards approximately £9,000.

Area of Focus	Amount spent	Impact	Sustainability
<p><b>To raise whole school attainment</b>  <b>Key Indicator 2</b>  <b>Key Indicator 1</b>                      Play leaders have been implemented to lead lunchtime activities with Reception and Year 1. Due to the re-implementation of bubbles in school, we initially held off rolling this out to further year groups. Play Leader Training has been carried out as a PE unit in Year 4 – this has resulted in more children being keen to become play leaders.                      Active learning and nail trail have both been revisited as part of a staff meeting. Ideas have been shared with staff to incorporate active learning across the wider curriculum, and to utilise the nail trail whilst doing so.                      A set of PE and sport themed books have been purchased and shared in an area easy to access by all staff. These range from instructional books (eg. Yoga) to fiction books about specific sports, to inspirational books promoting the values of sport.</p>	<p>£200</p>	<p>This will be continued in further year groups. Play leaders are now implemented across both playgrounds. Pupil conferencing has shown that children like the opportunity to take part in games or activities led by play leaders. They talk about the variety of games on offer for them, and the play leaders themselves enjoy the responsibility of this.</p> <p>Staff have the resources and knowledge to make learning more active – with a bank of resources with which to do so. This will help to both keep children active for longer, whilst also providing further opportunity to learn more and remember more from other curriculum areas.</p> <p>Books are on hand as an additional resource for teachers to promote a love of sport in school. These can be called on as an introduction to a particular unit of PE, or to address issues such as lack of confidence.</p>	<p>Staff to share knowledge of lunchtime activities and games which children can lead as play leaders. Play leader unit is embedded in Year 4 curriculum. Playground games unit has been added to the Year 3 PE curriculum which will help progress into the Year 4 Play Leader unit.                      A bank of resources has been started, and will continue to be built upon in order to incorporate active learning across the curriculum. The school nail trail will continue to provide opportunities for active learning as well as outdoor adventurous activities. These books continue to be on hand available for staff to use, and can be added to as seen fit.</p>
<p><b>PE Curriculum</b>  <b>Key Indicator 3</b>  <b>Key Indicator 4</b>  <b>Key Indicator 1</b>  <b>Key Indicator 2</b></p>	<p>£3,000 plus supply costs</p>	<p>Staff report more confidence in their delivery of PE following the course. During pupil conferencing across school, it is clear which children’s class teachers have been on CPD courses from the vocabulary they use when talking about the PE learning. Watching and listening to PE lessons, particularly dance and gymnastics lessons, it is clear to see which teachers have undertaken CPD.</p>	<p>Staff who have been on CPD courses continue to share their knowledge and key points from courses with the wider school staff. As a school, we will have a log of which KS2 children are able to swim 25m. Children will only need to be assessed when starting Year 3 or if joining the school late</p>

<p>A further two staff have attended the Level 5 course in PE. This course covers dance, gymnastics, games, athletics, outdoor adventurous activities and swimming. Further staff members have attended dance training. Plans have been made for 3 further staff to attend the Level 5 course in PE next year.</p> <p>Children unable to swim have been targeted as a priority to attend school swimming sessions. In September we identified 12 non-swimmers in Year 6 and 25 non-swimmers in Year 5. These children were then targeted during the autumn term.</p> <p>Children continue to come to school in their PE kits on the days of their PE lessons.</p>		<p>More children in Years 5 and 6 have learnt to swim. In previous years, our Year 3 and 4 children have been the priority for swimming, so if they could not swim by the end of Year 4, they were not given the chance to continue to swim in school. By rolling out swimming to non-swimmers in KS2, we are ensuring we can continue to assess their swimming.</p> <p>PE lessons are more active, as time does not need to be factored in for changing into and out of PE kits. This allows for more progress to be made in PE lessons.</p>	<p>throughout KS2. This will mean that each school year, we can continue to target the non-swimmers, making better use of our swimming sessions. As this continues, this will become embedded as part of our school culture. The children are proud to dress in their school colours, and PE lessons are more active.</p>
<p><b>Competition and Community</b></p> <p><b>Key Indicator 4:</b></p> <p><b>Key Indicator 5</b></p> <p>Following multiple lockdowns, we have now started to reinstate a timetable of extra-curricular sports available to children within school. This includes football, netball and cross country.</p> <p>Children have been offered the opportunity and encouraged to take part in competitive sports representing the school. This includes both netball and cross country. This was limited at the start of the school year due to following COVID risk assessments and avoiding mixing with those from other schools.</p> <p>Sports Day was reinstated following a break due to the pandemic. We took this opportunity to alter the format of the event; more time was</p>		<p>Pupils are developing and applying key life skills through their participation in PE and sport including trust, respect, teamwork and communication. PE lessons allow children the chance to take part in competitive sports.</p>	<p>A new format for Sports Day has been developed which can continue to be used in future years. This will continue to ensure that children are engaged in meaningful competition.</p>

<p>allocated to Sports Day, meaning that we were able to include more meaningful competition throughout the event.</p>			
<p><b>Health and Wellbeing</b></p> <p><b>Key Indicator 1</b></p> <p><b>Key Indicator 2</b></p> <p><b>Key Indicator 3</b></p> <p><b>Key Indicator 4</b></p> <p>As a staff team, we have continued to capitalise on opportunities to work active learning into the curriculum so that children are more active.</p> <p>Our new school Twitter page is being used to promote sporting activities – both within school and those being run externally.</p> <p>Calmbrain continues to be used within classrooms to promote physical and mental wellbeing. On top of this, other free resources such as Youtube and GoNoodle are used to keep children active.</p>	<p>Staff meeting time</p> <p>Staff time to make use of Twitter page.</p>	<p>Children are more active throughout their time at school, within lessons across the curriculum.</p> <p>Twitter page is being used to share photos of physical activity in school with parents to raise the profile of sport within school. Physical activity challenges are also being shared on this page.</p> <p>Calmbrain is being used within classrooms to help promote physical and mental wellbeing.</p>	<p>These practises are becoming embedded within school and staff are becoming more confident and competent in using these in their day to day work.</p>
<p><b>Curriculum and Extra-Curricular activities</b></p> <p><b>Key Indicator 1</b></p> <p><b>Key Indicator 2</b></p> <p><b>Key Indicator 3</b></p> <p><b>Key Indicator 4</b></p> <p>The playground has been retarmacked over the summer, and two netball courts have been painted on. This allows greater use of the playground during PE lessons.</p> <p>Wooden structures and benches which were rotten on the playground have been removed and replaced. Again, this allows greater use of the playground during PE lessons as there is more space.</p>	<p>£7915</p>	<p>Contribution towards investment in the school ground including resurfacing of the playground, adding a second netball court, replacement of PE storage meaning that all equipment can be easily accessed.</p> <p>PE lessons are more meaningful as more time is able to be spent getting children physically active, rather than locating equipment. Children are able to take more ownership in collecting and putting away resources before and after PE lessons.</p> <p>PE curriculum is ready to be implemented in September 2022 to ensure PE across school is progressive.</p>	<p>The school grounds have been developed to enable more areas to be used by all children in a variety of ways.</p> <p>PE lessons will continue to be more meaningful, keeping children active for longer.</p>

<p>Quotes have been sought to redevelop the school garden so that it is a safe, multi-purpose environment that can be used for small group or whole class activities as well as a place for individuals to have some quiet reflection time.</p> <p>Large container has been installed to replace the smaller containers in storing PE equipment. This has ensured that all equipment is kept centrally and weather-proofed.</p> <p>PE curriculum across school has been reviewed and redeveloped ready for September 2022 to ensure there is progression as children move through the school. This will ensure that within KS1, PE lessons focus most on the development of skills rather than applying to games. Across KS2, each year group will cover a unit of athletics and healthy living, outdoor adventurous activities, invasion games, net and wall games, striking and fielding and</p>	£7495		
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## Swimming at St Michaels Primary

From September 2021, we have assessed all KS2 children throughout the school year, and have targeted our children who cannot complete the national curriculum requirements. We have prioritised Years 5 and 6, followed by Years 3 and 4 later in the year. This has been reviewed as having a strong impact so we will continue with this format.

<b>Meeting national curriculum requirements for swimming and water safety</b>	<b>Please complete all of the below:</b>
Percentage of Year 6 pupils who could swim competently, confidently and proficiently over a distance of at least 25 metres when they left primary school at the end of last academic year?	83%
Percentage of Year 6 pupils who could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	83%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	82%
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?	No