

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

2022/23

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"> • A love of PE, sport and being active continues to be fostered in children within the school. • A high percentage of our children take part in the large extra-curricular offerings in school. • 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. • New sports introduced to the PE curriculum in order to continue to engage children and excite them to try new sports from a range of cultures (eg. Peteca, spike ball) • Tools to support mental wellbeing have been embedded in school life. • 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. • 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. • 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. • Within school, we have a number of strategies through PE which can help to support children's mental wellbeing; use of "Calmbrain"; mindfulness activities; yoga; physical activity to work out emotions. • Reorganisation of PE storage to ensure all equipment is kept safely in order to ensure they are not needing replacing often. • Further promotion and implementation of a Play Leader scheme in school to give children responsibility, and to promote positive playtimes. • A creative approach to swimming enables more children to leave us able to swim 25m. 	<ul style="list-style-type: none"> • Continued development of outdoor spaces in school. • 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. • 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. • Continued CDP of staff to ensure staff continue to confident in their own delivery in PE, in turn ensuring consistently high quality PE provision. • Supporting mental wellbeing to continue to be a priority within school.

Amount of PE and Sports Premium funding for the YEAR 2022/23 including a small carry over from last year - £19,600

Area of Focus	Amount spent	Impact	Sustainability
<p>To raise whole school attainment Key Indicator 2 Key Indicator 1</p> <p>The school nail trail has been used by staff across the school to incorporate active learning in all curriculum areas.</p> <p>PE conference attended by 2 members of staff and Level 5 course attended by 4 members of staff. These offered staff ideas for incorporating active learning into their lessons.</p> <p>Links have been made across the curriculum within school. Each year group learns a sport from a different culture which links with their history or geography learning. Outdoor table top games promote mathematical talk and activity at lunch and break times.</p> <p>Activities are planned within early years to develop fine and gross motor skills from the very start of school.</p>	<p>£4,300</p> <p>£680 (EYFS resources)</p> <p>£2,000 (Maths tables)</p>	<p>Staff who had joined the school after previous CPD are now more confident in planning and delivery of active learning across the curriculum.</p> <p>Across the curriculum and school day, from Reception to Year 6, physical activity is valued as having high importance.</p>	<p>Lesson plans for active learning opportunities have been produced and will be utilised by teachers in future years.</p>
<p>PE Curriculum Key Indicator 3 Key Indicator 4 Key Indicator 1 Key Indicator 2</p> <p>PE CPD needs were addressed based on staff feedback and monitoring activities conducted - Level 5 qualification course for 4 staff (RH, NG,</p>	<p>£950 (PE subject leader)</p> <p>£3,000</p>	<p>Staff have increased confidence in teaching and assessing PE resulting in an increase in pupils meeting age related expectations in PE.</p> <p>More effective allocation of school swimming has meant more children within each cohort being able to swim.</p> <p>The wider staff team has increased knowledge for future years resulting in increased range of ideas and strategies for engaging children with physical activities. The school has a curriculum provision that suits the needs of its pupils,</p>	<p>Staff will continue to build on their new found confidence with their future cohorts of classes.</p> <p>Increased provision for swimming in Year 3 will result in less provision needed for older year groups. This has been a positive move and will be continued in future years to continue to have the same impact. This will be particularly important</p>

<p>JC, KC) - Attendance at PE Conference Swimming has targetted those children unable to swim 25m. All Year 4-6 non-swimmers and new starters were assessed at the start of the year. Any children still unable to swim 25m continued with swimming lessons for a term of the school year. All Year 3 children swum for a whole term.</p> <p>The reviewed PE curriculum for St. Michael's has been implemented for one academic year, and is now able to be reviewed to identify strengths and development points.</p> <p>Equipment has been purchased to teach sports which have been newly added to our PE curriculum (primarily to include sports from other cultures).</p>		<p>including a wide range of sports and a well-planned swimming provision.</p> <p>Staff have followed the new PE curriculum which is progressive across the school. The biggest impact has been in KS1, where class teachers focus on the basics of movement skills to prepare children to learn different types of sports in KS2. Children have become familiar with and proficient in the skills they will need to master these sports.</p> <p>Children have been exposed to sports from other cultures such as Spike Ball and Peteca.</p>	<p>for at least the next two years due to the impact of COVID restrictions on the number of children attending swimming lessons outside of school in their early years.</p> <p>The PE curriculum is mapped across the school to allow children to build upon skills they have learnt in previous year groups. Over time, this will produce stronger athletes and sports people.</p> <p>Children's understanding of different cultures will be expanded.</p>
<p>Competition and Community</p> <p>Key Indicator 4:</p> <p>Key Indicator 5</p> <p>Our wide range of extra-curricular sports offered to children has been reinstated this year, with more extra-curricular clubs than pre-COVID years. These have included netball, football, rugby, cricket and cross country for Years 3-6 and tennis for all year groups. Over half of our children in KS2 have been given the opportunity to take part in competitive sports representing the school. These sports have included netball, football, cricket, cross country and rugby from a local to county level. Sports Day was a successful event in school, which all children enjoyed taking part in.</p>	<p>Staff time given up voluntarily.</p> <p>£1,250 (football goals)</p>	<p>More children have taken part in extra-curricular clubs and competitions than ever before. A number of our vulnerable children have attended clubs and represented the school. We have offered support and encouragement to these children who may not be able to access the opportunities otherwise. This has positively impacted their confidence and sporting ability.</p> <p>We use Twitter to actively engage with members of both the local community and the ATLP community. Children are excited to feature on the Twitter page.</p> <p>More opportunities are made available to children to compete at football at both an intra and inter school level.</p>	<p>We are building a legacy of confident athletes and sports people. The support, encouragement and opportunities given to them during their time at St. Michael's sets them up for future successes in later life. This is evidenced by many of our past pupils representing high schools and county teams for sports.</p>

<p>Our school Twitter page is being used regularly to share all of our sporting successes. It is also often used to share news from PE lessons.</p> <p>New football goals have been purchased so that we can host competitive events in school.</p>			
<p>Health and Wellbeing</p> <p>Key Indicator 1</p> <p>Key Indicator 2</p> <p>Key Indicator 3</p> <p>Key Indicator 4</p> <p>Years 4 and 5 have taken part in Bikeability to give them the skills needed to be able to cycle to school.</p> <p>A sensory circuit club has been created by our SENCO and members of the TA team. Selected children are invited to this and spend time self-regulating through intentionally selected physical activities beneficial to their emotional wellbeing needs. PSHE planning allocates a section of each lesson for children to self-regulate their emotions, following a scripted mindfulness activity.</p> <p>All year groups allocate one unit of their PSHE curriculum to learning about healthy lifestyles. This includes healthy eating, healthy sleep routines and the importance of physical activity.</p> <p>Kindness table has been ordered for the school playground to promote positive emotional wellbeing.</p>	<p>Staff meeting time</p> <p>Staff time to make use of Twitter page.</p> <p>£650</p>	<p>Further increased awareness of emotional wellbeing within school particularly from pupils themselves knowing which strategies suit them.</p> <p>Children can talk about healthy lifestyles at an age appropriate level. They know how this links to their life outside of school. Staff capitalise on opportunities to cover this across the curriculum; during science, PSHE, PE and during reading sessions.</p>	<p>Children have strategies to help self-regulate their emotional wellbeing, which they can use in a variety of situations in and out of school.</p> <p>Due to our progressive curriculum, during each year group, children will build upon their previous year's learning about healthy lifestyles in a variety of curriculum areas.</p>
<p>Curriculum and Extra-Curricular activities</p> <p>Key Indicator 1</p> <p>Key Indicator 2</p> <p>Key Indicator 3</p>		<p>A safe, colourful and calming garden will provide an extra learning space in school, whilst also offering individual children time to address sensory or emotional needs.</p>	<p>The garden has become a more manageable space which can be accessed by all. It is particularly comforting to children who are</p>

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.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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?	84%
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?	84%
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?	84%
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