



**St. Michael's**  
Catholic Primary School

## PE and Sport Funding 2022/2023 Strategy Statement

## Summary Information

Academic Year: 2022/23	Total PE and Sports Funding: £15108.00	Date of most recent Sport Premium Review: Sept 22
Total number of Pupils: 241		Date for next Internal Review: Sept 2023

At St Michael's Catholic Primary School, we believe that physical education is an essential part of a child's educational development. We aim to develop a balanced program offering a variety of activities to enhance skills in physical education. Positive participation in physical education will enable children to build self-esteem, teamwork and positive attitudes in P.E. This statement identifies our actions based on the following key indicators.

- Engage pupils in regular physical activity
- Raise the profile of sports and physical education
- Develop confidence, skills and knowledge
- To increase participation in competitive sports
- Provide a broad range of quality sporting opportunities for children outside of school curricular time
- Promote fair play and respect
- Educate children to improve health and wellbeing

Key Achievements to Date	Areas for further improvement
<ul style="list-style-type: none"> <li>Halton Football Champions, Merseyside Futsal Champions (2021-2022)</li> <li>Table Tennis nationally ranked players</li> <li>The development of fundamental movement skills with increased opportunities for competitive physical activity for children in Reception and KS1</li> <li>Higher involvement of children in adult led, structured sporting activities each play and lunch time</li> <li>Greater number of children involved in after school (and before school) sporting activities and clubs</li> <li>Excellent relationships with local sporting clubs and institutions with signposts to external sports clubs</li> </ul>	<ul style="list-style-type: none"> <li>Further opportunities for staff professional development</li> <li>Monitoring of sports and physical education lessons with clear teacher-coaching to promote standards and share expertise</li> <li>Continue to increase the breadth of competitive sporting opportunities offered to children, including local competitions and intra-school sports</li> <li>Pupil fitness and general stamina</li> </ul>

## Meeting National Curriculum requirements for swimming and water safety

What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	70%
What percentage of your Year 6 pupils 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?	70%

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?

No

### Key Indicator 1: The engagement of all pupils in regular physical activity

School Focus with clarity on intended impact on pupils	Actions to achieve	Funding Allocated	Evidence & Impact	Sustainability and suggested next steps
<ul style="list-style-type: none"> <li>• Employ a specific PE specialist to teach PE and upskill staff across the school</li> <li>• Further develop the capacity of sports coaches to deepen the breadth of sporting activities provided for all children</li> <li>• Develop opportunities for sports coaches to support teachers and additional adults through joint planning, observations and coaching and mentoring</li> <li>• Ensure physical exercise and education is child lead by providing opportunities for school council to suggest games and equipment to use during lessons and during lunch time play</li> <li>• Greater emphasis on early intervention in EYFS to develop positive attitudes to sport, health and exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and train children as playground friends and PE ambassadors to further encourage their peers to participate in a range of physical activities</li> <li>• Lead staff and develop a high quality programme of CPD for sports coaches and staff to ensure high-quality play activities</li> <li>• Resources are accessible to all children every lunch-time and play-time and during PE lessons which are taught by teachers and additional adults</li> <li>• Coaches to identify and target children who are reluctant to participate in physical activity</li> <li>• Fund sports access places for children across the school on a needs basis</li> </ul>	<p>TBC contribution to sports coaches and equipment</p> <p>TBC to fund access placements</p>	<ul style="list-style-type: none"> <li>• All staff are trained in how to engage children in physical activities during morning and lunchtime play</li> <li>• A wide range of sporting activities are offered at playtimes with specialist activities for Reception and Key Stage 1 children, to ensure that all children are active for more than 30 minutes a day</li> <li>• Pupil voice shows that the majority of children partake in team games such as football, basketball, led by trained support staff and other pupils during playtime and lunchtime play</li> <li>• Sports coaches are strong role models for all children modelling the impact of regular</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop the role of playground friends through training and resourcing to encourage participation in a wider range of physical activities for EYFS and KS1 children at break time</li> <li>• Gain further pupil opinion, through surveys and School Council on what games and equipment will increase motivation and participation</li> </ul>

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## Key Indicator 2: The profile of PE and Sport being raised across the school as a tool for whole school improvement

School focus with clarity on intended impact on pupils:	Actions to achieve	Funding Allocation	Evidence & Impact	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Upcoming sports events to be discussed in school assemblies to generate excitement around future sporting competitions</li> <li>Display that celebrates sporting appointments in hall</li> <li>Increase parental engagement and develop a positive attitude to physical education and wellbeing</li> <li>Class teachers to continue to recognise sporting achievement during the weekly celebration assembly, linked to the value of the week e.g. resilience to raise the profile of PE linked to lifelong learning.</li> <li>Celebrations communicated via school's newsletter, website and Twitter account to raise profile.</li> </ul>	<ul style="list-style-type: none"> <li>Dedicated section in assembly to promote upcoming sporting events and to celebrate sporting achievements</li> <li>Tweets, photos on newsletter and website of all sporting events</li> <li>Sports coaches to invite parents in to participate in a Forest School lesson with their children</li> <li>Use of technology in year 5 and 6 to analyse technique and principles of specific sports</li> </ul>	None	<ul style="list-style-type: none"> <li>Parental feedback highlights an understanding of the importance of the PE curriculum</li> <li>Pupil and parent voice indicate awareness of sporting achievements</li> </ul>	<ul style="list-style-type: none"> <li>Add specific section into parent survey on sports provision and impact</li> <li>Playground Friends and sports ambassadors to promote, report and share school achievements</li> </ul>

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

School focus with clarity on intended impact on pupils:	Actions to achieve	Funding Allocation	Evidence & Impact	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>PE Teacher to develop a skills audit to identify teachers with a secure understanding of the PE curriculum and teachers who will require support</li> <li>PE Teacher to design and run staff CPD for staff to upskill teaching staff</li> <li>Greater emphasis on PE coaches supporting during PE lessons taught by teachers and TAs through team teaching</li> <li>PE Teacher to strategically plan where to support based on the results from the skills audit and prior knowledge of teaching experience throughout the school</li> </ul>	<ul style="list-style-type: none"> <li>PE Teacher to design a skills audit to gain a baseline understanding of teachers' knowledge of the PE curriculum</li> <li>Expert professional development sourced to develop teachers with team-teaching and knowledge development sessions</li> <li>School coaches to provide further support and team teaching for staff</li> <li>Staff peer coaching to include PE, and staff to be covered with quality teaching</li> <li>SLT coach to design a monitoring and observation cycle for PE that complements the team-teaching and teacher development process</li> </ul>	<p>TBC professional development and training</p> <p>TBC cover allocation to allow for team teaching opportunities.</p>	<ul style="list-style-type: none"> <li>All staff deliver high quality PE lessons which challenge children of different levels and encourage the development of whole school values</li> <li>Teaching assistants, teachers and SLT have a better understanding of how to support and encourage pupils to engage in physical activity during morning and afternoon play</li> </ul>	<ul style="list-style-type: none"> <li>Further professional learning opportunities for staff who request it e.g. peer observations</li> <li>Develop PE subject leader networks with colleagues at other schools to encourage the sharing of good practice</li> </ul>

## Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils

School focus with clarity on intended impact on pupils:	Actions to achieve	Funding Allocation	Evidence & Impact	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• Offer a wider range of activities both within and outside the curriculum in order to get more pupils involved such as: swimming, boxing, yoga, dance, martial arts (see calendar)</li> <li>• Track and monitor participation in sports clubs and events building in a termly review and a list of leadership actions for the upcoming term</li> <li>• Introduce a wider range of wellbeing and physical activities at lunchtime</li> <li>• Increase participation of pupils with identified SEND in physical activity by ensuring coaches are aware of needs and how to adapt lessons to provide for these needs</li> </ul>	<ul style="list-style-type: none"> <li>• Audit of PE equipment to find out what resources we have and need at school</li> <li>• Order and replace appropriate storage for extensive equipment in limited space</li> <li>• Lead sports coaches and SLT to monitor delivery of lunchtime and afterschool clubs</li> <li>• Create a database of all events entered and all pupils attended and target provision at those who may not have participated</li> </ul>	<p>Lynch Sports Coaching: TBC</p> <p>EFC Coaches TBC</p>	<ul style="list-style-type: none"> <li>• Pupil and parent voice shows that the children enjoy participating in a wide range of activities during playtime and afterschool</li> <li>• A higher number of children across the whole participating in physical activities after school.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that a broad range of activities are offered by encouraging pupils and parents to suggest activities and afterschool clubs</li> <li>• Develop links with local sporting clubs and bodies</li> </ul>

## Key Indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve	Funding Allocation	Evidence & Impact	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• The school's Physical Education Subject Leader also attended specialist training to develop fine motor skills of children with additional needs ensuring all children can access competitive sports</li> <li>• Expand range of activities available as extra-curricular clubs to encourage pupils to more involved</li> <li>• Signpost families to opportunities outside of school to engage in further activities</li> <li>• Sportswear developed to encourage participation and the profile of sport within the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Enter local competitions and events</li> <li>• Develop a close partnership with local sports clubs to ensure pupils have access to competitive activities outside of school hours</li> <li>• Publication through school's communication of additional physical activities available e.g. Forest Schools and Summer camps</li> <li>• Sign up for membership of WPSSA and Halton Sports Games events</li> </ul>	<p>TBC allocated for event fees, specialist club equipment, and clothing for competitive sport.</p>	<ul style="list-style-type: none"> <li>• Pupil and parent voice demonstrates positive impact about the range and quality of sporting activities and clubs on offer</li> <li>• A strong range of competitive sports events is sustainably booked, and a model created for replication across the year</li> </ul>	<ul style="list-style-type: none"> <li>• Sports leaders to build links with other schools and seek cluster development opportunities</li> <li>• Sports leaders to investigate local sports opportunities which reflect geography of the area.</li> </ul>

## Sports Premium Funding Impact 2021 - 2022

St Michael's Catholic Primary School has made use of additional government funding to enhance and improve our P.E. and Sport provision. £18,097 was allocated to St Michael's for 2021/22

How Funding was Allocated 2021-2022	
Annual Sports Package with progressive sports - including a range of support and training for professionals across the school	£6827
Contribution to the costs of a part-time Sports Specialist (Swimming Costs)	£5800
Free After School Clubs - paid costs towards the weekly session costs	£2000
New P.E. equipment	£1620
Membership to WPSSA & Halton Sports Games Competiton	£1850
<b>Total</b>	<b>£18,097</b>

It is up to schools to determine how best to use this funding; here are some of the ways we have used it during 2021-2022. We feel the funding has allowed us to extend and enhance our provision which has benefited all our children.

- Weekly, high quality specialist P.E. and sport lessons are provided for all children at St Michael's. Lessons are well planned, differentiated and active. Children's abilities are assessed regularly to inform future planning.
- We have embedded the Daily Mile programme across key stages. The aim of which is to enhance health and fitness for all children.
- A wide range of playground activities are provided to our children. These activities further promote healthy, physical habits to our children giving them opportunities to taste varied sports in either a non-competitive or competitive setting.
- Our Sports coaches also provide training and support for staff and our P.E. leaders to improve their confidence and competence in teaching P.E. and sports.
- We have sign-posted children to many of our local clubs where they can extend and develop their knowledge and skills e.g. Football clubs, Dance clubs, Tennis clubs and Gymnastics clubs.
- All clubs are subsidised to ensure they are accessible to all pupils; 57% of our pupils have attended a club during the year. St Michael's bought in the services of a sports coach to enhance the delivery of teaching P.E. and to provide further opportunities for extra-curricular activities. He offered coaching to children whilst further enriching the quality and variety of the provision of sport across the school.
- A range of equipment and resources have been purchased for lunch-time activities and our P.E. and sport curriculum.
- All Key Stage 2 children learn to swim and how to self-rescue, additional support is provided for any Year 6 pupils who are unable to swim.
- We provide a number of opportunities for our children to take part in outdoor and adventurous activities.
- A progressive programme of Health and Wellbeing delivered throughout the school, covering healthy eating, self-care etc.

### Assessments in P.E. and Sport

All children have been assessed during the year and have an overall judgement for the end of year. The majority of children are working at a level which is age appropriate with many working above expected levels for their age. There is clear evidence of children making good progress during the year. Our pupil questionnaire responses highlight the children's enjoyment of their P.E. and Sports sessions.