

Evidencing the Impact of the Primary PE and Sports Premium Sports Premium Expenditure Report 2024-2025

St Mary's CE Primary School

Review of last Year 2023/2024

What went well?	How do you know?	What didn't go well?	How do you know?
<p>Staff CPD so that 100% of staff feel confident to enjoy delivering high quality physical education. To continue to raise the attainment and enjoyment of PE for pupils.</p> <p>Continue to improve the understanding of skills progression from the view of the pupils. To continue to provide pupils with understanding</p> <p>To provide more opportunities for pupils to be active in the school day and as much as possible achieve 60 minutes a day 7 days a week of physical activity.</p> <p>Continue to develop pupils having a positive attitude towards being physical active.</p>	<p>Staff confidence has risen 80% to 90% and staff feel more confident breaking down the skill and teaching to a skill. The quality of all PE lessons has risen using the new scheme.</p> <p>75% to 100% of pupils talk confidently about the skills they are learning in a lesson and are talking more positively about their skills at the beginning of a unit compared to the end of a unit.</p> <p>62% to 84% of children could talk about what being active meant to their well-being and could recognise opportunities in life where they are or could be active.</p> <p>75% to 95% of pupils felt that they were more active at playtimes and that they had opportunities to engage in meaningful play. They all enjoyed the new basket ball hoops and the skipping ropes.</p> <p>Pupils engage in inter school competitions.</p>	<p>Pupils don't clearly understand how to make positive steps forward in their skills.</p> <p>Staff record assessments of skills accurately.</p> <p>Pupils having positive active playtimes and using the emotional and social aspects of physical education.</p> <p>Clear intra-competitions within PE lessons and opportunity throughout the school year between year groups.</p>	<p>Pupil voice and staff confidence in clear assessment using the criteria on the powerpoints. Staff turnover and new staff meant that this area isn't as strong.</p> <p>Disputes and rough play during play times.</p> <p>The Bronze Ambassadors didn't have consistent adequate support to support children in the playground during playtimes. Staffing and negative pupil engagement prevented this from being positive. Pupils lack of responsibility in looking after equipment meant resources were broken or lost regularly. Pupil voice, BA and staff highlighted these issues.</p>

Intended actions for 2024/2025

What are your plans for 2024/2025?	How are you going to action and achieve these plans?
Intent	Implementation
<p>New staff starting in September will need CPD to ensure that all staff feel confident to enjoy and deliver high quality PE and 100% of staff deliver high quality PE and feel confident to do so. To continue to raise attainment and enjoyment of PE for all pupils.</p> <p>Focus areas staff: Using the skills progression to deliver quality feedback, assessment and pupil engagement and enjoyment. Continue to improve the understanding of skills progression from the view of the pupils.</p> <p>Focus areas students: explain and know the skill they are learning, know how they have improved and areas for development.</p> <p>Focus area students: to raise the social aspects of PE where students can improve their development of social skills, teamwork and cooperation through physical activity.</p> <p>Focus area for students: to raise their emotional aspect of PE developing positive attitudes, values and emotions related to physical activity.</p> <p>To provide more opportunities for pupils to be active in the school day and as much as possible achieve 60 minutes a day 7 days a week of physical activity.</p> <p>Focus area for pupils: celebration of sporting achievements in competitive sports and more participation and confidence in inter schools competition.</p> <p>Focus area for staff: Continue to develop pupils having a positive attitude towards being physically active.</p> <p>Focus area students: Increase participation in extra-curricular clubs to provide broader experiences and develop lifelong engagement in physical activity for all children.</p>	<p>Continue to use Complete PE as a resource for lesson planning, overview and resources. Skipping CPD from external trainer.</p> <p>Staff meeting and individual time with new members of staff and time within staff meeting to discuss the assessment process. Using the assessment grid and use of coloured bands related to the four areas of PE (emotional, cognitive, social and physical).</p> <p>Ensure all staff are confident with using complete PE and how to adapt lessons for all pupils to be able to engage and make progress within the lessons. Staff CDP - internal.</p> <p>Staff using the PE powerpoints and engaging children with the sport (show a video) and making the skill explicit at the start of the unit and during each lesson. Asking children to reflect on their progress of the skills and identify a baseline - 'show what you know' for each lesson. Peer feedback.</p> <p>Train new Bronze ambassadors for leadership and peer support skills. Eight year 5 pupils to attend training with Colfox PE cluster coordinator.</p> <p>Utilise the Bronze Ambassadors as playground leaders and work with playground staff to improve awareness of games. Use Forest School with a focus on teamwork and using the area for positive playtimes. Cooperation.</p> <p>Discuss in PE lessons, RHSE lessons and brain breaks/movement breaks the importance of mobility and being active for emotional wellbeing and physical health.</p> <p>A wider range of children to be able to actively want to engage in interschool competitions to raise self confidence and self esteem. Transport to the events and staff support.</p> <p>Movement breaks, brain breaks within lessons and during school breaks. Lessons being physically active. Forest school - support wellbeing and physical development through outdoor activity. Whole School Skipping Workshop - support wellbeing and physical development through outdoor activity and TA engagement through supporting the Forest School leader and implementing for targeted pupils that struggle in whole class situations or needing learning breaks.</p> <p>Improve access to SEND children and Pupil Premium children who struggle with access clubs outside of the school environment.</p>

Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
<p>Key Indicator 3 - Complete PE scheme - Expected Impact: More confident delivery, greater planning consistency, better outcomes for children.</p> <p>Key Indicator 1, 3, 4 - Whole school skipping workshop - Expected Impact: Increased skipping at break times, staff use skipping in PE/warmups.</p> <p>Key Indicator 4 – Extra-Curricular Sports Clubs – Expected Impact: Wider participation across all year groups, SEND pupils and PP children, improved physical literacy, enhanced confidence and teamwork skills.</p> <p>Key Indicator 1, 3, 4 - Forest School for selected classes - Expected Impact: Improved engagement, wellbeing, and team-building skills. Build staff confidence to deliver forest school type activities in developing physical activity outdoors.</p> <p>Key Indicator 5 - transport and adult support to events - Expected Impact: More pupils represent school; improved confidence and sportspersonship.</p> <p>Key Indicator 2, 5 - Bronze Ambassador training - Expected Impact: Ambassadors lead lunchtime clubs, boost PE profile and organise intra sporting competitions.</p> <p>Key Indicator 1, 4 - Playground equipment/playground markings - Expected Impact: Increased break/lunch activity; reduced behaviour issues, pupils independently engaging in physical activity.</p> <p>National Curriculum Requirement - Swimming Booster Sessions - Expected impact - Increased percentage of pupils achieving swimming outcome of a range of strokes being swam confidently for 25m, skills in self rescue and water safety knowledge.</p>	<p>Evidence of Impact: Staff feedback, lesson observations, pupil engagement and pupil voice..</p> <p>Evidence of Impact: Pupil feedback, staff use of skipping, playground engagement.</p> <p>Evidence of Impact: Pupil voice, session engagement, attendance.</p> <p>Evidence of Impact: Club registers, pupil voice surveys, increased attendance from targeted groups (e.g. less active pupils, SEND), feedback from parents and staff, participation in external competitions.</p> <p>Evidence of Impact: Pupil voice, greater range of children volunteering for events, photographs, celebration assemblies, more children joining clubs (in school and outside of school).</p> <p>Evidence of impact: Support staff confidence and competency in adapting activities for different pupils when working 1:1 with SEND and PP pupils.</p> <p>Evidence of Impact: Greater engagement of pupils in positive playtimes, peer-led activities timetable, pupil voice, improved pupil confidence.</p> <p>Evidence of Impact: pupil voice and less teacher time taken up solving playground disputes, pupils more active in engaged activities.</p> <p>Evidence of Impact: Assessment data, swimming records.</p>

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> ● Pupils actively skipping and talking about skipping outside of school. ● Staff confidently use the PE scheme to deliver lessons and pupils having a clear progression of skills in chosen areas. ● Some pupils are able to talk about the skills they are learning and to explain how they feel they have improved. ● Pupils engaging in clubs and requesting a wider range of clubs and using the skills during playtimes. ● Pupils recognise their baseline of skills in a lesson unit and begin to know how they can improve. ● Support staff using the forest area and garden to support children in being active. ● Pupils using the playground markings and being active. ● A greater representation of children wanting to show their achievements from clubs outside of school. ● Greater number of pupils participating in swimming boosters. 	<ul style="list-style-type: none"> ● Pupil voice. ● Staff feedback and discussions. ● Pupils talking about and showing what they know about a skill. ● More pupils confidently engage in sporting activities and lessons, more likely to have a go. ● Playtimes are more positive with children showing independent activity. Forest School style activities being used in curriculum subjects (science. Topic, literacy). Pupils using the forest area positively at playtimes and independently being active. Pupil voice. ● Pupils bringing in medals and sending in pictures. ● More pupils swimming 25m confidently in Year 6. 92% of Year 6 pupils confidently swim 25m over a range of strokes. One student joined the school in Year 4 as a non swimmer and has had boosters every year. One pupil's confidence and ability has increased significantly since year 3 and can swim 25m but not confidently, yet.