

St Mary's CE (VC) Primary School, Queen Street, Kingswinford, West Midlands, DY6 7AQ Tel: 01384 818295

“Our core values of Trust, Respect, Honesty, Friendship, Forgiveness and Compassion are lived every day at St. Mary’s. Our wonderful children demonstrate this by being resilient and hardworking, kind and respectful and always show exceptionally good manners”.

<p>Academic Year: 2021-2022 On roll: 206</p>	<p>Total fund allocated:</p> <ol style="list-style-type: none"> 1. Brought forward - Nil 2. Expected 2021/2022 - £17,990 3. Total funding allocated 2021/2022 – £17,990
<p>Key achievements to date:</p>	<p>Areas for further improvement and baseline evidence of need:</p>
<ol style="list-style-type: none"> 1. YST Sports Mark Gold achieved following a thorough review with SSP 2. Daily Mile initiative across parts of the school with a plan to extend year groups and distance 3. 2 hours of PESS per week delivered by staff and effectively supported by the paid, professional Sports Coach 4. 60% of children take part in extra-curricular physical activities, years R-6 with strong engagement with School Games 5. Established Change4Life Club in this year with 15 children attending regularly 6. Provision for Gifted & Talented delivered through a number of Masterclasses delivered by the Sports Coach 7. Specialist coaching provided for extra-curricular sports clubs delivered throughout the year 8. 15 ‘A’, 7 ‘B’ teams and 1 ‘C’ team; SEND Competition=SMILE; wider School Games initiative in collaboration with Ellowes Hall School (SSP host) 9. Established Triad Event with local schools at year ¾ x 3 competitions 10. All sports coach school-club links to an external provider. 11. Link with Stourbridge Rugby Club made, and a club is run by them. 	<ol style="list-style-type: none"> 1. Physical Education <ol style="list-style-type: none"> a. PE Supports all pupils development physically, emotionally and socially (including 1:1 support for SEND children) b. PE supports core values of school through an appropriate curriculum product that is confidently delivered by all staff. c. Provision of opportunities for improved PE & school sport is pupil-centered. d. Increase confidence, competence, knowledge and skills of all staff in teaching PE and sport. e. Continue to purchase PE & sports equipment that is appropriate for all age groups and meets the needs of all pupils. f. Embed the PE curriculum that meets the needs of all children and the vision and values of the school. 2. Physical activity <ol style="list-style-type: none"> a. Increase participation in extra-curricular physical activity clubs. 3. Formal Activity (Sport) <ol style="list-style-type: none"> a. Improve School-Club links (quality of relationship and number of children accessing out-of-school provision) b. Extend coaching support to sports clubs c. Improve provision for Gifted & Talented 4. Active transport <ol style="list-style-type: none"> a. Observe patterns of active transport across the school (audit) b. Provide opportunities for pupils to walk, cycle, scooter, skateboard to school

Meeting national curriculum requirements for swimming and water safety	Please complete all the below:
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?	100%
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?	100%
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?	85%
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?	N/A

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Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2021/2022		Total fund allocated: £17,990	Date Updated: September 2021	
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:
1. Opportunities in place to ensure all pupils receive 30 minutes of physical activity each day in school. 2. All Children to receive 2 hours of PE per week.	<ul style="list-style-type: none"> School to provide staff with training and resources to engage the children in PE, sport and physical activities. Specialist PE Sport Coach to coach staff in the teaching of high-quality PE lessons weekly. New scheme of work (Cambridge) allows for others teachers to feel more confident in teaching PE. 	£17,490	Sport coach employed in school 4 days a week during the year. During the year 2021/2022 we employed a sports coach to help improve staff confidence in the teaching of PE. Over the year he worked with staff across all key stages to help develop their practice and improve the quality of PE lessons.	<ol style="list-style-type: none"> Staff will feel confident and competent in teaching high quality PE lessons without the support of the coach. Build on the work of the sports coach and continue to offer structured playtimes that promote physical activity for all children. Establish a Sports Committee, offering pupil voice, helping to identify the least active children and putting forward ideas to get more children active throughout the day. Embed strategies to encourage more active behaviour in the Classroom.

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<p>3. Least active children or those unable to attend afterschool clubs to be targeted during dinner times by sports leaders and sports coaches to increase activity.</p> <p>4. Further develop the Daily Mile initiative to encourage all year groups to undertake at least 15 minutes of additional activity per day.</p>	<p>Purchase playground equipment. Put together a timetable for structured playtimes.</p> <p>Identify a range of courses (length and variation) that encourage gradual participation. Invest in signage to encourage activity.</p>		<p>Structured playtimes were introduced in the summer term, ensuring a range of activities were on offer throughout the week to all children. These were led by the Sports Coach and lunch time staff. There was an increase in the number of children accessing these sessions, with many more girls taking them up than we previously had. As a result of this increased participation, we identified improved mental and physical health.</p> <p>Daily Mile continued to be an effective way in which all children could increase their percentage of active time. Every child takes part daily. Some children are reluctant, and we have identified the need to refresh this next year in order to encourage participation for those less active children.</p>	
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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				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>1. Adopt and embed amongst all staff a modern PE curriculum that reinforces the vision, values and ethos of the school</p> <p>2. Maintain a raised profile of PE/School Sport with staff, all pupils and parents within school and local community.</p>	<ul style="list-style-type: none"> Sports Leader to implement and support staff with the new PE Scheme of work. Set aside staff time for workshops on new curriculum. Older children (Playground Buddies and Leaders) to represent and reinforce this vision, values and ethos in the playground. Arrange inter-house sporting events throughout the year. Arrange inter-school sporting events with our collaborative group of schools in the local authority. 	<p>£500</p> <p>Playground buddy equipment.</p>	<p>The new curriculum has been successfully implemented and staff review plans regularly. Staff have worked together to implement the latest Ofsted subject review and create a long-term plan for progression across school, building on prior learning.</p> <p>Playground Buddies was postponed this year as the children we're getting back to normality after Covid. This is a priority for 2022-2023.</p> <p>House teams were reorganised in the summer term with the help of the sports coach. The reason for this was to ensure there was a range of abilities across each house, ensuring competitions were as fair as possible. The events calendar will be a priority next year with the help of the Sports Committee (pupil voice). With the support of the Sports Coach, we were able to host a successful sports day with 100% participation.</p>	<ul style="list-style-type: none"> Governors to raise subject specific information with AHT responsible for PE, at meetings. PESS is celebrated by the school as a tool for reinforcing vision, values and ethos through website, regular appearance in newsletters, photographic images around school, YST Ambassadors to visit children in assembly Place PE on the agenda for all staff meetings SLT have observed the benefits of a raised profile and is committed to funding these areas if the PESS grant is discontinued

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 pupil.	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1. All staff feel competent in delivery of PE; and take responsibility for embedding this in extra curricular activity.</p>	<p>Further training for Sports Coach:</p> <ul style="list-style-type: none"> • Safeguarding • Fire/First Aid • NGB qualifications • Assisting teaching and learning • Attends all staff meetings. <p>Further training for staff on new curriculum product.</p> <p>Further training for PEC through CPD events and conference attendance.</p> <p>Observation of lessons- assess suitability of CPD on offer by Sports Coach.</p> <p>Opportunity for staff to share good practice in the teaching of PE with other members of staff.</p>		<p>Sports coach was fully trained and impacted positively on the school.</p> <p>Conference not attended due to covid restriction.</p> <p>Ongoing. Staff have received some training on the PE curriculum and feedback from children has been positive.</p>	<p>Staff to take over the main teaching of PE in school, with the support of experienced members of staff, who are confident in the role.</p> <p>Sports committee to be set up from September 2022. To include a member of SLT, PE lead, Specialised PE assistant and children selected by their peers to represent them.</p> <p>Establish links within the local area, to ensure all possible training, competitions and conferences are explored.</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>Additional achievements:</p> <ol style="list-style-type: none"> 50% more children involved in sports and activities and 90% of children satisfied with PESS Continue to offer a wider range of activities from both within and outside the curriculum to engage 50% more pupils Focus on those pupils who do not normally take up additional PESS opportunities 	<ul style="list-style-type: none"> School Games participation embedding and extending Pupil survey undertaken to observe satisfaction with PESS Involve external coaches with staff in clubs Pupil survey of choices of activities 		<p>WIDER IMPACT AS A RESULT OF ABOVE:</p> <ul style="list-style-type: none"> Behaviour remains excellent. Children now come to school in their kit, which has increased participation. There are very few incidences when children forget to come to school in their PE kit. Progress and achievement in PE is GOOD 95% of children say they enjoy PESS and get involved in more activities 	<ul style="list-style-type: none"> Staff share good practice Less reliance on experts Staff keen to support PESS programme
Key indicator 5: Increased participation in competitive 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>Additional achievements:</p> <ol style="list-style-type: none"> To introduce additional competitive sports identified by recent student surveys in order to engage more pupils (5 new sports) To engage 25% more girls in inter/intra school teams and offer a wider range of individual activities 	<ul style="list-style-type: none"> PEC to undertake survey of staff and pupils Identify staff members to undertake after school clubs Consider arrangements for encouraging more participation, i.e. day of the week, timings, equipment 		<p>Pupil voice meetings were initially unable to take place due to covid restrictions. The focus on the Summer term was to re-establish the pupil voice group, however they have not yet completed their survey. This is ongoing.</p> <p>The netball team had a good uptake from the girls across year 5 and 6. This will be further developed next academic year.</p>	<p>Reach out to our local SGO to establish links and competitions in the area that we could potentially participate in.</p> <p>Work in partnership with the MAT schools and share good practice across the MAT.</p>

Key indicator 6: Increased opportunities to explore active transport in the 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:
<ol style="list-style-type: none"> Increased awareness of active transport encouraging 30% of pupils to choose more active means of travelling between home and school Improve cycling proficiency by 20% 	<ul style="list-style-type: none"> Discuss active transport with staff and parents Bikeability Cycling proficiency Ride and Stride to school week Supervision arrangements to walk to school No-parking week outside school 		<p>May 2022- Living Streets was launched for children in Reception to Year 6. Feedback from children was positive and we identified an increase of Over 30% of children either walking to school or recording that they now park and ride.</p>	<p>Continue to work in partnerships with Dudley council to ensure the children continue to get the opportunity to access the Bikeability programme each year, progressing through the levels.</p> <p>Re-launch the Living streets initiative next academic year and develop walk to school week further.</p>

Created by:  association for Physical Education  YOUTH SPORT TRUST

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