



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

St Mary's C of E Primary School
Penzance

2022-2023

Commissioned by the
Department for Education

Created by



Subject Leader: Daniel King

Aims: To improve the percentage of key indicators- based upon the audit from AFPE Scorecard.

- Key Indicator 1: The engagement of all pupils in regular physical activity- the chief medical officers guidelines recommend that all children engage in at least 60 minutes of physical activity a day, of which 30 minutes is in school.
- Key Indicator 2: The profile of PESSPA 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 experiences of a range of sports and activities offered to all pupils.
- Key Indicator 5- Increased participation in competitive sport.

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2023:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - School Games Gold standard achieved- September 2022 - YST Silver Kite Mark- July 2023 - New swimming curriculum has been rolled out with children achieving STA levelled awards after their swimming blocks. Intensive top-up swimming has been used for those not reaching 25metres. 22/26 achieved this (3/4 who didn't reach expected level were joiners since Christmas). - There were 7 after school sports clubs this year, with professional coaches and local clubs in Penzance being involved in the delivery of these. - Girls only sport has been rolled out at lunchtime to promote inactivity in girls- big increase in uptake from girls. - My Personal best skills are now introduced and taught through a unit of P.E, to support whole child development alongside physical competency. - The P.E curriculum has been refined to use key concepts in P.E to progress knowledge and skills of children. This has also been linked to school values and personal development strands in P.E. - Our physical activity breaks have continued during lessons and new games and zones have been created to encourage physical activity in lunchtimes. - An effective assessment system is now running throughout the school, and this aims to develop the whole child through the key concepts in P.E. - Sports Leaders have been involved in planning new units of work. - A new unit of inclusion sports has been added to curriculum overview - Year 2 have had a whole term of swimming for the first time in 4 years. - There has been an increase in children getting level 2 Bikeability. Balanceability levels have also increased with a trained member of staff and 5 balance bikes being able to facilitate regular sessions as part of the EYFS curriculum. 	<ul style="list-style-type: none"> -Need to roll out student led assessment against the key concepts in P.E, and in line with teacher led assessments. -Need to further develop the use of the My Personal best resources to ensure the whole child is being developed through P.E and this transcends into other curriculum areas- to be added to S.I.P. To have the sports leaders organising at least two intraschool competitions/ festival per term. -Need to monitor levels of Physical activity outside of school, termly, to help target those less active pupils into lunchtime or after school clubs.
<p>Action Points from the PESSPA audit, AFPE Scorecard and last year's Sports Premium review:</p>	

Main Action points for 2022-2023:

- **K13-** To ensure that all teachers are confident and proficient at delivering P.E/ Physical activity, through monitoring and coaching.
- **K15-** To ensure that all children partake in at least 4 intraschool competitions.
- **K15-**To have a higher percentage of pupils taking part in Inter-school sporting competitions and festivals.
- **K11/K12-** To continue with Girls Active and Playground Leaders- to promote physical activity and enjoyment in sport.
- **K11-**To measure the physical activity of all pupils in school- ensuring that all children are active for 30 minutes in school.
- **K11-**To set up initiatives for less active children and have a less active register.
- **K13-** To ensure the effective implementation of assessment in P.E and swimming- follow up from last years CPD.

Additional action points for 2022-2023

- **K13-** To provide further develop CPD for teaching of gymnastics, tennis, swimming - as per the staff survey/ end of year audit.
- **K13-**To have 100% of children in year 6 swimming at least 25m before they leave KS2.
- **K15-**To have sports teams competing at regional and County levels.
- **K12-**To develop the outside markings to promotes greater physical activity.
- **K14-**To continue develop our afterschool provision for KS1 Children.

Total amount carried over from 2021/22	£5101
Total amount allocated for 2021/22	£17401
How much (if any) do you intend to carry over from this total fund into 2022/23?	£5101
Total amount allocated for 2022/23	£22,502
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£22,502

<u>Meeting national curriculum requirements for swimming and water safety</u>	
Priority will be given children performing safe self-rescues, even if they do not fully meet the first two requirements of the NC programme of study, due to our locality with the sea.	
What percentage of your current Year 6 cohort swim competently, confidently, and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022.	85% 96% before join
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96%
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

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 pupils today and for the future.

Academic Year: 2022/23		Total fund allocated: £		Date Updated:	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					Percentage of total allocation: 59%
Intent		Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
To continue to develop the physical activity map, with all children achieving at least 30 minutes active in school.		With all staff- monitor our school curriculum heatmap, Active 30 and playground leader initiatives, ensuring all children are physical active for 30 minutes daily in school.		Subject leader time (2 afternoons- £350)	All staff are using high intensity active breaks during morning and afternoon lessons. This has led to improved well-being and staff noticing an improved concentration following P.A. Playmakers used to develop leadership roles in P.E and after school clubs.
To measure the physical activity of KS2 pupils outside of school, so that less active initiatives can be set up effectively.		Subject lead to demonstrate new activity tracking software. Subject lead to create a digital survey, which collates the children’s sporting activities, outside of school.		£250	We have introduced questionnaires for KS2 to monitor levels of activity inside and outside of school. This has led to additional children being targeted for physical activity.
					<p>Next step: Can we identify whether active breaks have influenced academic outcomes.</p> <p>Next step: To increase the participation and skills within active breaks we will introducing new sports.</p> <p>Next step: To review questionnaires around physical activity termly.</p>

<p>To increase the knowledge and skills of all staff, when using Teach Active. To support and increase activity levels through delivering Maths of the day.</p>	<p>All teachers to have refresher training on this software. Subject lead to provide further training on the Active timetable and monitor the impact of this in staff meetings/ pupil conferencing. Development of physical literacy for KS1 and KS2 linking to the Maths AP.</p>	<p>As part of PPE offer £4000</p>	<p>This needs to be reviewed in the Autumn term with a new training slot booked for all staff. This initiative has strong links between different subject areas. This has, in the past, been used for effectively interventions and will now be rolled out for next year, targeting some less able mathematicians and less active pupils.</p>	
<p>To develop effective playground and girls' leaders.</p>	<p>Organise and facilitate training for playground leader and girls active training. Year 6 Girls to promote this to year 5s. By the end of spring term we will have a transition period for leaders.</p>	<p>As part of PPE offer.</p>	<p>Increased confidence, self-esteem and enjoyment of PE. Increased participation in wider activities: 14% of KS2. Increase in club attendance, with 48% of all ks2 pupils attending one or more clubs.</p>	<p>Sustainability: Opportunity for more pupils to become playtime leaders. Review half termly to see how well the equipment is being used and if the pupils are using the equipment to its full potential.</p>
<p>Extra-Curricular provision to increase daily PA and active lunches and break times.</p>	<p>Provide new and exciting after school clubs, which provide the children with a range of skills. Sports coaches set up activities to support physical activity and promote engagement within sports.</p>		<p>All after school club are now being taught by qualified coaches who are specialist in those sporting areas. They have adapted their lesson to ensure P.A, reminding the children of the importance of this. More children have signed up for clubs as the year has progressed, due to the new levels of P.A and enjoyment.</p>	<p>Sustainability: Ensure the less active and engage are attending, especially those who have been most effected e.g anxious, stressed, less confident and competent in PE</p>
<p>To purchase playground equipment that can be used to develop children's activity levels and ensure that they are competent in their progression of skills and knowledge in relation to P.E.</p>	<p>Subject leader to purchase effective equipment for the development of P.E and extra-curricular lessons.</p>	<p>£2000</p>	<p>Children will be learning new sports and acquiring new skills using the correct equipment. P.E monitors will monitor the equipment and inform P.E lead when they need replacing.</p>	<p>Next step: Can we increase levels attending after school clubs. Sports leaders to be involved in this promotion.</p>

<p>To increase the participation, skills and diversity within PE lessons we will introducing new sports such as Boccia, Goal ball and QR orienteering.</p>	<p>New resources bought and an orienteering map drawn up by Cornwall orienteering club. Increase the pupils opportunities to meet the daily 30 active minutes during school time</p>		<p>Upskilling pupils in a new sport. The children in KS2 all had an inclusion unit of sport this year. The children really enjoyed this and feedback has helped us develop more diverse sports for next year.</p> <p>OOA- Promoting outdoor and adventurous learning. Children's confidence increased in new a new sport. Map skills will improve and team work will be promoted.</p> <p>The map was only completed at the end of the summer term. The resources have not been accessed by the staff yet. This will be further developed in the Autumn term.</p>	<p>Next step: train up staff to use the new resources for orienteering.</p> <p>Sustainability: review how equipment is being used to ensure it can last for longer. We will be able to build on orienteering courses as the children's confidence and understanding grows.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 7%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>My PB (YST) curriculum rolled out across the school with a focus on key concepts and questions to drive the learning of key skills.</p>	<p>The curriculum has been embed by the PE lead who attended My PB training. PE Lead attended the Cluster YST training. Linked to current PE curriculum</p>		<p>The children will gain in confidence and will be able to talk about PE more widely and linked it to other areas of their curriculum. PE Lead attended YST CPD MyPB and Developing your Team. Creating change in the school, reflecting on the current curriculum.</p>	<p>Sustainability: The curriculum will be reviewed termly by the PE coordinator and PE lead governor through pupil conferencing and feedback from staff. To provide a broad and balanced curriculum, with a clear progression of skills.</p>

<p>PE lead to understand the local and national school PE and sport current agenda.</p> <p>Ensure PESSPA is promoted throughout the year.</p>	<p>Attend YST CPD cluster events and Cornwall PE Conference to upskill subject lead. Supported by Cluster Lead and regular meetings.</p> <p>Celebrate PE, SS and PA on going, e.g. competitions, house events and daily PA. Some SEND children will be supported by a 1:1 during a club and registers will be taken to track attendance of FSM children and other focus groups.</p>	<p>As part of PPE offer + £ 300 supply</p> <p>Supply cost for staffing cover:</p>	<p>PE action plan and outcomes School Kite mark.</p> <p>The children will be provided with the opportunity to learn new sports and skills and work with other children. This will develop their social skills.</p> <p>The children will be taken out of their comfort zones and will be learning new skills and developing social and emotional skills. Increased awareness amongst staff and pupils. The importance of PESSPA and ensuring it is part of the daily routine.</p>	<p>Next step: Continue into next academic year.</p> <p>Next step: The subject leader will continue to update staff in; together with slots in professional development days to ensure all staff are kept up to date and that new staff are brought up to speed.</p> <p>Continue to include a variety of sports within our intra sport program, adapting the sports each year. Link to a house competition across the school</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Percentage of total allocation:</p>
	<p>7%</p>

Intent	Implementation		Impact	
<p>Continuing membership with the local PE cluster to allow access to CPD for staff.</p> <p>To ensure all teachers are effective at assessing children's attainment and personal development in P.E.</p> <p>To develop the teaching and assessment of Swimming.</p>	<p>Upskilling staff by working alongside sports coaches within local clubs. Gymnastics, Cornish Pirates, Shooting Stars, Balance Ability, tennis club. Pz Cross Fit Leadership</p> <p>Provide recap CPD, following on from last years CPD, which concentrates on the assessment grid- emphasising the importance of developing the whole child through P.E. Subject lead to monitor the termly assessments and gaps across the school.</p> <p>Provide CPD for staff on the new STA scheme and assessment system. Staff members trained to support school swimming. These members of staff will go swimming each week and will confidently lead their groups. They will be able to assess children and plan for their next steps.</p>	<p>As part of PPE offer</p> <p>Staff meeting</p> <p>Staff meeting</p>	<p>Children have a better understanding of skills in other areas of sports. Quality of PE to be improved across the school with teachers feeling more confident in their delivery of P.E.</p> <p>Children have accurate judgements against the outcomes of key concepts in P.E. This is helping to target areas of weakness and look at how the curriculum can be adapted to promote greater development in a in all 4 main concepts.</p> <p>The new STA scheme has been positively praised with all staff. The progression steps are clear and it has led to greater confidence when teaching swimming. The assessment system is clear and outcomes are matched to achievement awards for parents to be clearly informed.</p> <p>The children are more focused and active during swimming lessons.</p>	<p>Sustainability: Staff upskilling through CPD to lead activities. Children taking part in more competitive events. Staff feedback on their confidence and understanding of different sports in delivery.</p> <p>Next step: The children to self-assess their own development. This will help them become more aware of their strengths and areas for development.</p> <p>Next step: Continue to train up members of staff to support the swimming provision. Vital given the location of our school and pupils living near the coast.</p>

<p>To develop the effectiveness of teaching for those children with SEND or G&T.</p>	<p>Review the strategies for teaching of children with SEND in sport. Assess how G&T children are making effective progress during lessons.</p>	<p>As part of PPE offer</p>	<p>This has been shared and reviewed with staff. Equipment has been bought to further support inclusion and inclusion sports have been added to the curriculum overview.</p> <p>G&T children have had further opportunities with other G&T children in the Penwith area. This has resulted in further progress of outcomes above their peers.</p>	<p>Sustainability: Monitor the effectiveness of the new strategies and continue to develop alongside the SENDCo further advice and ideas.</p>
<p>To enhance the knowledge and skill of Mealtime assistants, in delivering active playtimes.</p>	<p>Subject lead to have a follow CPD sessions with MTA staff and discuss playground layout, safety, and age specific games. Review the current plans for active playground.</p> <p>CPD training for MTAs. Looking at activity maps for the playground and how to effectively engage</p>	<p>As part of PPE offer</p>	<p>This needs to be further developed next year as training has not been available for this.</p> <p>CPD opportunities, training courses, programmes and resources available to support and enhance the delivery and engagement in sport.</p>	<p>Next steps: Arrange training in the Autumn term for new MTAs.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 15%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:		
To be part of the local PE cluster (PPE). Utilising PPE offer to attend additional activities and opportunities in a variety of sports	We will be part of the local PE cluster and will take part in as many sporting and CPD opportunities as possible. Through the PE cluster, children take part in Bikeability, Balanceability, sports for tots, gymnastics, surfing and rugby-with local club links.	£2500	Children will get to take part in a variety of festivals and sporting competitions. Developing the children's confidence, experiences and social interaction.	Sustainability: To continue to be part of the cluster and upskill new members of staff. Continue to work with local partners and community setting. Continue to assess those that are less active and engage.
To continue surf safety days in KS2 to develop the children's experience of our local area and surroundings-engaging them to be safe and active outside.	Through the P.E cluster, all KS2 classes with have a surf safety day. Additional staff will be released to support transportation.	As part of PPE fund. As part of PPE fund, with additional £800 to fund 2 additional surf days.	Children will have gained confidence in the water and will have gained new knowledge about the sea/water safety and surfing. They will also gain social and emotional skills for life. Children can take part in a club they may not have otherwise had access to.	Next step: All KS2 children to have this next year, with year 6 children also having coasteering training to keep them safe near cliffs and rocks.
Balance bikes offered to EYFS, focus on developing balance, rather than	Balance ability helps learning of gross motor skills, which can		Evidence shows that more children learn to cycle this way and much more quickly than by using bikes with stabilisers.	Sustainability: Can we train up another TA for Bikeability training level 1- to ensure all

<p>the ability to pedal. Achieving this balance helps children make the transition to using a bike with pedals.</p> <p>Bikeability – safe riding on roads around the school</p> <p>Top Up Swimming</p>	<p>accelerate other types of learning and improving early years’ daily PA</p> <p>Confident cycling opens up a world of opportunity – commuting to school, out for a family bike ride, keeping fit or with friends. Preparing for a lifetime.</p> <p>Intensive swimming for the pupils who are not meeting the 25m standard.</p>	<p>Bike maintenance: £200</p> <p>£200 for staff cost.</p>	<p>Give them a life skill. From basic skills to advanced journeys, for all children.</p> <p>Our trained balanceability staff have been able to lead on this this year with a higher percentage being able to do this before the week intensive course.</p> <p>Increasing the swimming level for coastal pupils. Catch up missed swimming due to covid</p>	<p>children can ride a bike before leaving St Marys?</p> <p>Develop the swimming programme so in the future so more pupils hit the 25m standard</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Continued participation in the School games with a wider selection of children taking part</p> <p>Taking part in CSG events, cluster festivals and County wide sporting competitions. Taking part in the PPE cluster events and selecting a wider variety of children to have the opportunity to compete in appropriate level of competition.</p> <p>Ensuring the school provides a wide range of competition across the year</p> <p>Providing surfing school days and clubs for our children.</p> <p>Continuing to develop our school intra sports events by adding different sports from previous years. Finalising with our School Sport Day in the summer term.</p>	<p>We will continue to participate in the Cornwall School Games and will be aiming to achieve the gold level Mark Award</p> <p>PE curriculum to work in line with the competition calendar, allowing a clear pathway.</p> <p>Taking part in the NGB programme events with the various year groups... Cricket Chance to Shine, Football League, ...</p> <p>Developing new skills and water safety and developing social and emotional development</p> <p>Continue to promote a variety of sports and competition in intra / inter sport events</p>	<p>Cornwall School Games</p> <p>Within cluster provision</p> <p>Within the cluster provision</p> <p>Staff cost:£350</p>	<p>Complete the School games mark criteria and outcomes, bronze to gold to evidence the success of schools competitions. This had a marked impact on participation levels and progress both in and beyond the curriculum.</p> <p>Children can still take part in sports competitions and will learn new skills through new activities and will gain an idea of how to adapt resources</p> <p>Children will be able to represent their school in sporting events and a register will be kept to ensure a cross section of pupils take part.</p> <p>Children will have the opportunity to take part in competition. The school will try to feed players towards sport outside of school</p> <p>Increase in competition opportunities all children will be taking part, developing social</p>	<p>Continue to compete each year. The subject leader will continue to work closely with the school games criteria next year and ensure all pupils get the opportunity to compete at the appropriate level for them. Working on any areas for development outlined in the SG Mark Award.</p> <p>To continue to encourage children to be more active and try new sports and activities.</p> <p>To ensure well organised, appropriate and enjoyable programme of competitions and festivals for students of all abilities at a local and county level</p> <p>If this program is successful within our school we would take part again in the future and offer it to more year groups.</p>

Engage with community providers to increase pupil opportunity.	PPE Cluster providing a wide variety of community providers and expertise.		skills, confidence and competence and physical skills 100% of pupils to have at least one community provider opportunity this year.	Continue to include a variety of sports within our intra sport program, adapting the sports each year. Link to a house competition across the school Pupils have opportunities to engage with community providers and sustaining participation
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Other indicator identified by school: Additional swimming sessions- following on from COVID recovery.				Percentage of total allocation: 6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To have all children by the time they leave year 6, swimming at least 25m.</p> <p>To have a greater percentage of children swimming over 25 metres, with various strokes.</p>	<p>Swimming for all children in KS2 this year, with the aim of KS1 joining- if there are pool slots available. All children to have at least a term of high-quality swimming lessons, which follow a progressive scheme of learning.</p> <p>Top-up swimming courses for those not swimming 25m, after their term of swimming. This will be two weeks of intensive tuition to support those children not reaching 25m.</p>	<p>£2500 for additional staffing and transport cost.</p> <p>As part of PPE offer- swimming top up.</p>	<p>Higher percentage of children achieving multiple strokes of proficiency. More children able to perform a safe-self rescue in different water conditions. For those who have been at the school more than two terms, all made significant progress in their swimming.</p> <p>3 out of the 4 who attended this met the expected standards- following a week's intensive course.</p> <p>Year 2 had a term of swimming for the first time in 4 years. They</p>	<p>Sustainability: With new staff, we need to train up additional teachers to become competent teachers of swimming, using our new scheme of work.</p> <p>Next step: Try to book a summer slot for swimming, so Year 1 children can start their swimming sessions.</p> <p>Sustainability: Ensure new staff are aware of the swimming progression</p>

<p>To have all children, by the end of year 6, performing self-safe rescues in various water conditions.</p>	<p>Subject lead to revisit the swimming policy and progression documents, with staff, so they can implement this.</p> <p>All children in years 5 and 6 to complete safe rescues in the swimming pool (as part of swimming curriculum) and the sea (with RNLI'S hit the surf programme or Global boarders surf-safety days).</p>	<p>Subject leadership time £150 + staff meetings (no cost).</p>	<p>made significant progress in their abilities and confidence.</p>	<p>documents and policy for teaching swimming and self-safe rescues.</p> <p>Sustainability: Ensure we have enough minibus drivers/ teachers to facilitate sessions at the pool.</p>
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Signed off by	
Head Teacher:	<i>Hilary J Tyreman</i>
Date:	25/7/23
Subject Leader:	<i>D. King</i>

Date:	25/07/23
Governor:	
Date:	