

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

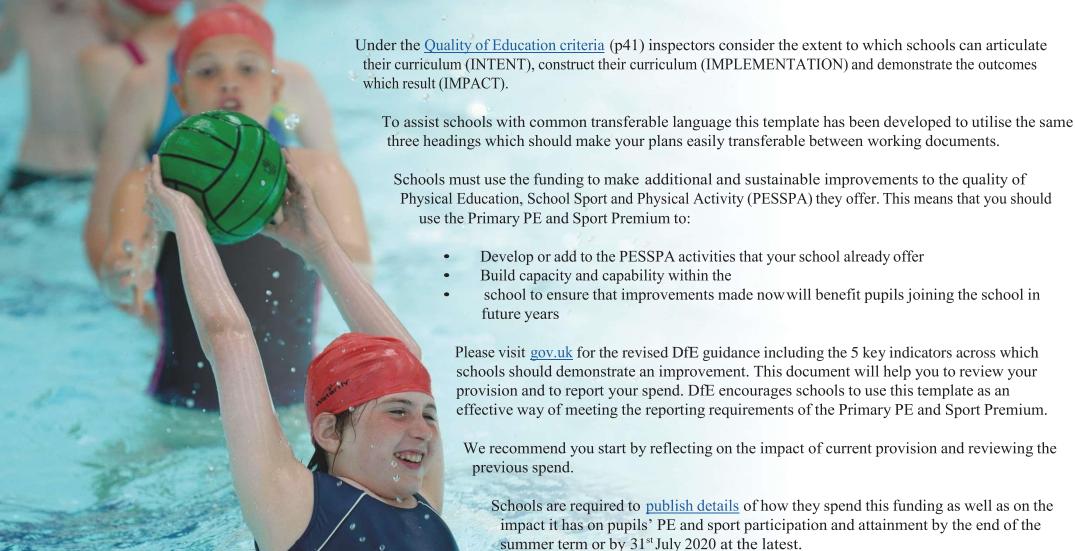
Revised July 2022

St Giles C.E Primary

Commissioned by the Department for Education Created by





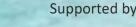


We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be

posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click HERE.













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

At St Giles' CE Primary School we use the funding to make additional and sustainable improvements to the quality of PE and sport we offer. This means that we use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that our school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

## Key achievements to date until July 2022:

## We:

- Provide all students with two hours of physical education per week (within the curriculum only); and have extra curriculum provision in addition to this;
- Engage at least 50% of students in extracurricular sporting activity every week; Use the School Games formats to provide the opportunity for both boys and girls to take part in the appropriate level of competition.
- Use the School Games formats to provide the opportunity through inter-school competition (Level 2) for both boys and girls to take part in 'B' and 'C' -team standard competition. GOLD LEVEL 3
- Promote the School Games to parents and the local community once a fortnight, including through social media;
- Regularly feature match reports and competition results on the school website and in the local press
- Every young person is provided the opportunity to 'learn to lead' through

## Areas for further improvement and baseline evidence of need:

To support a major campaign alongside Active Black Country to ensure all children who leave primary school by 2025 are able to swim.

- ·develop or add to the PE and sport activities that we already offer.
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

We should expect to see improvement of:

•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

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curriculum PE; 3 engage at least 15% of students in leading, managing and officiating School Games activity;

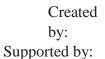
- Have a School Sport Organising Committee in place;
- Utilise sports coaches to support school sport;
- Train wider school staff to support school sport;
- Clubs 3 have active links with at least six local sports clubs (two for special schools)
- $\, \cdot \,$  the profile of PE and sport is raised across the school as a tool for whole school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils increased participation in competitive sport

| Meeting national curriculum requirements for swimming and water safety.  |                                 |
|--|---------------------------------|
| 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 2021. | 61.8%                           |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  | 81%                             |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?  | 100% (Land based opportunities) |
| 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: 2021 - 2022 Total fund allocated: £19, 102.00 Date Updated: July 2022   | 1                         |       |
|--|---------------------------|-------|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity - Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | Percentage of allocation: | total |
|  | 7.0%                      |       |



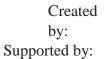








| Intent   | Implementation  |   | Impact  |   |
|--|---|---|---|---|
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:  | Make sure your actions to achieve are linked to your intentions:  | Funding<br>allocated:                                 | Evidence of impact: what<br>do pupils now know and<br>what can they now do?<br>What has changed?:   | Sustainability and suggested next steps:  |
| Pupils to be active for at least 30 minutes per day.  Increased confidence, knowledge and skills of all staff in teaching PE and sport.  Pupils to make at least good progress and reach ARE's within all aspects of Physical Education. | <ul> <li>Assessment and Feedback</li> <li>Teaching KS1 PE</li> <li>Raising Achievement in English through Sport and PE</li> <li>Raising Achievement in Maths through Sport and PE.</li> <li>* Membership of 'Streetly PE</li> </ul> | £1200<br>Lunchtime<br>Supervisor<br>Training:<br>£300 | Teacher voice/feedback/evaluations to indicate the impact of the 'Streetly Network CPD' and coaching support upon confidence, competence, pupil progress and attainment.  Pupils to be active during Lunchtime either through activities led by Lunchtime Staff, Walsall FC Coaches, sports coaches or Playground Leaders/sports crew | Teachers and Teaching Assistants to adopt the skills necessary to continue to implement a quality first curriculum, providing enhanced links within other subjects. (Mathematics and English) |



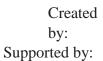








| * * * * * * * * * * * * * * * * * * *   | Lunchtime Supervisor  Training.  Competition preparation upport (CPD)  All Lunchtime Staff to be rained as well as 'Playground eaders' to provide quality physical ctivity during lunchtime.  Walsall Football Coaching uring Lunchtime  Sports leaders during unchtime supporting identified roups/individuals |           |  |  |      |
|---|---|-----------|--|--|------|
| Key indicator 2: The profile whole school improvement   | of PESSPA being raised a  | cross the | school as a tool for   | Percentage of to allocation:             | otal |
| ·   |   |           |  | 20%                                      |      |
| 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:  | _         | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |      |



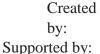








Delivered through Team Teach To ensure all children through H7/H16 Regular exercise £1800 Floor books/pupil voice Approaches ensuring that all /google classroom school develop high order Physical benefits physical and teachers build the skills and evidence - pupil Literacy including through weekly mental health competences to deliver the assessment to capture OAA and Outdoor Learning: programme independently. learning 1) Motivation to take part in H24 Problem solving PE and Sport strategies for dealing with 2) Confidence challenges 3) Physical Competence H28. Identify personal 4) Knowledge and strengths, skills and understanding to value and lachievements take responsibility for engagement in physical Participate in a variety of H29 Manage setbacks activities for life. team challenges to build selfesteem and develop communication skills. Work R14 Strategies for inclusion together cooperatively as a team to complete challenges R33 Listen to and respond to Identify what they did well a range of people Basics – Exercise and Fresh air















Belonging – keep

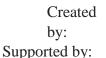
themselves

relationships going Learning

– Help the pupils to organise

Coping - being brave and have a £2000 laugh Delivered through Team To ensure all children through Funding to be used to map the Teach Approaches ensuring school develop high order school, provide resources to that all teachers build the Physical Literacy including enhance orienteering and to skills and competences to As well as developing the through OAA and Outdoor create orienteering courses. deliver the programme technical skills of the children Learning though Orienteering: independently. and getting them physically CPD to be provided to all active, we use the sport to teachers to ensure that support the national curriculum teachers and curriculum leads through cricket-themed have the skills to develop OAA lessons. through their subjects e.g. Our Schools' Portal has PE/Maths/Geography. literacy and numeracy lessons that use cricket in the classroom. Whether it's looking at fielding position coordinates or journalistic reporting, cricket can enthuse the children and we provide the lesson plans and resources to do it.

| Key indicator 3: Increased confidence, knowledge and skills of all staff in |                            |            |                          | Percentage of total allocation: |
|---|----------------------------|------------|--------------------------|---------------------------------|
| teaching PE and sport   |                            |            |                          | 53%                             |
| Intent  | Implementation             |            | Impact                   |                                 |
| Your school focus should be   | Make sure your actions to  | Funding    | Evidence of impact: what | Sustainability and suggested    |
| clear what you want the pupils to   | achieve are linked to your | allocated: | pupils now know and what | nout stone:                     |
| know  | achieve are linked to your | anocarea.  | pupils now know and what | next steps:                     |



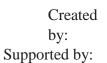








| and be able to do and about what they need to learn and to consolidate through practice:  | intentions:   |       | can they now do? What has changed?:   |  |
|---|---|-------|---|--|
| Provision of quality teaching/coaching alongside Class Teachers to develop teacher expertise. (Dance, Cricket, Gymnastics and Golf) | provided through the<br>'Black<br>Country Dance Hub'. (KS1<br>and<br>KS2) | £7035 | The Dance Artist to plan and jointly deliver structured dance lessons appropriate to the age group. CPD/lessons to meet the requirements of Dance as part of the Physical Education National Curriculum.  | Class Teachers (Non- Specialists) to have the skills needed to implement quality Dance/Gymnastics/Hockey/Cricket/Golf provision.  Teachers/Teaching Assistants to have Introduction of Dynamo cricket To understand how  |
| Class Teachers to develop teacher expertise. (Hockey/Cricket))  | Quality Hockey CPD to be provided through Wednesbury                      | £1200 | Coaches to work with teachers and teaching assistants to improve their knowledge of different specific sports giving them confidence and knowledge to deliver coaching.  Teacher inset where the coach gives training to primary school teachers. | it is played  To understand how the resources work (Chance to Shine resources)- Curriculum Resource and Challenge Cards To ensure safe practise in the delivery of Cricket Increase confidence of teachers/community sports coaches to deliver each sport confidently and safely |
|   |   |       | Working with teachers in curriculum time to help deliver a sessions - this should be a collaboration and the teacher should identify what they want to gain from  |  |













|  | either a lesson or a block of lessons, linked to the national curriculum (the teacher is ultimately responsible for the pupils, not the coach) |
|--|--|
|--|--|

Provision of quality teaching/ coaching alongside Class Teachers to develop teacher expertise. (OAA)

Quality OAA CPD to be provided through 'Walsall Council Swimming Services/Sharkey's Swim School'

\*Swimming time in KS2 doubled with specialist teaching facilitated.

£880

Working with teachers in curriculum time to deliver and model sessions - this should be a collaboration and the teacher should identify what they want to gain from either a lesson or a block of lessons, linked to the national curriculum (the teacher is ultimately responsible for the pupils, not the coach)

Class Teachers (Non-Specialists) to have the skills needed to implement quality gymnastics, dance, hockey, cricket and golf

Class Teachers (Non-Specialists) to have the skills needed to implement quality swimming provision.

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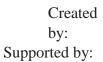








| Key indicator 4: Broader e pupils   | xperience of a range of s  | ports and          | activities offered to all   | Percentage allocation:                 | of total |
|---|--|--------------------|---|--|----------|
|   |  |                    |   | 20%                                    | •        |
| Intent  | Implementati   | on                 | 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 a suggested next steps: | nd       |
| To ensure that all pupils have the opportunity to take part in a range of sports and to represent the school.   | Provision of trained PE Coaches to deliver a programme of sport afterschool (free to attend) in order to offer a broad experience across the school: | £3807              | Gap eliminated between PPg and Non-PPG pupils attending.  Barriers to attend extracurricular activities removed enabling all those that have an interest to be offered the opportunity. |  |          |



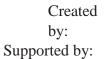








| Key indicator 5: Increased                                   | participation in competiti | ve sport   |                             | Percentage allocation:   | of  | total |
|--|----------------------------|------------|-----------------------------|--------------------------|-----|-------|
|  |                            |            |                             | %                        | •   |       |
| Intent   | Implementation             |            | Impact                      |                          |     |       |
| Your school focus should be clear                            | Make sure your actions to  | Funding    | Evidence of impact: what do | Sustainability suggested | and |       |
| what you want the pupils to know                             | achieve are linked to your | allocated: | pupils now know and what    | next steps:              |     |       |
| and be able to do and about                                  | intentions:                |            | can they now do? What has   |                          |     |       |
| what they need to learn and to consolidate through practice: |                            |            | changed?:                   |                          |     |       |











Use the School Games Provide all students with two £1500 Increased participation in Achievement of 'Platinum formats to provide the opportunity competitive sport. Utilise sports Award 2021/22 hours of physical education per for both boys and girls to take week(within the curriculum coaches to support school part in the appropriate level of only); and have extra curriculum sport; \*Recognising four year's of provision in addition to this; competition. Gold Award Accreditation'. Train wider school staff Platinum Award - 2022 • Engage at least 50% of to support school sport; Promote the School Games students (20% for special to parents and the local community schools) Clubs 3 have active links once a fortnight, including through extracurricular sporting with at least six local sports social media; activity every week; clubs Regularly feature match (two for special schools) reports and competition results on the Use the School Games formats school website and in the local press to provide the opportunity Black Country Commitment award through inter-school competition for P.E - 'Excellent' Achieved (Level 2) for both boys and girls to take Every young person is part in 'B' and 'C' -team standard provided the opportunity to 'learn competition. to lead' through curriculum PE; 3 engage at least 15% of students in leading, managing and officiating School

Games activity;

place;



Have a School Sport Organising Committee or Crew in









| Signed off by   |               |
|-----------------|---------------|
| Head Teacher:   | Mr M Dakin    |
| Date:           | 21.7.22       |
| Subject Leader: | Mrs S Zollino |
| Date:           | 21.7.22       |









