

Evidencing the impact of sports funding at St Matthew's CE Primary School

April 2020

Support for review and reflection - considering the five 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 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Some success in a variety of competitive sports. 	<ul style="list-style-type: none"> To increase the confidence, knowledge and skills of all staff in teaching PE (dance in particular). Target less active children for lunchtime clubs. Increase the range of clubs we offer and competitions entered.

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 2020.	61%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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. Next year, we plan to use funding for extra swimming sessions for those Year 6 children who did not pass in Year 5 (post SATs)

Action Plan and Budget Tracking

Capture your intended annual spend against the five 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: 2019/20	Total fund allocated: £17,500	Date Updated: 25.11.19		
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 total allocation:
Intent	Implementation		Impact	35%
Your school focus should be clear about 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:
			Create healthy habits for life. Positive impact on general wellbeing.	
Deliver high quality PE lessons through the use of specialist coaches.	Coaches follow school curriculum map to ensure progression and coverage.	£3040	Improved fitness, skills, knowledge. Greater awareness of health and active lifestyles.	
Provide active lunchtimes	Coaches to offer activities and games during lunchtimes to keep children active (30 minutes of exercise daily)	£1710	More children are active and involved in lunchtime activities. Children's fitness and attitude to health and wellbeing has improved.	
Plan a range of playtime and lunchtime activities to encourage children to be more active.	Lunchtime leader training with Freddy Fit.	£350		
Introduce "The Daily Dash" with one year group (Year 5)	Allotted time to complete The Daily Dash three times a week.	N/A	Improved fitness, concentration levels, mood, behaviour. Children become more aware of their own health.	

New equipment to encourage active playtimes, for PE lessons and after-school clubs.	Purchase equipment for active playtimes, PE and extra-curricular activities.	£1000 (£643 autumn term)	More sports and activities can be played at lunchtime.	Audit equipment termly.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement (PESSPA = Physical Education, School Sport and Physical Activity)				Percentage of total allocation:
Intent	Implementation		Impact	2%
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:
Set up a Sports Ambassador Council (one member from each class) to meet each half term to discuss ways to improve PESSPA.	BB to arrange meetings – add dates to school diary. (summer term onwards)	£15 (PE ambassador badges)	Raised profile of PESSPA throughout school. Sports ambassadors will represent their class and share views, ideas and opinions. They will act as sporting role models to others.	
To aim for The School Games Mark: Bronze (government led awards scheme)	BB to attend drop-in session and complete School Games Mark application	N/A	Whole school to recognise and have recognised by government led scheme their achievements and commitment to PESSPA and sporting competitions.	
Whole school PE notice board to include Spirit of the Games values.	BB to organise whole school PE display. Sports Ambassadors to help maintain/update competitions/clubs etc. (spring term)	N/A	Spirit of the Games values implemented whole school alongside our Christian values.	

Celebrate sporting achievements (in and out of school) in the weekly whole school celebration assembly and weekly newsletter.	Sports certificates and Spirit of the games prizes awarded. BB to send information/updates to school office regarding achievements and participation at clubs/sports (in and out of school)	N/A	All children will learn from lunchtime leaders how to play new games and activities. Positive impact on playground behaviours.	
A range of playtime and lunchtime activities available to all children.	Lunchtime leaders to have access to equipment in order to set-up and run activities.	Equipment costs listed above	All children to have positive experience of an active day. Come away with an understanding of healthy eating.	
Run 'Fitness Day' (4 th November 2019) Promote awareness of active lifestyles and healthy eating.	Freddy Fit whole school. Parents/carers invited to join in with "wake up shake up" routine in the morning.	£350		
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	Implementation		Impact	3%
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:
All staff to receive training from a dance specialist to improve confidence, knowledge and skills when teaching dance.	BB to book staff meeting (two-hour CPD.) Monday 3 rd February	£200	Dance being taught in school. Staff have been equipped with "building blocks" to teach and deliver dance sessions. Children are able to successfully create their own motifs and sequences. Dance work is able to be cross curricular – children make links between other learning in the classroom.	

Relax Kids workshops. Adults and children to be trained and skilled in relaxation techniques.	CD to book "Wellbeing day" Children to learn how the brain works in relation to stress and will be given strategies to manage their emotions and stress levels.	£250		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	20%
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:
Additional achievements: Provide a range of extra-curricular activities (led by coaches and teachers) to help increase the number of children participating in after school clubs.	Sports ambassadors to ask classmates about what extra-curricular activities they would like. All staff to keep registers of attendance at extra-curricular activities. Target inactive children and find out what extra-curricular activities they would like to do.	£3420 (SCFC)		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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:
Enter more inter-school competitions/active days (at least two per term) including SEND.	BB to use Stockport SHAPES alliance online booking system to enter competitions. Keep and maintain registers of children who represent school in inter-school competitions.	Transport costs as and when needed	Increased participation in competitions – achievements celebrated in school: more children want to participate. Greater awareness of different sports, active lifestyles. Positive attitudes and behaviour to competing, health and wellbeing.	
BB to organise more intra-school competitions linked to PE curriculum map.	Years 1/2, Years 3/4 and Years 5/6 to compete in intra-sport events.			

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	