



St Matthew's: Evidencing the impact of the PE and Sport Premium



Amount of Grant Received 2021-22: £17,590

RAG rated progress – review in Spring Term

RED – Needs addressing **AMBER** – Addressing but further improvement needed **GREEN** – Achieving consistently

Key Priority 1: PE - To improve the quality of teaching and diversity of the curriculum in order for all pupils to make regular and sustained progress

| Actions & strategies | Evidence | Cost / Resources needed | Impact & Sustainability | Progress (RAG) | | |
|--|---|-----------------------------|---|----------------|---------|---------|
| | | | | 2021/22 | 2022/23 | 2023/24 |
| Professional Development | | | | | | |
| PE subject leader to support & signpost staff using available resources to enable high quality PE to be delivered by staff who feel confident. | Co-teaching or observations of staff | Subject leader time | All relevant staff are confident and competent to deliver high quality PE | | | |
| | Staff CPD opportunities | CPD through SHAPES alliance | The quality of PE lessons is good. | | | |
| | Teacher surveys | | Good practice is shared and feedback sought which drives the effective development of PE. | | | |
| Curriculum Development | | | | | | |
| Plan, develop and deliver a PE curriculum that is broad and engaging for all and meets the requirements of the national curriculum. | Specialist PE teacher | £13,500 | The quality of PE lessons is good. | | | |
| | Up to date 'Progression of skills' document. | Subject leader time | All pupils confident to try new activities. | | | |
| | Up to date 'Whole school coverage map' document | | All children to participate in PE. | | | |

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| Whole school inclusion policy is taken into account when teaching PE. Equipment to be fit for purpose and meet the needs of all pupils. | Teacher surveys Equipment audit | | Equipment is suitable for the pupils and specialist equipment is available for SEND pupils who require it. | | | |
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Pupil Achievement

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| <p>Create a simple assessment tool that can be used by teachers and staff to monitor achievement of pupils.</p> <p>Create an observation strategy to ensure consistent judgements are made.</p> <p>Maintain records (registers and attendance) of extra-curricular sporting events/awards and achievements.</p> <p>Share children’s achievements with parents/carers.</p> | <p>Progress and attainment data through assessment tool.</p> <p>Sporting events and achievements celebrated in assembly</p> <p>End of year report shares PE progress with parents and carers.</p> | Subject leader time | Whole school PE coverage map informs teaching and planning of PE. | | | |
| | | | Assessment for learning is used by all teachers when teaching PE. | | | |
| | | | Pupils’ progress is reported to parents and carers. | | | |
| | | | The majority of pupils make good progress in PE. | | | |

Key priority 2: School Sport - To increase opportunities for participation, including for our young SEND pupils, in a range extra-curricular and competitive opportunities

| Actions & strategies | Evidence | Cost / Resources needed | Impact & Sustainability | Progress (RAG) | | |
|----------------------|----------|-------------------------|-------------------------|----------------|---------|---------|
| | | | | 2021/22 | 2022/23 | 2023/24 |

Extra-Curricular activity

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| <p>Develop and implement a young sports leaders programme.</p> <p>Audit, plan and develop inclusive before school, lunch and after school activities, using staff as well as lunchtime leaders.</p> <p>Monitor and analyse participation and attendance rates during extra-curricular activities.</p> <p>Promote positive behaviour linked with SSSPs “Spirit of the Game Awards”.</p> <p>Provide further opportunities for pupils who are gifted and talented in PE and sport.</p> | <p>Lunchtime leaders (FreddyFit)</p> <p>Extra-curricular registers</p> <p>Friday Shine Assembly & Class Dojo posts: Spirit of the Game Awards</p> <p>PE display board: Spirit of the Games Awards</p> <p>Attendance to ‘Excel’ events (top 10% of PE achievers)</p> | <p>Freddy Fit – Year 6 lunchtime leaders £TBC</p> | <p>There is a range of extracurricular activities before, after and during school day.</p> | | | |
| | | | <p>Increased engagement and enjoyment at lunch and break times.</p> | | | |
| | | | <p>Improved behaviour on playgrounds at lunchtimes and breaktimes.</p> | | | |
| | | | <p>PE, physical activity and sporting behaviours and school sport have a high profile and are celebrated across the life of the school.</p> | | | |

Competitive Opportunities

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| <p>Provide and promote competitive opportunities for all pupils across school in both intra and inter school formats.</p> <ul style="list-style-type: none"> - Aim to enter 2 sporting events per month - Mix of KS1/KS2 events - Enter a range of different ability events (Excel – top 10%. Inspire – B/C team players. BEE proud – non-engaged, low motivated children) | <p>Calendar of events entered (KS1/KS2. Excel/Inspire/BEE proud)</p> | <p>SHAPES alliance £1,100 Transport costs £TBC</p> | <p>In the academic year 2021, x% of pupils represented St Matthew’s school in competitions.</p> | | | |
| | | | <p>The extra-curricular sport provision is of high quality and delivered safely by specialist PE teacher.</p> | | | |
| | | | <p>Pupils recognise the wider benefits of participating in sport and consider it an important part of their development.</p> | | | |

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| <p>Use SSSPs Spirit of the Games Awards to celebrate achievements</p> <p>Children to feel proud/sense of achievement when asked to represent school.</p> | <p>Pupil voice – to be displayed on PE board</p> | | | | | |
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Key Priority 3: Health and well-being – To use physical activity to improve pupils’ health, wellbeing and educational outcomes

| Actions & strategies | Evidence | Cost / Resources needed | Impact & Sustainability | Progress (RAG) | | |
|----------------------|----------|-------------------------|-------------------------|----------------|---------|---------|
| | | | | 2021/22 | 2022/23 | 2023/24 |

Awareness of healthy lifestyles

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| <p>Raise awareness of healthy lifestyles at all possible opportunities.</p> <ul style="list-style-type: none"> - Autumn 2 term: PSHE ‘Keeping Healthy’ topic - Science teaching: Eatwell Guide <p>No fizzy/sugary drinks to be brought to school. Healthy snacks.</p> <p>Monitor and engage children not accessing or leading a healthy lifestyle.</p> <p>Launch “A mile a day”</p> | <p>Observations</p> <p>Re-launch of healthy schools status?</p> <p>Freddy Fit</p> | <p>A mile day</p> <p>Freddy Fit –</p> <p>£TBC</p> | <p>Pupils consistently make healthy lifestyle choices that are celebrated and shared.</p> | | | |
| | | | <p>Targeted pupils activity levels increased.</p> | | | |
| | | | <p>Improving positive attitudes towards healthy active lifestyles are encouraged among pupils and staff and extended to parents and carers.</p> | | | |
| | | | <p>All pupils meet the nationally recommended activity levels.</p> | | | |
| | | | <p>Improvement in pupil focus and concentration in classroom following Mile A Day.</p> | | | |

Key Priority 4: To use PE, school sport and physical activity to impact on whole school priorities

| Actions & strategies | Evidence | Cost / Resources needed | Impact & Sustainability | Progress (RAG) | | |
|---|--|-------------------------|---|----------------|---------|---------|
| | | | | 2021/22 | 2022/23 | 2023/24 |
| <p>Identify and target pupils who require support with attendance, behaviour and attitudes to learning and encourage to participate in physical activity.</p> <p>Use Spirit of the Games Awards to mirror school values and ethos.</p> <p>Network with other subject coordinators to share effective practise across the school.</p> <p>New outdoor active climbing station. (Oct 21)</p> | <p>Observations of pupil activity during play and lunchtimes.</p> <p>“A mile a day” Lunchtime activities</p> <p>Spirit of the Games Awards</p> <p>PE lead meetings throughout the year</p> | Lunchtime leaders | Physical activity is contributing towards improving behaviour for targeted groups. | | | |
| | | | Pupils understand the contribution of physical activity and sport to their overall development. | | | |
| | | Subject leader time | School values and ethos are complemented by sporting values. | | | |
| | | | Staff across the school make links across subjects and themes including PE (where possible) | | | |

| 2021/2022 spend to date (October 21) | |
|---|------------------|
| PE coaching | 13,500 |
| SHAPES alliance | 1,100 |
| PE equipment | 1,592.50 |
| Storage shed | 2,000 |
| Freddy Fit | TBC |
| Total | 18,192.50 |