

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



St Marie's Primary PE and Sports Premium Report 2020-2021

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Continue to have 'Platinum School Games Award' and have applied for the Schools Games Mark for this academic year based on participation and how we can improve our school PE for next year. • We were able to keep children active throughout the lockdown using PE with Mr Littlejohn, along with other ways for the children to keep active each day. The classes also had PE resources to use during break and lunchtimes. • Attended virtual sporting events. • New sports undertaken at Thornbridge outdoors. • KS1 and KS2 Sports Days still look place and the children loved being able to take part in these events again. • Although many competitions have not taken place, we have taken part in various virtual tournaments and activities. All children have experience a skipping day with Chris from the Skipping School, a yoga session and have had access to clubs throughout the school day, including tennis, football, multi- skills, gymnastics and others. 	<ul style="list-style-type: none"> • Play leaders to work alongside other children in school, if possible. If not able to, then pay leaders to create written and/or video resources to share with the other children in school. • Continue to promote physical activity and sport in school, ensuring all pupils are active. • Continue to look for ways to increase the amount of competitive sport on offer for KS1. • We continue to have aspirations of every child having the opportunity to represent their school at something or be involved in a sport in activity in addition to their PE lessons. • Continued investment in resources for the teaching of P.E. and physical sport in school • Maintain a good level of high quality equipment whilst broadening the resources so we can offer a wider range of sports • Continued investment in resources for after school clubs when they return after restrictions due to Coronavirus end • Continued staff training and awareness of high quality P.E teaching • Continued staff training in facilitating active playtimes and purchase of further resources to support this • Build further links with local sports clubs and coaches to encourage continued high take up of sports out of school hours • Further use Sports Premium to enhance children's mental health and wellbeing

There was no underspend from 2019-20.

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<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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. Please see note above.</p>	<p>85%</p> <p>Covid had a huge impact on school swimming and no catch-up sessions took part.</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	<p>The children in Y6 were unable to receive their extra sessions due to the COVID-19 closures. 85 % competent and confident swimmers in Y6 in July 2021.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>The children in Y6 were unable to receive their extra sessions due to the COVID-19 closures. 85 % competent and confident swimmers in Y6 in July 2021.</p>
<p>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?</p>	<p>Yes. – 36 weeks.</p>

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Academic Year: 2020/21	Total fund allocated: £18,410	Date Updated: 21/7/2021		
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				Percentage of total allocation: 84%
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:
<ol style="list-style-type: none"> 1. Introduce 'Play Leaders' through the Sports Leaders program to encourage children to be more active in the playground. 2. iMoves (and others) used in all classrooms for 15 minutes per day. This will be half of the 30 active minutes needed for each school day. 3. Access to increased range of high quality resources to facilitate active play 	<ol style="list-style-type: none"> 1.1 Year 6 chn recived play leader trainer with our SGO. Shared their ideas with SL. 1.2 Play leaders to lead games and active sessions out in the playground during playtimes and lunchtimes. This is to be supported by support staff. 2.1 All classes are continuing to use iMoves (Go Noodle, Activate etc.) daily. <p>Purchase of additional playtime resources and replacement of lost or broken resources. Children have access to a wider</p>	<p>£2000 – Links Annual membership</p> <p>£1500</p> <p>£2500</p>	<p>Due to COVID, chn have not mixed bubbles but shared play equipment ideas so classes have various games within their resource boxes.</p> <p>Most teachers continue to use iMoves, but some classes prefer other active videos/ games.</p> <p>Observations include increased participation by KS2 pupils in use of cricket</p>	<p>Year 6 2021 to receive training and begin leading games in other bubbles (if permitted), if not, chn to record videos and create 'games cards' to share with other bubbles.</p> <p>Keep monitoring the impact of iMoves. Staff to keep sharing any other sources that could be used. (E.g. Go Noodle, Just Dance)</p> <p>Possibly look at tailored training to each classes needs/ topics.</p> <p>Continued monitoring of playtime activities and freshening up of new</p>

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<p>4. Purchase of resources that facilitate active play in EYFS</p>	<p>range of resources which encourage</p> <p>Further, enhance the outdoor provision in EYF to promote physical exercise – climbing area and tunnel</p>	<p>£9,500</p>	<p>equipment and large scale throwing activities in summer</p> <p>More options for children within outdoor provision sessions to develop balance and coordination. Session observations by EYFS lead and SLT</p>	<p>resources to ensure continued interest and participation.</p> <p>Develop resources that support the best use of learning opportunities for physical play Increased access to physical resources available in the EYFS area during free flow play</p>
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<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:</p>
	<p>10%</p>

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>1. Resource boxes to be created for each bubble to encourage active play at lunch and break times.</p> <p>2. Active resources to be shared with staff during lockdown period to engage the chn at</p>	<p>1.1 Chn have numerous resources to encourage them to be active and play active games at playtime when they do not always have access to the trim trail etc.</p> <p>2.1 Share active videos with staff and classes to ensure the chn at home stay active. Encourage chn to share their photos on Teams with</p>	<p>£1000</p>	<p>Resources boxes have worked well and children have enjoyed having numerous resources to choose from. These will need restocking though as some resources have gone missing.</p> <p>Chn enjoyed seeing staff (RL) during lockdown and many chn were still staying active.</p>	<p>Boxes returned to SL to check and refill over summer holiday, ready for September.</p> <p>Cont. virtually if another lockdown, otherwise, still share ideas among staff.</p>

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home.	their classmates.			
3. More PE equipment that can support active lessons in the classroom, to be purchased.	3.1 New equipment to support teachers with more active lessons in the classroom.		Numerous items purchased.	PE cupboard to be organised by SL over summer holiday and equipment list checked. New equipment/ top ups ordered if needed in September.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	1%

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?:
1. Premier Stars Initiative to run in school to allow each teacher to develop their PE teaching skills.	1.1 Each teacher to have a half term with the Premier Stars coaches. This will include supporting the coaches, team teaching with the coaches and then the coaches supporting the teachers. 1.2 Look into whether Premier Stars can run again next year in our school. Premier Stars booked in for 2021-22 academic year.	£910	All teachers are outside with their class to gain CPD experience. The teachers take part in the sessions and help SUFC to lead sessions. Sheffield United have been able to come into school for the majority of the school year. They did not host sessions during lockdown (January- March 2021).
			Sustainability and suggested next steps: Continue to gain feedback from teachers and coaches. Implement this feedback where possible. IF possible, teachers to be allowed time with coach to discuss sessions and future lessons. PE Coordinator to continue to work with SUCF to see how we can improve the CPD session for teachers.

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<p>2. KS1 and EYFS staff to have continued support to teach PE.</p> <p>3. iMoves purchased for another year and to be used throughout the day to keep children active.</p> <p>4. Training on dance and gymnastics for PE Lead and PE teacher.</p>	<p>2.1 KS1 and EYFS to have an extra half term with SUCF (Premier Stars) to support their delivery.</p> <p>3.1 Teachers have received emails throughout the year on benefits of iMoves and suggested videos/activities. Particularly those on mental wellbeing.</p> <p>KS to have training on gymnastics for lunchtime club and RL to have dance and gymnastics training for teaching PE.</p>		<p>Due to lockdown, KS1 did not have as many sessions as planned. Rec: one half term only Y1: one half term only Y2: one half term only</p> <p>These classes will have additional sessions (if possible) next year.</p> <p>This was used during the January-March lockdown but mixed teacher feedback. Look into another training session to tailor iMoves to individual year groups to make the most of package.</p> <p>Unable to attend courses due to COVID restrictions.</p>	<p>KS1 and EYFS to have sessions in Autumn Term.</p> <p>Research into alternatives for September 2021. Chn do enjoy 'Just Dance'. See if there is something similar to this that could also be used.</p> <p>Courses to be researched and attended (if possible) in 2021/22.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

5%

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	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:

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consolidate through practice:				
<p><u>Additional achievements:</u></p> <ol style="list-style-type: none"> Continue to look for opportunities to invite people in to showcase their sport or to encourage children to take part in other sports. Maintain the extracurricular activities that are on offer, where possible due to COVID restrictions. Tennis Multi- skills Yoga (lunchtime group and whole school sessions) Gymnastics Athletics Sheffield United Football Club PE with Mr Littlejohn (during Spring lockdown) 	<p>1.1 Research into workshops that could come into school.</p>	<p>£1000 in total.</p>	<p>Explore by Sports Lead for 2021/22 when more events can take place.</p> <p>Tennis has taken place as a breakfast club for Y2, 3, 4 & 5. Chn love the club and this is to be continued next year.</p> <p>Multi- skills sessions have taken place with all classes, with selected chn being chosen for the after-school club.</p> <p>All classes have taken part in a yoga session. Some chn have chosen to continue this as a lunchtime club too.</p> <p>Year 3 ad 4 chn have taken part in a lunchtime club across the year and entered a virtual tournament.</p> <p>A group of Year 6 chn took part in the Primary Athletics at SHU Track. They trained for this in PE sessions and at lunchtime.</p> <p>The after- school SUCF club took place on Thursday with numerous chn in KS2 attending.</p> <p>Mr Littlejohn (PE teacher) filmed various PE videos with the SL during lockdown to ensure the chn</p>	<p>Research into workshops that could come into school in 2021/22.</p> <p>A variety of different sports such a lacrosse, fencing, freestyle football etc. Look into sports that break the gender barriers.</p> <p>Continue with breakfast club/ lunchtime activities, as these are well attended and enjoyed by children.</p>

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<p>10. Virtual Athletics</p> <p>11. Skipping</p> <p>12. KS1 and KS2 Sports Days</p> <p>13. Bouncy Castle</p> <p>Due to COVID, fewer events have been able to take place due to not being able to mix bubbles and less events taking place.</p>			<p>were staying active. The videos were share on Teams and on our school website.</p> <p>During PE sessions, the chn took part in an Athletics tournament in KS2.</p> <p>All classes in school had a skipping session with Chris from the Skipping School.</p> <p>KS2 took part in Sports Day at the EIS and KS1 had their Sports Day at school.</p> <p>All chn took part in a sponsored bounce as part of the Sheffield Bears Charity.</p>	
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<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation:</p> <p>0%</p>
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Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>1. Continue to use the Sports Mark tracker to identify children who have not participated in competitive sport.</p>	<p>1.1 Use the tracker to identify children who have not participated in any extracurricular activities or represented the school in a competition.</p> <p>1.2 Use the tracker to support children who are Gifted and</p>		<p>Due to COVID restrictions, very few events outside school have taken place. All chn have had the opportunity to take part in at least one club throughout the year in addition to their PE sessions and active play times. The chn have also taken part in Sports Days and 'virtual events' throughout the</p>	<p>To continue next year, when hopefully more events can take place.</p>

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<p>2. Continue to look for ways to break down barriers to children entering. E.g., enter competitions both in and outside school time so children can attend.</p> <p>3. Mini bus to attend sports when needed. Continue to use staff and parents where possible.</p>	<p>Talented in PE. Provide these children with enough opportunities to develop their skills in competitions.</p> <p>2.1 When children who are invited to attend, can't attend not down the reason why and see if future alternative arrangements can be made.</p> <p>3.1 Mini bus/coach to be booked to transport children to events where necessary. Parents and staff give lifts where possible.</p>	<p>£400 paid by school.</p>	<p>year.</p> <p>As above.</p> <p>Due to COVID, staff cars mainly used to not mix household bubbles.</p>	<p>Use student survey/ student voice to find out the kinds of sports chn would like in school to encourage more chn to attend clubs/ events.</p> <p>To continue next year, when hopefully more events can take place.</p>
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Signed off by	
Head Teacher:	J. Fernandes
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Date:	15.07.21
Governor:	C. Calvert
Date:	23/7/2021