

The Primary PE and sport premium

Planning, reporting and
evaluating website tool

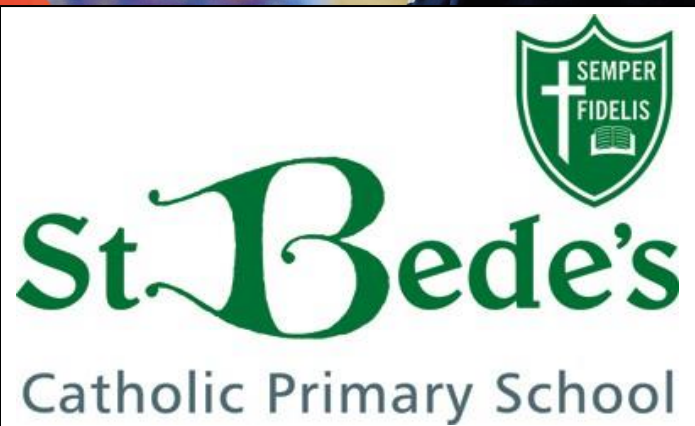
Updated September 2023

Commissioned by



Department
for Education

Created by



Details with regard to funding

Please complete the table below.

Total amount allocated for 2022/23	£17730
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£17680
Total amount of funding for 2023/24	£ 17680

Swimming Data

Please report on your Swimming Data below.

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 2024	94%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	94%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94%
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

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:	
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: 24%
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:
<ul style="list-style-type: none"> provide targeted activities / support to involve and encourage the least active children encourage active play during break times and lunchtimes establishing, extending or funding attendance of school sports clubs and activities and holiday clubs, or broadening the variety offered raise attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2 advocate active travel to increase activity levels before school (as well as reducing road traffic at drop-off/pick-up times) 	<ul style="list-style-type: none"> Training regarding the recommended 60 active minutes from Youth Sport Trust & Vale Royal School Sport Partnership including sharing best practice in encouraging physical literacy. Use the Active School Planner to create a heatmap covering our outdoor areas to consider how these could be better incorporated into timetabled use e.g. the MUGA. Engagement in Vale Royal School Sport Partnership Subject Leaders Active Schools Training. 5-a-day fitness programme to provide all pupils with a fun way to be active, active breaks across the timetable or to bring focus to groups during lesson times Ensure every child has the opportunity to get involved in extra-curricular activity: lunchtimes, playtimes or after-school clubs 	£4243.20	<ul style="list-style-type: none"> Continued development of relationship with VRSSP has enabled teachers to embed activities that encourage active breaks within lessons and provide active time throughout the school day. Continued development of the culture of physical literacy and its benefits for the children within the school. Outdoor area is used to support SEN/PP children for brain-breaks / timetabled playtime with the school dog Roxie. 'Healthy Me from Head to Toe' weekend encouraged physical activity for the children and prompted them to examine how to look after their mental health, hygiene and diet. 	<ul style="list-style-type: none"> provide targeted activities or support to involve and encourage the least active children encourage active play during break times and lunchtimes establishing, extending or funding attendance of school sports clubs and activities and holiday clubs, or broadening the variety offered raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2 advocate active travel to increase activity levels before school (as well as reducing

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	<ul style="list-style-type: none"> • Consult pupils (e.g. pupil voice, Koboca survey) about extra-curricular activity they would take part in and strive to include this in our offer. • Develop Play Leader roles to create activities to make lunchtimes more active. • AA Coaching to develop more activity at lunchtimes and to support our leaders in developing independence. • Involve external coaches, a prioritise competition attendance and child leadership. • National School Sport Week participation - encourage engagement and celebrate physical activity across the whole school. • PE Subject Leader to have appropriate support to develop our PE & School Sport offer and lead our teachers effectively. • Invite an athlete role-model to school to inspire our pupils to increase their participation in PE & School Sport. • Promote mental and physical health modelled and supported by all staff within the school so that all children feel its effect. • Follow Youth Sport Trust's 'My Personal Best' programme - train staff to adopt the explicit teaching of life skills such as co-operation, resilience and responsibility through Physical Education and across the curriculum. 		<ul style="list-style-type: none"> • Targeted activities led by the SSO and PGL developed multi-skills and an inclusive environment at break time and lunch time. • Participated in the Sustrans 'Big Walk and Wheel' fortnight. This was enhanced by Sustrans lessons being offered within class around active travel benefits. • Use of social media to promote examples of in school activities has also been a strong way to continue to link with parents. • AA Coaching trained Y6 PGL who ran sessions with KS2 at break time and also with YR to support multi-skills on a weekly basis. 	<p>road traffic at drop-off/pick-up times)</p> <ul style="list-style-type: none"> • Taking part in 'Celebrate' events through VRSSP • Improved behavior at lunchtimes
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	<ul style="list-style-type: none"> • Use Shooting Stars Active Play through Storytelling & After School Club training provided by the Football Association. supporting 'the beginner girl' aged 5 to 8 in developing their physical literacy, confidence and speaking & listening skills through creative play and storytelling. • Offer equality of opportunity in football and complete the annual 'Equal Access Survey'. 			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sports leader' or peer- mentoring schemes) • Embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching 	<ul style="list-style-type: none"> • Ensure our PE Subject Leader has appropriate support to develop PE & School Sport offer and lead our teachers effectively. • PE Subject Leader to attend regular training and receive focused support from Vale Royal School Sport Partnership & Youth Sport Trust trainers. 	£2652	<ul style="list-style-type: none"> • Whole School Sports day - Track and field competitions supported by SSOC and PGL. All staff were involved to celebrate with the children the inclusiveness and with parents/ visitors in attendance too. • School Games Mark Gold achieved for the 4th year in a row • Developing leadership and independence in the children. 	<ul style="list-style-type: none"> • Actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sports leader' or peer-mentoring schemes) • Embedding physical activity into the school day through encouraging active travel to and from school, active break

<ul style="list-style-type: none"> • using physical activity and/or school sport as the vehicle for meeting some of the school priorities as identified in the whole school development plan e.g. increasing confidence in girls through active storytelling • we use the key opportunities in the sporting calendar to raise the profile of e.g. sport, British Values and international collaboration and to foster greater engagement in all pupils in school 	<ul style="list-style-type: none"> • Ensure teachers have access to high quality training specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE. • Teachers who have attended training in recent years are able to access 'Next Steps' training which will help them develop their practice further. • Support of a specialist PE teacher (Matt Armstrong PESSCO) who co-delivers PE lessons with staff. • Specific staff attend training in the FA Primary Teachers Award, Shooting Stars Active Play through Storytelling & After School Club training provided by the Football Association. • Plan PE development priorities based on identified criteria from the Youth Sport Trust Quality Mark assessment. Continue to engage in professional development in PE, School Sport and Physical Activity including: <ol style="list-style-type: none"> 1. Creating the Best PE Provision for our Learners 2. My Personal Best Workshop 3. Preparing for a 'Deep Dive' 4. FA Active Play through Storytelling & AS Clubs • Support staff with active ideas through the use of AA Coaching and PESSCO to co-deliver with both teachers and support staff. 		<ul style="list-style-type: none"> • 5-a-day fitness continues to be used across the school for targeted active sessions. • Consistent promotion of our engagement in PE, active events or competitions through a growing range of social media meant we had an increase in parental involvement both supporting and contributing. • Whole School events: <ol style="list-style-type: none"> 1. World Mental Health day 2. 'Healthy Me from Head to Toe' - physical literacy with links also into first aid and aspects of the PSHE curriculum around lifestyle choices. • Opportunities have been available for KS2 children in leadership roles within PGL and SSOC which have been successful and re-ignited the pupil lead aspects of PE within school. PGL co-ordinated their own activities or when the Y6 would spend the last 20 minutes of their lunch working on multi-skills with the Reception children. • Pupil and staff voice was used to identify how to improve inclusion with adult and children within clubs or activities across the school. Having purposeful activities focussed on upcoming competitions and having staff lead or be involved both were targets that were worked on. 	<ul style="list-style-type: none"> • times and holding active lessons and teaching • using physical activity and/or school sport as the vehicle for meeting some of the school priorities as identified in the whole school development plan e.g. increasing confidence in girls through active storytelling • we use the key opportunities in the sporting calendar to raise the profile of e.g. sport, British Values and international collaboration and to foster greater engagement in all pupils in school
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			<ul style="list-style-type: none"> • FA Shooting stars programme supported specific KS2 children. Development of individual girls and boys football squads who were able to represent the school in inter- school matches. • As part of a commitment to whole staff involvement, at the start of the year a calendar of all competition was put up in the staff room, every staff member signed up to either coach or take a sports team to an event across the year thus promoting the whole school positive attitude to PE and sports both in school and more widely to parents and the whole partnership. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				17%
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:
<ul style="list-style-type: none"> provide staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across school. hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils - teachers should learn from coaches the necessary skills to be able to teach these new sports and physical activities effectively. 	<ul style="list-style-type: none"> We ensure our teachers provide quality first lessons, specific to their age phase, which develops exciting, progressive and inclusive teaching and learning in PE. Teachers who have attended training in recent years are able to access 'Next Steps' resources which will help them develop their practice further. Our school has the support of a specialist PE teacher (our PE & School Sport Coordinator, Mr Matt Armstrong from St Nicholas RC High School) who co-delivers PE lessons with staff who have identified that they would benefit from additional support. Through Complete PE. Our school plans PE development priorities based on the criteria of the Youth Sport Trust Quality Mark that has been used as a baseline for our annual action plan. 	£3005.60	<ul style="list-style-type: none"> Staff have reported a positive impact of training through feedback. Our PESSCo worked across all year groups focusing on developing embedding of the Complete PE programme. The evaluations of PESSCo support show teachers have brought about improvements. Focus of PESSCO was also to continue to support the staff with delivering complete PE units and around changes in units and year groups. Complete PE has now been used 2 years alongside the updated assessment tool. This has allowed staff to take ownership of the scheme and begin to develop and improve upon its suggested model so it becomes a St Bede's bespoke provision. Staff voice has also been used to provide feedback on the use of Complete PE and the data reporting tool. 	<ul style="list-style-type: none"> Use of staff voice from end of year to be used to inform CPD and PESSCO/coach support for the coming year so as to enhance and continue to grow our delivery of Complete PE. Continued use of YST quality mark questionnaire as a baseline for coming year's action plan, and as a way to identify any improvements that can be planned for in our current provision. PESSCo used to support new staff coming into the school and new SL with curriculum development. VRSSP partnership link will provide training options here which need to be taken advantage of.

	<ul style="list-style-type: none"> • Our staff have continued to engage in professional development in PE, School Sport and Physical Activity. • We have used the Active School Planner to in part inform our annual action plan and develop certain groups within the school community. • We are using 5-a-day fitness to provide children with a fun way to be active, to provide active breaks across the timetable or to bring focus to groups during lesson times • We endeavour to ensure every child has the opportunity to get involved in extra-curricular activity whether at lunchtimes, playtimes or in after-school clubs. Monitoring of groups such as SEN or PP as well as offering FOC sessions for priority children has been included. The use of the VRSSP inspire, aspire, celebrate scaling has also developed inclusivity within competition and in school training sessions. • We consult with pupils in a variety of ways about what extra-curricular activity they would take part in and aim to include this in our offer in order to include all. • We have developed Play Leader roles who create activities to make lunchtimes more active. This has been enhanced by Mr Andy Ault of ABC Coaching who has expanded his ASC clubs to also 		<ul style="list-style-type: none"> • Use of Andy Ault and PESSCo continues to support identified weaknesses. • Youth Sports Trust action planning tool is now used annually as an assessment of our present position and to recommend next steps in our action plan for the coming year. This led to the focus around inclusion and the engagement with the aspire, inspire, celebrate programme offered by the VRSSP as well as the focuses on personal best challenges and pupil leadership. This process needs to continue to be used as regular yearly starting point. 	
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	<p>include training and co-ordinating leaders allowing them to focus on the competition relevant needs of the whole school.</p> <ul style="list-style-type: none"> • We have engaged with the British Cycling balance biking programmes Ready Set Ride, The Big Walk and Wheel and Bikeability training to • improve pupils' skills and confidence and support them and their families take up more active travel to and from school. As well as this, KS2 classes also took part in the 'Let's • Walk' Road safety sessions again linked to active travel. • Finally, we took part in National School Sport Week designed to encourage engagement and celebrate physical activity across the whole school. 			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				35.5%
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 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:

<ul style="list-style-type: none"> Introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities Providing more and broadening the variety of extra-curricular physical activities after school, delivered by the school or other local sports organisations 	<ul style="list-style-type: none"> To provide a broad and evolving range of sports and activities to engage all children across our school. Seek the views of our children before developing programmes such as extra-curricular clubs to ensure that they are in an activity which maximises engagement of all groups, at a time/venue which best engages those we want to engage and are rewarding to take part in. The PE curriculum to engage all learners and ensure they have the skills and confidence to take part in a wide range of activities. School staff are trained to create activities in PE and extra-curricular activity which meet the needs of every learner in order to support their progress with the support of the SL. Our offer is inclusive, ensuring equal opportunity is presented to all groups. To use PE, School Sport & Physical Activity as part of our school culture and have lessons to build confidence, fitness and skills. 	£6188	<ul style="list-style-type: none"> The offer was broad and provided inclusiveness generated by the celebrate, aspire, inspire positive feedback from pupils. Cheshire Cricket board -- year 5 and year 6 classes. Mixed teams attended KS2 events in the VRSSP. Additionally providing a free of charge ASC club for children in KS2 wishing to take up cricket. Archery sessions - Year 6 class Judo sessions and fencing session in Spring term. These were paid sessions which we were able to subsidise for PP children. ABC Coaching ASC children from Y1-6. striking and fielding, invasion games and athletics were offered. Hartford Tennis club - Y3 and Y4 developing tennis skills. Our PESSCO also supported the training of sports teams. (also Andy Ault and staff volunteers.) 	<ul style="list-style-type: none"> Ensure this wide range of sports continues. Use Koboca questionnaires and Pupil Voice to ensure that any new sports that we do not do that the pupils would like can be taught. Sports from the Commonwealth Games such as badminton, table tennis and 3v3 basketball may be added to the list of activities for 2024/25.
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	<ul style="list-style-type: none"> To follow the 'Celebrate', 'Aspire' & 'Inspire' grouping for School Games to ensure we are better able to engage a wider range of children in competitive and non-competitive activities. 		<p>Swimming sessions- Year 4 (whole year)</p> <ul style="list-style-type: none"> The whole school Swimming gala with nearly 60 children from YR-Y6 participating. 	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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:
<ul style="list-style-type: none"> Increasing and actively encouraging pupils' participation in the School Games Coordinating and entering moresport competitions or tournaments across the local area, including those run by sporting organisations 	<ul style="list-style-type: none"> To take part in a wide variety of competitive sports both within schoolland against other schools. -- plan a range of intra-school competitions which can be accessed by all groups in school, selecting pupils and teams to take part in local inter-school competitions against other schools (local cluster/across theVale Royal School Sport Partnership), Fully involved in the School Games and other schools' competitions -take part in an annual School GamesFestival (National School Sport Week) -engage with a wide-range of festivalsand events for a 	£1591.20	<ul style="list-style-type: none"> Our continued ethos as a school and staff has been to say yes to attending competitions whenever possible and for the children to be proud to wear the St Bede's badge and to be our representatives in as broad a range ofsituations as possible. Attendance at cluster events within our PESSCO controlled area, as well VRSSP events, inter-school matches and intra-school sessions focused on preparation for competitions. These support our achievement ofthe Gold School Games Mark. 	<ul style="list-style-type: none"> Continue the strong offer next year. Use Pupil Voice to ensure pupils not accessing the offer cansay why and I can adapt the program to help Organising more sport competitions or tournamentswithin the school Girls only football clubs

	<ul style="list-style-type: none"> range of age and abilities including Women's WorldCup 2023 		<ul style="list-style-type: none"> Swimming Gala, winners. St Teresa. Sports Day, winner. St Oscar Romero. House competitions: Sports Day and School Swimming Gala. These focussed on celebrating achievements both personal (perseverance, celebrating others) as well as sporting with stickers, awards, display boards and social media links. 	
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	<p>To apply for School Games Mark award and strategically plan to develop our offer of competitive sport in line with the criteria (focusing ASC and lunchtime clubs towards events). Follow the 'Celebrate', 'Aspire' & 'Inspire' grouping for School Games to ensure we engage in a wider range of children accessing competitive and non-competitive activities.</p>		<p>Swimming Gala, winners. St Teresa. Sports Day, winner. St Oscar Romero.</p> <p>House competitions: Sports Day and School Swimming Gala. These focussed on celebrating achievements both personal (perseverance, celebrating others) as well as sporting with stickers, awards, display boards and social media links.</p>	
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			Celebrating the achievements of all the children representing the school is something we also always do through awards and certificates in assemblies, sports reports published through our website and through celebration on social media throughout the year.	
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Signed off by		
Head Teacher:	Louise Conlon	Date
Subject Leader:	Mrs E Dimbylow	Date
Governor:	Mrs J Starsiak	Date

