|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **School: St. AMBROSE RC PRIMARY** | | | | | | | |
| **Pupil Sport Premium – Evidencing the Impact Plan** | | | | | | | |
| **Academic Year:** 2022/23 | | **Total Fund Allocated: £17,629** | | **Date: Sep 2022 - Aug 2023** | | **Date Updated: July2023** | |
|  | | | | | | | |
| **Meeting national curriculum requirements for swimming and water safety**  **(Data taken from Swimphony for 2023 leavers)** | | | | | | | **Percentage** |
| 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 children may swim in another year please report on their attainment on leaving primary school. | | | | | | | 83% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | | | | | | | 56% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | | | | | | | 100% |
| 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/No |
|  | | | | | | | |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | | | Percentage of total allocation: | |
| 19% | |
| School focus with clarity on intended **impact on pupils:** | Actions to achieve: | | Funding allocated: | | Evidence and impact:  (Success Criteria) | Sustainability and suggested next steps: | |
| **To continue the participation and engagement of children in sports and activities at lunchtimes and break times.** | * Continue to employ specialist member of staff to lead outdoor provision at break time and lunchtime. * Ensure appropriate resources are acquired and used and old unsafe or lost resources are replenished. | | Approximately £3099 per year for lunch and breaks.  £200 - outside resources | | Children are actively engaged in outside activities to ensure minimal incidents at non-lesson times and so that it doesn’t impact on lesson time.  Resources are used appropriately and children’s skills are developed through focused activities. | Successfully implemented, this academic year.  Active break and lunch times engage children and this was noted in the Ofsted Inspection – April 2023  Continue with this into the next academic year. | |
| **To provide extra curriculum PE clubs both on a lunchtime and after school.** | * Sports coach to provide a range of extra curriculum clubs for KS1 and KS2 to attend | |  | | More children are active and participate in extra curriculum clubs. Children demonstrate a positive pupil voice to the sports provision provided by the school. | More participation in sports clubs has led to an increase in children participating in competition and representing the school.  For next year, focus on a specific football club for girls as there has been an increase in participation and interest in KS2 girls | |
| **Ensure 2 hours curriculum physical activity/week** | * Continually review current PE timetable ensuring all pupils have at least a 2 hour offer of PE and sport in school | | No additional costs | | Children receiving 30 mins+ activity on at least 2 days/week  Increased fitness levels  Active break and lunch times that have specific focusses to a range of activities. | Not all classes have 2 hours planned PE curriculum time due to timetable constraints. This is a big reason why active break and lunchtimes are set up so that children are active throughout the school week.  Action – Discuss timetabling with the new Headteacher. | |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement. | | | | | | Percentage of total allocation: | |
| 0% | |
| School focus with clarity on intended **impact on pupils:** | Actions to achieve: | | Funding allocated: | | Evidence and impact:  Success Criteria | Sustainability and suggested next steps: | |
| **To ensure PE links with other subjects that contribute to pupils’ overall achievement and their greater spiritual, moral, social and cultural skills.** | . Monitor the revised and remapped PE curriculum so that progression in knowledge and skills is clear from EYFS to Y6 and if identify where developments can be made.  . Hold half-termly meetings with staff to ensure they have a clear understanding of the what, why, when objectives are being taught and who by.  . Subject release time for the PE co-ordinator to plan and asses for the subject. Also to continue and develop whole school initiatives. | | No additional cost | | * Academic achievement enhanced * Pupils understand the importance of healthy lifestyles (BHF) * Staff across the school continue to make the links across subjects and themes including PE Pupil concentration, commitment, self-esteem and behaviour enhanced Positive behaviour and a sense of fair play enhanced | Remapped curriculum delivered by PE specialist.  PE Coordinator and PE teacher have met to discuss what worked and what needs to be focused upon. i.e Develop OAA in KS2 | |
| **Develop leadership skills within school** | Review and refine the Pupil Leadership opportunities for Sports and PE. Sports leaders to lead activities during lunchtime and also support the delivery of Sports Day. | | PALS training | | * Children engage in lunchtime activities as well as those qualified as leaders to develop their own physical literacy and skill base | Sports Leaders had an active role in supporting PE during lunchtimes.  Action  Continue to raise the profile of Sports Leaders within the school | |
| **Raise the Profile of PESS across the school.** | . To have a high percentage of children who have a positive attitude to PE and sport.  .Spirit of the games values’ certificates presented in school achievement assemblies  -Whole school approach to rewarding physically active & sports achievements e.g. assemblies  -Celebrating success through newsletters, website & social media  . Invite sportsmen and sportswomen into school to share their passion for sport and to motivate the children, including the delivery of sessions. (Virtually) | | No additional costs | | -At least 90% of children enjoy PESS  -Pupils understand the value of PE across the school  -To have at least 2 visitors or virtual visits this academic year. | At least 93% of children enjoyed PE through survey conducted in Spring 2023.  -Sporting achievement in and outside of school celebrated via ACE assembly, newsletter and social media.  -Sportsmen and women invited in to school to do taster sessions with children – i.e. Manchester Storm did a hockey taster session with KS2 and provided discounted tickets for a home game. | |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | | | Percentage of total allocation: | |
| 64% | |
| School focus with clarity on intended **impact on pupils:** | Actions to achieve: | | Funding allocated: | | Evidence and impact:  (Success Criteria) | Sustainability and suggested next steps: | |
| ***Raise the quality of teaching across the school*** | * Continue to employ a specialist member of staff to help deliver high quality curriculum PE and train staff to develop their own PE teaching skills with a focus on new members of staff. * Re purchase PE PASSPORT as a PE scheme to support the delivery of PE * Assessment lead to develop a simpler version of recording assessment for PE so that analysis can be done easily and precisely. * PE lead to deliver staff meeting about | | £9,326 (allocated PE teaching time in a year)  £600 | | Staff develop their skills and confidence in delivering high quality PE lessons that results in increased participation and promotes a positive attitude to health and wellbeing.  Children are accurately assessed by staff using classroom monitor  Staff understand how PE can support the mental and physical well-being of children | Assessment for PE has been changed from Class Monitor to a bespoke Excel assessment tracker that is more in line with the delivered curriculum and streamlined to focus on main objectives from 3-11.  PE Coordinator completed the level 4 Well being through PE course. | |
| **High Quality of PE equipment to support high quality delivery** | * Stock check of current equipment * Order equipment | | £979 | | Higher quality learning | Equipment checked regularly and requisitions completed to acquire appropriate equipment. | |
| **Maintain an assessment programme for PE coordinator to monitor progress** | * Assessment lead to develop a simpler version of recording assessment for PE so that analysis can be done easily and precisely. | | This cost is taken from the assessment budget. | | Improved teacher planning by knowledge of children’s current levels.  PE lead has clarity on the use of the excel assessment sheet and effectively uses this to inform the planning of PE lessons. | Assessment tracker has been developed and used.  Action  To further implement this system. | |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | | | Percentage of total allocation: | |
| 12% | |
| School focus with clarity on intended **impact on pupils:** | Actions to achieve: | | Funding allocated: | | Evidence and impact:  (Success Criteria) | Sustainability and suggested next steps: | |
| Children have the opportunity to develop a range of skills by accessing a wide range of activities during curriculum time. | * Review current curriculum map in PE Passport * Introduce at least one new activity each year. | | No additional cost. | | Improved attitude to learning  Increased opportunities to participate in sports competitions in their Year groups in school time. | The new sport activity was well received by children and provided a good opportunity for the PE teacher to assess children’s transferable skills and knowledge when trying a different sport.  This is to be kept in the curriculum map. | |
| **High Quality of PE equipment to support high quality delivery** | * Stock check of current equipment * Order equipment especially for the topics in the renewed mapping of the PE curriculum that are new to the school | | £979 | | Children have the opportunity to apply their skills and knowledge to new sports and activities. This is also a useful way to assess children’s skills and knowledge in unfamiliar sports and activities. | Equipment ordered. | |
| Children have the opportunity to develop a range of skills by accessing a wide range of activities during non- curriculum time. | -Continue the high entry level from last year to a variety of competitions by targeting competition dates and offering extra-curricular clubs to prepare a team.  - PE leader to run 3 extra curriculum sports clubs  - Offer Extra-curricular activities offered for KS1.  -Have external providers provide additional sporting opportunities i.e. fencing, karate, dance | | £1665 per year for PE leader to deliver extra curriculum clubs  Fencing - £550 | | Wider range of pupils taking up offer of extra curriculum  Higher attendance rates at clubs compared to the previous school year. | Extra-curricular clubs continue to be full and have waiting list for children. | |
| **Key indicator 5:** Increased participation in competitive sport | | | | | | Percentage of total allocation: | |
| 5% | |
| School focus with clarity on intended **impact on pupils:** | Actions to achieve: | | Funding allocated: | | Evidence and impact (Success Criteria) | Sustainability and suggested next steps: | |
| ***To increase participation and success in competitive school sports*** | •Annual Manchester sports competition fee paid, allowing St. Ambrose to enter inter-school competitions.  . Use the purchased PE PASSPORT to track participation and compare year on year data.  • Continue with entering a high volume of competitions with a large percentage of children participating from across all year groups.  • Engage with our School Games Organiser (SGO) to compete in different Manchester regions and ensure greater participation: boys and girls football, cross country, tag rugby, Badminton, lacrosse, basketball, netball, sportshall athletics, kwik cricket. | | £850 | | -Increased pupil participation  -Continue to engage a high percentage of children in competitive sports.  -Improved skill-set for pupils  -Achieve Gold for the Games Mark for another year  KS1 and KS2 to participate in a range of events in a friendly but competitive environment. | Another successful year in participating in competitions. The school regularly enters via SGO and St. Ambrose was awarded School Games Gold Mark again for the 5th year running. | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **St. Ambrose RC Primary School (To be completed throughout the year)** | | | | | | | | | | | | |
| Evidencing the impact of the PE and Sports Premium – Events and Competitions 2022/23 | | | | | | | | | | | | |
| Events/Competitions | Month | Inter/Intra Competition | Number of participants | | | Number of leaders | Number of staff | Parents/  Volunteers | Event level  1/2/3 | Year Group(s) | AB Teams | Links with Clubs |
|  |  |  | Boys | Girls | Total |  |  |  |  |  |  |  |
| Cross Country | Sep 2022 | Inter | 14 | 12 | 26 | - | 3 | 4 | 1 | KS2 | A/B/C | KS2 Multisports |
| Cross Country | Sep 2022 | Inter | 14 | 12 | 26 | - | 3 | 4 | 1 | KS2 | A/B/C | KS2 Multisports |
| MCFC Y3 tournament | Sep 2022 | Inter | 8 | 0 | 8 | - | 2 | 0 | 1 | Y6 | A | KS2 Football |
| Cross Country | Sep 2022 | Inter | 11 | 6 | 17 | - | 1 | 1 | 1 | KS2 | A/B | Manchester Harriers Athletics and Track |
| Girls Football | Sep 2022 | Inter | 0 | 14 | 14 | - | 2 | 1 | 1 | 4/5/6 | A/B | MSPEA |
| MCFC Y5/Y6 Festival | Oct 2022 | Inter | 10 | 2 | 8 | - | 2 | 1 | 0 | Y5/Y6 | A | KS2 Football |
| Cross Country | Oct 2022 | Inter | 11 | 6 | 17 | - | 1 | 1 | 1 | KS2 | A/B | Manchester Harriers Athletics and Track |
| Girls Football | Oct 2022 | Inter | 0 | 14 | 14 | - | 2 | 1 | 1 | 4/5/6 | A/B | MSPEA |
| MCFC Festival Y4 | Oct 2022 | Inter | 4 | 4 | 8 | - | 1 | 1 | 0 | 4 | A | City in the Community (CITC) |
| MCFC Festival Y5 | Oct 2022 | Inter | 6 | 3 | 9 | - | 1 | 1 | 0 | 5 | A | (CITC) |
| Cross Country Final | Nov 2022 | Inter | 6 | 6 | 12 | - | 2 | 1 | 2 | KS2 | A | KS2 Multisports |
| Indoor Athletics | Nov 2022 | Inter | 12 | 6 | 6 | - | 2 | 0 | 1 | Y4-Y6 | A | KS2 multisports |
| Cross Country | Nov 2022 | Inter | 11 | 6 | 17 | - | 1 | 1 | 1 | KS2 | A/B | Manchester Harriers Athletics and Track |
| Girls Football | Nov 2022 | Inter | 0 | 14 | 14 | - | 2 | 1 | 1 | 4/5/6 | A/B | MSPEA |
| Football Match v St Cuthbert | Nov 2022 | Inter | 9 | 2 | 11 | - | 2 | 0 | 1 | 5/6 | A | MSPEA |
| Dodgeball | Jan 2023 | Inter | 6 | 2 | 8 | - | 2 | 0 | 2 | 5/6 | A | MSPEA |
| Athletics Final | Jan 2023 | Inter | 10 | 10 | 20 | - | 2 | 1 | 2 | 4/5/6 | A | MSPEA |
| Basketball Comp | Jan 2023 | Inter | 8 | 5 | 13 | - | 2 | 0 | 1 | 5/6 | A/B | MSPEA |
| MCFC Girls Festival | Jan 2023 | Inter | 0 | 8 | 8 | - | 1 | 1 | 0 | 4/5/6 | A | CITC |
| Swim Gala Event | Feb 2023 | Inter | 4 | 4 | 8 | - | 2 | 0 | 1 | 4/5 | A | MSPEA |
| Cross Country | Mar 2023 | Inter | 6 | 2 | 6 | - | 1 | 1 | 1 | KS2 | A/B | Manchester Harriers Athletics and Track |
| Cross Country | Mar 2023 | Inter | 6 | 2 | 6 | - | 1 | 1 | 1 | KS2 | A/B | Manchester Harriers Athletics and Track |
| Citywide Gymnastics | Mar 2023 | Inter | 1 | 14 | 15 | - | 2 | 0 | 2 | 1 - 6 | A | MSPEA |
| Citywide Basketball | Mar 2023 | Inter | 4 | 3 | 7 | - | 2 | 0 | 2 | 5/6 | A | MSPEA |
| Girls Football League | Mar 2023 | Inter | 0 | 14 | 14 | - | 2 | 0 | 1 | 4/5/6 | A/B | MSPEA |
| Football Knockout Match | Mar 2023 | Inter | 11 | 0 | 11 | - | 2 | 0 | 2 | 5/6 | A | MSPEA |
| Girls Football Final | June 2023 | Inter |  | 8 | 8 |  | 2 | 0 | 2 | 5/6 | A | MSPEA |
| MCFC Football Finals | June 2023 | Inter | 7 | 2 | 9 |  | 2 |  | 2 | 5/6 | A | MSPEA |
| Brownlee Mini-Triathlon | July 2023 | Inter | 5 | 10 | 15 |  | 2 | 0 | 1 | 4/5/6 | a/b/c | MSPEA |
| Quadkids Event | July 2023 | Inter | 6 | 6 | 12 |  | 2 | 1 | 1 | 4/5/6 | A/B | MSPEA |
| Girls Football World Cup | July 2023 | Inter | 0 | 7 | 7 |  | 1 | 1 | 1 | 4/5/6 | A | MSPEA |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| Total | 27 | ---- | 190 | 204 | 394 |  | - | - | - | - | - | - |
|  |  |  |  |  |  |  |  |  |  |  |  |  |