



St. Peter's  
Church of England  
Primary School

2023-2024  
PE and Sport Premium  
Impact Report

## What is the PE and Sports Premium Funding?

The government is providing funding of over £450 million per annum for academic years 2013-2024 to provide new, substantial primary school sport development. This funding is being jointly provided by the Departments for education, Health and Culture, Media and Sport and will see money going directly to primary school head teachers to spend on improving the quality of sport and PE for all their children.

The sport funding can only be spent on sport and PE provision in schools.

### **Purpose of funding**

Schools have to spend the sport funding on improving provision of PE and sport but they will have the freedom to choose how they do this.

The vision for the Primary PE and Sport Premium is that **ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE**: To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision that will live on well beyond the Primary PE and Sport Premium funding.

**It is expected that schools will see an improvement against the following 5 key indicators:**

- Key Indicator 1:** Increase staff confidence, knowledge and skills of all staff in teaching PE and sport
- Key Indicator 2:** Increase engagement of all pupils in regular physical activity and sport
- Key Indicator 3:** The profile of PE and sport is raised across the school as a tool for whole-school improvement
- Key Indicator 4:** Offer a broader and more equal experience of a range of sports and activities offered to all pupils
- Key Indicator 5:** Increased participation in competitive sport



# Long-Term Vision for Physical Education at St. Peter's

At St. Peter's CE Primary School, we believe that Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. We aim for both teachers and children to be aware of its importance. We strive to provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. We value the importance of a varied curriculum experience. Our aim is to increase participation in physical activity outside of the two hours offered as part of the curriculum. In order to achieve this vision, we strive to offer varied opportunities for engagement in physical activity at lunchtimes and after school which are tailored to the children's interests.

## Our PE Vision:

|   |   |  |
|---|---|--|
| <p style="text-align: center;"><b>PE CURRICULUM</b></p> <ul style="list-style-type: none"> <li>• Timetable enables every class to have 2 hours of PE.</li> <li>• Timetable is flexible to enable teachers to teach longer lessons or block teach units.</li> <li>• Pupils develop fundamental skills that can be transferred across the different areas of PE.</li> <li>• All staff teach their own PE ensuring they use their expertise, gain confidence and develop their skills.</li> <li>• Children who cannot swim have the opportunity to attend swimming lessons as part of the curriculum.</li> </ul> | <p style="text-align: center;"><b>PUPIL OUTCOMES</b></p> <p><b>All Pupils will leave the school....</b></p> <ul style="list-style-type: none"> <li>• Having the fundamental skills in PE and being able to apply these to other situations.</li> <li>• Meeting the end of KS2 swimming expectations.</li> <li>• Having a lifelong passion for a sporting activity and know the benefits of wanting to continue with this.</li> <li>• Having had a chance to compete.</li> <li>• Having had a memorable experience linked to sport.</li> <li>• Having watched live sport.</li> <li>• Experiencing a range of sports and activities.</li> <li>• Having developed their leadership skills.</li> <li>• Being able to communicate with others.</li> <li>• Knowing what they need to do to lead a healthy lifestyle.</li> </ul> | <p style="text-align: center;"><b>LINKS TO WIDER COMMUNITY/ OSHL OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>• All pupils have the opportunity to take part in an after school club.</li> <li>• Pupil voice is listened to as the clubs that are on offer to them.</li> <li>• Clubs cater for a range of ages/abilities and include non-competitive/alternative sports.</li> <li>• KS2 all experience an OAA residential.</li> <li>• Taster days are provided to enable pupils to experience alternative sports.</li> <li>• All pupils have the opportunity to experience live sport and watch sporting heroes.</li> <li>• There are links to a wide range of local clubs which provide an opportunity for pupils to participate in a range of sports.</li> </ul> |
| <p style="text-align: center;"><b>COMPETITION</b></p> <ul style="list-style-type: none"> <li>• All pupils take part in at least one intra competition per year.</li> <li>• All pupils have the opportunity to experience competition against their peers.</li> <li>• All pupils have the opportunity to take part in at least one inter-competition per year.</li> <li>• There are regular house competitions within school.</li> <li>• Termly competitions against the MAT schools.</li> </ul>   | <p style="text-align: center;"><b>EARLY YEARS</b></p> <ul style="list-style-type: none"> <li>• Core skills and fundamental movement skills programme is in place.</li> <li>• Children are active for 3 hours a week in school.</li> <li>• Pupils are guided with how to develop their physical literacy at home.</li> <li>• Pupils are able to ride a balance bike.</li> </ul>  | <p style="text-align: center;"><b>FACILITIES/EQUIPMENT</b></p> <ul style="list-style-type: none"> <li>• Outdoor permanent equipment for both key stages.</li> <li>• Permanent MUGA facility.</li> <li>• Equipment available that is age appropriate to enable a range a sports to be delivered.</li> <li>• Playground is marked with inspiring markings and pupils know how to use them.</li> <li>• An engaging, natural forest area that is accessible to all and enables pupils to be creative.</li> </ul>   |
| <p><b>HEALTH OF PUPILS</b></p> <ul style="list-style-type: none"> <li>• All pupils/staff/parents are aware of the health recommendations and take responsibility for it.</li> <li>• Pupils experience 30 mins of exercise daily in school.</li> <li>• Pupils have the resources and knowledge to be active for 30 mins at home every day.</li> <li>• Pupils have positive self-esteem and good mental well-being.</li> </ul>  |   |  |

2032/2024 Premium Received: £17,570

Total Spend: £17,569.85

| Area of Focus:  | Key Indicator: |   | Amount spent:  | Impact:   | Sustainability:   |
|---|----------------|---|--|---|---|
| <p><b>Curriculum</b></p> <p>To continue to further increase staff confidence and ability to teach high quality lessons and assess PE, in particular OAA.</p> <p>To embed a new PE assessment framework, based on our progression of skills.</p> <p>To monitor the teaching, learning and assessment within PE lessons from Reception to Year 6.</p> <p>To promote the use of PE-specific vocabulary in lessons.</p> | 1:             | ✓ | £1666.66 for staff CPD on OAA                        | <ul style="list-style-type: none"> <li>Increased the number of pupils meeting the age related expectations in PE.</li> <li>Increased enjoyment and engagement in PE lessons.</li> <li>Further increase in staff confidence in planning, teaching and assessing PE lessons, in particular in cricket and OAA. This is impacting on and reflected through the confidence and ability of the pupils.</li> <li>Staff have a clear vision of the end goal.</li> <li>Staff have a secure understanding of which pupils are meeting ARE.</li> <li>Pupils who are not meeting ARE are quickly identified and supported.</li> <li>Staff understand and confidently use the PE specific vocabulary for all areas of PE.</li> <li>Pupils can use and understand the PE specific vocabulary for the different areas of PE.</li> </ul> | <p>Staff increased knowledge for future years.</p> <p>Staff understand how to assess pupils and use this to inform planning.</p> <p>Staff understand how to meet the needs of all pupils.</p> <p>Staff have a clear knowledge of the specific vocabulary to use in different areas of the PE curriculum.</p>        |
|   | 2:             | ✓ | £658.85 on resources,                                |   |   |
|   | 3:             | ✓ | equipment & repairs                                  |   |   |
|   | 4:             |   |  |   |   |
|   | 5:             |   |  |   |   |
| <p>To increase the number of children meeting the end of KS2 expectations in swimming by providing additional swimming sessions for those who have not met it.</p>  | 1:             | ✓ | <p>£2882 for additional swimming &amp; transport</p> | <ul style="list-style-type: none"> <li>Increase the % of KS2 pupils who meet the end of KS2 expectations.</li> <li>Decrease the % of pupils who cannot swim.</li> <li>Increase staff confidence in teaching high quality swimming lessons.</li> </ul>   | <p>% of those passing KS2 expectations increases therefore each year there are fewer KS2 who haven't passed. Staff feel more confident to teach high quality swimming.</p>  |
|   | 2:             | ✓ |  |   |   |
|   | 3:             |   |  |   |   |
|   | 4:             |   |  |   |   |
|   | 5:             |   |  |   |   |
| <p><b>Strategically leading PE</b></p> <p>To further develop the PE co-ordinator's skills in strategic management of PE.</p> <p>To upskill another member of the St. Peter's teaching team to be able to lead PE across the school.</p> <p>To judge the effectiveness and impact of sports funding spend and action plan.</p>   | 1:             |   | £49 for cluster meetings and PE conference           | <ul style="list-style-type: none"> <li>- Outcomes for pupils are enhanced through up to date information gained from meetings and networking and strategic vision the school is working towards.</li> <li>Subject leader has a clear vision and action plan to successfully lead the school forward that all stakeholders have contributed to.</li> <li>All staff members and stakeholders in the school are committed to moving PE forward and improving outcomes for children in the school.</li> <li>There is an increased capacity to lead PE in school.</li> </ul>   | <p>PE subject leader has the competency to strategically continue to move school forward towards desired outcomes. Other key stakeholders understand and support behind the developments and change.</p> <p>PE is embedded into whole school objectives/ vision and outcomes. Funding is used strategically and</p> |
|   | 2:             |   | £2107 subject leader allowance and supply costs      |   |   |
|   | 3:             | ✓ | £1961.61 for Level 5 qualification and supply        |   |   |
|   | 4:             |   |  |   |   |

|   |    |   |   |  |  |
|---|----|---|---|--|--|
|   | 5: |   |   | <ul style="list-style-type: none"> <li>Subject leader has attended CPD to keep up to date with the latest advice and guidance.</li> </ul>  | there is a vision for the future of PE in St. Peter's.   |
| <p><b>Increased participation in competitive sports</b></p> <p>To open the door to competitions for all our learners, increasing participation across all age groups.</p>   | 1: |   | <p>£223.50 to be affiliated with local sports competitions.</p>   | <ul style="list-style-type: none"> <li>The School retained the Platinum School Games Mark awarded last year.</li> <li>Children have taken part in a range of intra competitions and all took part in 'Sports day'.</li> <li>There have been a range of MAT competitions set up and provided for all year groups.</li> <li>The school has been a part of a range of local sports groups, including the School Games, to enable a wide range of competitions were on offer to all year groups.</li> <li>Target groups have been identified and specific competitions provided for those groups.</li> <li>All pupils will have the opportunity to represent the school and attend competitions.</li> <li>Calendar of competitions clearly mapped out and planned to see how this fits into current curriculum overview and extra-curricular clubs offered.</li> <li>Pupils have a sense of pride when representing the school.</li> <li>Pupils have the opportunity to perform on a stage in front of an audience.</li> </ul> | <p>Pupils will have had an opportunity to be competitive and represent the school, helping to aid a life-long love of sport.</p> <p>Through the range of activities and situations pupils have been exposed to there will be changed attitudes and enjoyment of pupils in physical activity will hopefully lead to a lifelong enjoyment and involvement in health related activities.</p>  |
|   | 2: |   |   |  |  |
|   | 3: |   |   |  |  |
|   | 4: |   |   |  |  |
|   | 5: | ✓ |   |  |  |
| <p><b>Promotion of leading a healthy lifestyle – improving personal health &amp; well-being</b></p> <p>To ensure there is an engaging lunchtime experience on offer to all learners.</p> <p>To encourage all learners to lead healthy and active lives both in and out of school, providing them with enrichment opportunities that give them experience of a wide-range of activities and sports.</p> <p>To encourage pupils to travel to school in a healthy way.</p> <p>To provide pupils with forest schools as part of the school timetable.</p> | 1: |   | <p>£1976 for additional after school &amp; lunchtime clubs</p> <p>£1105 for Enrichment days</p> <p>£4940.23 for Forest school &amp; additional PE support</p> | <ul style="list-style-type: none"> <li>Increased awareness of health recommendations and number of pupils meeting these.</li> <li>Profile of PE in school is increased.</li> <li>Pupils are encouraged to be active outside of school through signposting to external clubs/agencies.</li> <li>Increased attendance at after school sport clubs.</li> <li>Increased activity at lunchtimes.</li> <li>Pupils have positive mental health and well-being and a positive mental attitude to school.</li> <li>Pupils have the skills to safely travel to school on their bike or scooter.</li> <li>Parents are aware of where to access a range of sports outside of school.</li> <li>Parents have a positive view of the opportunities on offer to their children.</li> <li>Pupils have had the opportunity to experience a range of different sports through enrichment days, including Quidditch, OAA, boxing, fencing, Futsal, Bhangra dancing</li> </ul>  | <p>New additional activities during lunchtimes and at home will continue to support health life styles.</p> <p>Parent will be able to use these ideas in the future to support their children.</p> <p>Children will have experienced alternative sports that will help to create a life-long love of sport.</p> <p>Pupils have an outdoor area that enables them to be physically active and develop their personal well-being.</p> <p>Pupils have the lifelong skill of being able to ride a bike safely.</p> <p>Pupils understand the health benefits of travelling to school by walking, scootering or cycling.</p> |
|   | 2: | ✓ |   |  |  |
|   | 3: |   |   |  |  |
|   | 4: | ✓ |   |  |  |

|  |           |  |  |   |   |
|--|-----------|--|--|---|---|
| <p>To offer a broad range of sports and activities that engage learners in 60 minutes of physical activity a day, including through cross-curricular learning, lunchtimes, after-school clubs, an engaging curriculum and enrichment days.</p> |           |  |  | <p>and athletics. This has given pupils the skills to continue these activities at breaktimes/lunchtimes and at home.</p> <ul style="list-style-type: none"> <li>• Pupils enjoy the outdoors and experience OAA opportunities which promote team-building and problem solving skills.</li> <li>• Staff have the knowledge and equipment to safely deliver forest schools.</li> <li>• Pupils have improved their health and well-being through the wide variety of activities on offer at lunchtimes, after-school clubs, forest school and during enrichment days.</li> <li>• Pupils have the skills to safely travel to school on their bike. Year 4 and 5 completed Bikeability</li> <li>• Pupils are encouraged to travel to school by walking, promoted through 'Walk to School' week.</li> <li>• Y4 pupils have attended a residential at Laches Wood.</li> <li>• Y6 pupils attended a week long residential at Stanley Head.</li> <li>• Pupils have had the opportunity to be taught by a specialist cricket coaches from Chance to Shine.</li> </ul> | <p>Pupils will have had an experience of staying away from home and participating in challenging and rewarding activities. Pupils have experienced a range of sports and activities over their time at St. Peter's.</p> |
| <p>To continue to raise the profile of physical activity within the school and wider community.</p>  | <p>5:</p> |  |  |   |   |

### Swimming data for Y6 pupils at St. Peter's Primary School 2023/24

| Meeting national curriculum requirements for swimming and water safety  | Each child = 3.85%  |
|---|---|
| Percentage of Year 6 pupils who could swim competently, confidently and proficiently over a distance of at least 25 metres when they left primary school at the end of last academic year?                                      | 73%   |
| Percentage of Year 6 pupils who could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?                           | 73%   |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?   | 65.5%   |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way? | Yes, we paid for additional lessons for Y5 pupils who had not yet met the KS2 expectations. |