

# Our Lady Star of the Sea Catholic Primary School

Sports Premium Funding Impact Report 2022 - 2023 with planned consolidation for 2023/2024.

In 2013 the Government demonstrated their commitment to Physical Education by announcing the allocation of funding. This funding was jointly provided by the Departments for Education, Health and Culture, Media and Sport, and saw money going directly to primary school head teachers to spend on improving the quality of sport and PE for all their children. The drive behind this funding has always been to ensure that schools can make improvements which are both sustainable and also provide children with opportunities to develop a lifetime commitment to be healthy and active. This funding has continued since, and in 2020/21 funding remained at £17,700 and in 2021/22 £17,948. In 2022/23 school received £17,800 and in 2023/24, the school is set to receive £17,700.

## Our Lady Star of the Sea Vision for the Primary PE and Sport Premium

**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

At Our Lady's, Physical Development lies at the heart of our curriculum. We recognise that it is an integral aspect of whole child development. Our vision is to provide children with a physical vocabulary which grows confidence, self-belief and an ability to realise that the key to unlocking their potential lies within themselves. We know that high quality Physical Education will support each child to become self-aware and progressively enable each individual to begin to understand the potential they have. In developing their understanding of the importance of a healthy lifestyle we hope that every child can begin to make healthy choices.

## Principles

Our PE curriculum's key principles are:

- Pupil Led Learning
- Inspiring & Engaging learning
- Preparation for the Future
- Teamwork
- Leadership

We believe that PE and sports education should help nurture and equip children for the future. It should support pupils in developing values such as:

- Responsibility
- Independence
- Resilience
- Self-motivation

- Respect and consideration for themselves and others
- A perseverance to achieve their personal best

It should support pupils in developing skills such as:

- Communication and presentation
- Social interaction
- Confidence and high self-esteem
- Motivation and aspiration
- Leadership and team work

We recognise that PE and Sport should be quality, fun and fully inclusive regardless of sporting ability or SEND need.

### **Impact of funding**

Since 2013 this extra funding has enabled us to develop our vision: the quality of provision has improved, directly as a result of targeted professional development; active participation across various sports has increased and children are developing a greater understanding of the need to live a healthy lifestyle. From 2019 onwards our objective was to sustain our provision and continuously monitor the quality of what we are providing to ensure sustainability. We are proud of the current PE curriculum provision at our school and of the wealth of extra-curricular opportunities that we provide for our pupils.

## **Measuring IMPACT**

During 2021/22 despite continuing disruption due to varying high infection rates and a greater number of children and staff absences, a structured programme of physical development was delivered across all Key Stages at Our Lady's which enabled children to make progress. During this time staff were able to assess quickly and pinpoint key areas in which gaps were needed to be closed.

It was evident that children's starting points were below the normal expectation pre-pandemic. In all year groups, key skills from previous learning had to be revisited and increased support provided. Like all subjects, staff recognised that the foundation of each skill had to be secured in order for children to have a solid base on which to build. Following assessments, each teaching team were able to focus on specific areas and children were provided with repetitive practise to ensure that skills could be slowly acquired and developed. This resulted in changes to the curriculum which will have implications for curriculum planning during 2022/23.

To support this further, Mr Nay worked closely with teachers to extend physical activities during break times and lunchtimes. Activity programmes were created for each class which enabled children to keep practising skills across the school day. To accommodate this his hours were increased and reorganised to enable him to also support teachers in their curriculum delivery.

Perhaps the biggest impact of the pandemic has been on swimming provision. During 2020/21 children did not return to school swimming lessons and many parents halted swimming lessons beyond the school day. The gaps in this area are extensive and it was recognised that during 2021/22 extra money would need to be allocated to increase provision across year groups.

The next three tables pinpoint the key areas which were targeted during 2021/22 and the impact this targeted support had on children's progress and on staff development. These key areas were extended from 2020/21 as they had not been consolidated as a result of the pandemic.

It is clear that during 2022/23 consolidation will be the key to success. Therefore assessments of progress will need to be taken early and children's on going progress monitored closely and regularly to ensure that the programme of physical development delivered can be tailored to meet need.

The PE leader will need to work closely with teaching teams to ensure that the curriculum meets the needs of children and provides quality staff development.

At Our Lady's we recognise that the disruption to physical development over the last two years has created gaps which need to be closed by tailoring learning and development to need. To achieve this staff development and training is essential and successful strategies need to be embedded and sustainable.

## Impact of 2021/22 PE and Sports Premium

During 2021/22 there was a clear recognition that gaps would need to be addressed and that the work completed during 2020/21 had still not embedded work completed in 2019/20 due to the pandemic. The tables below outlines plans for 2021/22, which were extended from 2020/21. During 2022/23 the strategy is to continue to embed these plans using our Sports Premium Funding (£17,800). This will continue to be a working document which will be evaluated and added to on a termly basis.

Academic Year: 2021/2022 Total Funding: £17,948					
A	B	C	D	E	F 2021/22
PE and Sport Premium Key Outcome Indicator	School Focus/ planned Impact on pupils <b>Intent</b>	Funding £	Evidence <b>Implementation</b>	Actual <b>Impact</b> (following Review) <b>on pupils</b>	Sustainability/ Next Steps
<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</b></p> <p>1. Continued development of Fundamental Movement Skills across Foundation stage. Focusing on teacher and TA subject knowledge and understanding.</p>	<p>To ensure that children develop key skills progressively and any needs identified quickly. To provide experiences and opportunities to practise these skills to be developed further.</p>	500	<p>During July 21 children across foundation were baselined and assessed to target individuals and whole class skills which needed addressing. It was evident that certain skills had still not been developed fully. Teachers shared practice to work alongside each other and to develop understanding. Termly baselines showed gradual improvement. During July 22 G. Swindlehurst worked with S. Lavelle to measure progress and to identify successes and areas for further development.</p>	<p>By the end of July 2022 through changes to curriculum emphasis and pinpointed support most children had made progress and most had achieved key milestones. Teachers confidence in making assessments and identifying next steps had improved and working alongside each other staff were ensuring continuity of assessments.</p>	<p>This work needs to continue and baselines followed by termly evaluations need to be embedded across practice. Current staff are more confident to make judgements. Areas which need further development have been identified and these need to be worked on. We need to keep monitoring skill acquisition to enable any areas which are identified to be targeted. To ensure consistency S. Lavelle will be teaching PE across Rec-Y3 with support from C. Nay.</p>
<p>2. Support continued development of Year 1 teacher as she develops her understanding of FMS and how to identify next steps. Understanding now needs to be consolidated and children's physical development needs to be assessed .</p>	<p>To ensure high quality PE is taking place across Foundation/ KS1. To ensure fundamental movement skills are progressively developed and teachers have a support network to aid this work. To Sustain skill development.</p>	800	<p>G. Swindlehurst worked alongside Y1 teacher again in autumn 2021 to demonstrate how skills can be identified and developed. In July 22 he supported evaluation as baseline was completed. L. Woodend continued to support and mentor. During Feb 22 due to maternity leave support for supply teacher was provided to ensure consistency of approach and progress continued to be monitored.</p>	<p>Lesson evaluations and assessments at the end of July 2022 demonstrated that children made good progress. This also identified skills to be further developed in autumn 2022. Teaching was concentrating on developing key skills and children were growing in confidence. Foundation and KS1 have developed a strong body of understanding and knowledge.</p>	<p>Data from end of year assessments need to be used to inform planning for 2022/23. Next steps need to be planned carefully to meet the needs of the children and to close any gaps.</p> <p>During 2022/23 SL &amp; GS to work alongside Reception/Y1 Teachers to complete baselines and to develop understanding of Key Fundamental skills - how to identify and how to develop next steps.</p>

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<p>Key indicator 1: The engagement of <b>all</b> pupils in regular physical activity – kick-starting healthy active lifestyles</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>To ensure all children are active and are provided with opportunity to develop key skills at their stage of development. To create times for children to practise during breaks and lunch times.</p> <p>Develop staff understanding of games skills working alongside coach to ensure progressive skill development for all children.</p>	14,440	<p>CN employed to continue to provide lunchtime support working alongside Welfare Team and TAS. Worked closely with NG. Pinpointed specific skills to be developed and practised.</p> <p>CN to teach alongside all teachers during games lessons sharing knowledge and technical expertise. Also providing targeted intervention sessions for identified individuals and groups.</p>	<p>All children have continuous opportunities to be active during the school day. Coaching sessions during lunch have structured this time and have provided opportunities for repetition of skills. Through pinpointing specific skills, gaps in physical development have been addressed.</p> <p>Skills are taught progressively and pinpointed. Teachers are more confident and are learning technical aspects alongside CN. Intervention has provided extra reinforcement for children who have fallen behind, Specific programmes for SEND children have been very successful and has enabled greater access to lessons.</p>	<p>CN has developed healthy relationships with all children. He knows their ability and can plan sessions which target specific needs. This is successfully enabling skills to be continuously practised. This allocation of money is a success and needs to be continued .</p> <p>CNs curriculum time has been extended so that he can work alongside all teachers as they deliver games lessons. Intervention has been successful too. This role has been very successful and needs to continue.</p>
<p>Key indicator 5: Increased participation in competitive sport</p> <p>1. Develop opportunities for competition within school. During 2020/21 sports days took place but inter school competitions did not take place. These events enable children to experience competition and to transfer skills and leadership learned through weekly PE teaching.</p>	<p>To ensure healthy competition is embedded within PE lessons and throughout physical activity sessions. To provide opportunities to compete against self, each other and in teams. Recommence competitive opportunities for children across school and beyond.</p>	600	<p>From September 21 lessons were planned to include a competitive element and an opportunity to compete in teams at the end of a block of lessons. Children were taught the important aspects of competition and considered the importance of code of conduct. During spring 22 inter school competition introduced for Y6 and during summer 22 sports days for consecutive classes completed.</p>	<p>Competition within PE lessons is continuing to develop using key skills taught within a block of lessons. Children are continuing to develop an understanding that winning and losing produces different emotions which need to be managed to ensure that opponents are respected. These skills were used by Y6 in the spring to compete with other schools. In Summer children competed in sports day with another year group.</p>	<p>Competition has remained difficult due to the on-going pandemic. Inter school competition has slowly been introduced.</p> <p>During 2022/23 this needs to be developed further with more opportunities for children to compete across schools.</p>

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Swimming  To provide opportunities for children to develop their swimming competency.	To ensure all children can swim 25m by the end of Year 6 and can complete water survival skills competencies.	6,000	All Year 5 children to complete 12 weeks of swimming.  All Year 4 children to complete 12 weeks of swimming  All Y6 children to complete 2 weeks of water survival skills  Top up sessions to be provided for any children who have not mastered key skills during summer. Families to be worked with to ensure swimming beyond school is supporting children's progress	Following 12 weeks of swimming Y5 completed an extra 6 weeks due to many children needing extra practise. By Feb 22 all but 3 children had achieved the expected standard. Families are now being targeted. Y4 children have completed 18 weeks of swimming. This is a weak class and there still remains 8 children who have not met the expected standard—families are being targeted. Y6 children all completed Water Survival and all but one have met the expected standard across both elements.	Swimming across the year needs to be in place during 2022/23. Sports Premium Funding will fund the 24 extra weeks needed.  During 2022/23 swimming will be in place for both Year 4 during the first two terms.  During the summer term top up sessions for identified children across Years 4 and 5 will be provided to ensure children can reach the expected standard.
<u>Meeting national curriculum requirements for swimming and water safety.</u>					
<b>Due to exceptional circumstances children missed swimming during 2020/21. This data is based on current information and reflects Year 6 2019/20 and Year 6 2020/21</b>					
What percentage of your Year 6 2019/20 cohort could swim competently, confidently and proficiently over a distance of at least 25 metres?				93% - 28 out of 30 children	
What percentage of your Year 6 2020/21 cohort could swim competently, confidently and proficiently over a distance of at least 25 metres?				87% - 26 out of 30 children	
What percentage of your current Year 6 cohort (2021/22) use a range of strokes effectively [for example, front crawl, back-stroke and breaststroke]?				97% - 28 out of 29 children	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?				97% - 28 out of 29 children	
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 and we have used a further £4000 in 2021/22 and anticipate the same amount in 2022/23	

## **Measuring IMPACT**

During 2022/23 the programme of physical development was accelerated at Our Lady Star of the Sea. All classes were carefully timetabled to ensure that they were experiencing at least 2 hours of quality physical education. This year was full of change. Six out of the seven teachers are either new to the school or have moved classrooms. It was important that spent time getting to know their class and their curriculum. To support this further, Mr Nay worked closely with teachers to ensure that they had a sound subject knowledge and lessons were organised effectively. We have a growing number of SEND children within school, some of which need further support in PE lessons. In addition to the opportunities presented in lessons, Mr Nay has also provided intervention for children with specific needs or who have gaps in their FMS.

Break and lunchtime has been seen as an extension to the school day and included within our offer; it is not seen as something separate. During break and lunchtimes, Mr Nay extends physical activities. Activity programmes were created for each class which enabled children to keep practising skills across the school day. To accommodate this his hours were increased to support this.

One aspect of the programme that had to stop as a result of the pandemic was extra-curricular opportunities. The pupils in school already attend a wide selection of clubs beyond the school gates, however it was important that we offered a number of opportunities in school. Mr Nay's hours were increased to provide before and after-school clubs. Judo was also introduced throughout the year for all pupils from Year 6 to Reception. The SSP was used to match-fund pupils to take part in the course.

The next three tables pinpoint the keys areas which were targeted during 2022/23 and the impact this targeted support had on children's progress and on staff development.

It is clear that during 2023/24, assessments of progress will need to be taken early and children's on going progress monitored closely and regularly to ensure that the programme of physical development delivered can be tailored to meet need.

The PE leader will need to work closely with teaching teams to ensure that the curriculum meets the needs of children and provides quality staff development.

At Our Lady's we recognise that the disruption to physical development over the last few years has created gaps which need to be closed by tailoring learning and development to need. To achieve this continued staff development and training is essential and successful strategies need to be embedded and sustainable.



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<p>2. Support continued development of Year 1 teacher as she develops her understanding of FMS and how to identify next steps. Understanding now needs to be consolidated and children's physical development needs to be assessed .</p>			To ensure high quality PE is taking place across Foundation/ KS1. To ensure fundamental movement skills are progressively developed and teachers have a support network to aid this work. To Sustain skill development.	800	G. Swindlehurst worked alongside Y1 teacher again in autumn 2022 to demonstrate how skills can be identified and developed. In July 23 he supported evaluation as baseline was completed. In Feb 23, G. Swindlehurst worked with the new Year 2 teacher (maternity cover) to ensure that delivery was consistent.	Lesson evaluations and assessments at the end of July 2023 demonstrated that children made good progress. This also identified skills to be further developed in autumn 2023. Teaching was concentrating on developing key skills and children were growing in confidence. Foundation and KS1 have developed a strong body of understanding and knowledge.	Data from end of year assessments need to be used to inform planning for 2023/24. Next steps need to be planned carefully to meet the needs of the children and to close any gaps.  During 2023/2024 GS to work alongside Reception/Y1 Teachers to complete baselines and to develop understanding of Key Fundamental skills - how to identify and how to develop next steps.



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Extra-curricular opportunities.	To ensure all children have access to extra-curricular opportunities from a range of sports.	3,000	All children to be offered judo from Year 6 through to reception.  Clubs were a paid club which the school match-funded for the children.  School paid for extra club through CN Active.	In July 23, 160 children had taken part in judo across the school and had requested more clubs to take place the following year.  PP children were represented highly in the 160.  Children who are involved in judo outside of school have supported the clubs as young leaders.	Archery and fencing have been booked in for the following year and the same principle will apply.  There is an increased number of children participating in extra-curricular clubs for the first time.

<u>Meeting national curriculum requirements for swimming and water safety.</u>	
<b>Due to exceptional circumstances children missed swimming during 2020/21. This data is based on current information and reflects Year 6 2019/20 and Year 6 2020/21</b>	
What percentage of your Year 6 2021/22 cohort could swim competently, confidently and proficiently over a distance of at least 25 metres?	87% - 26 out of 30 children
What percentage of your Year 6 2022/23 cohort could swim competently, confidently and proficiently over a distance of at least 25 metres?	93% - 28 out of 30 children
What percentage of your current Year 6 cohort (2022/23) use a range of strokes effectively [for example, front crawl, back-stroke and breaststroke]?	93% - 28 out of 30 children
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93% - 28 out of 30 children
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?	No - not in 2022/23. However, it will be next year when we are lowering the age which children go swimming. We will provide additional swimming to Year 3 children. Year 2 will also have the opportunity to visit the pool.

## Going forward into 2023-2024

It is important to consolidate the work that we have done on FMS throughout the school. Staff CPD is central to this. We will continue to work with the Lancashire PE Advisor and Glenn Swindlehurst to ensure that quality first teaching is taking place. Chris Nay will work with all classes from nursery to Year 6, this will ensure consistency in delivery. From this, information about all children can be used for targeted intervention at break and lunch times.

Swimming is going to a new priority for 2023/2024. The age at which we take children swimming will be lowered to Year 3. Next year, both Year 3 & Year 4 will swim. We are located by the seaside, and in terms of life-skills, swimming is a priority. There will also be an opportunity for Year 2 to go swimming in order to prepare them for Year 3.

All opportunities for children to participate in physical activities which present a challenge and room for them to explore and apply their skills need to be further developed alongside intra-school competition. It is hoped that we will link with another local primary school to offer a competitive element to all of the pupils in school from R - Yr 6.

Extra-curricular opportunities will be explored once again and offered to all pupils. Sports that are not mass participation in our area are being targeted - fencing and archery. This will give the children different experiences.

During 2023/24 physical development will remain a key priority and the curriculum will be planned carefully to ensure that skills can be progressively developed and that Sports Premium Funding can be utilised to have the biggest impact on children's physical confidence and active lifestyles.