

2023 - 2024



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised May 2021

Commissioned by the
Department for Education
Created by



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements for St Martin's Federation of Schools:	Areas for further improvement and baseline evidence of need:
<p>-Won the District Sport competition for the Borough for the first time ever</p> <p>-All children participated in Sports Day with equal opportunity for involvement</p> <p>-Achieved Platinum status in the Surrey School Games Mark</p> <p>-76% of children from year 1 – year 6 working at expected standard for their year group and 18% working at greater depth.</p> <p>-PE lead out of class once a week to support focused groups, teacher development and promote the importance of an active lifestyle across the school</p> <p>-100% of our children are active for 30 mins a day</p> <p>-Quality PE lessons (minimum 2 hours a week) and active ideas supplied during Home Learning</p> <p>-Regular sports events held across the school including cross country tournaments and PTFA sponsored sports events</p> <p>-Currently around 17 different sports being taught – including news sports like Croquet Golf.</p> <p>-CPD training provided for staff to develop teaching and learning in PE and Games</p> <p>-Hosted and organised several borough tournaments including netball, football and rounders</p> <p>-Whole school sports day promoting sportsmanship, equality and teamwork across year groups</p> <p>-Play Leaders embedded in school curriculum and support active choices across the school</p> <p>-‘Active Honours’ board up in main hall to celebrate exceptional sporting achievement</p> <p>-Entered Borough tournaments and reached County level (cricket – years 5 and 6)</p> <p>-Maximum participation in inter and intra school competitions</p> <p>-Links made with several local sporting clubs including Tennis, Swimming, Rugby and Cricket</p> <p>-‘Active’ stations and inspirational quotes increasing ad hoc active participation</p> <p>-Significant enhancements and maintenance to playgrounds to promote active break times</p> <p>-Teachers complete the Daily Mile at least 3 x a week with improved focus from children</p>	<ul style="list-style-type: none"> • To make sure all sports at St Martins are delivered in an inclusive way and every child has the opportunity to take part (from in lessons to representing the school). With a focus on SEND and girls participation • To ensure children remain active daily and continue to receive high quality PE lessons for a minimum of 2 hours per week • To maintain links with local clubs and offer a variety of sports with specialist coaching across the school – focus on rugby, golf and gymnastics • Implement new PE scheme of work to support PE teaching, curriculum delivery and assessment • Develop our lunchtime provision to promote positive behaviour and encourage active lifestyles

Total for academic year 2023/2024 - £37,400

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
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Meeting national curriculum requirements for swimming and water safety	National data 2018	20-21	21-22	22-23	23-24
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	72%	73%	81%	85%	81%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	56%	64%*	76%	81%	79%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	34%	NA*	76%	79%	65%
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				

*Please note, due to Covid19 restrictions, children only took part in 8/20 lessons. No data supplied for self-rescue as these lessons did not take place.

** Please note the change in swimming providers and assessment for Year 6 academic year 23-24. All children completed a baseline in the 3 areas and made progress. Those not meeting expectation are offered additional sessions to catch up by the time they leave KS2.

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: £37,400		Date Updated: 1 st September 2023	
<p>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</p>					<p>Percentage of total allocation:</p> <p>27%</p>
Intent	Implementation		Impact		Sustainability and suggested next steps:
Swimming provision targeted to exceed NC requirements with additional teaching to target pupils who have not been able to meet the NC requirements for swimming and water safety after the delivery of core swimming / water safety lessons.	<ul style="list-style-type: none"> -Intensive course of 2 weeks (10 hours for each child) swimming lessons by expert coaches -Regular assessment of pupils to maximise outcomes – supervised by Active lead and supported by class teachers -Provide further support to those struggling to meet objectives and highlight those children exceeding -Look for competition opportunities for those children working above expectation -Any children not meeting NC objectives will be offered further support (children swim in Year 4 so can be offered additional lessons in Year 5 and Year 6) 		<p>Funding allocated</p> <p>£7000</p>	<p>After completing a 2-week intensive course, the exit data shows children are reaching goals much higher than the national average.</p> <p>Any children not meeting the NC requirements were offered catch up sessions to support this. (See separate assessment data).</p> <p>No competition opportunities currently available locally. Continue to investigate this across the borough.</p> <p>Children exceeding were given details of the local swimming club should they wish to continue at club level.</p>	<p>Continue to offer catch up support for children not meeting NC requirements (assessment tracking).</p> <p>Continue 2-week intensive programme for Year 4 children.</p> <p>Look for opportunities to compete locally.</p>
All children engage in 2 hours of quality PE lessons every week. Children learn skills through a high quality and progressive PE curriculum.	<ul style="list-style-type: none"> -All children have an afternoon of PE/Games rotation to benefit the strengths of year group teachers (40 minutes on 3 separate sports) -Skilled teachers and coaches work to share excellent practice throughout the school -Use of Get Set PE is implemented and 		<p>£1000</p>	<p>Rotation afternoon working well and all outdoor spaces being utilised. Get Set PE has worked well to develop teachers' confidence and additional resources have been purchased as needed to support the curriculum (e.g introduction of golf).</p> <p>PE lead has supported teachers as required to deliver quality first teaching. Physical</p>	<p>Continue to develop high quality teaching and training for any new staff.</p> <p>PE lead to monitor lessons and ensure progression across the</p>

	<p>monitored by Active Lead</p> <ul style="list-style-type: none"> -EYFS use outdoor provision with bikes, climbing frames, large construction to help meet physical learning goals -Equipment provided and maintained for a rich and engaging curriculum 		<p>learning goals are well assessed and planned for by EYFS teachers with good use of resources in outside areas. Equipment is well maintained and safe and suitable for use.</p>	<p>curriculum.</p> <p>Ensure equipment is safe and well maintained to support lessons.</p>
<p>To build on inclusivity within sport across the school with a focus on SEND children, girls participation and vulnerable children attending extra-curricular clubs.</p>	<ul style="list-style-type: none"> -Use of new scheme of work and PE lead support to help teachers meet the needs of SEND children -PE lead to make sure that girls have equal opportunities when competing or participating in school sports (Barclays Football events) -Ensure all vulnerable children have access to extracurricular clubs and create a baseline for this to show progress over time -Identify less-active children through baseline questionnaire and use PE lead to help engage them in a variety of sports, responsibilities and making active choices -Subject stories and data reflect targeted improvement 	<p>£2000</p>	<p>Through tracking, we can see that there is a wider variety of children taking part in more gender stereotyped sports (for example, this year we had a large amount of boys in the netball team and our girls football team won the borough tournament). PE lead has supported staff in ensuring that all SEND children feel included in PE lessons and that the lessons are well planned for. Any key children have been offered the opportunity to join extracurricular clubs and some have had the opportunity to represent the school. Less-active children are supported in PE lessons with a focus from teachers and LSA's to engage them as much as possible in lessons and create an inclusive environment.</p>	<p>Continue to track gender data for sports clubs and competitions. Try to promote a wider variety of gender inclusive events within the Borough.</p> <p>Monitor SEND children in PE lessons to ensure equal opportunities and look for chances to represent the school if relevant.</p> <p>Teachers to monitor and feedback to PE lead on the less active children in their class and performance in physical activity.</p>

<p>Key indicator 2: The profile of Physical Education, School Sport and Physical Activity being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p>
	<p>23%</p>

Intent	Implementation	Impact
<p>Use of lunchtime development team (LDT) to promote physical activity at break times to improve behaviour and promote active lifestyles.</p> <p>Year group timetables reflect opportunities for physical activity</p>	<ul style="list-style-type: none"> -Employ specific midday supervisor to work on promoting play and active lunchtimes, to be line managed by PE Lead -Work alongside LDT to promote play during unstructured times (break/lunch) -Review impact of LDT on behaviour and focus in class -Ensure equipment is high quality and beneficial to promoting positive play 	<p>Funding allocated</p> <p>£5000</p> <p>Behaviour has significantly improved at lunchtimes and surveys/pupil voice report that children feel happier and safer now there are more activities on offer.</p> <p>Play Lead supervisor is working brilliantly engaging the children in physical activity and positive play.</p>

<p>through use of movement breaks across the school.</p> <p>Maintenance of equipment to ensure teachers can deliver high quality PE lessons and equipment meets safety requirements so children can keep active at school.</p>	<ul style="list-style-type: none"> -Continue to monitor Daily Mile and its impact on children’s focus in class -Pupil voice to gauge what the children would like from active spaces and impact on existing areas -Use of active burst tasks on new scheme of work to ensure all children are engaging in physical activity -Order/Timescale/Groundwork to be considered - Visits to other schools to form ideas on what equipment has been successful -General maintenance of outdoor active spaces – climbing wall, play frames, Fresh Air Fitness 		<p>Equipment is well maintained and looked after by midday supervisors. LDT meet frequently to discuss progress and areas for development. New lunchtime clubs and play rota has meant children have a wider choice and Year 6 Play Leaders have helped to support this across younger years. All outdoor areas are being well used to maximise space. LDT has made visits to other schools and used this to support ideas (use of tires and tight rope outside). Premises regularly review safety of equipment in line with school policies.</p>	<p>Continue to review and maintain safety of equipment and opportunities for new activities through regular LDT meetings.</p>
<p>Sports Crew and Play Leaders are appointed in school as roles of responsibility. Sports reports and awards are presented by children in assemblies and celebrated in the weekly newsletter giving sport and participation a high profile (Active Ambassadors).</p>	<ul style="list-style-type: none"> -PE Lead to complete training with the children – all Year 6 to be involved across the year to build on responsibility and school values -Sports Crew to be involved on leading and supporting events for younger children -Weekly Active Ambassador from improvement in PE lessons - Active Honours awarded at the end of each year and displayed on the hall board. 	<p>£500</p>	<p>All Year 6 children were Play leaders and enjoyed taking on the responsibility supported by the lunchtime team. Training given by PE lead to ensure they were positive role models to younger year groups. Sports Crew supported Sports Day and other sporting events across the school. Active Ambassador handed out weekly and made clear it is for achievements in school to make it inclusive for all. Active Honours awarded and displayed on board.</p>	<p>Train new Year 6 Play leaders to support new activities with younger children.</p> <p>Continue: weekly Active Ambassador and publish in newsletter</p>
<p>Opportunities are provided for children to be active outside of PE lessons. Making links with local clubs and providing a variety of sports workshops.</p>	<ul style="list-style-type: none"> -Intra school competitions to be organised by PE lead – cross country, Olympics (summer term in lead up to Paris 24) -Look at organising an annual family sports festival/fun run. -Offer a wider range of sports clubs at 	<p>£3000</p>	<p>Links made with local sports clubs include: hockey, tennis, football, Ultimate Frisbee, swimming, netball. Olympics activities celebrated within year groups in the run up to the Paris games. A variety of active lunchtime clubs offered including netball,</p>	<p>Look at organising an annual family sports festival/fun run (local schools)</p>

	lunchtime (look into external providers)		skipping and athletics.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				36%
I n t e n t	Implementation		Impact	
<p>All staff to receive quality CPD through team teaching and specialist workshops.</p> <p>As a result, all children participate and engage in 2 60-minute quality PE lessons a week that are adapted to suit all needs.</p> <p>Teachers deliver lessons with high expectations and achieve great outcomes for their class.</p>	<ul style="list-style-type: none"> -PE Lead to deliver and arrange CPD to ensure staff are aware of NC outcomes and how best to support/challenge the children in their class -CPD content to be decided by staff questionnaires and baseline checks to focus on key areas of the curriculum highlighted for development (gymnastics, dance, OOA) -PE team to complete learning walks and ensure all classes have access to outdoor space and appropriate equipment -Active School membership-access to PE updates, courses and advice on curriculum developments for subject lead -Rota in place and monitored for use of outdoor areas to ensure maximum use 	£2,000	<p>CPD provided to teachers as needed by PE lead. New scheme of work has given teachers greater confidence when adapting their lessons to support all pupils.</p> <p>OOA has been highlighted as an area for development and new equipment and training provided on this to make use of the school grounds.</p> <p>Learning walks have demonstrated good participation in lessons and children are engaged and excited to learn new skills. Staff seem confident and happy when teaching PE and enjoy the 3-way afternoon rotation. Outdoor area rota working well. PE lead attended Webinar on change to Sport Premium funding and how best to report spending.</p>	<p>Staff questionnaire for this academic year and any CPD areas to focus on.</p> <p>New reporting tool for Sport Premium to be launched by DofE next year – PE lead to look out for developments.</p> <p>Continue monitoring of teaching and ensure a minimum of 120 minutes a week.</p>
<p>Teaching and learning of PE is monitored by sports coach with a focus on keeping all children active and supporting teaching staff and quality CPD to ensure they are confident in meeting the NC objectives for their year group.</p>	<ul style="list-style-type: none"> -Provide specific training for children representing the school at events and for individual groups targeted by PE lead and teachers as needing support -Sports Coach to work individually with each year group to identify the needs of both the teachers and children -Ensure schemes of work are embedded and supporting all pupils to reach their full 	£10,600	<p>Regular monitoring by PE lead has meant that as a school we are confident we are delivering an inclusive curriculum that engages and challenges our pupils. Regular discussions and feedback from staff shows they are more positive about teaching PE and feel able to ask for help if they are unsure. PE Lead has good awareness of the needs of children across the school and</p>	<p>Create curriculum map for the year ahead based on feedback form last year.</p> <p>Support teachers with new classes to ensure all children feel supported and engaged in PE lessons.</p>

	potential -Mapping of the school to be used as part of developing orienteering under new scheme of work	£1000	works with class teachers to help come up with strategies to support in PE lessons. Mapping is clear and has been adapted to suit the needs of each year group.	Staff questionnaire to help build confidence and identify areas of support for PE lead time.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				9%

I n t e n t	Implementation	Impact	
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Bring in different workshops to encourage children to take part in a variety of sporting activities: Fencing workshop Ultimate Frisbee Zumba Quidditch Epsom Tennis Club Epsom Hockey Club Look at potential for gymnastics workshop Dance Festival Provide coaching and equipment to include this in our PE curriculum. Children are active and enjoy sessions delivered by professional coaches and links made to local community.	-Talk to local school and clubs about what is on offer for children in the area (e.g., Epsom Fencing and Ultimate Frisbee) -Source appropriate local coaches and think about how this works best with year group curriculum – focus on gymnastics, golf, basketball (as highlighted in Pupil Voice last year) -PE Lead to speak to children about what sports they would like in school - Teachers’ pedagogy is developed by observing coaches – feedback to PE lead -Ensure we have the relevant equipment to continue new sports	£3300	This year we have made links with several local clubs including Ultimate Frisbee which we also helped to support a borough wide tournament introducing over 100 children to the sport. Links were made with over 5 different clubs and children were able to participate in tournaments using local facilities – such as the grounds at Epsom Hockey Club. Gold was difficult to include so will continue to investigate this. Coaches were observed by staff improving pedagogy in cricket, netball, football and tennis. All equipment audited and replaced as needed.	Continue to explore options for coaching across year groups and new sports/links with local clubs. Seek opportunities to set inter and intra school competitions in a wide variety of sports.
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			5%
Intent	Implementation	Impact	
<p>All children participate in school sports competition.</p> <p>Children represent the school confidently equipped with the skills needed to enjoy specific sports.</p> <p>Children are introduced to competitive sport and the importance of teamwork and sportsmanship.</p>	<p>-Sports news celebrated in whole school assemblies / newsletters / social media</p> <p>-Intra school competitions provided for all children each term</p> <p>-Active team attend all EEPSSA borough tournaments and ensure a variety of staff members can attend for longevity across the school</p> <p>-PE Lead to attend network meetings to oversee the timetable of events for the borough. Host and organise tournaments where possible</p> <p>-Regular coaching provided for school teams so children feel prepared for events and raise sporting profile.</p>	<p>£2000</p> <p>We have had a hugely successful year, taking part in over 50 tournaments/matches competing against schools in the borough. These have included over 10 different sports and hundreds of children have had the opportunity to represent the school and take on sports leadership roles. All children in year 6 have been Play Leaders and help support our new lunch initiatives across the school. We have also introduced new sports including Ultimate Frisbee, dodgeball and golf. Some highlights include winning District Sports, the borough cross country, coming first in the girl's football league, reaching county finals for year 5 and 6 boys and girls cricket and winning the majority of our football and netball league matches. More importantly all our children have had the opportunity to take part in whole school's events including Daily Mile and Sports Day, as well as focused activities in each year group such as tennis lessons and quidditch. Weekly newsletters, Active Ambassador awards and our annual Active Honours has meant children strive to be the best they can.</p>	<p>Continue to attend and seek out opportunities for competitive sport.</p> <p>Ensure equal opportunities and involvement for all pupils through targeted competitions focusing on children less engaged in sporting activity.</p> <p>Continue to find ways to raise the profile e.g. through promotional videos for the school website.</p>

Signed off by	
Head Teacher:	Kate Marchesi and Maggie Down
Date:	20.9.23
Subject Leader:	Francesca Heasman
Date:	20.9.23
Governor:	Jaynn Taylor – Teaching and Learning Lead Governor
Date:	20.09.23

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