

**Ursuline Catholic Primary School**  
**Sports Premium Statement Review**  
**2022-23**



**Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.**

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Introduction of OAA, Fundamental Movement Skills and Dance into our school curriculum.</li> <li>• Implementation of new PE software, PE Passport.</li> <li>• Success in inter-school sports. (Football, Cross Country, Dodgeball, Multisports).</li> <li>• Widened extra-curricular offer using pupil voice to carefully select clubs.</li> <li>• New format for breaktime and lunchtime football introduced using a 4v4 format.</li> <li>• School social media platforms are providing parents with updates on sporting achievements and helping to raise the profile of PE in school.</li> <li>• Annual Y6 Residential Visit promotes resilience and teamwork.</li> <li>• Outdoor and indoor multi-sports courts maintained for consistent use. Some areas have an all-weather (AstroTurf) surface.</li> <li>• Planning permission submitted for instillation of 3G surface.</li> <li>• Links with Feeder High Schools such as Chesterfield, Sacred Heart and Merchant Taylors.</li> <li>• CPD opportunities for our current Sports Apprentice.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to identify CPD opportunities for Sports Apprentice.</li> <li>• Continue to monitor use of PE Passport software to evidence and collect data.</li> <li>• Explore further sports for reluctant pupils and those who do not get to represent the school in team events</li> <li>• Look to implement 'Intra-School' competitive sport into existing PE offer.</li> <li>• Continue to remain competitive in inter school sport fixtures/ tournaments.</li> <li>• Improve teachers' PE teaching through correct explanation of skills and the correct use of vocabulary through observations of excellent teaching practice.</li> <li>• Explore further opportunities for Outdoor Learning (LOTTC) through Beach School and Crosby Marina &amp; Lakeside.</li> <li>• Re-design our school field with 3G Surface to optimise opportunity for physical activity.</li> <li>• Monitor the delivery of existing staff and</li> <li>• Widen our current extra-curricular club offer using pupil voice.</li> <li>• Create a wealth of opportunities to contribute towards cultural capital.</li> <li>• Monitor existing extra-curricular club offer to ensure all year groups have equal experiences.</li> <li>• Use PE data to identify and target our 20% least active children.</li> <li>• Continue to monitor social media to help raise the profile of PE in school.</li> <li>• Incorporate more lunch time activities by planning for lunchtime staff to lead activities in designated areas.</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	85%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	91%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	92%
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.

## 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 students today and for the future.

Academic Year: 2022/23	Total fund allocated: £19520	Date Updated: July 23		
<b>Key indicator 1:</b> The engagement of <u>all</u> 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: %
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Provide a broad and balanced curriculum which includes a clear narrative from EYFS-6 relating to key concepts within PE.</p> <p>Provide positive experiences with an aim to establish lifelong interest in physical activity by increasing the range of physical activities to include: athletics, dance, games, gymnastics, swimming and outdoor education.</p>	<ul style="list-style-type: none"> <li>• Fully implement PE passport alongside new long / medium term plan from EYFS to Y6.</li> <li>• Monitor the impact of new curriculum through observation, staff/pupil voice.</li> <li>• Observe teaching and arrange appropriate CPD to upskill staff.</li> <li>• Raise awareness of possible cross curricular links to physical education – eg, Heart Rate in Science.</li> <li>• Host intra school competitions.</li> <li>• Install new 3G playing surface to host intra school fixtures/competitions.</li> <li>• Use pupil voice to identify sports that reluctant learners enjoy participating in – this will help to target our least active 20%.</li> <li>• Expand our existing extra-curricular offer.</li> <li>• Active break times which will be led by lunch time staff and sports</li> </ul>	£1300	<p>-Implementation of PE passport has enabled teachers to collect a bank of evidence of taught sessions.</p> <p>-PE passport has enabled teachers to assess and collect data based on performance of pupils within PE.</p> <p>-PE passport has enabled teachers to access CPD to raise standards of teaching and learning across the school.</p> <p>-3G surface quote received for ground work, moving into final stages.</p> <p>-Use of PE pupil questionnaires to identify after school club activities resulted</p>	<p>-Continue to implement PE passport for assessment and evidence across the school.</p> <p>-Continue use of Impact Reports to show attainment within year groups.</p> <p>-Locate fitter for 3G surface now quote for ground work has been received.</p> <p>-Once surface has been fitted, identify dates for possible hosting of inter school sporting fixtures.</p> <p>-Continue to expand existing extra-curricular offer by involving a wider range of school staff.</p>

	coach. This includes use of the activity markings on the playground and our outside play equipment.		in large numbers of participants attending clubs.	
<b>Key indicator 2: The profile of PE and School Sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: %
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
The integration of PE and sport into a curriculum which gives all pupils the knowledge and cultural capital they need to succeed in life.	<ul style="list-style-type: none"> <li>• Create stronger links between PE and other curriculum areas to deepen understanding. For example: Dance to tie in with History/Geography units. Outdoor Adventurous Activities ties with fieldwork, Geography.</li> <li>• PE / World Cup 2022 Qatar school project to promote and raise the profile of competitive sport in school.</li> <li>• Implement a Greater Depth day, inviting other children from other schools to visit Ursuline and train together in invasion games such as football. This will help to raise the profile of PE at Ursuline in the community.</li> <li>• Sports coach will teach and model how to lead simple activities to encourage participation, especially in</li> </ul>	£3500	<ul style="list-style-type: none"> <li>-Long term plan structure enabled Dance to be taught alongside History topics such as Ancient Egypt or Greece, leading to deeper learning opportunities for pupils.</li> <li>-PE World Cup Competition completed and winner selected.</li> <li>-PE Sport Coach used to model skills/refereeing to midday staff during lunchtimes to ensure activities are lead confidently.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss long term plan with current school staff to identify further areas for cross curricular learning within PE.</li> <li>-Identify further competitions / events in the sporting calendar to promote within school.</li> <li>-Offer CPD to lunchtime staff to upskill to lead specific activities during lunchtimes.</li> <li>-Continue to widen existing activity offer during lunchtimes.</li> </ul>

	activities which are led by midday staff or prefects.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• Provide staff with professional development, mentoring, training and resources to help them teach PE and Dance provision effectively thus improving teaching and learning and outcomes for pupils.</li> <li>• Ensure that all staff have a diverse knowledge of different PE topics and can confidently deliver a wealth of age-related activities to their class to further improve the quality of teaching and learning.</li> <li>• Provide staff with access to PE passport, our curricula monitoring system for PE</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers work alongside Apprentice Sports Coach to plan, team teach and lead PE lessons.</li> <li>• Teachers to follow PE passport to ensure a challenging, progressive approach to planning and delivery.</li> <li>• Identify areas for required CPD and arrange appropriate training.</li> <li>• Arrange for Sports Coach and other staff members to observe excellent teaching practice within PE.</li> <li>• Teachers/Sports Coach to use consistent use of key vocabulary through lessons</li> <li>• Teachers/Sports Coach to provide summative assessment through our PE passport system. This is to be quality assured by coach, subject lead and SLT.</li> <li>• Introduce retrieval activity for the start of each PE session, as seen in other areas of our curriculum.</li> </ul>	<p>£10218 £2145</p>	<ul style="list-style-type: none"> <li>-Higher standards of teaching and learning within PE evident during observations.</li> <li>-Evidence of progressive delivery through photos/videos saved on the passport.</li> <li>-Required CPD delivered for identified staff which resulted in higher standards of teaching and learning.</li> <li>-Use of technical/key vocabulary evident throughout sessions observed raising standards of teaching and learning within the subject and helping with recall.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to introduce retrieval activity for the start of each PE session, as seen in other areas of our curriculum.</li> <li>-Continue to organise CPD through PE passport for teaching staff.</li> <li>-Continue to use PE passport as a form of summative assessment and create impact reports based on findings.</li> </ul>

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Preparation for and participation in various organised sporting events across Crosby and wider areas.</li> <li>Increase the competitiveness and range of sports/skills in our Annual Sports Day</li> <li>Termly Intra-School competitions (half days-afternoons)</li> <li>Children have access to a range of non-traditional after school clubs</li> </ul>	<ul style="list-style-type: none"> <li>Consult with pupils, staff and parents to identify activities and sports that will engage and motivate pupils.</li> <li>Buy equipment to increase the range of provision provided.</li> <li>Target the least active children within school by carefully selecting appropriate activities to encourage participation.</li> <li>Create links with Lakeside Leisure centre so that our children can access a range of water sports activities that they are unlikely to have experienced before.</li> <li>Create stronger link with Chesterfield High School through their weekly school competitions.</li> </ul>	£135	<ul style="list-style-type: none"> <li>-Use of pupil questionnaire to identify sports children would like to participate in during after school / lunchtime clubs.</li> <li>-Equipment sourced to deliver all areas of curriculum.</li> <li>-Links with high schools evident through participation in competitions.</li> <li>-Least active children targeted through use of lunchtime and after school clubs.</li> </ul>	<ul style="list-style-type: none"> <li>-Continue to create and widen links with nearby high schools to increase sporting opportunities for pupils at Ursuline.</li> <li>-Continue to target children through use of after school clubs, using pupil questionnaires to identify desired sports.</li> <li>-Continue to liaise with Lakeside Leisure to create links and a pathway for more adventurous activities.</li> </ul>
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:



<ul style="list-style-type: none"> <li>• Access to a broad range of competitive sports for reluctant pupils and those not selected for school teams</li> <li>• Further success in inter school competitive sport</li> </ul>	<ul style="list-style-type: none"> <li>• Embed 'Intra-School' Tournament Days (one per term per year group)</li> <li>• Broader range of sports/equipment available for children during break/lunch times</li> <li>• Introduction of small competitions in PE lessons for all areas of the curriculum.</li> <li>• Teachers encouraged to provide many sporting opportunities through PE/PSHE &amp; Wellbeing</li> <li>• Participate in Crosby &amp; District competitions.</li> <li>• Identify and remove barriers that prevent children from attending after school clubs.</li> <li>• Use midday staff to organise mini games during lunch times to maximise opportunities to practice skills in competitive situations.</li> </ul>	<p>£500</p>	<p>-School wellbeing afternoons have had positive impact on number of children attending after school clubs.          -Children have been able to compete against other children from other schools in competitive competition.          -Use of pupil voice / questionnaires have identified barriers preventing learning, enabling staff to find ways of removing potential barriers and increasing participation.</p>	<p>-Implement small competitions within each unit each half term to help children become used to competing against others.          -Continue to invest in sports equipment. Complete an equipment audit to identify areas that need to be purchased.</p>
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