

Key achievements to date until July 2023	Areas for further improvement and baseline evidence of need:
<p>Sports Premium Funding is used on an annual basis to purchase a PE bag, shorts, joggers and 2 t shirts for pupils in Reception, ensuring they have the necessary PE kit for their lessons. Additionally, all uniform can be purchased for pupils at a 50% discount.</p> <p>Peer supporters have been trained and have attended half-termly meeting to support the development of their role on the playground and encourage pupils to play more respectfully, show compassion and be resilient.</p> <p>43% of our children have attended at least one sport related club this year.</p> <p>We attended the WASPS KS2 gymnastics competition for the first time and had one of year 3 pupils come away with a bronze medal.</p> <p>Our football team has entered the WASPS tournament for the first time. We have included lots of opportunities for all pupils that attend our club to engage with friendlies against other schools or local tournaments organised by other schools and the event hosted at the Jack Hayward Training Ground.</p> <p>This year we have achieved silver in the school games mark, showing our commitment to school sport and physical activity.</p> <p>Our pupils had a visit from Paralympian Callum Deboys so that he could share his story and lead our pupils through a sponsored fitness session to support future competition. We managed to raise a staggering £1301.50.</p> <p>The progress our pupils in Year 3 have made is exceptional. We now have 74% of the class out of armbands. 41% of our pupils are exceeding the swimming expectations for their age.</p>	<p>Create Development will be furthering the development of our staff's teaching of PE through the delivery of bespoke CPD (Focus agreed upon with the MAT P.E. teacher).</p> <p>Look at how staff can be supported further to ensure high-quality teaching and learning within P.E.</p> <p>Review physical activity and school sport provision and agree what steps should be taken to improve provision.</p>

Did you carry forward an underspend from 2021-22 academic year into the current academic year? Yes

Flooring for trim trail	£4,140
Adjustable basketball posts	£3990
Trim-Trail Contribution (21-22)	£2858
Two recessed goal ends	£2050
Active roleplay/reading shed	£1990
Real PE Membership	£1190
PE Kits	£1170.06
Football Kit	£572.7
Lunchtime Equipment	£492.21
Football shin pads	£116.91
Sports Day Rewards	£22.50
Hoop Hooks	£20.96
Total expenditure	£18,610.34
Total to be spent for this academic year 2022-23	£18,535

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022. Please see note above</p>	20%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	17%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0%
<p>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?</p>	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 pupils today and for the future.

Academic Year: 2022-23		Total fund allocated: £		Date Updated:	
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					Percentage of total allocation:
					83.8%
Intent		Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
To provide a safe environment (flooring) that allows pupils to make use of the trim-trail in most weather conditions, supporting the development of their confidence and management of risk – while also helping them to develop their fundamental movement skills (locomotor and stability)		Purchase the flooring for the trim-trail. PE lead to encourage pupils to play on different areas of the trim-trail attempt developmentally appropriate challenges.		£4140	Pupils are enjoying use of the trim-trail and have grown in confidence. Less confident pupils have started to use more areas of the trim-trail and some have gone on to combine this with increased speed, further developing their balance and strength.
To support the development of their confidence and management of risk – while also helping them to develop their fundamental movement skills (locomotor and stability)		Contribution from 21-22 SP funding towards the trim-trail (built last academic year).		£2858	Less active pupils have also started to use the trim-trail to play.
					The flooring and trim-trail will be there for years to come, meaning that all pupils can have consistent use of the trim-trail. To further increase its use for all pupils, the amending or potential removal of the class could be considered in the future (allowing multiple year groups to use the trim-trail together). This would be dependent upon the interest of classes and individuals to ensure that the safety of the trim-trail due to the number of pupils is not compromised.

<p>To provide a safe environment for all pupils (and a suitable area for sporting activities such as football and basketball), goal ends and basketball posts have been built on the playground to support higher levels of physical activity but also the development of school values and game-based skills (such as respect, tolerance, compassion, cooperation, communication, decision-making, passing, shooting).</p>	<p>The purchase of the goal ends and posts was organised with our site team and the company.</p> <p>A rota was shared with staff and pupils to ensure that pupils have equal opportunity to access the area. The PE subject lead works with other lunchtime staff to supervise the activities and games, supporting the school values and games-based skills.</p>	<p>£6040</p>	<p>Pupils have enjoyed an area fit for the purpose of more sporting activities, allowing them to practice their shooting and passing more effectively. Those pupils not normally as engaged or active have made use of the space at times.</p>	<p>The area will remain a permanent feature that can be used by subsequent pupils to help them develop the skills outlined.</p> <p>Look at the purchasing and installation of fencing along the length to enclose the area and allow for more competitive play at lunchtime or as part of extra-curricular clubs.</p> <p>Consider providing access for pupils in KS1 to extend opportunities for all pupils as part of age-appropriate lunchtime activities or extra-curricular clubs. Groups could be targeted to develop and extend school values and game-based skills (SEND, less active, higher attaining pupils)</p> <p>Plan out extra-curricular provision to make use of the space (for example, basketball or football clubs).</p>
<p>To provide the means to develop pupils' interest and motivation, increasing their participation in imaginative role play activities that supports higher levels of physical activity.</p> <p>To support pupils' emotional health by providing the means for pupils to reflect within an area of safety and quietness, helping them to regulate their emotions and be ready to be reengaged in physical activity or classroom learning.</p>	<p>Purchase shelving units.</p> <p>Position the shelving units appropriately outside to support the intention described.</p>	<p>£1990</p>	<p>Pupils have enjoyed the use of the area and have started to increase their own levels of physical activity.</p> <p>Play and lunchtimes have been calmer as they have engaged in the provision provided, leading to a larger number of pupils being more physically active and less issues at the end of lunchtimes.</p>	<p>Purchase books and/or props to support imaginative play, helping to increase their level of physical activity.</p> <p>Look at the use of school librarians to support the use of this area.</p>

<p>To increase the levels of physical activity during play and lunch times for all pupils by catering to their differing interests and needs.</p> <p>To increase pupils' desire to play in ways that develop wider school values and their knowledge, skills and understanding introduced within the six areas of the PE curriculum (physical, cognitive, social, creative, personal, health and fitness).</p>	<p>Purchase new equipment that can be used by pupils to play differently, helping to develop their interest in physical activity and consolidate, deepen, or extend our school values and the knowledge, skills and understanding within the PE curriculum.</p> <p>The PE subject lead is to support the provision at lunchtime, working with lunchtime staff and pupils to ensure provision is effective.</p>	<p>£492.21</p>	<p>Pupils are starting to develop the values we are aiming to embed as a school (respect, compassion, and trust).</p> <p>Opportunities for pupils to play differently have been encouraged, resulting in an increased number of pupils showing regular interest in being more active and developing the associated knowledge, skills and understanding introduced in the PE curriculum (for example, throwing or playing effectively with others).</p>	<p>There remain pockets of pupils that do not engage as consistently or for long. Consider how these groups can be motivated to play and get involved through pupil voice. Look at purchasing additional equipment to improve the provision (a role play area linked to themes or age-appropriate text to encourage communication, speaking, listening and active play.</p> <p>Purchase other equipment that will help develop the desired school values, knowledge, skills and understanding. For example, board games, colouring and drawing activities could be incorporated to engage groups of children.</p> <p>Safe spaces for specific pupils to engage in new physical activities could be considered, helping them play and develop their confidence.</p>
<p>To provide suitable storage for hoops and balls to ensure they are kept in good condition so that they can be used frequently by pupils to play and be more physically active.</p>	<p>Purchase of hooks.</p> <p>Installation of hooks by site team.</p>	<p>£20.96</p>	<p>The equipment is now stored more appropriately so is maintaining its condition, allowing it to be accessed with ease and use more regularly by pupils to be physically active.</p>	<p>Purchase new equipment and consider how it can be stored and accessed with ease to further improve levels of physical activity and the development of pupils' skills and school values.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				9.3%
Intent	Implementation		Impact	£1724.76
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To help ensure pupils are dressed appropriately for their PE lessons, helping to support the expectation for pupils to wear their school PE uniform (alleviating the issue of inappropriate clothing that may result in missed lessons).	<p>Continue to subsidise the cost of P.E. kit for parents (Parents purchase uniform at a 50% discount).</p> <p>Spare PE uniform is washed and offered freely to parents at key point throughout the year (during parents' evening).</p> <p>PE subject lead has liaised with class teacher, pupils (age-dependent) and parents to ensure all pupils have PE uniform appropriate for lessons. When necessary, contacting the pastoral team to follow up with any pupils' individual circumstances to address any issues.</p>	£1170.06	<p>Pupils are dressed appropriately for P.E. and participate consistently in lessons.</p> <p>Fewer issues with pupils having inappropriate or missing P.E. kit.</p>	<p>Pupil P.E. uniform may be kept for subsequent years and used during events or competitions.</p> <p>Look at ways to encourage and reward pupils for demonstrating physically literate behaviours or values such as commitment, teamwork, determination, respect and honesty when engaging with PESSPA provision.</p> <p>Finalise a clear system to identify and tackle the issue of inappropriate or missing PE kit for pupils, helping to ensure accessibility to PE for all pupils.</p> <p>Look at how to organise a swap shop to help families regularly purchase P.E. uniform at a cheaper rate.</p>
<p>To raise the status of sport in our school, encouraging and motivating pupils to take part in the sport on offer.</p> <p>To encouraging appropriate sporting etiquette that is representative of our school values (respect, compassion, resilience) and the six key areas of our PE</p>	<p>Purchase branded football kit for our pupils to wear in competitive games.</p> <p>Uphold high expectations for conduct for all pupils, particularly those representing our school in competitive sport.</p>	£532.2	Pupils have increasingly demonstrated the school's core values and aspects of the knowledge, skills and understanding within our PE curriculum.	Look at how the status of PESSPA can continue to be raised through improved provision at lunchtimes, including sport and physical activity.

curriculum (physical, cognitive, social, creative, personal, health and fitness).				
To encourage pupils to demonstrate the school values and the behaviours and skills encapsulated within the six areas of our PE curriculum (physical, social, cognitive, personal, creative, and health and fitness).	<p>Discuss the rewarding during sports day for children that demonstrate the values, behaviours and skills associated with our school and PE curriculum.</p> <p>Purchase the rewards and organise staff to distribute them on the day for the values, behaviours and skills demonstrated.</p>	£22.50	Pupils were incentivised to show the values, behaviours and sought after skills desired in our school and PE curriculum. Those pupils that consistently showed these traits were rewarded, encouraging others to do the same.	Consider other ways we can raise the status of PESSPA, for example through celebrating the desired behaviours and skills in our PE curriculum during weekly achievers.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6.3%
Intent	Implementation		Impact	£1190
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>To support the development of pupils' knowledge, understanding and skills by planning a high-quality curriculum that is broad and balanced, and prioritises progression within six key areas (physical, social, cognitive, personal, creative, and health and fitness).</p>	<p>Renew the purchasing of Real PE.</p> <p>Create a long-term plan that covers the range of knowledge, skills and understanding within the national curriculum. Ensure the plan considers pupils' starting points.</p> <p>The PE lead at St. Martin's has worked with other leads within the trust to share good practice and support other staff in school when necessary.</p>	<p>£1190</p>	<p>Pupils have developed their knowledge, skills and understanding within the six key areas in the PE curriculum across the different units of work.</p> <p>The PE lead has developed their knowledge and understanding of the curriculum, helping to ensure high quality providing lessons – providing support for staff when necessary to maintain these standards.</p>	<p>Consider how the quality of PE teaching can be developed through procedures to support staff to deliver high-quality P.E. lessons (learning walks, planning session, CPD).</p> <p>Look at designing and implementing a robust means of assessment to help track the progress and attainment of pupils across the key areas of the PE curriculum.</p> <p>Look at the feasibility of working with SLT to discuss how teaching and learning can be reviewed and then improved.</p> <p>Develop further guidance, resources, and documentation to support teachers to deliver high-quality P.E. lessons.</p> <p>Focus CPD on areas of the curriculum that staff have received less input on. Consider the organising of external training facilitators to support staff in their delivery of specific areas. For example, Real Gym or Dance.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To provide a safe and suitable environment for all pupils to experience invasion games such as football and basketball. Such a space allows them to support the contextual development of their knowledge, skills and understanding, allowing them to experience the demand of these activities in a space fit for purpose.	<p>The purchase of the goal ends and posts was organised with our site team and the company.</p> <p>A rota was shared with staff and children to ensure that pupils have equal opportunity to access the area. The PE subject lead works with other lunchtime staff to supervise the activities and games, supporting the school values and games-based skills.</p>	£6040 (price accounted for in indicator 1)	<p>Pupils have enjoyed an area fit for the purpose of more sporting activities, allowing them to experience the demands of such and space to help practice and develop their shooting and passing.</p> <p>Those pupils not normally as engaged or active have made use of the space at times.</p>	<p>The area will remain a permanent feature that can be used by subsequent pupils to help them experience activities like basketball and football.</p> <p>Look at the purchasing and installation of fencing along the length to enclose the area and allow for more competitive play experiences at lunchtime or as part of extra-curricular clubs.</p> <p>Consider providing access for pupils in KS1 to extend opportunities for all pupils as part of age-appropriate lunchtime activities or extra-curricular clubs. Groups could be targeted to develop and extend school values and game-based skills (SEND, less active, higher attaining pupils). Also look at developing the space for alternate sports (for example, netball).</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			0.6%	
Intent	Implementation		Impact	£116.91
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To increase the accessibility and participation of children in competitive sports such as football and gymnastics.</p> <p>To provide more competitive opportunities that support a larger number of pupils to cope with the pressure of competitive sport, extending their knowledge, understanding and skills developed in the six areas of the PE curriculum (physical, social, cognitive, creative, health and fitness, personal).</p>	<p>Purchase the necessary equipment needed to ensure full participation in competitive sport (shin pads).</p> <p>Run a football club that provides opportunities for all pupils to learn and develop the necessary knowledge and skills, helping prepare them for competitive sport.</p> <p>Provide opportunities for all pupils to engage in competitive sport through organising football friendlies with other schools.</p> <p>Entering the WASPS mixed football league for pupils and organising matches with other schools.</p> <p>Organised the entering of two local tournaments. One was hosted at the Sir Jack Hayward Training ground while another took place at a local school.</p>	£116.91	<p>Both Football and Gymnastics club were popular with pupils. Those who regularly attended did demonstrate and demonstrate our school and PE values/behaviours, such as respect, resilience, cooperation, and communication. Physical skills in both clubs were developed and a larger number of our children went on to compete with confidence.</p>	<p>Look at the WASPS calendar to consider other inclusive and competition opportunities that could be attended, helping to further increase participation of the pupils at our school.</p> <p>Consider the use of CPD or the Active Black Country Supplier Hub to support alternate sports to support future competitions.</p> <p>Finalise a tracking system to identify those groups that do not participate in competitive sport. Use this to support improvements to the participation of competitive opportunities for all pupils.</p> <p>Look at planning out an offer for sport that can be put on the website to share with parents and/or interested parties.</p>

	<p>Running a gymnastics club that provides opportunities for all pupils to learn and develop the necessary knowledge and skills, helping prepare them for competitive sport.</p> <p>Entering the KS2 WASPS Gymnastics Competitions.</p>			
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Head Teacher:	Lauren Smith
Date:	22 nd July 2023
Subject Leader:	Daniel Williamson
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