



ST. GEORGE'S C of E SCHOOL

SPORTS PREMIUM PLAN 2023-24

St. George's CofE School is a member of the Black Pear Trust
The Black Pear Trust is a company registered in England and Wales.
Registered address Hollymount School, Holly Mount Road, Worcester WR4 9SG

Company number 08922754
Page 1 of 15

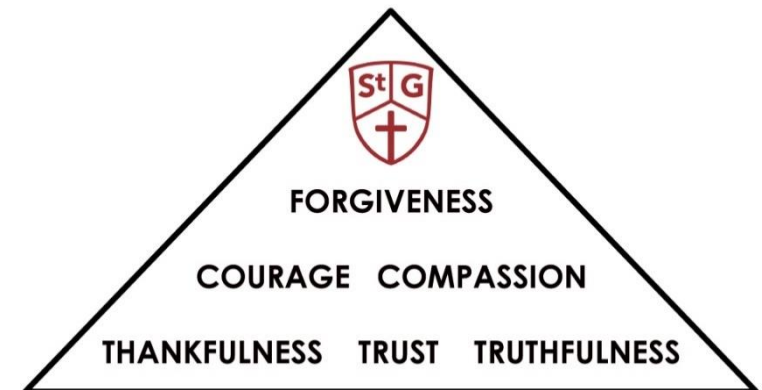
OUR INTENT

INTENT

1 CORINTHIANS 9:26-27: SO I DO NOT RUN AIMLESSLY; I DO NOT BOX AS ONE BEATING THE AIR. BUT I DISCIPLINE MY BODY AND KEEP IT UNDER CONTROL, LEST AFTER PREACHING TO OTHERS I MYSELF SHOULD BE DISQUALIFIED.

At St. George's, the Physical Education curriculum and wider opportunities provision inspires all pupils to participate, enjoy, succeed and excel at individually targeted physical challenges. The Programme of Studies and extra-curricular provision engages pupils in both team and individual competitive sports and activities, in addition to enabling all children to have access to at least 30 minutes of physical activity every day. By giving pupils the opportunities to participate, personally challenge themselves, or compete in sport and other activities it enables our pupils to build character, and helps reinforce our school vision and values:

With God's guidance, we nurture our St George's Family to have a passion for learning and give them the strength to face challenges, so that they succeed and flourish in life's journey.



Whilst developing their competence to excel in a broad range of physical activities, St George's maximises opportunities for pupils to become physically confident in a way which supports their own health and fitness to lead, and be advocates for, healthy, active lives.

DETAILS IN REGARD TO FUNDING:

Total amount of funding for 2023/24.	£17,700
--------------------------------------	---------

SWIMMING DATA

Meeting national curriculum requirements for swimming and water safety.

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. **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.**

TBC at the end of the year

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?

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 2023.

9 out of 29 pupils = 31%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

6 out of 29 pupils = 21%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

28 out of 29 pupils = 97%

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

ACTION PLAN AND BUDGET SETTING

ANNUAL SPEND AGAINST THE 5 KEY INDICATORS

At St George's C of E School, we are fully aware of the importance of Sport and PE. We are committed to providing our children with the opportunities to get participate in a variety of different sports and games in a competitive environment, to foster a love of sport that remains with them for life and opens up opportunities beyond what we offer at school. That we provide opportunities to develop healthy, active lifestyles through:

1. The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

The DfE vision is that, "all pupils leaving primary school to be 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 Primary School Physical Literacy Framework, developed by Youth Sports Trust, Sport England, County Sport Partnership Network, Association of Physical Education and Sports Coach UK describe Physical Literacy as, "the motivation, confidence, physical competence, knowledge and understanding that

provides children with the movement foundation for lifelong participation in physical activity. Enabling them to be physically literate supports their development as competent, confident and healthy movers."

Key Priorities:

- Improve the current Sport Premium Action Plan. Develop the current system to ensure that it has its best uses.
- To ensure equal access to extra-curricular activities across the school for all children including PP pupils, and SEN- closing the gap between boys and girls participation in sport.
- Improve break and lunchtime provision for all children in order to be physically active for at least 30 minutes a day.
- To create a healthy and active ethos across the school through links with the canteen, school council and lunchtime activities.
- Quality assured CPD opportunities for staff coupled with the best use of specialist PE teachers at St George's
- Monitoring the quality of the curriculum to include more leadership/creative opportunities across a wider variety of sporting activities.
- Improve cluster links in sport supporting cluster schools with PE delivery whilst easing the transition to our school.
- Ensure transparency of Sport Premium funding and PE development to parents and the local community.

Academic Year: 2023/24	Total fund allocated: £17,700	Date Updated: September 2023	Percentage of total allocation:
<p>Key indicator 1: The engagement of all 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 and 2 hours of PE lessons a week.</p>			27%
<p>At St George's C of E School we feel having a healthy active lifestyle is key to having positive mental health and as a result encouraging children to take up daily exercise and healthy eating is paramount. This viewpoint is supported by the Mental Health organisation who have produced a report that supports this. They believe that physical activity has a huge potential to enhance our wellbeing. Even a short burst of 10 minutes' brisk walking increases our mental alertness, energy and positive mood.</p>			
<p>Participation in regular physical activity can increase our self-esteem and can reduce stress and anxiety. It also plays a role in preventing the development of mental health problems and in improving the quality of life of people experiencing mental health problems.</p>			
<p>Impact on our mood</p>			
<p>Physical activity has been shown to have a positive impact on our mood. A study that asked people to rate their mood immediately after periods of physical activity (e.g. going for a walk or doing housework), and periods of inactivity (e.g. reading</p>			

a book or watching television) found that the participants felt more content, more awake and calmer after being physically active compared to after periods of inactivity. They also found that the effect of physical activity on mood was greatest when mood was initially low. There are many studies looking at physical activity at different levels of intensity and its impact on people's mood. Overall, research has found that low-intensity aerobic exercise – for 30–35 minutes, 3–5 days a week, for 10–12 weeks – was best at increasing positive moods (e.g. enthusiasm, alertness).

Impact on our stress

When events occur that make us feel threatened or that upset our balance in some way, our body's defences cut in and create a stress response, which may make us feel a variety of uncomfortable physical symptoms and make us behave differently, and we may also experience emotions more intensely. The most common physical signs of stress include sleeping problems, sweating, and loss of appetite. Symptoms like these are triggered by a rush of stress hormones in our body – otherwise known as the 'fight or flight' response. It is these hormones, adrenaline and noradrenaline, which raise our blood pressure, increase our heart rate and increase the rate at which we perspire, preparing our body for an emergency response. They can also reduce blood flow to our skin and can reduce our stomach activity, while cortisol, another stress hormone, releases fat and sugar into the system to boost our energy. Physical exercise can be very effective in relieving stress. Research has found that highly active individuals tend to have lower stress rates compared to individuals who are less active.

Impact on our self-esteem

Exercise not only has a positive impact on our physical health, but it can also increase our self-esteem. Self-esteem is how we feel about ourselves and how we perceive our self-worth. It is a key indicator of our mental wellbeing and our ability to cope with life stressors. Physical activity has been shown to have a positive influence on our self-esteem and self-worth. This relationship has been found in children, adolescents, young adults, adults and older people, and across both males and females.

Dementia and cognitive decline in older people

Improvements in healthcare have led to an increasing life expectancy and a growing population of people over 65 years. Alongside this increase in life expectancy, there has been an increase in the number of people living with dementia and in people with cognitive decline. The main symptom of dementia is memory loss; it is a progressive disease that results in people becoming more impaired over time. Decline in cognitive functions, such as attention and concentration, also occurs in older people, including those who do not develop dementia. Physical activity has been identified as a protective factor in studies that examined risk factors for dementia. For people who have already developed the disease, physical activity can help to delay further decline in functioning. Studies show that there is approximately a 20% to 30% lower risk of depression and dementia for adults participating in daily physical activity. Physical activity also seems to reduce the likelihood of experiencing cognitive decline in people who do not have dementia.

Impact on depression and anxiety

Physical activity can be an alternative treatment for depression. It can be used as a standalone treatment or in combination with medication and/or psychological therapy. It has few side effects and does not have the stigma that some people perceive to be attached to taking antidepressants or attending psychotherapy and counselling. Physical activity can reduce levels of anxiety in people with mild symptoms and may also be helpful for treating clinical anxiety. Physical activity is available to all, has few costs attached, and is an empowering approach that can support self-management.

For more details about how physical activity can help increase wellbeing and prevent or manage mental health problems, read the [full report](#), or get more information about how exercise can improve your mental health on the website: www.mentalhealth.org.uk.

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:
<p>Mental Health Through Yoga/relax kids</p> <p>To maintain a robust approach to mental health awareness and provide children with strategies of how to cope in difficult situations. To encourage relaxation techniques and coping strategies for children identified as a child with mental health issues- up to 75 children.</p>	<ul style="list-style-type: none"> • Teaching assistant trained in yoga • Set clear outcomes and safeguarding procedures for the sessions. • Staff to put forward a maximum of 15 children per unit (5 session) to take part. • Plan designated evening • Send out letters to children 	£1000	Targeted children have all made progress with self-regulation and are able to access independent wellbeing strategies. This is evident in a reduction of red behaviour incidents linked to disruptive behaviour and aggressive behaviour on the playground and in unstructured social situations. Pupil voice is positive and they show the strategies learnt in sessions.	We will continue to hold the club and upskill staff to implement strategies within the classroom.

<p>Playground Leader Lunchtime Supervisor</p> <p>To provide suitable, safe physical activities for the children at lunch</p>	<ul style="list-style-type: none"> Organise sports equipment for lunchtimes Organise a rota for football at lunch Organise play leaders Monitor the use of the climbing frame and football pitches 	£3400	The appointment of a playground leader lunchtime supervisor has led to higher engagement of physical activity amongst 187 children. There has also been a significant decrease in behavioural incidents at lunch time as seen by internal monitoring of data. For example, a reduction from 16 incidents in April to 1 incident in June.	Further development of the lunchtime wellbeing club so that children can access it independently when a time of regulation is needed.
<p>Play leaders are implemented at break and lunch</p> <p>Children to deliver and offer a range of activities and games at lunch time that support all 206- children to be active and meet the 30 minutes of activity a day.</p>	<ul style="list-style-type: none"> Children to deliver assemblies about playground games Play leader badges to be purchased Games shared with each class by playground leaders e.g. game of the week Purchase/replenish any equipment needed for game of the week 	£400	The playleaders at St George's have led playground games using replenished equipment leading to a higher engagement in physical activity for all. Through monitoring and pupil voice, children are more confident with the physical domain in PE lessons due to the children accessing higher quality provision at break and lunch times.	Upskill and develop a new team of play leaders across KS2 to replace the year 6 leavers.
<p>Key indicator 2: The profile of Physical Education, School Sports and Physical Activity (PESSPA) being raised across the school as a tool for whole school</p>				Percentage of total allocation:

<p>improvement</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>At St George's C of E School all pupils have the opportunity to participate in football sessions led by coaches alongside their class teacher. The use of coaches within sports is a useful attribute within the school as it provides a clear focus to each lesson as the coaching is sports specific. The teacher works alongside the coach and is supported, rather than replaced or displaced. The teacher can develop their own skills as well as their confidence and competence within a particular area. The benefits can also be reciprocal as the coach is able to learn skills from the class teacher such as promoting positive behaviours, large group organisation and ensuring a safe environment. At St George's C of E School the children enjoy having a range of coaches in school. Studies have shown that sports coaches can be very beneficial role models and bring many benefits to schools.</p> <p>According to Wesport the benefits of using coaches in schools are that they:</p> <ul style="list-style-type: none"> • Provide additional capacity to help schools deliver a greater range of sports opportunities for children. • Work alongside teachers to improve their knowledge around the development of core skills in young people such as locomotion, object control, stability, balance and co-ordination. • Support teachers to develop fundamental movement skills in young people to help them to be more confident to participate in sport and physical activity as part of a healthy and active lifestyle. • Promote lifelong participation in sport and physical activity to young people. • Be role models and play a pivotal role in the mentoring and development of young leaders as coaches • Contribute to the raising achievement agenda in schools through developing confidence and self-esteem in young people through sport and through educating young people on the importance and value of sport. • Support the transition between school and community sport through helping to create and develop links with local community sports clubs. 			47%
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:
<p>Swimming</p> <p>To increase the number of children achieving the 3 national curriculum requirements for water safety at the end of KS2</p>	<ul style="list-style-type: none"> • Additional top-up swimming lessons to meet the 3 national curriculum requirements. • Pool Hire • Lifeguard • Swimming Teacher 	£2500	<p>Swim at least 25 metres 9 out of 29 pupils = 31%</p> <p>Can swim a range of strokes effectively [e.g. front crawl, backstroke and breaststroke] 6 out of 29 pupils = 21%</p> <p>Safe self-rescue in different water-based situations 28 out of 29 pupils = 97%</p>	Next steps include a focus on swimming in Year 4, 5 and 6.
<p>PE Coordinator release time for school improvement</p> <p>Quality assure the delivery of PE to ensure that sequences continue to be progressive and following the trust long term plan and that the quality of teaching is at least 'good'. Identify CPD for staff and offering coaching support where necessary to help professional development</p>	<ul style="list-style-type: none"> • Staff skills audit for new teaching staff • PE pupil voice • PE Lead Learning walks • Coaching opportunities with staff by PE Lead and the Trust Improvement Team • Team teaching with staff • Funding and time for the PE lead to attend all SSP conferences and sessions and utilise resources available to upskill 	£4200	<p>The PE coordinator has used time effectively to develop the subject with support from the trust. Effective monitoring and coaching have seen the profile of PE teaching raised. CPD has been provided alongside external providers to meet the needs of the individual teachers e.g. football. Subject leader has been involved in the development of PE curriculum to ensure that all children have the disciplinary knowledge to participate across</p>	<p>PE coordinator to develop a targeted pupil premium strategy for extracurricular clubs.</p> <p>Further CPD to be put in place for ECT's</p>

	<ul style="list-style-type: none"> • Release time for lesson observations ensuring 'sticky knowledge' is being taught/ learnt which can be repeated to other members of staff specific to that lesson. • Learning walks to ensure that C-STEPS is being used to engage all children in their PE lessons • Ensure external coaches understand the schools MTP's and sticky knowledge to follow the LTP. • Set up extra-curricular provision and provide staff with the knowledge and skills to implement their own clubs 		<p>the curriculum.</p> <p>Pupil voice has shown that children are retaining most sticky knowledge from their lessons. The implementation of a carefully sequenced curriculum, along with suitable adaptations such as C-STEPS, has seen that all pupils engage positively in PE lesson at their appropriate level.</p> <p>Extra-curricular provision has seen 20 children participating in multi-skills clubs and 20 children engage in afterschool football positively.</p> <ul style="list-style-type: none"> • 2 children with SEN • 7 children with PP • 5 EAL 	
--	---	--	---	--

<p>Cricket Coach</p> <p>To continue to raise the profile of cricket at St George's. To provide staff with CPD to develop subject knowledge. To provide an extra-curricular club in cricket to develop a love of sport and exercise.</p>	<ul style="list-style-type: none"> • 3 hours of cricket per week for a term- 2 hours curriculum time and 1 hour extra-curricular across KS2 (216 pupils) • Staff to shadow the cricket coach to help upskill personal subject knowledge and delivery and planning. 	£1600	Cricket sessions targeting SEND pupils alongside developing the staff's understanding of adaptations in PE such as C-STEPS. This has had a direct impact on the quality of delivery across the school as seen through subject monitoring.	Following the relationship built with Worcester cricket club a targeted programme of support is to be implemented in 2024-25- to include extra-curricular activities.
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key Indicator 5: Increased participation in competitive sport</p> <p>At St George's C of E School, we endeavour to enhance our pupils experience of sport by offering a range of opportunities to participate in both adventure and sporting activities because we feel it is key to our pupils academic achievement and wellbeing. According to Sport England physical activity can reduce stress and anxiety, with the mastering of new skills often increasing confidence and self-esteem. That there is much evidence that physical activity contributes to enjoyment and happiness, and more broadly to life satisfaction, with the element of social interaction often cited as central to this. Also volunteers and sports fans also experience increased life satisfaction, associated with having a sense of purpose and pride. That self-esteem and confidence are known to increase through short- or long-term participation or volunteering, because of the opportunity to develop new skills and relationships. That there is general agreement that sport and physical activity has the</p>				<p>Percentage of total allocation:</p> <p>26%</p>

potential to reduce anxiety and depression symptoms, with most evidence on this focusing on specific subgroups. Other positive outcomes include improved cognitive functioning, benefits for people with dementia, and impacts around emotion regulation.				
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:
Provide financial support to subsidise OAA trips to Pupil Premium children Pupil Premium children to access further OAA outside of the school curriculum to develop learning behaviours such as resilience.	<ul style="list-style-type: none"> Discuss with finance team 	£1200	Children had enriched opportunities and widened experiences through a range of outdoor activities. Personal development was improved through resilience and teamwork. 15 children-6PP- attended the Llanrug residential.	Developing the financial offer to other year groups.
Deliver an Inter school competition at St George's across the Black Pear Trust Give the children an opportunity to take part in competitive sport and experience a variety of sports	<ul style="list-style-type: none"> Plan and deliver a tournament at STG for BPT (60 children) Purchase medals and trophies for the event Meetings have already began to implement these competitions and each school will look at hosting 	£100	The impact of this is that children have the opportunity to take part in competitive games to develop teamwork and sportsmanship as well as a love of sport. Pupil voice suggests that competition is a positive experience helping to develop the idea of winning and losing with respect.	To take part in a variety of competitive sports e.g. dodgeball, cricket and tag rugby. Calander of events to be created and shared throughout the academic year.

	in the trust to showcase their school.			
Minibus To enable children to access high-quality competitive sports and events across Worcestershire	<ul style="list-style-type: none"> Pick up children in the morning and bring them to school to ensure access to high quality PE and extra-curricular provision Take children to and from competitions/ activities 	£3300	Targeted children have access to the minibus to bring them to school daily so that barriers to attendance are reduced thus impacting on an increased participation in school sports. Interschool competitions can be accessed increasing the number of children in competitive sports.	Continued to offer the minibus for positive attendance and access to competitive sports.

Signed off by	
Head Teacher:	
Date:	2.10.23
Subject Leader:	David Carrette
Date:	10.07.24

