



**Mayfield**  
Primary School

## Mayfield Primary School

*'Proud to be part of the Cranmer Education Trust'*



### Evidencing the impact of the Primary PE and Sports Premium 2023-24

Primary PE Sport Grant Awarded	£18,120	<b>Our key drivers:</b> To make sure that all children leave primary school with the knowledge, skills and motivation to equip them for a healthy and active lifestyle.  To ensure that the COVID-19 pandemic does not determine our children's long-term future in relation to children's physical health and well-being.
Total number of children on roll	286	
Amount Sport Grant received per pupil	£63.34	

Our rationale	Our priorities	Contextual challenges for some children and families
<p>At Mayfield Primary School we value our sports provision highly and we provide all our children with a broad spectrum of sporting activities and quality physical education lessons including access to excellent sports provision throughout the academic year.</p> <p>Our aim is to help our children make healthy lifestyle choices and develop their skills to enable them to reach their full potential, in addition to improving their attainment and achievement in physical education and a variety of sports.</p>	<p>At Mayfield Primary School, our priorities are to:</p> <ul style="list-style-type: none"> <li>Engage all children in regular physical activity.</li> <li>Raise the profile of PE, sport, health and well-being.</li> <li>Increase the confidence, knowledge and skills of staff in teaching PE and health / well-being activities.</li> <li>Provide a broad range of sports and activities to children across school.</li> <li>Develop excellence and increase children's participation in competitive sport.</li> </ul>	<p>Some common challenges, for some children include:</p> <ul style="list-style-type: none"> <li>Limited early experiences in sport (this varies between individuals).</li> <li>Limited opportunities and programmes for participation, training and competition.</li> <li>Lack of accessible facilities for some families.</li> <li>Limited finances to support sporting activity.</li> <li>Limited accessible transportation.</li> <li>Attitudes of some parents towards sport and healthy lifestyles.</li> <li>Limited access to information and resources.</li> <li>A culture of disengagement and low expectations / aspirations from some.</li> </ul>

	Objective	Activity / Action	Intended Outcomes	Cost	Timescales
1.	To offer a broad range of FREE sporting activities before school.	Sports Leader paid to deliver sporting activities at before school Sports Club to increase the variety and availability of sporting activities to children.	Quality sporting activities are available 8.20-8.50am each day, free of charge. Increase number of children taking part in regular physical activity before school from KS1 and 2. Improve the punctuality of targeted children identified. To increase the number of SEND children taking part in physical activity and sports. To increase the number of girls taking part in physical activity and sports. <i>To improve the focus on concentration in lessons of targeted children.</i>	£1000	Review HT2, HT4 and HT6

**Actual Outcomes:**

Term	Autumn 2022	Spring 2023	Summer 2023
Approximate numbers (Total)			
KS2			
KS1			
Girls			
Disadvantaged			
SEND			
Social / emotional			

2.	To offer a broad range of sporting activities at lunch-time <i>and break times.</i>	Sports coach paid to deliver sporting activities at lunch-time to increase the variety and availability of sporting activities to children.  Targeted children (SEND, girls) to complete questionnaire to identify interests to tailor playground activities chosen.  <i>Spots coach to develop sports leaders in each KS2 class to lead lunch time/break time activities.</i>  <i>Lunchtime organisers to receive training from Oldham schools partnership to develop their leadership skills.</i>	Quality sporting activities are available 12.15-1.15pm each day and for each break time. Increase number of children taking part in physical activity each day. Encourage children to be more physically active. Children improve their fine/ gross motor activities. SEND children to be targeted to encourage them to participate in physical activities. Girls to be targeted to increase involvement in physical activities. <i>Activities structured to practise key skills learnt in lessons.</i>	£3000	Review HT2, HT4 and HT6
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**Actual Outcomes:**

Summer Feedback - examples	Key Stage One	Lower KS2	Upper KS2
Child One comment			
Child Two comment			

3.	<p>To improve the quality of PE provision in lessons.</p> <p>To ensure all classes are allocated 2 hours of PE and school sport per week (including extra-curricular activities).</p>	<p>One Sports coach (20 hours) employed to:</p> <ul style="list-style-type: none"> <li>- support teachers in at least one PE session per class per week (Yr1-Yr6)</li> <li>- co-ordinate PE provision, timetables, monitor standards in PE, under the direction of the PE subject lead</li> <li>- assess performance in PE (all year groups)</li> <li>- planning and preparation time</li> <li>- increase CPD for staff</li> <li>- work alongside teachers and TA</li> <li>- maintain the Platinum Sports Award</li> <li>-organise competitions with local schools.</li> </ul> <p>Scheme of work closely followed for lesson plans, LTP and assessment. (GetSet4PE).</p> <p>PE subject lead to ensure:</p> <ul style="list-style-type: none"> <li>-assessment documents are available and used by class teachers</li> <li>-clear long and medium-term plans in place.</li> <li>-PE allocated on timetables.</li> <li>-children’s participation in sport / health activities tracked</li> <li>-attainment and progress tracked on GetSet4PE</li> <li>-staff questionnaires to identify gaps in knowledge and plan for training and support</li> <li>-lesson observations of staff on a targeted area (Gymnastics)</li> </ul>	<ul style="list-style-type: none"> <li>-Increased confidence, knowledge and skills of all staff in teaching PE and sport.</li> <li>- Teachers are upskilled through team-teaching / modelling / joint delivery.</li> <li>- High quality PE / sports activities are in place / timetabled across school.</li> <li>- Colleagues have deep knowledge, skills and expertise in the delivery of PE (Games, Gymnastics, Dance).</li> <li>- School continues to meet the requirements of the Platinum Award.</li> <li>-ECT teachers to work closely with PE lead and attend training sessions focusing on improving one strand of PE (gymnastics).</li> </ul> <ul style="list-style-type: none"> <li>-Long and medium-term plans are progressive from Nursery to Year Six.</li> <li>-Units are carefully sequenced and progressive.</li> <li>-Core knowledge and skills have been identified.</li> <li>-Knowledge mats are used regularly by class teachers to highlight key vocabulary and skills.</li> <li>-School has clear understanding of participation and which children / groups to target.</li> <li>-School has an accurate picture of standards in PE.</li> <li>-Staff are confident in all aspects of delivering PE and standards are high.</li> <li>-Yearly focus on improving one strand of PE (Gymnastics)to improve the quality of PE across school.</li> </ul>	<p>£8500</p> <p>£500</p>	<p>Review HT4 and HT6</p>
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	<p>- 1.5 hours x 6 per year (half termly) to focus on developing PE provisions above.</p> <p>- 1 hour per term PE lead and Sports Leader to meet to:</p> <ul style="list-style-type: none"> <li>-discuss planning</li> <li>-assessment in PE</li> <li>-afterschool sport engagement.</li> </ul>			
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**Actual Outcomes:**

Term	HT3	HT6
Percentages of children at ARE		
KS2		
KS1		
Girls		
SEND		

4.	<p>To broaden the sporting / enrichment opportunities available to all learners.</p>	<p>Pay sports leader some additional hours to attend tournaments, clubs and competitions, to broaden sports' opportunities.</p> <p>Mayfield's sports / PE leader actively plan inter and intra-schools' tournaments and encourage local schools to get involved.</p> <p>Targeted SEND children and girls to be given more opportunities to compete in events and tournaments.</p> <p>Purchasing of new equipment to ensure the correct equipment supports high quality PE sessions / extra-curricular sessions. (This is particularly important to build in breadth within PE).</p>	<p>-Broaden children's access to sports clubs, competitions and tournaments (Mayfield to host sessions on the sports pitch).</p> <p>-Children at Mayfield, and from the local community, have access to regular tournaments across a range of sports across different Key Stages.</p> <p>-Increased number of intra school competitions across the school to encourage an increased participation in competitive sport, <b>one per term</b>.</p> <p>-The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>-Improve the engagement of all pupils in regular physical activity.</p> <p>-More children can get involved within PE lessons to promote active participation.</p>	<p>£3000</p> <p>£500</p> <p>£2000</p>	<p>Review HT2, H4 and HT6</p>
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**Actual Outcomes:**

Term	Term 1	Term 2	Term 3
Number of children who competed in inter-schools competition.			
KS2			
KS1			
EYFS			
Girls			
SEND			

Term	Term 1	Term 2	Term 3
Number of children who competed in intra-schools competition.			
KS2			
KS1			
EYFS			

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5. To increase participation in physical activity and competitive sport within Oldham.	<p>Continue to access the East Oldham cluster.</p> <p>Link with the Borough Games.</p> <p>Pay for transport to sporting events.</p> <p>Mayfield organised tournaments (to promote community cohesion, e.g: 'The Friendship Cup' and Yr1/2 Multi-skills.</p> <p>Targeted children invited to clubs/tournaments (SEND bowling tournament, girls only football competition)</p>	<p>- School accesses competitions / activities within the Oldham Cluster and increasing numbers of children get involved, including target groups.</p> <p>-School is involved with tournaments within the Borough Games.</p> <p>-A wide range of children participate in competitions and events.</p> <p>-Community cohesion (schools within Oldham competing together).</p> <p>-Improved pride / team spirit. Expectations raised.</p> <p>- To increase the number of SEND children and girls participating in physical activity and competitive sport.</p>	<p>£800</p> <p>£500</p> <p>£500</p>	Review HT2, HT4 and HT6
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	Surveys completed to identify potential sports from children who are less engaged.			
	Afterschool sports clubs promoted on PE display.			

**Actual Outcomes:**

Term	Term one	Term two	Term three
Number of children who completed an afterschool club or competitive sport.			
KS2			
KS1			
EYFS			
Girls			
SEND			

6.	To encourage healthy lifestyles in school and out of school, to have a direct impact on children's mental health and well-being.	<p>A proportion of Subject Sports Leader salary proportioned to an after-school 'Healthy Lifestyles' club.</p> <p>Afterschool cooking club.</p>	<ul style="list-style-type: none"> <li>-Children have a deeper understanding of health, fitness and well-being in school and at home.</li> <li>- Greater emphasis on non-competitive sport, physical activity, nutrition and impact on our bodies.</li> <li>- Sporting enrichment weeks (e.g National Fitness Week) promotes healthy lifestyle choices in school and at home.</li> <li>- Children have a deeper understanding of the impact of healthy lifestyles (with a focus on a healthy diet) and physical exercise on mental health and well-being.</li> <li>- Children recognise the importance of sleep and relaxation exercises.</li> </ul>	£500	Review end of each term
		Noticeboard created in school promoting School Games, PE and health activities.	<ul style="list-style-type: none"> <li>-Board used to share information about clubs, matches, tournaments, results, children's specific achievements to elevate the profile of PE, health and children's achievements.</li> <li>-Noticeboard used to promote role models and inclusion, and challenge prejudice and stereotypes.</li> <li>-Social media / school website used to promote healthy lifestyles / children's achievements, sporting / health opportunities in and out of school.</li> </ul>	£100	Half-termly

			-‘Live for today’ board used to promote healthy lifestyles in and out of school.		
		Forest school sessions with children in EYFS.	-Children develop their self-esteem, creativity, confidence and independence by providing them with opportunities to be active and learn in an outdoor environment. -Children develop a greater sense of mental wellbeing by spending more time in nature. -Children can use the skills learnt in these sessions and apply them in the classroom with the wider curriculum.		
<b>Actual Outcomes:</b>					
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7.	To evaluate the PE curriculum in school.	PE Subject Lead time to review / evaluate curriculum and make changes to Long and Medium-term plans (1.5 hours per half term, with a specific focus on improving the PE provision in school.)  Pupil voice sheets to be completed termly to gain a better understanding of how much children can recall about their current learning.	-Pupils experience a broader range of activities during curriculum time. -The curriculum is engaging, challenging, and develops the necessary skills and knowledge for children across the school. - Staff can discuss how units are sequenced across different year groups. - Staff can discuss knowledge and skills in each unit and articulate how they have been sequenced and why. - Staff and children can talk about current learning and link it to what came before in other topics / year groups and how knowledge and skills are built upon. - Leaders have clear views of strengths and areas to develop and plans for improvement are precise. - The PE Curriculum enables staff to embed, in an age and ability appropriate way, any issues emerging from school’s work into Sexual Abuse and Harassment. - Leaders have compiled staff, children’s and parent / carer views and use evidence / feedback to inform next steps and shape school’s offer.	£1000	End of HT4
<b>Actual Outcomes:</b>					
<b>Autumn term feedback - examples</b>		<b>Early years</b>	<b>Key Stage One</b>	<b>Lower KS2</b>	<b>Upper KS2</b>
Child One comment					
Child Two comment					

Spring term feedback - examples					
	Early years	Key Stage One	Lower KS2	Upper KS2	
Child One comment					
Child Two comment					
Summer term feedback - examples					
	Early years	Key Stage One	Lower KS2	Upper KS2	
Child One comment					
Child Two comment					
8.	<p>To continue professional development for staff.</p> <p>First Aid Training for staff</p> <p>Reach and Rescue Training (Swimming)</p>	<p>Specific support / training for teaching assistants and lunch-time supervisors, to support lessons, lunch-time, after-school clubs, etc, to ensure sustainability.</p> <p>Sports leader/ class teacher to make TAs aware of targeted children that may need extra support.</p> <p>Relevant staff complete First Aid / Paediatric First Aid training, in order to accompany children to sporting activities and events. (Additional colleagues added 2021-22 as required).</p> <p>Staff questionnaires used to identify where staff are least confident therefore relevant training and support can be provided.</p>	<p>-Lunch-times timetabled / range of activities offered. Sessions are high-quality and increasing numbers of children are getting involved.</p> <p>-TA /ECTs timetabled to support PE lessons. Staff are confident in supporting identified children and are clear on how knowledge and skills are sequenced. Staff understand precise learning objectives.</p> <p>-TAs lead before and after-school health and well-being clubs throughout the year. Sessions are well-planned and core knowledge and skills are made explicit.</p> <p>PE lead / Sports lead support CPD. Staff attend training, as required. Emphasis on core knowledge and skills, progression across units / year groups, the strands running throughout the PE curriculum, staff confidence, key strategies that work based on best practice.</p> <p>School has sufficient numbers of staff first aid trained. School is able to attend at least two trained staff members to each swimming session.</p>	<p>£500</p> <p>£200</p> <p>£200</p>	<p>Termly review</p> <p>Annual</p> <p>Termly</p>
<b>Actual Outcomes:</b>					
9.	To maintain links with Oldham Sports Partnership.	PE Lead / Sports lead to share programme of activities and events with wider staff team.	-Increased pupil participation in events (children across different age groups and vulnerable or target groups). Increased breadth of sports / activities compared to 2020-21.	£300	Termly



		Relevant CPD attended throughout the year, as appropriate.	<p>-Oldham Sports Partnership enables us to organise the use of balance bikes for children in Reception that will improve gross motor skills, awareness and coordination skills. Learning these skills can encourage children to ride a bike outside of school and provides them with more opportunities to be active.</p> <p>-The number of SEND children and girls who compete in activities and sports increases.</p> <p>-Mayfield Sports lead / PE lead are fully informed of latest developments and use CPD to enhance teaching and learning.</p>	£500	
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**Actual Outcomes:**

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10	To work collaboratively with schools in the East Oldham cluster.	<p>Sports lead (and PE lead where appropriate) attend / host collaborative cluster meetings.</p> <p>To arrange taster events in a range of sports with schools in the local area with the opportunity to compete in a tournament at the end.</p>	<p>Mayfield staff continue to play a key role in driving PE / sport activity forward with local schools. Increased numbers of children at Mayfield and within the local community participate in a range of sports / activities. Range of Key Stages involved.</p> <p>Mayfield children access several local sporting events held by other schools / organisations. Attendance of children specifically targeted is high.</p> <p>Mayfield hosts several sporting events with local schools. Attendance of children specifically targeted is high.</p> <p>Targeted SEND children and girls are encouraged to attend the events to boost their involvement in physical activities and competitive sports.</p> <p>Provide children with experience and opportunities to play a range of sports.</p>	£300	Termly
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**Actual Outcomes:**

Summer term feedback - examples	Term one	Term two	Term three
Tournament			

11	To provide children with opportunities to be leaders in sport.	Additional hours provided to sports leader to lead training with target children.	<ul style="list-style-type: none"> <li>-Children develop skills to lead sports activities and promote sport / healthy lifestyles within school.</li> <li>-Children's sports leaders can articulate the link between healthy lifestyles / physical exercise and mental health / well-being. Children are positive role models and advocates across school.</li> <li>-Targeted children build confidence and resilience skills.</li> <li>-Children in KS1 receive activities at break time ran by the sports leaders.</li> <li>-Developing learning behaviours by providing targeted children with opportunities for responsibility, independence and problem solving.</li> <li>-In reference to the school improvement plan, reduce the number of incidents of fixed term suspensions.</li> </ul>	£200	End of HT5

**Actual Outcomes:**

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What % can use a range of swimming strokes effectively (for example: front crawl, backstroke and breaststroke?)	
What % can perform safe self-rescue in different water-based situations?	
Schools can choose to use the Primary PE and Sports Premium to provide additional provision for swimming, but this must be for activity over and above the national curriculum requirements. Have you we used it in this way?	

<b>INCOME:</b>	<b>(Sports Premium allocation)</b>	£18,120		
<b>EXPENDITURE:</b>	<b>(on sport at Mayfield)</b>	£24,100		
<b>DIFFERENCE:</b>		+£5980		
		<b>(Additional to Sports Premium funding)</b>		

NB: The 'Difference' is funded by a proportion of Pupil Premium funding and / or school's main budget, because of the value we place on sport and healthy lifestyles. See Pupil Premium statement for further details.