

Evidencing the impact of
Primary PE and Sport Premium
St. Joseph's Catholic Primary School

HOW TO USE THE PRIMARY PE AND SPORT PREMIUM

The funding must be used to make additional and sustainable improvements to the quality of PE and sport offered.

The premium should be used to:

- ❑ develop or add to the PE and sport activities that your school already offers
- ❑ make improvements now that will benefit pupils joining the school in future years

Vision: ALL pupils leaving primary school **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.

Objective: To achieve **self-sustaining** improvement in the quality of PE and sport in primary schools against 5 key indicators:

1. the engagement of **all** pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being 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

SECTION 1 – EVALUATION OF IMPACT/LEARNING TO DATE

- | | |
|--|-----|
| In previous years, have you completed a self-review of PE, physical activity and school sport? | YES |
| Have you completed a PE, physical activity and sport action plan/ plan for the Primary PE and Sport Premium spend? | YES |
| Is PE, physical activity and sport, reflective of your school development plan? | YES |
| Are your PE and sport premium spend and priorities included on your school website? | YES |

SECTION 2 – REFLECTION: WHAT HAVE WE ACHIEVED AND WHERE NEXT?

Key priorities to date:	Key achievements/ What worked well:	Key Learning/ What will change next year:
<ul style="list-style-type: none"> • To focus on the wellbeing of every child, after the closing of lockdown. • Encourage all children to have the opportunity to be active and compete in sport. • All pupils have the opportunity to take part in a wide range of activities. • All children are assessed in PE and understand where they are and what their next steps are to improve. 	<p>What evidence is there of impact on your objectives?</p> <ul style="list-style-type: none"> • Lockdown still prominent throughout the academic year 2020-2021. Children’s wellbeing was heavily considered in the running of the school day to ensure that all children were as safe as possible, with the use of provision and the areas to use being kept in class bubbles to avoid cross contamination. This meant that even classes who were next to each other managed to avoid sharing the same space and equipment. • No inter-school competitions ran in the year 2020-2021, however intra-competitions, such as sports days and home challenges were able to go ahead. St. Joseph’s also took part in a large city wide programme to promote moving outside of school, using feet, bikes, scooters. • Although we were unable to provide after school clubs for children, they became more able to utilise equipment to create their own games at break and lunch times. • Children were confident in the fundamental skills of Real PE and most knew what level they were learning at and what they needed to do to progress further. Staff are more confident in developing children’s skills in PE, although need to evidence assessment and progress. 	<p>Does this impact reflect value for money in terms of the budget allocated?</p> <ul style="list-style-type: none"> • Premium money largely went towards ensuring that the outdoor areas, where children were taking part in physical activities were suitable. Now all outdoor areas are safe for children to engage in physical activities. • Some premium money has been able to run over to the next academic year, and this will be utilised for transport, restocking of equipment and providing a range of extra-curricular sporting opportunities for children to re-engage in sport and physical activity.

School Swimming Report – Y6 2022

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?	89%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	86%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	No

SECTION 3 – PLANNING YOUR PROVISION AND BUDGET FOR THE COMING YEAR

Academic Year: 2021/22	Total fund allocated: £17,700+£2,300	Date Updated: July 2022		
Key indicator 1: The engagement of all 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: 30-40%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To ensure each day pupils take part in at least 30 minutes of physical activity a day (not including break and lunch times) via active breaks or active lessons.	<ol style="list-style-type: none"> 1. Ensure all staff have access to iMoves and GoNoodle to provide quick active bursts throughout the day. 2. Ensure each class is using the mile track to improve children's fitness. 3. Termly learning walks, pupil voice, staff voice of how much PE and physical activity children have each day. 	<ol style="list-style-type: none"> 1. NA 2. NA 3. £5700 4. £8,500 	<ol style="list-style-type: none"> 1. All classes are contributing to their 30minutes of activity per day, due to the active blasts in class. Children report better focus and concentration, and enjoy their learning more. 2. " " 3. Staff confidence in teaching PE has increased, children's skills are developing with strong idea of where to go. 	<p>A larger focus on using sports leaders and sports prefects for active lunchtimes.</p> <p>To invest in activall boards to assist with classes having active breaks in the day, or during lessons.</p>

Key indicator 2: The profile of PESSPA and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				20%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>PE and sport to be celebrated as part of the whole school celebration assemblies, to help celebrate individual's achievements and raise the profile.</p> <p>Children to be introduced to a wider range of sporting opportunities.</p>	<ol style="list-style-type: none"> 1. Invite a range of taster sessions for different sporting opportunities. 2. Utilise Forge SSP and to provide sporting opportunities. 3. New Y5 sport leader ambassador training. 4. Children to see staff taking part in sport and activities, to view them as role models for active lifestyles. 5. Meetings with sports ambassadors and prefects to evaluate how lunch time activities are going. 	<ol style="list-style-type: none"> 1. £600 2. £4000 3. NA 4. NA 5. NA 	<p>Children's efforts with home learning challenges have been celebrated in assemblies.</p> <p>Children have had opportunities to join in with a range of competitions, after school clubs and class taster sessions.</p>	<p>To ensure every child in every class experiences a taster session of a sport or activity.</p> <p>Focus on the profile of girls football being raised in school and via competition.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Staff sufficiently supported in planning and delivery of the Real PE scheme, to ensure all staff are teaching and assessing to a good level.</p> <p>New staff attend CPD for delivering the Real PE programme and utilising the online Jasmine portal.</p> <p>All staff to have CPD on the support in delivering gymnastics and dance within the PE curriculum.</p>	<ol style="list-style-type: none"> 1. PE lead to deliver staff meetings. 2. CPD opportunities given to all staff to improve identified weaker aspects of PE teaching. 3. PE lead to attend CPD on how to effectively lead PE. 	<ol style="list-style-type: none"> 1. NA 2. £500 3. £1000 4. £100 	<p>Staff questionnaires show that all staff are confident in the delivery of Real PE to cover the fundamental skills and movements, and new staff followed online CPD opportunities to stay up to speed.</p> <p>Staff meeting led for the planning and delivery of gymnastics and dance.</p> <p>Full PE curriculum has been mapped to ensure every aspect is covered.</p>	<p>Staff questionnaires and pupil voice is to be gathered to find out if RealGym and RealDance is comprehensive and enjoyable.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				15%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Enable a broader experience of a range of sports and activities offered to all pupils.</p> <p>Children of all abilities to have the opportunity to represent the school in a competitive/fun setting.</p>	<ol style="list-style-type: none"> 1. Majority of after school sports clubs to be changed each half term. 2. After school sports clubs to target skills needed for future competitions. 3. Sporting events to target less active pupils. 4. Most classes have a taster session for a sport that they can pursue in either afterschool clubs or clubs that run out of school. 	<ol style="list-style-type: none"> 1. £3000 2. NA 3. NA 4. £200 	<p>More children given the opportunity to join in with sports clubs and competitions.</p> <p>Some KS2 girls continued a summer holiday club at Birley Golf Club after taking part in a golf festival.</p>	<p>To invest in a range of sporting equipment that can be used in PE lessons, break times, and after school clubs.</p> <p>Invest in the development of gross motor skills in early years to support the foundational development.</p> <p>Continue to offer free after school clubs through Forge SSP, Qualitas and any other external agencies.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To enable more pupils to participate in school competitions and fixtures across a broader range of sports.</p> <p>Start a KS2 football and netball team.</p>	<ol style="list-style-type: none"> Regular inter competitions between houses. Regular intra competition between other local schools. At least 3 virtual competitions to take place throughout the year. 	<ol style="list-style-type: none"> NA £1000 NA 	<p>Every child in KS1 and KS2 took part in an active day, consisting of competitive individual and team games.</p>	<p>To ensure that at 50% of children in KS1-KS2 represent the school in a competition throughout the year.</p>

Completed by: **T Findler**
Last Updated: **July 2022**
Review Date: **December 2022**