

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

REPORTING 2021/2022 PERIOD
St John's Catholic Primary School

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 20/21	£4758.20
Total amount allocated for 2021/22	£17,970
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22,770

Swimming Data

Please report on your Swimming Data below.

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	
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 2022. Please see note above	68%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	54%
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?	Yes/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: 2021/22		Total fund allocated:£22,270	Date Updated: 24/5/22	
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: %
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>Embed an active learning/brain break culture throughout the school, to encourage active children throughout each day and lesson.</p> <p>Improve and increase choice at breaks and lunch to encourage active play – through play/solo and non-competitive activities</p> <p>Increase areas for active play – including hot/wet days to reduce loss of physical activity</p>	<ul style="list-style-type: none"> • Lesson active brain breaks and active learning lessons • Introduced new activities such as dance and fitness to break times • Range of activities through sports leaders • Games zones on playground • Introduce shaded area for wet play/sunny day space to be active • Accessible lunch sports equipment for staff 	£6000	<p>Sail shade?</p> <p>New equipment has included new games/sports for children to play at lunches, to vary choice and experiences.</p> <p>Lunch time games zones and rotas to give children activity choices – including non-competitive such as fitness and dance.</p> <p>3000 minutes logged since fitness challenge began.</p>	<p>Equipment suitable and organised for curriculum delivery and extra-curricular activities.</p> <p>Continue with varying lunch activities and upskilling sports leaders to supervise.</p> <p>Continue with active break fitness challenges to promote all day movement breaks.</p> <p>Shaded area to be utilised to increase physical activities on wet/hot days.</p> <p>Ensure equipment is suitable and accessible for extra-curricular activities.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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:
Raising the profile of PESSPA through regular celebration of achievements and successes as part of school culture. Raise profile of PESSPA through high expectations as a subject.	<ul style="list-style-type: none"> • Use of ipads to support lesson assessment • Raise standards through uniforms and equipment standards • PESSPA as part of everyday school life (clubs/trips/assemblies etc) 	£1000	Uniforms (staff/pupils) Raised profile of PE through expectations – both PE days and when representing the school at events. Appropriate dress – high standards of expectation.	Raised expectation on standards in PE and on trips/sporting events. Continue to praise/reward for achievements weekly and value being active as a school. Continue to work alongside Energize CAS programme on creating an active school for sustained success. Maintain link with physical activity throughout the day and health/academic succes

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
Have confident, highly skilled and knowledgeable staff undertaking PE lessons in school. Support staff in raising self-efficacy in PE through up-skilling	<ul style="list-style-type: none"> PE themed staff meetings to support knowledge of subject areas/assessment of pupils – in order to increase standards Staff supported by sports specialist to team teach and up-skill across the PE curriculum Increased confidence to teach through providing suitable equipment to deliver confidently – equipment storage readily accessible for staff 	£8000	<p>CPD support PS</p> <p>6 members of staff that had PS upskilling support reported:</p> <ul style="list-style-type: none"> Increased ideas in delivering warm up games How to support different ability groups to support and challenge Knowledge of different games and sports Team teaching Increased subject knowledge Setting up ideas <p>Also, subject specific staff training on PE – sharing ideas and discussing assessment and support of pupils</p> <p>Equipment suitable for effectively teaching lessons – this needs to be readily available and accessible for high standards of lessons – removing potential barriers to HQ lessons</p>	<p>Monitor, evaluate and support teachers following in-house CPD support during 21/22. What is the impact of the upskilling in practise? Provide feedback and support high standards of delivery. Accessible equipment to help lesson organisation. Embed assessment across all classes to monitor and evaluate long term progression of key fundamental skills. Provide SP funding for supporting and evaluating PE from subject leader.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
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:
Utilise the sports premium to allow children to experience new activities, broaden the range of activities children can try. Ensure activities and experiences are accessible to all.	<ul style="list-style-type: none"> Organise trips with an activity/sports focus – Y3/4/5 activity days – climbing, caving, watersports, archery, orienteering New equipment for new sports (Handball, pickleball etc) Offer qualified coaching – cricket offer for all 	£4000	<p>Yr 3/4/5 adventure days</p> <p>Broadened experience of children trying new activities – focusing on teamwork and resilience. Caving, kayaking, paddleboarding, lazer tag etc</p> <p>Cricket coach</p> <p>Ks1 pupils to benefit for extra-curricular specialist coaching</p> <p>Yr 5 and 6 specialised cricket delivery as part of PE curriculum.</p> <p>Equipment</p> <p>New equipment purchased to broaden experiences at play times – handball and pickleball for example.</p> <p>Music equipment for non-competitive activities at breaks – fitness and dance.</p> <p>Rec/ks1 sports club, KS2 basketball league, Ks2 football club, Year 2,3,4 Girls football club, Ks1 cricket all reached capacity of sign ups.</p>	<p>Continue to provide experiences beyond regular sporting activities – e.g OAA experiences.</p> <p>Use qualified coaches to support where necessary.</p> <p>Increase range of different sports and non-competitive activities.</p> <p>Extra-curricular clubs are offered to ALL children through a variety of topics throughout the year.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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>Provide an opportunity for all pupils to experience an external sporting event – competition or festival, representing the school.</p> <p>Provide all pupils with the opportunity to play school sports/activities as an extra-curricular offer.</p> <p>Competitive activities embedded in school culture.</p>	<ul style="list-style-type: none"> • Sign up to a minimum of 30 competitions – allowing all pupils an opportunity to represent • School club offer – open to all ages for a range of competitive sporting activities – e.g basketball league • Daily fitness challenges for healthy competition. 	£2500	<p>ESSP bronze package plus 20 extra comps</p> <p>This has allowed for a continued focus on whole school competition. Both competitive and non-competitive, giving all pupils an opportunity to experience representing the school/new activities/working with other pupils.</p> <p>ECC offer has helped give pupils added choice of experiences and opportunities to play competitively in-house and increase contact times with sports.</p> <p>Fitness challenge has pushed an active day – break breaks designed to help children stay active throughout the day.</p> <p>Over 90% of yrs 1-6 have attended a sports event/competition during this school year.</p> <p>100% of children have had the opportunity of free sports clubs to attend.</p>	<p>Sign up for 30 competitions and bronze package for 22/23</p> <p>Provide an opportunity for all pupils to represent the school at an event, and for all to be able to access sports clubs after school.</p> <p>Continue to target pupils with less opportunity and provide accessible clubs.</p> <p>Continue to link with community sports clubs to provide exit routes into regular sporting activities.</p>

Signed off by	
Head Teacher:	

Date:	
Subject Leader:	J.Rix
Date:	3/7/22
Governor:	
Date:	