




Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



REPORTING 2022/2023 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 21/22	£2000
Total amount allocated for 2022/23	£17,940
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19,940

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	91%
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	89%
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:	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:	30%
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:
<ul style="list-style-type: none"> A range of sporting activities during lunchtimes, both competitive and non-competitive 	<ul style="list-style-type: none"> Zoned areas – use zoning barriers for safety and ability to play competitively. Include non-competitive physical activities, such as dance and fitness – Music speakers. Post protectors for sail shade – for safety. This area for shaded summer activities. 	£6000	Playground clearly zoned and areas kept safe and suitable. Increased choice of activities to include non-competitive.	Continue to increase choice in line with pupil voice. Utilise shaded areas in summer to allow for movement breaks outside safely.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation:	12.5%
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:

<ul style="list-style-type: none"> • Raise standards of PESSPA as a school • Link to physical and mental health and wellbeing • Links to PSHE curriculum • Active Match 	<ul style="list-style-type: none"> • New PE benches for hall - for safety and to raise standards for lessons. • PE uniform for children and staff to raise standards across school, and representing out of school. Removing barriers to participation. • Subscription to Teach Active for maths – to encourage staff to plan engaging active lessons throughout the day. 	£2500	<p>Benches for safe and secure gymnastics lessons – raising standards in lessons.</p> <p>Uniform raises standards as far as how PESS is valued and regarded, and has been able to provide suitable uniform where required to remove any participation barriers.</p> <p>Staff felt maths was a great area for active learning. Teachers have trialled during summer term active maths lessons. Future subject meetings with staff will determine the impact of these maths lessons.</p>	<p>Continue to regard PE in the high standards – allow for budget to cover equipment replacement where necessary and equipment to be of the highest and safest standard.</p> <p>Ensure PE uniform is embedded into school policy and cater for children who need support with equipment/uniform to ensure no barriers to participation.</p> <p>If beneficial to staff, continue to subscribe to active maths lessons – with support from the maths subject lead on developing active maths further.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				22.5%
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"> Lead release for internal teacher PE CPD. Subject lead to work with teachers each half term to support area for development. 	£4500	<ul style="list-style-type: none"> Internal 1:1 in situ CPD for 3 teachers – all reported improvement in areas of support following lessons. Lesson CPD logs recorded. Teacher logs provided feedback and evidence where support has happened and improved their efficacy/knowledge of teaching PE. 	<ul style="list-style-type: none"> Continue to offer in situ CPD – focussed on areas for development. Identify areas for support and staff requiring support. In situ whole staff CPD events planned in, based on needs. Focus on EYFS/Ks1 as a priority for support to ensure key fundamentals and high quality is offered early on.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				15%
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"> Speakers for non-competitive activities (see KI 1) Continue East Shropshire Schools partnership for events – including whole class events Contribution to OAA trips so pupils can experience. 	£3000	<ul style="list-style-type: none"> Continued access to a full range of sports and activities – for all ages and abilities – options to take full classes to events increases participation. 	Continue to buy into bronze partnership and to 30 events per year. Continue to offer a broad range of experiences, at lunchtimes, through clubs and trips where possible.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				20%
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 ion 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. • Sports leader salary contribution for swimming/extra-curricular sports events/clubs 	£4000	<p>ESSP bronze package plus 20 extra comps (30 total, inc whole class events)</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>Maths Marathon challenge has pushed an active day – break breaks designed to help children stay active throughout the day.</p>	Continue to engage school with whole school active competition, and ensure break boosters are embedded into school policy and that SLT monitor this happens.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	J.Rix
Date:	

Governor:	
Date:	