

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

REPORTING 2023/2024 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 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 22/23	-£2000
Total amount allocated for 2023/24	£17990
Total amount of funding for 2023/24 To be spent and reported on by 31st July 2023.	£15990

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	80% (20/25)
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	48%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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

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:
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"> Embedding an active school culture and providing staff with resources to provide this. This importantly includes EYFS through to Y6. Active brain boosters, active lessons, active lunchtimes. Promote walking to and from school if possible. 	<ul style="list-style-type: none"> Subscription to Active Maths (Teach Active) Active class challenge to encourage brain break/boosters and added active time during the day. Resources to support. Participation in walk to school week. 	£525	Increase in active brain breaks/boosters throughout all classes. Increased active time during the school day – children are not sat for long periods inactive.	To continue with active school initiative. Continue with Teach Active subscription for 24/25.
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:
		£1600		

<ul style="list-style-type: none"> To improve provision of an active school throughout the day – targeting lunchtimes as a key area for whole school development by raising standards in active play/sports. 	<ul style="list-style-type: none"> Happy Lunchtimes Award. This scheme was implemented to offer staff CPD on sports and play in a positive manner – to increase participation and raise standards of play. This in turn increases the amount of active time and reduces issues, leading to a happier and more active school! 		Children have fed back already on the calmer lunchtimes and that there is more to do.	Embed HLA during 24/25 and monitor/gain feedback on how it's affected lunchtimes (pupil/staff voice)
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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. Equipment to support the ability to provide high quality PE.	<ul style="list-style-type: none"> Subscriptions to GetSet4PE for EYFS to support staff in delivering high quality PE to EYFS. External CPD offer to all staff with Chance to Shine Cricket CPD Year 1 and 2 external CPD with All Court Tennis. Internal CPD in-situ offer with subject lead – for EYFS and Year 1. Whole staff CPD 	£3000	<p>Get Set 4 PE has improved our progression map for PE by given us a strong foundation in EYFS in different strands, leading to Yr1. It also provides suitable resources to support and engage. This has been quality assured and tested by staff.</p> <p>Support for staff with both internal and external support in-situ has helped staff with different areas of PE to suit their needs. This in turn has helped pupils have more engaging and impactful lessons, especially with the profile of extra</p>	<ul style="list-style-type: none"> Subscription to Gymnastics to improve support materials for high quality gymnastics.

			PE specialists in lessons. Staff have reported that in-situ lesson support was valuable to gain insight to support pupils.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
15%

Intent	Implementation	Impact	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
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:		
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.	<p>Continue East Shropshire Schools partnership (see KPI 5) for events – including whole class events Participation in 30 events during the school year – covering all classes and different sports. Includes targeted groups for competitive sports and participation. This also includes sports leadership training to offer more lunchtime activities.</p> <p>Extra-Curricular clubs for targeted demographics (less active/girls) to promote activities for all. These are free to join, and support partnership with ex-pupils as sports leaders to provide good role-models.</p>	£2000 (OAA trips and events)	<ul style="list-style-type: none"> Pupil voice has shown how valuable our commitment to the sports partnership is in terms of experiencing different sports at different venues, with different people. ALL pupils Yrs1-6 have had the chance to represent the school on 30 different competitions or events this year, which provides a broader experience in terms of activities on offer, but also the chance to be in a different environment and play competitively and in the local community representing the school. This fosters community, teamwork, positive 	<p>Continue our commitment to the ESSP competition calendar.</p> <p>Continue to support costs towards OAA trips and sporting events to allow children to experience new things and challenges.</p>

	<p>Support with Outdoor Educational trips and experiences for Years 2 and 5. This allows children to experience new activities that provide personal challenges for growth.</p>		<p>attitudes.</p> <p>Our OAA educational visits have provided children with the broader range of outdoor physical activities, allowing children to not only experience different active challenges, but also improve personal skills such as perseverance, teamwork, overcoming fears and goal setting. We've seen children try new things and complete things they didn't think was possible. Children reported that these experiences were fun and challenging, and they achieved more than they thought.</p>	
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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. • 	£3075	<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>Go Noodle/Active break 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:	