**St. Joseph’s Catholic Primary School, Blackhall**

**Impact of the Primary PE and Sports Premium Funding.**





**PE and Sports Premium**

The Primary PE and Sports Premium is an amount of money given to schools each year and is ring-fenced funding to be used by our school to make additional and sustainable improvements to the quality and breadth of PE, sport and physical activity.

This means that we will use the Primary PE and Sport Premium to:

* develop or add to the PE and sport activities that your school already offers
* build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

The national vision is for: “*All pupils leaving primary school to be physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.”*

The revised DfE guidance includes five key indicators across which schools should demonstrate improvement.

In the academic year **2023/24,** we will receive **£**16,584**,**which we plan to spend under the five key indicators, reported using the template provided by the DfE to which we will add our review at the end of the academic year under the ‘sustainability and next steps’ section:

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| **Academic Year:** 2023/24 | **Total fund allocated:** £16,704 | **Date Updated:19/07/2024** | |  |
| **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: |
| % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| To maintain the delivery of a wide variety of sporting activities and clubs to enable children to access other sporting activities or specialist sport instruction that they would otherwise not be exposed to.  Further enhance opportunities for children to **sustain 30 minutes of physical activity** every day.  To ensure PE equipment is of a high standard and replenished as necessary. | Specialist Sports’ Coaches with qualifications (e.g. Foundation of Light) deliver extra-curricular sporting opportunities to enhance the provision for all groups of children.  Work with external agencies to providing specialist support to help children, including those with SEND, to fully access a breadth of physical activity  Audit PE equipment termly and replenish as necessary. Equipment health and safety check | £5368  £760  £1900 | A large majority of children throughout the school accessed a wide variety of extra-curricular sporting activity through participation in lunchtime and after school sporting activities. As a result, more pupils met their daily physical activity goal and are motivated to be active and develop skills including: build teamwork skills and take risks with strength, coordination and balancing activities boosting self-confidence and promoting healthier lifestyles. Staff benefitted from CPD through work with the coaches delivering.  A large proportion of children, including children with SEND and those who are vulnerable accessed specialist provision and engaged in physical activity, targeting the least active children to participate. Staff supported and upskilled through the delivery of staff in a range of activities.  Children accessed a strong curriculum PE offer with all necessary equipment ensuring their full entitlement to physical activity. | Children are motivated to be active at breaktimes and healthy lifestyles are promoted from a young age.  Develop a wider offer for children to engage with and promote opportunities for more unusual sporting offers.  Pupils with identified needs are targeted for extracurricular activities including opportunities in the school day such as lunchtimes. A positive attitude towards active lifestyles is adapted.  Equipment in place will continue to be review and replenished as needed. |
| **Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Ensure sporting successes are shared on social media and the school website and celebrated within who school assemblies.  Continue to use active ‘break-times’ in particular, develop lunch-time activities for pupils including ongoing staff training and resources. | Plan for a sports week in the summer term with a full calendar of events  Timetable weekly celebration events. Facebook/ social media promotion  Key stage 1 and 2 children take part in active sporting activity each lunch-time.  Continue to explore and improve opportunities for opportunities to be active throughout the school day.  Staff training around positive, active break times | N/A  N/A | Successes were celebrated and children took pride in sharing their sporting achievements.  A full sports week took pace in Summer Term, where children were given a breadth of activities. This was particularly successful again promoting healthy lifestyles and positive relationships with an active lifestyle.  Routines and resources are well established across lunchtimes and staff are confident in supporting children to set up and develop activities to ensure an active lunchtime. | Continue to use this model and develop further moving forward.  Plan for the events for next year and look to see where themed days could be included additional to the events in place.  Equipment available and replaced/ replenished as needed CPD to further develop |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended  impact on pupils: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| To ensure that children benefit  from quality PE provision, ongoing CPD and support.  To develop the knowledge and expertise of teachers, lead TA through work with the federation subject lead | PE lead to work across the federation to successfully support staff in all aspects of Curriculum for PE  Establish dates when cover is required and appoint cover staff.  Lead to coach and support staff to develop and implement the curriculum continuity support materials where needed. | N/A  £800 | Quality assurance shows that PE is prioritised and teacher feedback and pupil voice reflects the knowledge and skills that are being developed  Curriculum materials effectively support staff. Staff feedback identifies that staff feel more confident and have a good understanding of the progression of skills needed. | Continue to ensure that all  teachers (including new temporary teachers appointed to the school) are  confident in delivering the PE  Curriculum.  Work with external agencies ESSP to develop opportunities for coaching and support for newly appointed staff. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended  impact on pupils: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| Plan wider opportunities for OAA activities beyond the curriculum offer  To ensure that the revised Curriculum for PE provides a broad and balanced  offer with continued improvements  in the quality of teaching, ensuring  both excellent attainment and high  levels of engagement from children.  Plan wider opportunities for activities beyond the curriculum offer | Involve external coaches to work with staff and children.  Make use of specialist teachers to develop outdoor activities that engage and enthuse all children  Continue to provide a broad and balanced curriculum with a rich variety of sports contexts.  Opportunities including Pro Ride | £3241  £175 | Outdoor education opportunities were accessed by all children across school throughout the year. All groups of children including all SEND and vulnerable children accessed provision through Sc.OUT.Ed sessions. Staff CPD working alongside specialist providers.  To achieve increased parental interest in sports delivered through the programme being offered free of charge. All children provided with the opportunity to be involved and participate in extra physical activity.  Classes had the opportunity for enrichment physical activity opportunities. Children developed skills linked to Gross motor, coordination and balance impacting on Fundamental movement skills. | Pupils’ resilience and motivation to engage in outdoor activities is increased and transferred to a wide range of contexts  Explore further opportunities to work with other external agencies next year.  Clubs and opportunities are well attended and a wider offer was available for children.  Core skills developed that can be applied to other areas of the curriculum. |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| % |
| School focus with clarity on intended  impact on pupils: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| Ensure we offer as many opportunities for children to participate in competitive sport  To work alongside the local district football association to engage in competition | Arrange events over school sports week / sports day to provide opportunity for children to compete  Work with the diocese to arrange football competitions Canon Gaughan Cup  Travel costs to ensure participation in competitive sports through our partnerships with other schools and involvement with the foundation of light. Maintain (and – if possible – extend) the current Competitive Sport  opportunities for inter-school sport | n/a  £1500 | Each class was able to participate in a range of competitive sport and athletics and have built upon their skills and developed qualities involved with competitive sport  Children participated in a number of competitions throughout the school year, for both boys and girls | Develop links with the ESSP to engage in local school competitions to encourage participation.  Further develop these opportunities and look into other providers to engage in competitive sport.  Make links with the Skipping School to look into the Skipping Festival for coming year. |

**Swimming Data**

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two

requirements of the National Curriculum programme of study

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| 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? | 75% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke? | 75% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 75% |
| 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 |