

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



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](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£0
Total amount allocated for 2021/22	£17800
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2022/23	£17800
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17800

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2023.</p> <p>Please see note above</p>	92%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	92%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	92%
<p>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?</p>	Yes

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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: 2020/21	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"> • Clear and effective Physical Activity policy adopted by St Catherine’s throughout the year groups and regular physical activity throughout the day • All children to participate in a minimum of 30 minutes physical activity differing in intensity • Children to have the opportunity for Physical Activity with PE specialist throughout the school year. 	<ul style="list-style-type: none"> • Physically engaging activities at playtimes/lunchtimes • Wide range of sports after school clubs/enrichment clubs delivered by PE teachers within the school several times a week • Focus on outdoor learning in EYFS and Y1 and increased physical movement within provision. • At least two hours of taught physical education per week for Y1 – Y6. • Physically engaging learning with children active within the classroom • Swimming opportunities for child every year from Y1 – Y4. 		<ul style="list-style-type: none"> • Pupils are consistently engaged in physical activity throughout the school day • Pupils understand the importance of physical activity and the health benefits of living a healthy lifestyle with Physical Activity being a core value of this 	<ul style="list-style-type: none"> • Continue with Physical Activity opportunities at lunchtimes • Maintenance of high quality equipment for PE lessons/lunchtimes to keep children engaged in physical activity • Increase children attending after school clubs and accessing sport through this • Monitoring of EYFS and Y1 provision

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:
<ul style="list-style-type: none"> • Staff aware of the different components of PESSPA and understand where the school currently is located • High Quality PE lessons planned and delivered by skilled staff members • Social Sport planned and delivered within school • Physical Activity a key part of the school day • High quality PE sessions to be taught to specific SEN children to meet their needs. 	<ul style="list-style-type: none"> • PESSPA evaluated on regular basis by PE Lead and reported to SLT • PE lessons observed and evaluated on regular basis through schools MER process • Staff aware of the importance of Social Sport and impact on children • Physical Activity both planned for and happens spontaneously within the school day 		<ul style="list-style-type: none"> • Pupils aware of the importance of regular Physical Activity • Pupils regularly participate in Physical Activity at playtimes/lunchtimes at varying intensity levels 	<ul style="list-style-type: none"> • Continue with regular assessing of PESSPA within the school setting • Continue to reflect on PE curriculum taught and being monitored by SLT through MER observations • More social sport played both outside and inside of school. Regular • Maintenance of high quality equipment for both PE lessons and Lunchtimes to maintain engagement in Physical activity

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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:
<ul style="list-style-type: none"> • Staff to be knowledgeable and confident delivering the various skills for the entire PE curriculum • PE/Sports specialists teaching high quality PE lessons on a regular basis 	<ul style="list-style-type: none"> • PE lessons planned clearly and available for all staff to access at any time • PE lessons delivered on regular basis with all classes receiving high quality PE Lessons whether delivered by PE specialist or classroom teacher • PE specialist to coach other members of staff where relevant to ensure PE teaching is of the highest standard. • Engagement in Trust Wide networking 		<ul style="list-style-type: none"> • Children receiving high quality PE lessons delivered by PE specialists 	<ul style="list-style-type: none"> • Continue to work with outside agencies to develop knowledge and relationships within the community e.g. Cricket • Further training opportunities for PE staff where available and appropriate

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:
<p>Additional achievements:</p> <ul style="list-style-type: none"> Increased range of different sports taught during PE lessons Increase amount of sport related enrichment clubs to 5 clubs per week accessible to different year groups offering a range of activities 	<ul style="list-style-type: none"> Curriculum introduced in 2021/22 has been adapted and developed for 2022/23 academic year Constantly reviewing and evaluating PE curriculum and the sports/skills developed over the curriculum Primitive Reflexes focus for EYFS to establish whether any reflexes are retained and programmes of bespoke exercises planned for individuals, groups and classes. 		<ul style="list-style-type: none"> Pupils can now apply a range of fundamental sporting skills to a range of different sports Pupils can apply sport specific skills to certain sports Pupils with retained reflexes make progress 	<ul style="list-style-type: none"> Continue reviewing the range of sports and activities offering to all pupils Review and develop which fundamental and sport specific skills are taught

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:
<ul style="list-style-type: none"> Children to regular participate in social and competitive sport in competitive fixtures and social settings both outside and inside of school 	<ul style="list-style-type: none"> Participation in Catholic School Competitions Intra school competitive games during lunchtimes/playtime 		<ul style="list-style-type: none"> Pupils can apply skills taught and apply in competitive scenarios 	<ul style="list-style-type: none"> Aim to attend a wide range of sporting events in 2023-2024 Increase amount of children accessing competitive sport outside of the school Work with different schools and agencies within the community to develop long term sporting relationships e.g. Cricket

Signed off by	
Head of School and Executive Head:	Tricia Redfern Fiona Rigby
Date:	23/1/24
Subject Leader:	Dominic Hawksworth
Date:	23/1/24
Governor:	

Date:	
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