



Sports Premium Impact Report

St Joseph's Catholic Primary School

2018/2019



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

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

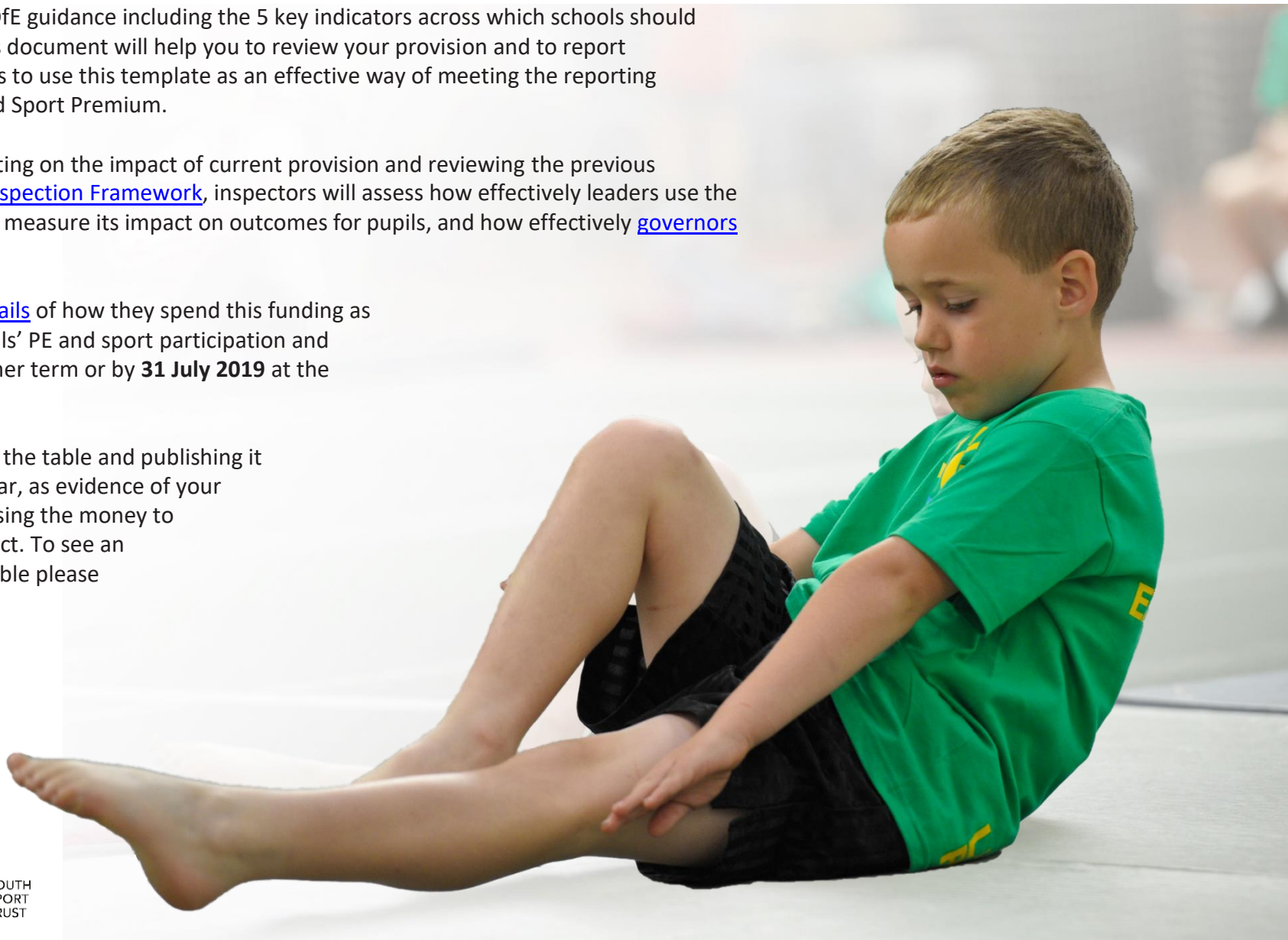
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Increasing and developing the confidence of teaching staff to deliver teaching in PE and Sport, working alongside specialists in P.E lessons.</p> <p>The offer of a broad range of sporting experiences for pupils through external visits and providers offering experiences in school- Dance, Golf, Cricket, Multi-skills, Netball and Football</p> <p>Improvements in the availability of resources to children at lunchtimes so that they take part in physical activities.</p> <p>Employment of lunchtime sports coaches has improved level of fitness and sport involvement during lunchtimes. Mental well-being has also been improved through physical activity</p>	<p>Training of pupils to lead and support physical activity during break and lunch periods.</p> <p>Maintaining and developing the range of competitive sport competitions available to pupils.</p> <p>Utilising indoor and outdoor spaces to achieve goal of 30 minutes of physical activity in school per day for each pupil (including the daily mile challenge), and to diversify and enhance the extracurricular programme further.</p> <p>Fully imbed the intra-school programme to involve all children in half termly friendly competition.</p> <p>Increase the achievement of national curriculum requirements for swimming and water safety.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>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 children may swim in another year please report on their attainment on leaving primary school.</p>	90%(27 children, Mar 2018)
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	66.6% (20 children, July 2019)
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	40% (12 children, July 2019)
<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/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 students today and for the future.

Academic Year: 2018/19		Total fund allocated: £20,808		Date Updated:	
Key indicator 1: The engagement of <u>all</u> 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: 10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Increase the number of pupils who are regularly exercising for 30 minutes per day. This is in addition to PE and Games lessons.	Continuation of a sport coach during the lunchtime period to provide a further opportunity for pupils to take part in physical activity.	£2000	We aim for increased numbers of pupils engaging in regular physical activity. 100% of children have worked with sports coaches over the year at lunchtimes.	Play leaders continue to coach and lead younger pupils. Lunchtime coaches for more days as school is expanding and more children are on the playground. Year 6 children to be trained up as Fitness Leaders to lead 30 minute sessions with younger children promoting the benefits of physical health.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				44%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Children are aware of the benefits of being physically active on their mental health and well-being.	Children being involved in weekly fitness and well-being sessions with mentor. This will promote their physical and mental well-being.	£9250	<p>55 Children across the school have worked with fitness and mental health mentor including all Year 6 children. Awareness of mental and physical health and strategies to improve it rose from 65% at the start to 100 % at the end of their course.</p> <p>Almost all Children’s co-ordination improved in most cases (97% improved)</p> <p>96% of children said that they enjoyed the programme and felt they benefited from it.</p>	CPD of staff and improving their skills in promoting and improving the physical well-being of the pupils. This will help continue to improve the whole school ethos of promoting physical and mental well-being.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				31%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Staff have the knowledge and skills to ensure PE lessons engage and excite pupils and pupils are keen to continue with sport outside of the school environment.</p> <p>Continue to develop the profile of PE by: Using sport and sporting Role Models to engage pupils and raise attainment</p>	<p>Audit of current provision, including staff's confidence, knowledge and skills.</p> <p>Where required, CPD to support with the teaching of particular aspects of the PE and Sport curriculum e.g. gymnastics and dance</p> <p>Training for lunchtime staff on developing games on the school playground.</p>	£6500	<p>We believe that the small group opportunities and discussion scenarios, that this will facilitate regularly, will significantly impact on children's confidence in themselves and their world and in their positivity towards themselves and their learning.</p> <p>Staff have taken notes with ideas from the sports coaches to use and adapt in their own lessons. Staff have given feedback on the impact of the sessions. This indicates increased confidence in a range of PE areas as staff have picked up ideas for teaching certain areas. 100% of staff have received weekly CPD for a term-NQT's given further CPD.</p> <p>100% of children have worked with a visiting expert. Upper juniors have also worked with a specialist Golf Coach.</p> <p>As staff confidence has improved. PE lessons are becoming higher quality. Thus pupils are benefitting from better PE lessons</p>	<p>Monitor and invite pupil and parent responses in the programme. From this we can look for ways we can make changes for next year.</p> <p>Continue with CPD next year so that staff can gain expertise in different areas. Staff can also discuss good practice with each other and help offer to each other.</p> <p>New staff to the school and NQT's to receive extra CPD depending on their confidence and needs.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Pupils have a better environment to participate in active learning.</p> <p>Children have a wider range of resources on the playground which they can access both in PE lessons and at playtimes.</p>	<p>Children are more active at playtimes.</p> <p>Children find their outdoor PE lessons more engaging.</p> <p>Offer a wide range of clubs, targeting different year groups and activities.</p>	£1328	<p>We aim to consolidate and increase the number of participants across the school where possible in both curriculum time and extracurricular activities</p>	<p>Equipment that has been brought is of good quality and will last for a number of years.</p> <p>Following on CPD, Staff will work together and share good practice which will lead to better confidence all round and more staff keen to get involved thus ensuring the extra activities will not only continue but there will also be an expansion.</p> <p>Offer a range of after school clubs for children in Key Stage 1. Gymnastics has been well attended so this will be continue for longer periods throughout the year.</p>
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Pupils have the opportunity to participate in a range of competitive sport.</p>	<p>Membership of sport associations to allow access to competitive sports e.g. <i>Wilson Stuart Active Sports Society</i>.</p> <p>Increase the participation of girls in competitive sport e.g. Girls Indoor Football Competition</p> <p>-Celebrate outcomes of sporting events in assemblies</p>	<p>£1230</p> <p>Catholic Sports £80</p> <p>Netball League £50</p> <p>SCPSDFA League subscription £50</p> <p>Wilson Stuart Active Sports £1050</p>	<p>Many pupils have had the opportunity to participate in competitive sport across KS1 and KS2.</p> <p>32% of children in Years 2 to 6 have represented the school in competitive sport.</p> <p>100% of children have taken part in Inter-House Competitions</p> <p>62% of Girls in Years 5 and 6 took part in at least one sporting event</p> <p>Sports day took place in July 2019. 100% of pupils participated in friendly competitive activity.</p>	<p>Continue to subscribe to these associations.</p> <p>Increase participation and enter teams for other events that we didn't enter this year e.g. Rounders, Tag Rugby.</p> <p>A sustainable system for Intra-school competition is in place, making use of learning that takes place already in P.E lessons.</p>
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