

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](#).



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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£ 1, 437
Total amount allocated for 2020/21	£ 17, 722 (£19, 159 cumulative)
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 0
Total amount allocated for 2021/22	£ 17, 722
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 0

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>Although unable to attend swimming lessons because of the Covid-19 pandemic, all Y6 pupils did undertake First Aid training which included what to do in a situation where someone has been in difficulty in water. 100% of the class attended and were accredited in basic first aid.</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 2020.</p> <p>Please see note above</p>	<p>48% (data based on data collection from 2017-18 as two years were missed due to Covid pandemic)</p>
<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>	<p>35% (as above)</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>% unknown due to Covid pandemic</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?

Yes/**No** due to Covid pandemic

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: July 24 th 2021	
<p>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</p>					Percentage of total allocation: 22%
Intent	Implementation		Impact		
<p>At St. Jude’s Catholic Primary School, we are striving to create a culture where pupils enjoy being active and sees the benefit that physical activity can have on their lives and their future.</p> <p>We intend to provide a safe, supportive and thriving environment for children to flourish in a range of physical activities essential in supporting their physical, social, cultural and moral development as well their mental health.</p>	<p>Continue to engage with Bishop Challoner PE development program (Silver package) and to develop the quality of PE through the use of a specialist coach from Central Education.</p> <p>All classes from Y1 up to take the daily mile.</p> <p>Ensure that all children (Y1-6) are given the opportunity to take part in at least one after school club that develops fitness levels – target families who are not engaging and invite to join.</p> <p>Clubs for ALL families are to be free of charge to encourage participation. Post lockdown, arrange focus days for all pupils to include gymnastics and movement sessions with a focus on mental and physical health.</p> <p>Maintain amount of curriculum time dedicated to PE in the Autumn term – additional PE lesson taught by</p>	<p>Funding allocated:</p> <p>£1915</p> <p>£1975.20</p> <p>£250</p>	<p>Increased fitness levels and enjoyment for all – more children able to complete the daily mile.</p> <p>Observations of PE lessons show that children are being physically challenged and that there is enthusiasm for physical activity. In our Summer 2021 PE survey, 89% of pupils responded that they enjoyed their PE lessons. 83% described at least one benefit of more physical activity. 95% said that they looked forward to PE lessons and that they were a special part of their week.</p> <p>Monitoring of after school clubs in the Summer term show that an increased % (26% greater than 2019/20 Autumn term) had participated in a club during the Summer term.</p>	<p>Sustainability and suggested next steps:</p> <p>Due to Covid-19 and the subsequent school closures, additional sporting activities were limited; they took place in the Summer term and in class bubbles only; they were funded fully by school and were very popular with parents and children. Provision was made to encourage and support children who do not normally take up clubs to do so, and subsequently numbers of children attending was high especially for disadvantaged groups. We aim to continue to use this model moving forward.</p> <p>During Covid school closure, St. Jude’s provided extensive home support through national resources (Oak National Academy). We also posted recorded lessons</p>	

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	<p>teachers through Autumn and kept under review.</p> <p>Ensure that equipment is checked for safety, maintained, repaired and replenished,</p>			<p>(made by our Sports Coach) on our website weekly. In EYFS, staff delivered daily live lessons with a movement focus element. We aim to continue to use this model moving forward, if there were to school/bubble closures again.</p> <p>Once school has re-opened, the school continued to provide weekly PE lessons for all classes. Additionally, we aimed to have as much outdoor learning, with a physical element, as much as possible part of our Covid recovery plan. In the academic year 2021-22, we have planned training for staff on how to use the outdoor environment more effectively to promote active learning.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p> <p>22%</p>
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Intent	Implementation	Impact	
<p>By raising the profile of PE, we want all pupils to have a sound understanding of how they can and should use their body, equipment and apparatus safely and imaginatively to achieve their personal goals.</p> <p>All children have the opportunity to enjoy being physically active, maintain a healthy lifestyle and raise their self-</p>	<p>Raise the profile of PE and Sports Values across school through work with the children, information given to parents, use of social media and through the environment in the school hall, shared areas and playgrounds.</p> <p>Pastoral and PE leader to feed into SLT meetings and to governors. Seek pupil voice.</p>	<p>Funding allocated:</p> <p>£3, 000</p> <p>Pupil discussions with PE lead and SLT in Summer 2021 – all pupils could identify at least three sports values and talk about how they apply to their PE lessons in school but also to how they can apply them more generally. Pupils spoke positively of signage around school and felt that PE and</p>	<p>Sustainability and suggested next steps:</p> <p>Pupil discussions were positive and gave leaders in school suggestions for next steps. Pupils suggested sports ambassadors in school who could make suggestions for themed events and take</p>

<p>esteem.</p> <p>We aspire for pupils to adopt a positive mind-set in an environment which promotes sports values so that they believe that anything can be achieved.</p>	<p>PE leader to attend PE cluster meetings with local schools to develop best practice in school.</p> <p>Bishop Challoner to develop skills of new member of staff so that they can take over the role of PE lead in September 2021.</p> <p>PE leader and Sports Coach to work closely with all lunchtime and breakfast club staff to increase pupil participation in sports and physical activities.</p> <p>PE leader to work with staff to organise Olympics and football themed events in Summer term.</p>	<p>Prof. dev time</p> <p>£1167.20</p> <p>Prof. dev time</p>	<p>being active was encouraged. Pupils enjoy looking at the 'Healthy Body, Healthy Minds' board on the way out to the playground.</p> <p>Stronger links made via social media platforms with School Games and other participating schools. (see Twitter page on school website).</p> <p>Survey post football themed event - 92% responded saying that they really enjoyed the event and would like more of them.</p>	<p>ownership of the healthy board. This will be included in the PE development plan for 2021/22.</p> <p>We now need to embed a greater understanding of the SG agreed Sports Values and see them used as an explicit teaching and learning tool in lessons and at playtime.</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:
			17%
Intent	Implementation		Impact
<p>We want all staff to have the confidence, skills, training and experience to ensure that they competently promote physical activity and promote healthy lifestyles.</p> <p>Staff need to be equipped to promote an agreed pedagogy that promotes fair play, honest competition and good sporting behaviour as individual participants, team members and spectators; thus embedding lifelong values such as co-operation, collaboration and equity of play. The ever evolving nature of physical activity needs to be learned, planned and taught.</p> <p>Teaching staff need to understand the high profile role that physical activity and sport has on everyone's well-being.</p>	<p>To ensure that newly qualified teacher (PE specialist) is confident delivering quality - work with PE leader, sports coach and BC silver package training to establish routines and an understanding of PE teaching and leadership (succession training).</p> <p>Continued partnership with Bishop Challoner and Central Sports Coaching to offer support for staff in the delivery of high quality PE lessons. Half day INSET provision with the objective of providing ideas for warm up activities for use in PE lessons, in and outside the classroom. This is also aimed at developing the physical and mental health of staff during a stressful time. After staff INSET for PE and the discussion about progress and confidence, conduct some monitoring of staff to help identify teachers who would benefit from more CPD across the breadth. Team Teach where needed.</p> <p>Target teachers that are less confident in delivering PE sessions. Higher quality teaching and assessment in PE with result in high quality outcomes for progress and increased attainment.</p> <p>Staff work together (through INSET</p>	<p>Funding:</p> <p>Incl.in silver package</p> <p>£3301.60</p>	<p>Staff feedback from INSET was very positive with 100% participants feeling that they had more confidence to deliver PE lessons confidently and plan and assess more routinely. Comments were made that staff felt the personal benefit of having an active practical session. (June 2021)</p> <p>Learning walks showed that teachers were deploying strategies demonstrated in INSET training in PE and wider lessons. Pupils spoke of this in pupil discussions. (July 2021)</p> <p>Sustainability and suggested next steps:</p> <p>Continue to engage with Bishop Challoner provision (bronze package) in 2021/22. Use this package and support from Central education to develop the confidence and competence of new PE lead.</p> <p>Plan another half day INSET session in 2021/22 with the objective of planning and using apparatus more effectively in gymnastics units of work.</p>

	sessions) to revise and further develop the PE long-term plan for school. Proposed PE lead to take lead of meeting as part of succession training.			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 34%

Intent	Implementation	Impact	
<p>At St. Jude’s Catholic Primary School, we are striving to create a culture where pupils enjoy being active and sees the benefit that physical activity can have on their lives and their future.</p> <p>We intend to provide a safe, supportive and thriving environment for children to flourish in a range of physical activities essential in supporting their physical, social, cultural and moral development as well their mental health.</p>	<p>Extra-Curricular activities ensure there is a wide range of extra-curricular sports available for children to access across all year groups from Year One upwards.</p> <p>All classes to attend in school workshops post lockdown encouraging the use of stretching, moving and gymnastics in developing appositive mental attitude and re-enforcing the importance of physical activity.</p> <p>Residential: although this has to be cancelled due to Covid school closure, older pupils were given access to a greater range of activities (golf and archery) via short trips to activity centre and through the support of Central Education.</p> <p>Themed days with sporting events as</p>	<p>Funding:</p> <p>£300</p> <p>£250</p> <p>Pupils and parents have responded positively to the opportunity for free provision and sports clubs and the uptake had increased by 26% from previous year (Autumn Term figure).</p> <p>Pupils engaged enthusiastically with additional provision and staff commented that these workshops were useful in aiding the children’s return to school post-lockdown.</p> <p>Older pupils participated enthusiastically in all activities – 100% uptake.</p> <p>EYFS pupils gave their opinions about developing their outdoor area</p>	<p>Sustainability and suggested next steps:</p> <p>Include sports ambassadors in the process of gathering pupil voice about which clubs they would like to see at after school clubs.</p> <p>Continue to provide free after school places at least for the Autumn term 2021/22. Aim for an increased % uptake of a minimum of 15% from Summer 2021/22.</p>

	<p>the theme - the Olympics and European Football Tournament; supported by Central Education.</p> <p>Development of outdoor space in EYFS and KS1 to facilitate increase in active learning – trim trail designed and awaiting fitting.</p>	<p>£6000</p>	<p>and assisted in the choices made. As part of their pupil discussion with SLT, 75% of pupils said that they would like more opportunities to be active in their outdoor area.</p>	<p>Monitor impact of development of outdoor spaces.</p> <p>Continue to engage with regeneration project and development of green apace for St. Jude's.</p>
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Additional achievements:

- We are very proud to have secured a piece of land which we are going to able to develop so that in the future pupils at St. Jude's, and schools locally, can access a large green space for sports; this is something which we have never has access. It has come about after school applied to acquire a MUGA space which was available as a result of the closure and demolition of Baverstock Academy. After a lengthy process this has now been DFE approved. It had been anticipated that this land would be developed in the academic year 2020-21 but this has now been put on hold whilst decisions about the design of the local area are made. (Druids Heath is part of a regeneration project). Leaders at school are working with the LA and the Diocese to secure a brighter sporting future for the school. It will allow us to deliver a broader PE experience for pupils and develop our approach to competitive sport.
- Stars in School events delivered after school re-opened in March to allow pupils to meet a sports 'star' who has achieved success in gymnastics. She was able to share her experiences of what it takes to become a sporting professional. Pupils spoke very highly of her visits.

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			5%
Intent	Implementation	Impact	
<p>We work hard to ensure that a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p> <p>We want all pupils to enjoy the competitive nature of sport from the most able to those who need extra support and encouragement.</p>	<p>Participation in the Birmingham School Games as part of our silver package. Autumn term – attendance at gymnastics (finalists, 4th place), dodgeball (finalists, 2nd place) and handball events.</p> <p>Autumn and Summer term – participation in online events (data submitted) against other schools participating in the Birmingham School Games.</p> <p>Themed events planned to have competitive elements so that, despite current limitations, pupils can experience this important aspect of sport.</p>	<p>Funding: £1000</p> <p>Pupils who attended competitive events enjoyed the experience and benefitted from the ethos present.</p> <p>Despite not being able to join in with as many events due to Covid restrictions, all pupils were able to enjoy participating in competitive sport because we raised the profile internally. This is reflected in the success of our themed competitive events in the academic year 2020/21.</p>	<p>Sustainability and suggested next steps:</p> <p>As restrictions are lifted, we plan to provide more competitive experiences for pupils externally by fully engaging in the Birmingham School Games and the events organised by Central Education.</p>

Signed off by	
Head Teacher:	B. M. Smith
Date:	24/07/21
Subject Leader:	B. M. Smith
Date:	24/07/21
Governor:	D. Thompson

Date:	24/07/21
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