

# 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](http://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 2020/21	£5, 660
Total amount allocated for 2021/22	£17, 624
How much (if any) do you intend to carry over from this total fund into 2022/23 cfwd to be spent by July 31 <sup>st</sup> 2022	£ 0
Total amount allocated for 2022/23	£17,624.00
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17, 624

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	93%- Summer 2022
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	82%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	81%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	<b>Yes</b>



**St. Jude's Catholic Primary School**

***We live, love and learn together joyfully in Jesus' name***

High-quality PE is an entitlement for all pupils, regardless of their starting points or their prior experiences of sport and physical activity. The national curriculum states:

*'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.'*

**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.

<b>Academic Year:</b> 2020/21	<b>Total fund allocated:</b>	<b>Date Updated:</b>		
<b>Key indicator 1:</b> 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: 33%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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>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 (Bronze package). This includes the training of pupils as play leaders who will plan and lead activities in the playground during break and lunchtimes. Also included, is the opportunity for the PE subject leader to engage in CPD to further promote and develop KI1.</p> <p>Provide opportunities for quality physical activity every day, in lessons, breakfast club and social times. CPD from subject lead inspires staff promote physical activity in a variety of ways across the curriculum.</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>Promote fun physical activity with pupils through assemblies.</p> <p>Ensure that equipment is checked for safety, maintained, repaired and</p>	<p>£2682</p> <p>£3888</p> <p>As above</p> <p>As above</p> <p>£1209.58</p>	<p>Increased fitness levels and enjoyment for all – more children use new equipment and are keen to engage with play leader activities, independent games using equipment and structured activities led by sports coach.</p> <p>PE lesson learning walks show that children are being physically challenged and that there is enthusiasm for physical activity.</p> <p>In our Summer 2022 PE survey, 93% of pupils responded that they enjoyed their PE lessons. 100% described at least one benefit of more physical activity. 93% 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 % (12% greater than 2021/22 Summer term) had participated in a club during the Summer term.</p>	<p>Sustainability and suggested next steps:</p> <p>Planned provision of sporting activity for one hour (timetabled) after school every day – automatically offered to after school club children; open to others for a minimal fee.</p> <p>Ensure that new PE lead is given additional timetabled slots to develop enthusiasm for physical activity especially at break and lunchtimes.</p> <p>Act upon suggestions from pupils in questionnaire by:</p> <ul style="list-style-type: none"> <li>• Planning more specialist days like the Drumba Workshops.</li> <li>• Providing another Stars in School Day where personal challenges are encouraged and met.</li> </ul> <p>Aim for as many pupils as possible (especially disadvantaged) to participate in additional activities.</p> <p>Monitor children who take</p>
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	replenished in line with curriculum developments.			part in a sporting/activity club outside of school and encourage community links to offer awareness of local sporting clubs.  Look into ways of children being physically active throughout the day for sustainable impact and low cost.
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>	Percentage of total allocation: 14%
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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?:
<p>By raising the profile of PE at St. Jude's, we want all pupils to have a sound understanding of how they can and should use their body, mind, 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-esteem by all pupils identifying how they are successful in PE beyond their physical ability.</p> <p>We aspire for pupils to adopt a positive mind-set in an environment which</p>	<p>PE leader to attend PE cluster meetings with local schools to develop best practice in school and explore new ways of embedding K12.</p> <p>PE lead to engage in additional support to develop PE long-term plan so that it includes declarative and procedural knowledge.</p> <p>Bishop Challoner staff and BCPP training opportunities used to develop skills of PE lead so that they can establish themselves as a middle leader.</p> <p>PE leader and Sports Coach to work</p>	Included in BC Bronze Package	<p>Whole school improvement in PE is evident in the three core pillars that we want to see emerge in terms of meeting the aims of the National Curriculum:</p> <ul style="list-style-type: none"> <li>motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific</li> <li>rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities</li> </ul>
			<p>Sustainability and suggested next steps:</p> <p>Focus on, and purchase equipment to support, the fundamental movement skills in EYFS (as recommended on Ofsted research document, March 2022):</p> <ul style="list-style-type: none"> <li>locomotor skills, for example running and jumping</li> <li>stability skills, for example twisting and balancing</li> <li>manipulation skills, such as throwing and catching</li> </ul> <p>Embed the self-assessment tool within the teaching sequence of</p>

<p>promotes sports values so that they believe that anything can be achieved.</p>	<p>closely with all lunchtime and breakfast club staff to increase pupil participation in sports and physical activities.</p> <p>Develop a whole school Head, Heart, Hands self-assessment tool, with support from Bishop Challoner Staff, to aid pupil discussion and awareness of individual success in PE lessons.</p> <p>The school environment is developed further to reflect passion for sports and to inspire pupils to aim high. (Wall Art installation and inspirational signage in shared areas around school.)</p>	<p>£3,325</p>	<p>healthy participation – knowledge of safe and effective participation.</p> <p>This is evidenced in the PE Learning Walks which took place in Summer 2022 followed by pupil discussion and pupil questionnaires.</p> <p>It is also evident in staff and pupil appreciation and understanding of sporting activity being diverse, fun, creative and accessible to all.</p>	<p>PE lessons and monitor use through lesson observations and pupil conversations/feedback.</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation: 41%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

<p>To develop a curriculum with appropriate scope, coherence and sequencing, teachers need high levels of subject knowledge. We intend to provide CPD programmes that include delivering and developing content and pedagogical knowledge through information sessions and in-class mentoring in order to develop the effectiveness of generalist primary school teachers of PE.</p> <p>It is important that subject leaders are given the time required to actively engage in important subject matters, namely curriculum design, monitoring and staff training and support. It is through effective subject leadership that an ambitious curriculum is brought to life.</p> <p>CPD should not be a bolt-on activity. It should be ongoing and sustained. It should bridge research and practice and specifically relate to the career point and experience of a teacher. In order to do this, CPD should be planned with clear and specific goals and should identify the types of evidence that best demonstrate achievement of those goals.</p>	<p>All teaching staff have access to a newly sequenced and organised PE curriculum and have CPD to allow lessons to support the aims of pupils knowing and remembering more in PE.</p> <p>Subject leader has time to liaise with staff and outside providers to develop teacher confidence and knowledge in PE.</p> <p>CPD is well planned and delivered and is varied in content. The PE lead will lead INSET to develop pedagogical understanding in PE. Staff will also plan with and deliver lessons alongside a specialist provider.</p> <p>Purchase correct equipment to support staff in delivering a quality PE curriculum.</p>	<p>£692.08</p> <p>£8910</p>	<ul style="list-style-type: none"> <li>• Staff have developed a PE curriculum that is well-aligned with the curriculum vision of the school; it is part of a carefully sequenced curriculum that enables pupils to cumulatively know and do more.</li> <li>• Teachers are actively engaged in what has been taught before and what will be taught after their age group of teaching. They use this knowledge to inform their selection of content, sequencing and ambitious end points for all pupils.</li> <li>• Teachers are highly trained in meeting the needs of all pupils, including pupils with specific SEND within a mainstream setting.</li> </ul> <p>This is evidenced in the PE Learning Walks which took place in Summer 2022 and the feedback given by staff in Summer 2022.</p>	<p>Staff and Sports coach to work closely to work towards targets set by subject leader to further increase knowledge and confidence in teaching PE. Each term will surround a focus taken from areas of development from staff questionnaires 21/22, these being:</p> <ul style="list-style-type: none"> <li>• Teaching sequence of a PE lesson (SHARP PRINCIPLES)</li> <li>• Aiding and supporting skill development with least and most active pupils (STEP Principles)</li> <li>• Assessment of children and next steps in learning.</li> </ul>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 7%
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>At St. Jude's, we aim to remove the causes of negative experiences in sport for pupils and to ensure sport in our school is inclusive, accessible and fun.</p> <p>We want to inspire young people to be physically active for life through positive experiences of daily activity and competition.</p>	<p>PE leader to work with staff to organise themed sporting and physically active events – Drumba Workshops and Commonwealth Games: i) Stars in School Day with Commonwealth boxer ii) Commonwealth assembly iii) visit for x 10 pupils to Commonwealth netball iv) visit for x 10 pupils to Commonwealth hockey.</p> <p>Participation is School Games events and competitions -  Dodgeball  Gymnastics  Athletics  Tag Rugby  Year 1 Multi-skills  Year 2 Multi-skills  Additional sporting events for pupils  Intra-competitions in school:  Ks1 – Dodgeball  Ks2 – Benchball</p>	<p>Drumba -£699</p> <p>Commonwealth Events - £550</p> <p>Stars in school - £400</p>	<p>Children spoke highly of Drumba and all children spoken to at random enjoyed how they were physically active without competing in a sport.</p> <p>Evidence of all competitions having a clear intent with clear aims to maximise pupil involvement and identification of methods of including all pupils, especially those with SEN.</p> <p>The pedagogical approaches selected reflect the needs of pupils and the needs of the curriculum content.</p> <p>All pupils are supported to know more and do more. All pupils benefit from high-quality instruction, practise and feedback.</p> <p>Teaching activities and approaches make sure pupils revisit and re-encounter important knowledge.</p> <p>Practice is domain-specific, desirably difficult and goal directed, with the aim of all pupils improving. It gives pupils time to</p>	<p>Whole school intra-competitions to be offered once a term to celebrate skills learnt in PE lessons. One of these will have an inclusive focus to engage less active SEND pupils.</p> <p>Class intra-competitions to take place at the end of every half term within PE lessons to celebrate the skills taught in their units of work that half term.</p> <p>Wider involvement with local primary schools in the community to encourage community links and friendly competition.</p> <p>Physical activity days to become part of our provision with the intention of encouraging our less sporty pupils to be physically active through other ways rather than through sport.</p>

			<ul style="list-style-type: none"> <li>• build, develop and refine their knowledge.</li> <li>• Feedback for pupils focuses on how to improve.</li> <li>• Pupils have high-quality opportunities to learn component knowledge. Teachers move onto more complex content once pupils have secured important foundational knowledge.</li> <li>• Pedagogical adaptations for pupils with SEND to access and achieve success are specific to the needs of the pupil and retain educational integrity to meet the aims of the national curriculum.</li> </ul>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				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:
<p>At St. Jude's, we believe that it is important to carefully consider the purpose of competition within PE, and where and when competition is positioned within PE lessons. During competition, pupils draw on what they know and can remember from within a domain.</p> <p>The way teachers structure competition within lessons is important. The focus should be on pupils' quality of knowledge application and therefore the task, rather than solely the outcome.</p> <p>We want all of our pupils to engage in competitive sports within school lessons. We also want an increased number of pupils to experience competitive sports with others outside of school to broaden their experiences.</p>	<p>Involvement in school games to be increased through active participation in a range of physical activities.</p> <p>Focus on festivals rather than competitions to engage and encourage our least active pupils.</p>	<p>Transport - £628.34</p> <p>Golf - £300</p>	<p>Competition is appropriately positioned when pupils have the knowledge needed to access the demands of the competition. This is regardless of whether the competition is against oneself or others.</p>	<p>Intra-competitions to continue and involvement in school games.</p> <p>Monitor and track all pupils' involvement in competitive sport.</p> <p>Involve more staff in competitions and sporting events</p>

Signed off by	
Head Teacher:	<i>B. M. Smith</i>
Date:	28 <sup>th</sup> July 2022

Subject Leader:	J. Vile
Date:	28 <sup>th</sup> July 2022
Governor:	D. Thompson
Date:	28 <sup>th</sup> July 2022