

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

St Joseph's Catholic Infant School, Birtley

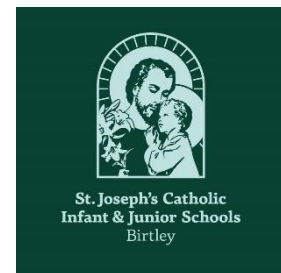
Report: 2022 - 2023

Completed: 20.07.23

Commissioned by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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 criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

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

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 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 **31st July 2023** at the latest.



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Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2023:	Areas for further improvement and baseline evidence of need:
<p>St. Joseph's Catholic Infant and Junior Schools have been awarded the Gold School Games Award for our commitment to PE and sport this year.</p> <p>The provision of high-quality external coaching supports delivery of good quality outcomes in PE lessons and contributes positively to staff CPD.</p> <p>Pupils from all year groups have competed in sporting events, including children with SEND.</p> <p>Participation in extra-curricular sporting clubs is high.</p> <p>Awards and challenges have been used to encourage active travel to and from school. The majority of pupils walk, cycle or scoot to school.</p>	<p>Continue to target less-active pupils to increase participation in sporting activity by encouraging them to join clubs and attend events/competitions (pupil questionnaires to be completed in autumn to identify target pupils).</p> <p>Further development of lunchtime sporting activities to begin in the autumn term.</p> <p>Staff CPD required to ensure the delivery of high-quality PE lessons that show progression across school.</p>

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? 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 2021.	N/A – infant school
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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 – within the autumn term. All Year 2 pupils were offered a term’s worth of swimming.



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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: 2022-23		Total fund allocated: £16,510 + £23,510 (including swimming and coach hire)		Date Updated: 15.7.23	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 8.62%
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?:
Provide equipment to ensure outdoor breaks are mostly active and they support the development of gross and fine motor skills.		Purchase playground equipment to be used by children during breaks.		£37.55	Children are choosing to do more sporting activities during breaks, meaning they are active for longer each day.
Provide the opportunity for all pupils to join an after-school sports club and recognise the positive impact physical activity has on their health.		Provide after-school sports clubs which are supplemented by school, to enable all pupils to join a club that matches their interests.		£1,386	There has been an increase in the number of pupils participating in extra-curricular sporting activities each week.
					Purchase of further equipment required for a greater variety of break time activities, so there is something to suit all children.
					Children enjoy after-school clubs and are therefore keen to register the following year. Skills developed in clubs have supported participation at events and competitions. Target pupils who have not participated in sporting clubs next term.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 27.26%
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:
To raise the profile of sport in school by ensuring curriculum provision includes sport and P.E. activities that are varied, age-appropriate and suitably ambitious (via teachers benefitting from sports coaching), providing sporting activity days and giving all pupils the opportunity to participate in events and competitions (including those with SEND).	Purchase of the Gateshead School Sports Partnership affiliation to support staff CPD as well as access to a range of sporting competitions and events.	£2,623	Pupils have participated in intra- and inter-school competitions throughout the year, thus developing fitness, PE/sport skills and motivation, as well as teamwork and leadership skills. Children are more active in general and are therefore healthier and happier.	Pupils are starting to understand the benefits of exercise and they enjoy participating in events, so they will therefore be encouraged to continue this positive attitude towards physical activity throughout their school life.
To develop the delivery of KS1 gymnastics lessons by providing suitable gym equipment.	Purchase gymnastics equipment which will support development of balance, coordination and strength, as well as specific gymnastics skills.	£1,877.97	Pupils are now able to use the gymnastics equipment to develop their strength, balance and coordination, leading to improved outcomes across the curriculum, as well as improved physical health of children. Gymnastics is being taught to a higher standard due to the improved access to specialist	Equipment will remain at school to be used by future year groups, leading to improved outcomes for children in relation to their physical development.

			equipment.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				41.8%
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:
To upskill teachers in delivering a quality P.E. curriculum via school staff working alongside specialist P.E. coaches.	Use of Sport Premium to pay for a specialist coach from NUFC to provide P.E. lessons to each year group, allowing class teachers and TAs to observe, support and learn how to coach to a high standard.	£6,900	Teachers are more confident in teaching sports as part of the PE curriculum provision. Teachers understand how to support less-able and SEND pupils, as well as how to challenge high-attaining pupils in PE.	Teachers have continued to learn from working with specialist PE coaches and they are now more confident in teaching PE to their year group. Teachers to discuss training needs with the Curriculum Lead and specialist coach early in the autumn term, so any additional needs can be addressed in the next academic year. CPD required for planning units of learning in PE.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 35.94%
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:
To provide a broad range of sporting experiences for pupils. From this, pupils will have an increased chance of finding a sport they love which they will continue in the future, and they be more likely to join after-school clubs, meaning they are active for longer.	Irish dancing and karate lessons to be taught to all year groups in school.	£780	Pupils have benefited from learning new skills and from experiencing sports and activities they wouldn't normally, which they may now wish to take up in the future.	Continue to offer a broad range of activities, with more choice for pupils.
To develop confidence, resilience and enthusiasm for the outdoors through a programme of outdoor play for Reception pupils.	Reception pupils to access a Muddy Monsters outdoor learning day.	£200	Reception pupils have an increased respect for the outdoors and the importance of being and playing outdoors. Children started to develop skills in communication, team work and problem solving.	School staff to continue to provide opportunities for further development of skills in everyday school life, as well as exploration of the outdoors.
To develop the beginnings of water safety and confidence.	All Year 2 pupils will be offered x1 term worth of swimming at Birtley Leisure Centre	£6000 including coach hire	More pupils will develop the ability to swim 10m to ensure that they are ready to progress to 25m by the end of KS2.	Continue this objective as the pool shuts in July 2023, thus limiting opportunity.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				13.93%
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:
Children from each year group to represent the school in sports competitions with other local schools (inter-school events), organised by Gateshead SSP.	Organise teams, as well as coach travel to and from events	£2,300	Pupils from across school have participated in range of events such as orienteering and multi-skills. Pupils feel proud to represent the school and receive certificates/medals. Through training and participation in events, pupils have developed skills in different sports.	Sport continues to have a high profile in school – this profile should be maintained in the next academic year through a commitment to PE and competitions.
Signed off by: K. Fraser/K. Swaddle				