

# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

St Joseph's Catholic Junior School, Birtley

Report: 2022 - 2023

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Commissioned by



Department  
for Education



St. Joseph's Catholic  
Infant & Junior Schools  
Birtley

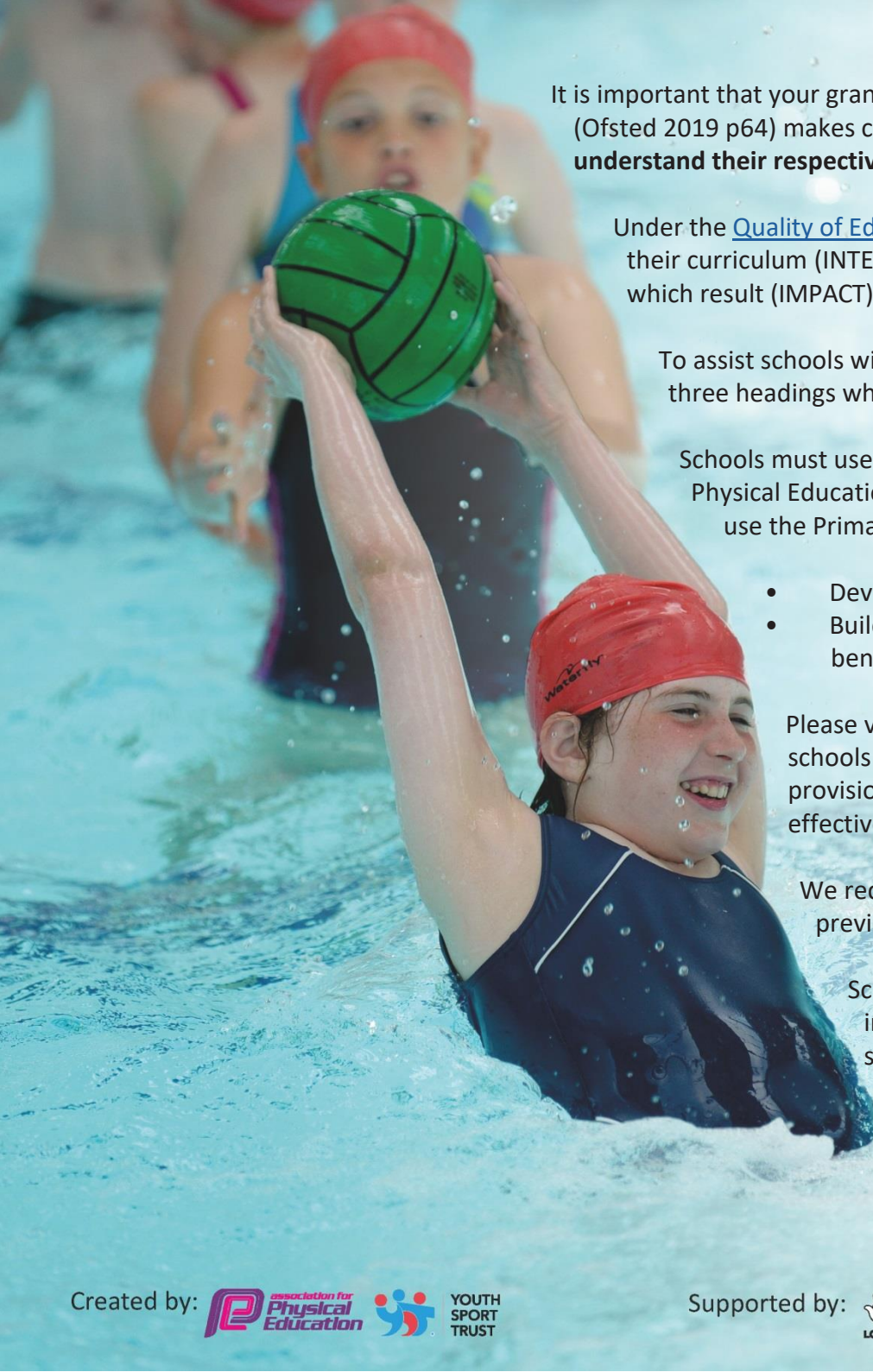
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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their 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](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 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<sup>st</sup> 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>Our school has been awarded the Gold School Games Award for our commitment to PE and sport this year.</p> <p>All pupils have benefitted from extra lunchtime sporting activities delivered by Year 6 Sports Leaders.</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>Pupils took part in the Gateshead Dance Festival and the Gymnastics Festival.</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>Pupils have developed skills in problem-solving, teamwork, communication and outdoors survival through outdoor challenge days/residentials.</p>	<p>A wider range of children to be encouraged to take part in lunchtime sporting activities. A weekly timetable of activities will be published at the start of the week, and lunchtime supervisor staff, as well as Sports Leaders, will be responsible for encouraging more pupils to take part (particularly those with SEND or who are less-active).</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>Restart the Daily Mile during outdoor breaks.</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? <b>N.B.</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.	59%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	44.8%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	59%
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?	no



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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.

<b>Academic Year:</b> 2022-23		<b>Total fund allocated:</b> £17,080 altogether – school spent £24,082		<b>Date Updated:</b> 15.7.23	
<b>Key indicator 1:</b> 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: 22.8%
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?:
To provide at least 30 minutes of lunchtime coaching/physical activity each day during outdoor breaks. Y6 pupils to develop coaching and leadership skills.		Credits purchased through the Gateshead School Sport Partnership to train Sport Leaders to organise and lead lunchtime activities (resources and branding included).  Purchase equipment for children to use during breaks and lunchtimes.		£540  £348.03	An increase in the number of pupils taking part in sports games during breaks. Development of leadership skills/self-esteem and organisation skills of Sports Leaders.  Development of gross motor skills of pupils.
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.		£2,483.50	An increase in the number of pupils participating in extra-curricular sporting activities each week. Participating pupils are active for longer periods of time throughout the day.
					Current Sports Leaders will support training next year's Sports Leaders, to allow the programme to continue at a reduced cost.  Equipment can continue to be used during outdoor breaks.  Children enjoy after-school clubs and are therefore keen to register the following term. Skills developed in clubs have supported participation at events and competitions. Target pupils who have not participated in sporting clubs next term.

<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: 70.90%
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, festivals and competitions (including those with SEND).	Purchase of the Gateshead School Sports Partnership affiliation to support staff CPD and sports day delivery, as well as access to a range of sporting competitions and events.	£2109	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. Improvements in the delivery of PE lessons by school staff have been made.	Pupils understand the benefits of exercise and of participation in events, and will therefore be encouraged to continue this positive attitude towards physical activity throughout their school life. Staff have been supported to deliver PE in school, leading to increased confidence in teaching. Further CPD required for planning PE units of learning.
Ensure a supply of equipment to be used in teaching high-quality PE lessons, where all children are active for the majority of the lesson.	Purchase of equipment to be used in teaching a range of sports as part of our school PE curriculum.	£244.80	Pupils have access to equipment which allows them to be active and involved throughout PE lessons.	Equipment can be used in the future. Skills developed in PE lessons support participation at events and competitions.
For more children to develop	Birtley Leisure Centre is closing	£7000	More pupils will be able to meet	DCC use a more efficient and

<p>competence in swimming across the cohorts.</p>	<p>down – therefore, coach hire is required to be supplemented by school and we wish to make this more viable and effective by taking more children swimming to Chester-le-Street/Bullion Lane swimming baths for a more intimate lesson.</p>		<p>the government expectation of swimming 25m.</p>	<p>effective portal to monitor swimming so that the class teacher doesn't have to.</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:
				40.7%
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:
To upskill teachers to consistently deliver high-quality PE lessons to their classes.	Use of Sport Premium to pay for a specialist coach from NU Foundation to provide P.E. lessons to each year group, across the federation - to allow for class teachers and the HLTA to observe, support and learn how to coach to a high standard.	£6,015	Teachers are more confident in teaching sports as part of PE curriculum provision. Teachers understand how to support less-able and SEND pupils, as well as how to challenge high-attaining pupils in PE.  There should now be continuity from one school to the next, because both schools are using the same provider.	Teachers have continued to learn from specialist coaching 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: 8.9%
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:
Support younger pupils (Year 3, 4 and 5) to develop teamwork, problem solving and communication through whole-day outdoor challenge days, to support mental wellbeing and transition to the next year group.	Host outdoor challenge days where children take part in a range of activities and challenges to develop skills and qualities – Team Challenge Adventure	£1,110 +£200 portaloos hire	Increased confidence of pupils and willingness to try new things. Improved communication and team work skills.	Increased confidence of pupils will support transition to future classes and encourage them to take part in residential, which will further develop skills and independence. Improved communication and teamwork skills will support attainment in PE lessons and participation/achievement at events and competitions.
Support pupils to pursue their love of dodgeball (which they often play during breaks) by competing at the local Dodgeball Championships.	Payment of entry fees and travel to North East Dodgeball Championship competition. Select team (including less-active pupils) and commence some lunchtime practice sessions prior to the event.	£209.39	Pupils who normally avoid participation in external competitions competed, due to their love for the sport, leading to increased confidence and a more positive attitude towards sports and competitions.	A renewed love for the game has meant more pupils have been setting up and playing dodgeball games during morning breaks. Sports Leaders organise weekly dodgeball games to continue this momentum.

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				9%
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 to take part in intra-school competitions (between houses) to develop skills and competitive/sportsmanship qualities.	Purchase of equipment so pupils from each house can participate in events and train for these events.	£64.99	Pupils have a good understanding of sportsmanship and the determination required for competitions, and they have experienced the enjoyment of representing their house.	In autumn, create a calendar of events and target pupils of all abilities (particularly the less-active) to take part in competitions. Use equipment previously purchased and order new equipment for any lost/damaged resources.
Children from each year group to represent the school in sports competitions against other local schools (inter-school events), organised by the Gateshead SSP.	Organise attendance at events and pay for coach travel.	£1,385	Pupils from across school have participated in range of events such as orienteering, athletics, tennis etc. 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.
To motivate girls and boys to play football and represent their school by joining the school football team.	Affiliation to the Chester-le-Street FA to allow entry to a local football league. Purchase of footballs for training sessions to develop skills.	£150 £136.74	We have had a mixed school football team who have participated in league games against other local schools. Children feel a sense of pride joining the school team. They have developed their fitness and football skills.	The football team's presence and respect in school encourages pupils to try-out for future seasons. Pupils from the team often support their peers in football PE lessons.

Signed off by: K. Fraser/K. Swaddle