

St Joseph's Catholic Infant School  
2020/21

# 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 2019/20	£6,000
Total amount allocated for 2020/21	£17,200
How much (if any) do you intend to carry over from this total fund into 2021/22?	£5,420.33
Total amount allocated for 2021/22	£17,200
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22,620.33

## 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><b>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</b></p>		N/A
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><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 2020.</p> <p>Please see note above</p>	%	N/A
<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>	%	N/A
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	%	N/A
<p>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?</p>	Yes/No	N/A

## 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:		
<b>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</b>				Percentage of total allocation: 78%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	£13,814.70	
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><b>Mile A Day</b></p> <p>Reception -Y1 all pupils are participating in the Mile a Day Your Way Scheme adding a further 15minutes daily of physical activity in line with the CMO guidelines. To further develop this incentive and keep pupil's enthusiasm for it high.</p> <p><b>Increased Daily Activity- CMO guidelines</b></p> <p>Implement the use of Active Schools Planner (YST) across school as a self-review tool to show how school is tracking extra activity of pupils across classes and monitor whether hitting CMO guidelines.</p> <p><b>Premier Sport Lunchtime clubs</b></p> <p>Improve activities on offer at lunchtime through clubs.</p> <p>All pupils have the opportunity to engage in additional activity at lunchtime.</p> <p>Target children's club</p> <p>Pupils participating in new activities and</p>	<p>Daily mile to become part of the half termly competitions.</p> <p>Contact LEAP for new resources. Present certificates at Star Awards to keep up children's enthusiasm, competitiveness and engagement in activity.</p> <p>Training for all teachers for use of active heat maps to track activity across the school day.</p> <p>PE lead to contact Tim Mills at Premier Sport and arrange clubs Monday- Thursday for all school children to attend.</p> <p>Create timetable for classes attending clubs.</p> <p>Identify disengaged/disadvantaged and less</p>	<p>Part of LEAP package (total package cost £2000)</p> <p>Resources for mile a day –</p> <p>Part of LEAP package (total package cost £2000)</p> <p>£5,520.00</p>	<p>Daily mile embedded in school day practice.</p> <p>Mile a day maps of England class teams in hall and classrooms.</p> <p>City certificates achieved and presented during assemblies.</p> <p>Teachers updating Active Schools Planners.</p> <p>Majority of children attending clubs would like to attend more frequently.</p> <p>All disengaged, disadvantaged and less active children attending – Inspire to Engage Friday Club. Two reception pupil's now totally engaged in PE lessons and 1 pupil wanting to join after</p>	<p>Daily mile to become part of the half termly competitions.</p> <p>Contact LEAP for new resources for 2020/21. Present certificates at Star Awards to keep up children's enthusiasm, competitiveness and engagement in activity.</p> <p>PE Lead collecting and analysing data to ensure school provides extra activities in line with CMO guidelines.</p> <p>PE coordinator to monitor attendance at lunchtime clubs through questionnaires/registers and hold interviews with children not participating to identify barriers and provide them with the appropriate opportunities</p>

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<p>sports. Number of behaviour issues decrease.</p> <p><b>Playground Leaders</b></p> <p>Establish Leadership roles for year 2's and equip pupils with the skills to organise and deliver lunchtime activities for children throughout the school, with support from school staff. The training includes communication and leadership skills and teaches positive ways to engage and encourage younger children.</p> <p><b>Play Panels and additions for Early Years large Play Equipment</b></p> <p>Ensure Early Years pupil's lunch and play breaks offer a range of activities that encourage positive play, building relationships and creativity.</p>	<p>active pupils for Friday club</p> <p>Leap and PE Lead to arrange and deliver training for Playground Leaders.</p> <p>Identify G and T children and pupils who would benefit from communication and leadership roles.</p> <p>Installation of play panels added to large climbing structure to enhance play opportunities for children.</p> <ul style="list-style-type: none"> <li>• Shop</li> <li>• Music station</li> <li>• Driving Station</li> </ul>	<p>Part of LEAP package (total package cost £2000)</p> <p>£8,294.70</p>	<p>school football club.</p> <p>More pupils actively engaged during playtimes. Leaders taking responsibility for organising games and activities, auditing and maintaining resources, reporting faulty/damaged equipment.</p> <p>Pupil's voice shows how much the children enjoy playtimes and use the equipment effectively for role-play, making music, dancing and looking out for the odd pirate or two!</p>	<p>Meet with Premier Sport to arrange plan of activities for 2021/20. Offer more lunchtime clubs utilising staffs skills. Train Year 2 playground Leaders to assist with activities.</p> <p>Train new playground leaders and develop role to lead a variety of different activities. Playground policy to include playground leaders' program.</p> <p>School and SCA committed to the upkeep of equipment. The durability of recycled material is 5 times longer than wood.</p>
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**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement**

Percentage of total allocation: 17%

Intent	Implementation		Impact	£2,969.97
<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><b>Implement Active Learning across the curriculum.</b></p> <p>Children to know and experience the benefits of physical activity and the positive impact on their cognitive development and wellbeing, reduced sitting time. Improved</p>	<p>Active Learning to be added to SIP as a tool for whole school development. Break up the school day with short burst of physical activity or non-sedentary learning e.g.morning or afternoon energisers, action rhymes and songs for younger pupils</p> <p>Teachers planning a variety of active Maths,</p>	<p>Part of LEAP package (total package cost £2000)</p>	<p>All class teachers using short bursts of active breaks.</p> <p>Observations of reception teachers shows how skilled they are at delivering active learning across the curriculum.</p>	<p>In house training sessions for KS1 staff to observe good practice and share ideas. Create gardening areas around school grounds for children to learn how food grows.</p>

<p>behaviour and cognition leading to increased progress and achievement.</p> <p><b>Big Pedal Week - 26<sup>th</sup>-30<sup>th</sup> April</b> To promote active travel</p>	<p>Literacy, Phonics and cross curricular lessons.</p> <p>St Joseph's Travel Team to plan activities for the week.</p> <ul style="list-style-type: none"> <li>• Class assemblies to promote active travel</li> <li>• Family involvement</li> <li>• Active travel competitions</li> <li>• Design a helmet competition</li> <li>• Gallery</li> <li>• Scooter skills workshops</li> <li>• Timetable of events</li> <li>• Class activities to promote wellbeing, tackling pollution and our world</li> </ul>	<p>£300</p>	<p>Pupil's voice-"I loved it, learnt lots of new tricks and would like to have scooter days in school every week!"</p> <p>Data from Travel Tracker showed active travel increased by 12% for the week and continued to rise a further 10% by the end of summer term to 66% of St Joseph's children and families were taking part in active journeys to school. Leaders from St Joseph's Guardians judged competition and selected winners.</p>	<p>Continue to promote Big Pedal Week. Book courses for scooter skills progression achieve Level 1 scooter skills. Look into possibility of training staff and 1 day a week children bring scooters in and use during lunchtime play.</p>
<p><b>School Travel Plan</b> To promote safety, active travel and reduce pollution around the school and environment.</p>	<p>Year 1 &amp; 2 poster competition to promote active travel and the benefits. Teachers plan lesson and learning outcomes.</p>	<p>£19.97medals Cost of signage TBC</p>	<p>Year group winners received medals from head teacher. Children's awareness of active travel raised and knowledge and understanding of the impact it has on society. A selection of posters to be made into signage for the school grounds and perimeter fencing.</p>	<p>Continue to promote School Travel Plan.</p>
<p><b>Healthy Week – 21<sup>st</sup> – 25<sup>th</sup> June</b> A week dedicated to sport and healthy lifestyles. Focus is solely on this and all children &amp; staff are actively involved. This includes celebration assemblies where children are rewarded and praised. Children will have had experience of a wider range of activities and sports which increases enthusiasm. They will have a greater understanding of being healthy in all senses.</p>	<p>Meet with St Joseph's Guardians to arrange class discussions and vote for activities they would like to take part in.</p> <p>PE Lead to book in physical activity leads and compile timetable for week involving all Reception/Y1 and Y2 children:</p> <p>Monday – Cheerleading sessions</p> <p>Tuesday – Individual class Sports Day</p> <p>Wednesday –Activities, for wellbeing and health</p> <p>Thursday – Bollywood dancing and Holi celebrations</p> <p>Friday - Tennis</p> <p>Timetables – C Fox to Source lessons</p> <p>Provide resources (Healthy Heroes) for lessons on living a healthy active lifestyle and well-being.</p>	<p>£650</p>	<p>All pupils participate in variety of different activities.</p> <p>Children given opportunity to learn about different cultural dance and celebrations. Increased levels of activity and enjoyment. Opportunities to try different activities and have fun!</p> <p>Pupil voice –"I want to do cheerleading all the time." Some pupil's making up own routines during playtime and using Parent's voice- "It looked like the children had an amazing time and if it wasn't for covid, I would have loved to watch the Holi celebrations and Sports Day."</p>	<p>Upskill staff to deliver different activities eg. Tennis training, skipping etc.</p> <p>Meet with pupil leaders to arrange program of events for next year's Healthy Week</p>

<p><b>PE Link Governor</b> Role of PE link governor developed so that they can support the development of PE and help drive improvement</p>	<p>Post photos on school website for parents to view due to covid restrictions.</p> <p>Support from Ali Arber LEAP to submit application. Governor to attend training if required. Review, check and challenge PE &amp; Sport funding spending and template. Invite in to lessons/ in school-extracurricular.</p>		<p>Governor received training from LEAP, works alongside PE lead to support the development of PESSPA</p>	
<p>St Joseph's continues to raise profile of PESSPA</p>	<p>Contact LEAP to continue to support school in raising standards in PESSPA</p>	<p>£2,000</p>	<p>CPD for PE lead, staff Bespoke coaching for children Extra-curricular support Governor workshop Personalised support to school Template guidance YST membership/webinars</p>	<p>New Governor for PE to be assigned for September 21. Governor to report and give feedback from meetings with PE Lead. Governors are fully committed and involved in development process. The profile of PESSPA raised across the school community. Continue with partnership for 2021/22</p>
<p>To achieve YST Quality Mark, a recognised kitemark for PE and school sport <a href="#">Youth Sport Trust Quality Mark</a></p>	<p>PE Lead to complete online self-review tool</p>		<p>Bronze kite mark awarded for 2020/21</p>	<p>Achieve Silver kite mark for 2021/22. Audit our PE provision and identify priorities for development plan.</p>

<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:</p>
				<p>5%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	<p>£995</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 utilise funding to put PE ,sport and physical activity at the heart of children’s recovery from the coronavirus crisis.</p>	<p>CPD Primary PE and Sport Premium Template Guidance - conditions and support 2020 -2021 with Ali Arber</p>	<p>Part of LEAP package (total package cost £2000)</p>	<p>Recover program in place – New PE curriculum for Reception and KS1 All teaching staff CPD Extra physical activity sessions Healthy Week</p>	<p>Improvements made will benefit pupils joining school in further years.</p>
<p>To develop and implement a curriculum which enables pupils to reach their Key Stage Outcomes:</p>	<p>Contact Create Develop and purchase Real Dance, Real Gym, Real Games and CPD for all teaching staff using Real PE.</p>	<p>£995</p>	<p>All teaching staff signed up to new Jasmine portal and using to deliver PE lessons. Staff feel more skilled to deliver good/outstanding lessons. Teachers’ voice-“It was so refreshing to have training where instructors actually modelled what a good lesson looks like and had plenty of time to answer our questions.”</p>	<p>Continue with CPD from Create Development for Real Dance, gym and games. School committed to funding yearly subscription to the portal.</p>

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** Percentage of total allocation:  
% See indicator 2

Intent	Implementation	Impact	Impact	Sustainability and suggested next steps:
<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>Additional achievements: Bespoked 30 hours coaching from LEAP to use in Spring and Summer terms 2021.  Updated YST School Games Mark 2020-2021  Healthy Week  Cheerleading</p>	<p>See indicator 2  See indicator 2  See indicator 2  See indicator 2</p>			



Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			% See indicator 2/3
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><b>Sports Day</b> Reception and KS1 pupils take part in healthy competition, competing against themselves and others. All children participating in competitions and developing healthy sense of competition.</p> <p><b>Real PE</b> Healthy competition in Create Development units – e.g. PB 1 +5 All children participating in regular competitive activities and developing healthy sense of competition</p> <p><b>Lunchtime clubs</b> To introduce additional competitive activities using alternative activities in order to engage more pupils e.g. archery. All children participating in regular competitive activities and developing healthy sense of competition. Increased engagement in competition from disaffected pupils.</p>	<p>Time during staff meeting to discuss games/races etc. Contact St Edward's for year 6 helpers to Collate results and support children/staff. Share results in collective worship and add to website. All pupils receive rewards at end of games.</p> <p>PE Lead to check planning to ensure all year groups accessing Real PE competitive units.</p> <p>See indicator 1</p>	<p>See indicator 2</p> <p>See indicator 3</p>	<p>Children showing good sportsmanship skills. Class competition scores shared during class assemblies and parent mail. Photos on website.</p> <p>Children competing against themselves, in pairs and groups during lessons striving for their personal best. The scheme and strategies enable every child to prepare and learn, through healthy inclusive competition.</p>
Sustainability and suggested next steps:			

Signed off by	
Head Teacher:	Ann Taylor
Date:	25/07/21

Subject Leader:	Carol Fox
Date:	25/07/21
Governor:	Richard Baker
Date:	25/07/21