St Joseph’s Catholic Primary School



Primary PE and Sports

Premium Strategy Document

2021/22

(Incorporating review of Academic Year 2020/21)

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

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| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
| * Development of pupil voice to identify barriers to participation for reluctant children and to act accordingly to reduce those barriers. * Opportunities for staff professional development and fitness through CPD from the borough of Islington * Increased monitoring of sports and physical education lessons took place (this was hindered by the pandemic) * An opportunity for PE Coach and subject lead to present to governors was facilitated through a governor morning. * Provision for SEN children became more of a focus with additional clubs for targeted children such as yoga. | * Increase the participation of children to all key stage 2 children. * Continue CPD for staff, especially new staff 5 ECTs to deliver quality PE lessons. * Increase participation and enjoyment in PE. * Increase number of children attending sports clubs offered by the school. * Broaden the knowledge and enjoyment of a variety of sports.   Challenge gender stereotypes towards sport and PE.   * Involvement in Islington school competitions * Introduction of ‘Mini Mermaids’ scheme to support girls in sport in Year 3-6 and give motivation and encouragement (September 2021) * Arsenal stadium tour for all KS2 pupils * Organised visits from top athletes to motivate and inspire – timetabled for 2022 |

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| What percentage of your current Year 6 pupils can swim competently, confidently and proficiently over a distance of at least 25 metres? | Intensive courses have just been completed this half term – results to follow |
| What percentage of your Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | Intensive courses have just been completed this half term – results to follow |
| What percentage of your Year 6 pupils can perform safe self-rescue in different water-based situations? | Intensive courses have just been completed this half term – results to follow |
| 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? | 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 students today and for the future.

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| **Academic Year:** 2021/22 | **Total fund allocated:** £19,811  **Any underspend which will go towards the MUGA Pitch development.** | **Date of next Review: July 2022** | |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | Allocation: |
| £7,000 |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| * Develop pupil voice to identify barriers to participation for reluctant children and to act accordingly to reduce those barriers. * Develop opportunities for children to become sporting leaders and role-models for others across the school and use them especially in the playground during break and lunchtimes. Sports ambassadors introduced * Ensure physical exercise and education is child lead by providing opportunities for children to suggest games and equipment to use during lessons and during lunch time play (ascertained from pupil voice survey). * Develop opportunities for sports coach to support teachers and additional adults through joint planning, observations and coaching and mentoring. * Greater emphasis on early intervention in EYFS to develop positive attitudes to sport, health and exercise | * Conduct a survey among children Y3 – Y6 to ascertain what engages them and what the barriers are to full enjoyment and participation of PE. * Coaches/staff to target children who are reluctant to participate. * Use pupil voice to inform delivery of PE lessons and availability of games during break and lunch. Ensure larger quantity of pupil voice to inform purchasing of new equipment and playground resources * Dedicate time for the sports coach to train support staff in engaging with children in the playground to enhance physical activity and engage the children in high-quality games. * Sports coach to be allocated a schedule for team-teaching and modelling PE lessons for teachers especially those new to the school and NQTs. * Coach to identify and target children who are reluctant to participate in physical activity within EYFS with help from EYFS staff and Phase lead. * Reception focused games to encourage physical play-time activity from an early age. | PE & Games equipment for lunch and breaktimes £4000  £4,245 break and lunch time Sports coach Provision. | Basketball and Table Tennis equipment investment has significantly strengthened break time and lunch time activity options.  Money spent on PE equipment, along with experienced staffing, has led to high quality, competitive activities taking place for children across Years 3-6. This has also allowed for specific, targeted children to participate, enhancing their skill development and increasing their self-esteem.  Feedback from children regarding the sessions/activities has been extremely positive, with many children being more motivated to participate in similar activities at different times throughout the school day, as well as outside of school hours. Children in Years 3 and 4 have also used the equipment to set up their own tournaments whereby they develop skills and show leadership qualities.  PE Coach has modelled sessions for teaching and support staff who are able to use the ideas in their own PE lessons/after school club. This has improved the confidence in staff to deliver high quality PE and Sport based activities.  As a result of the money being spent, more children in the selected years are now participating in physical exercise more regularly.  Islington PE Advisor also supported staff on how to include SEN children in their PE lessons.  Scheduled PE lessons from Nursery through to Year 6. (Years 1 – 6 twice weekly) Enables a broad range sport and physical activities for our children. | Mini Marathon – 100 participants volunteered – 2.6 miles run over 7 sessions  Break and Lunchtime equipment - focused activities providing a range of activities for children to take part in. This will support future intra school competitions.  PE Ambassadors – From Years 3-6 to be launched – they will support gathering of pupil voice and pupil survey data.  PE equipment audit to take place to ensure that there is sufficient equipment for all playgrounds for PE sessions and break times.  Continue to have provision in place for targeted playgrounds/year groups given current successes.  Model lessons/activities for less confident teachers/adults to continue. |

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| **Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | Allocation: |
| £1,500 |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| * Teachers to recognise and celebrate sporting achievements in Star Assemblies including those achievements from outside of school or borough competitions. * Raise profile of PE amongst parents to further develop positive attitudes towards physical fitness. * Further improve pupil awareness and understanding in Mental Health and Wellbeing with a particular drive on strategies on how to **get** mentally well. * Celebrations of sporting achievements communicated via school’s website blogs and Twitter account to raise profile. * Assemblies used to have a regular PE, School Sports and Physical Activity (PESSPA) feature. PESSPA display board to be visible in (Updated PE board of school events) * A display or board that is regularly updated to show fixtures and results of all in- house/in-borough competitions. | * Sports Coach invite parents in to St. Joseph’s and participate in to a PE lesson with their children. End of February * PE team to plan and run a PE coffee morning to engage parents and develop their understanding of the benefits of PE within the curriculum we provide. * Tweets, photos on website blogs of all sporting events to encourage parental support as well as raise the profile within the school. * Pupil voice and PE leader to decide on format and content of PESSPA news in assemblies * Curriculum outcomes with photos and quotes form pupils and school sports and physical activity celebrated too. * Continue with the Yoga sessions for targeted, disadvantaged/vulnerable children (Covid Guidance permitted). | £500 for coffee morning to also include healthy cakes and treats.  Yoga teacher for targeted children  £1000 (Covid restricted) | Olympic athletes came into school to inspire children to participate in PE and sport as much as possible both inside and outside of school.  Links made with Aloysius secondary school for PE afternoons.  Coffee morning unable to take place due to COVID-19 pandemic.  Yoga teacher unable to get into school due to COVID-19 pandemic.  Parents unable to come into school due to COVID-19 pandemic.  Pictures and captions of sporting events/visitors throughout the year have been tweeted for parents to see.  PE Coach held assemblies for ‘Race to Health’ in the lead up to the Olympic Games in Tokyo for children to get more active, record their active minutes over a 4-week period and to raise the profile of physical activity in the school.  Physical education display has been in school all year for children to engage with. | (Plan for coffee morning to engage parents and to develop their understanding of the benefits of PE within the curriculum we provide.)  Year beginning 2021-22, yoga teacher to come into school for targeted children.  Purchase and implementation of Get Set 4 PE scheme of work will add consistency throughout the school across PE. Staff to understand that planning progressive sequences of lessons is necessary.  Continue with links made with St. Aloysius Secondary School.  Continue to tweet sporting occasions using the school’s twitter account. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Allocation: |
| £5, 900 |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| * PE Coach, and consultant from the borough to provide further staff CPD on how to plan and develop the PE curriculum. Specifically, with 6 NQTs and new staff to the school. * PE Coach, supported by the faculty, to conduct a skills audit, identifying those staff who require support and those who may have specific skills that could be disseminated. * PE Coach team-teaching with teachers (as identified by the audit) to develop their confidence, knowledge and skills so that all staff deliver high quality lessons that build children’s knowledge and skills. | * PE coaches to provide further support and team teaching for staff * PE faculty to analyse survey of staff confidence and give suggestions moving forward. * Sports Faculty Lead to attend network meetings - cpd. * Staff questionnaire sent out regarding PE and sport to identify strengths and areas to develop. * Sports Faculty Lead to have time to prepare deep dive responses. | £4000 buy in for Islington Expert consultancy package.  Supply cover for staff to observe coach.  6 days x £190 = £1140.  Cover for Faculty Lead to attend Network Meetings  3 x £190 = £570  Cover for Faculty Lead to Prepare for response for Ofsted – 1 day  £190 x 1 = £190 | Sports coaches have modelled sessions and discussed the curriculum with the teachers. This developed the staff’s confidence within the PE setting.  There was a resounding majority who thoroughly enjoy teaching PE within the school. Staff have highlighted specific areas where they would like to focus on for the following year.  The faculty lead has attended numerous sessions ranging from Islington to Arsenal in the Community. These sessions offered a further insight into the PE curriculum and practical ideas when teaching  The PE faculty team were allocated time outside of class to devise a PE overview which is consistent throughout the school. This will be hugely important for offering continuity and development within PE.  As a result of the money being spent on CPD for the staff, there has been a resounding improvement of quality and consistency in PE teaching throughout the school.  Islington PE Advisor also supported staff on how to include SEN children in their PE lessons. | Sports coaches to return and deliver targeted sessions based off the staff questionnaire  PE faculty will feedback from the CPD sessions by delivering inhouse sessions to pass on any practical ideas or information for the staff.  Updated staff questionnaire will be sent to new members of staff to highlight any potential focus areas.  Purchase and implementation of Get Set 4 PE scheme of work will add consistency throughout the school across PE. Additionally, this will lead to further increases in confidence and comfortability in planning |

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| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils. | | | |  |
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| School focus with clarity on intended  **impact on pupils:** | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| * Mini Marathon 2.6 mile run spread over a number of sessions – Lunchtime running with pupils from Years 3 - 6 * Raise profile and participation of the Daily Mile across the whole school with a view to also invite parents/carers to take part. * Continue to improve links with other schools and sporting bodies in order to enhance access to a wider range of facilities and resources. * Encourage pupils to improve their skills, times, distances etc so those pupils who are not competitive or engaging in physical activities have greater motivation to challenge themselves. * Track participation in Sports Clubs/Events provided by both the school and borough to ascertain the breadth of experiences offered. | * Emphasis on personal motivation, commitment and achievement * Hold an Assembly on the Daily Mile to re-launch it and discuss its benefits. * PE Coach, After School Club Manager and SLT to monitor delivery of lunchtime, Breakfast Club and afterschool clubs * Use borough PE consultant to provide CPD to staff on how best to include specific children. * Create a database of all events entered, locations/venues and all pupils attended and target provision at those who may not have participated. * PE Faculty and SENCo to conduct staff meeting on inclusion of SEND children in PE. * Purchase of specific equipment designed for SEND children such as those with motor skill difficulties, hand – eye co-ordination etc. |  | Mini Marathon - First of what will be an annual event in school. Promote the benefits of running/jogging as a physical activity  PE Coach held assemblies for ‘Race to Health’ in the lead up to the Olympics for children to get more active and to raise the profile of physical activity in the school.  Lunchtime sessions with the PE Coach have allowed children to experience sports and activities that they may not have experienced during PE lessons e.g. Table Tennis  Islington PE Advisor has completed two twilight sessions to support teaching staff with how to incorporate outdoor and indoor games into their lesson sequences.  Islington PE Advisor also supported staff on how to include SEN children in their PE lessons. | Assemblies to continue to introduce initiatives such as Mini Marathon/Daily Mile/Race to Health.  Continue to have provision in place for targeted playgrounds/year groups given current successes.  Complete staff survey on confidence in teaching different elements of the PE curriculum. Identify areas of low confidence. |

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| **Key indicator 5:** Increased participation in competitive sport | | | |  |
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| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| * PE coach to use own existing contacts and links to bring a greater range of competition possibilities to the school. * PE coach to further increase links with schools both within and outside the borough for school competitions. * Continue to increase the breadth of pupil participation in competitive sport and ensure that there is a variation of children competing. * Signpost families to opportunities outside of school to engage in further activities. | * Develop partnerships with local sports clubs to ensure that pupils have access to competitive activities outside of the school day. * Review of current competitive sporting opportunities and options for engagement in the competition calendar year * Publication through school’s communication of additional physical activities available e.g. Forest Schools and Summer camps, swimming lessons etc. | None required. | Olympic athletes came into school to inspire children to participate in PE and sport as much as possible both inside and outside of school.  Link has been formed between St Aloysius’ Secondary School which has given the children a fantastic opportunity to participate in PE with different teachers as well as high quality basketball coaching.  Middlesex cricket club delivered a cricket session for LKS2 children. The children thoroughly enjoyed the high-quality coaching received and have continued to participate in cricket during playtime as well as after school.  We continue to participate in the Islington school’s competition for a wide variety of sports. This has given the children the opportunity to compete against different schools and experience different standards.  We communicate different opportunities for the children to participate in outside of school frequently. Additionally, we include these opportunities in our newsletter. | Continue to develop further partnerships with external sports clubs. Additionally, continue to strengthen relationships with St Aloysius, Bishop Douglas and City of London Highgate Hill secondary schools.  Review current competitive sporting opportunities and explore further opportunities to encourage more children to be exposed to a competitive environment.  Continue signposting families of different opportunities via newsletter and Parent Pay. This should continue our development of creating a sporting culture within St Josephs. |
| **Resourcing to date:** | * September/October 2021 has already seen upwards of £5,000 spent on PE resources in the school – two table tennis tables and different balls etc. for varying skills. Netball and basketball posts, outdoor storage units and congratulations stickers for sports day! |  |  |  |