

St Joseph's Catholic Primary School



Primary PE and Sports Premium Strategy Document

Academic Year 2022-23

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.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • 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's PE Advisor • Monitoring of sports and physical education lessons took place • An opportunity for subject lead to present to governors through a lesson observation was facilitated through a governor morning. • Provision for SEN children continue to have a focus with additional clubs for targeted children such as yoga. • Pupil Sports Ambassadors (forming a Sports Council) has been launched with children from Year 3 – 6. Young leaders helping to raise the profile of sport in our school 	<ul style="list-style-type: none"> • Increase the participation of all key stage 2 children in physical activity with a target of at least 60 minutes of moderate to vigorous intensity • Continue CPD for staff, especially new staff 5 ECTs to deliver quality PE lessons • Increase participation and enjoyment in PE by reviewing current provision • Increase number of children attending sports clubs offered by the school and review current provision • Broaden the knowledge and enjoyment of a variety of sports and challenge gender stereotypes towards PE and sport • Continue to increase involvement in Islington school competitions/festivals and inclusive events

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?	We will be organising intensive swimming lessons for Year 6, 5, 4 and 3 to achieve the best results at the end of the academic year. A top up course in the summer term for any Year 6 children who have not achieved the distance listed
What percentage of your Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your Year 6 pupils can 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?	

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.

Academic Year: 2022/23		Total fund allocated:		Date of next Review: July 2023			
Key indicator 1: The engagement of <u>all</u> 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						Percentage of total allocation:	
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:			
<ul style="list-style-type: none">• 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.• 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,	<ul style="list-style-type: none">• Conduct a survey among children in Years 1 – 6 to ascertain what engages them and what barriers there may be to full enjoyment and participation in PE• PE Lead/staff to identify children who are reluctant to participate• Use pupil voice to inform delivery of PE lessons and availability of games during break and lunchtimes• Use pupil voice to inform purchasing of new and replenishment of playground resources• Dedicate time for the PE Lead to train our Sports Ambassadors to engage with other children in the playground to enhance physical activity and	<p>PE & games equipment for lunch and breaktimes</p> <p>Break and lunch time provision.</p>		<ul style="list-style-type: none">• Greater understanding of all pupils who are active for 60 minutes a day• Use music to create a positive atmosphere and movement in our outside areas• Targeting less active pupils with activities to engage them at lunchtimes and at home• Greater recording of how active our children are outside of school• Creating opportunities for children to take ownership of their physical activity at break and lunchtimes• Ask pupils what clubs/activity areas they would like to be involved in• Parent survey to find out how active our pupils are in their own time			

<p>observations and coaching and mentoring.</p> <ul style="list-style-type: none"> Greater emphasis on early intervention in EYFS to develop positive attitudes to sport, health and exercise 	<p>engagement in high-quality games</p> <ul style="list-style-type: none"> PE Lead (working with Islington's PE advisor) to schedule times for team-teaching and modelling of PE lessons for teaching staff especially those new to the school and ECT's PE Lead to identify 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 this early age 			<ul style="list-style-type: none"> Staff involvement in being active and enjoying being active
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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

Percentage of total allocation:

School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> PE Lead to look for opportunities to invite parents in to St. Joseph's and participate in to a PE lesson with their children PE faculty 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 	Yoga teacher for targeted children		<ul style="list-style-type: none"> Use activities before school to encourage children to come to school on time Use assemblies to record and celebrate physical activity in PE lessons/clubs/lunchtime Celebrate sports and physical activities that happen outside of school Use of role models to teach pupils values and

<p>awareness and understanding in Mental Health and Wellbeing with a particular drive on strategies on how to get mentally well.</p> <ul style="list-style-type: none"> • 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. 	<p>blogs of all sporting events to encourage parental support as well as raise the profile within the school.</p> <ul style="list-style-type: none"> • Pupil voice and PE leader to decide on format and content of PESSPA news in assemblies • Curriculum outcomes with photos and quotes from pupils and school sports and physical activity celebrated too. • Continue with the Yoga sessions for targeted, disadvantaged/vulnerable children 			<p>inspire them to achieve their own targets and dreams</p> <ul style="list-style-type: none"> • Plan for coffee morning to engage parents and to develop their understanding of the benefits of PE within the curriculum we provide
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> PE Lead to provide further support and team teaching for staff PE Lead to analyse survey of staff confidence and give suggestions moving forward. PE Lead to attend network meetings - CPD Staff questionnaire sent out regarding PE and sport to identify strengths and areas to develop. PE Lead to have time to prepare deep dive responses. 	Buy in for Islington Expert consultancy package.		<ul style="list-style-type: none"> Use lesson observations to see what PE looks like understand where support and development is necessary Staff surveys will be used to find out how they feel and identify/support specific needs through focused CPD Conduct regular audits of PE resources to allow for high quality teaching and learning Gain understanding of the impact of PE through assessing and celebrating the learning of all pupils All teaching staff are to wear PE kit/appropriate clothing during teaching helping to inspire, motivate and send out a message that PE is important
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.				Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<ul style="list-style-type: none"> • Mini Marathon 2.6 mile run spread over a number of sessions – Lunchtime running with pupils from Years 3 - 6 • 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. 	<ul style="list-style-type: none"> • 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. 			<ul style="list-style-type: none"> • Though pupil surveys What do our pupils need to ensure our Physical Education, Physical Activity and School Sport provision meets their needs and what will inspire our pupils to lead healthy active lives • Broaden the range of activities where possible whilst retaining the depth of learning, its variety and inclusivity for all • Explore local opportunities – highlight community providers to increase the chances of pupils engaging in activities and sport outside of school • Keep reviewing the impact and content of our provision – does it work and meet the needs of our pupils
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 			<ul style="list-style-type: none"> • Suggest and explore local active opportunities • Pupil survey • Constant review of the impact • Celebrate competition in assemblies and displays
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