St Joseph’s Catholic Primary School



Primary PE and Sports Premium Strategy Evidencing Document

Academic Year 2023-24

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: September 2023 | 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’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
 | * 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 6 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
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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? |  Data to Follow Form Swimming Instructors |
| What percentage of your Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | Data to Follow Form Swimming Instructors |
| What percentage of your Year 6 pupils can perform safe self-rescue in different water-based situations? | Data to Follow Form Swimming Instructors |
| 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? | Not yet |
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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:** 2022/23 | **Total fund allocated:**  | **Date of next Review: July 2023** |  |
| **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 | 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: |
| * 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
* 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.
* Greater emphasis on early intervention in Nursery and Reception to develop positive attitudes to sport, health and exercise
 | * To achieve this through intra school competitions and activities including Dance and Gymnastics
* Targeting our less active pupils with activities to engage them during breaktimes/lunchtimes and at home
* 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
* 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
* Breakfast club use a range of activities before school to encourage children to arrive at school on time
* Training and mentoring meetings to outline expectations
* PE Lead and staff to identify children who are less willing to actively participate
* Dedicate time for the PE Lead to train our Sports Ambassadors to engage with other children in the playground to enhance physical activity and engagement in high-quality games
* 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 & games equipment for lunch and breaktimes Break and lunch time provision. | * Meetings with Islington’s School Games Officer to discuss our provision of inclusive physical activities across our school day resulted in our school receiving a Gold Award – recognition for the school’s engagement (provision and uptake) in the school games against a national benchmark to celebrate keeping young people active. A great achievement.
* Through various activity timetables keeping pupils engaged
* A greater understanding of all pupils who are active for 60 minutes a day
* Collation from pupil survey data helps to get an understanding of any possible barriers to increased participation
* Recorded through registers and staff testimonies

 * Applications interviews as well as registers and schedules for pupils
* Increased leadership skills and physical skills from participants
* The enjoyment and engagement witnessed resulted in Gems and Little Gems having their very own sports day for the first time here at St Joseph’s
* Evidenced through staff testimonies
* Support staff are actively involved in lessons
 | * Maintain activity timetable including Physical the in-school events and activities
* Pupil Voice Surveys are taken at least once each academic year with results summarized in percentages and quotes
* Record how active pupils are outside of school during the 2024/25 academic year
* To review results and act according to staff availability
* Maintain pupil training and a schedule with our new cohort
* Creating further opportunities for children to take ownership of their physical activity at breaktimes and lunchtimes
* Parent survey to find out how active our pupils are in their own time
* 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.
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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: |
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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: |
| * All staff to recognise and to celebrate sporting achievements of pupils
* Raise profile of PE amongst parents to further develop positive attitudes towards physical activity and physical fitness
* Further improve pupil awareness and understanding in Mental Health and Wellbeing with a particular drive on strategies on how to maintain good mental health
* Celebrations of pupils’ sporting achievements
* Increased engagement and motivation of pupils in PESSPA activities

 * Instill positive values to pupils and inspire pupils’ values and inspire them to achieve their own targets and dreams
 | * Celebration assemblies including those achievements from outside of school, borough competitions and events

.* PE Lead to look for opportunities to invite parents in to St. Joseph’s and participate in to a PE lesson with their children
* Time to reflect in PE lesson on how they feel physically, emotionally and mentally
* sporting achievements communicated via school’s website blogs and X/Twitter account to raise profile
* Assemblies to re-establish a regular PE, School Sports and Physical Activity (PESSPA) feature. PESSPA display board to be visible to pupils in (Updated PE board of school events)
* Curriculum outcomes with photos and quotes from pupils and school sports and physical activity celebrated
* Invite sporting role models to present their experiences
 |  | * Through termly assemblies’ where certificates, medals, awards and collective recognition of achievements can take place
* Pupil reflection reward – voted for by pupils for pupils in their classes. Raising self-esteem, resilience and motivation
* Noticeable increase in dialogue with parents regarding pupil performance
* Enjoyment and engagement during lessons

 * Evidenced through staff testimonies
* Evidenced through staff testimonies
* Staff involvement in being active during our lessons and enjoying being active
* School Website content X /twitter of reactions of children / staff / parents boosting moral confidence
* Containing evidence of 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)
* Danny Evans – basketballer presentation question and answer session, a demonstration of his sport and physical activity session for pupils
 | * To maintain these celebration assembly protocols
* Maintain these communication channels
* Maintain this through lessons and assess impact
* Maintain communication of achievements on school website and social media
* Maintenance of PESSPA (PE, School Sport and Physical activity) as a visible feature in school
* Pupil voice and PE leader to decide on format and content of PESSPA news in assemblies
* New date provisionally booked for the upcoming year

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: |
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| School focus with clarity on intended**impact on pupils**: | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext steps: |
| * High quality delivery of PE Higher pupil attainment in PE
 | * PE Lead 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
* Use lesson observations to see what PE looks like to understand where support and development is necessary
* PE Lead, 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 Lead 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 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
* PE Lead to have time to prepare deep dive responses
* PE Lead to reflect on Outstanding feedback from Ofsted PE deep dive
* CPD training sessions joint planning, observations and coaching and mentoring
 | Buy in for Islington expert consultancy package. £ | * Consultant lead sessions on structuring lessons and strategies to develop staff teaching skills and pupil attainment levels
* Through lesson observations and feedback to and from staff
* Staff feedback from sessions on usefulness and confidence gained
* Use of staff survey results to identify clear targets for CPD needs
* PE Lead has attended all PE Leaders Network meetings and CPDs for the 2023/2024 academic year
* Ofsted deep dive testimony
 | * 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 (attainment)
* All teaching staff are to wear PE kit/appropriate clothing during teaching. Helping to inspire, model and motivate pupils to understand the importance of PE
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| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils. | Percentage of total allocation: |
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| School focus with clarity on intended**impact on pupils:** | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext steps: |
| * Emphasis on personal motivation, commitment and achievement with these new opportunities
* Reduce Gender stereotyping in PESSPA activities
* SEND activities and inclusive activities to raise engagement and attainment
 | * 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
* Lunchtime “challenge culture” promoted amongst pupils (e.g. against self / clock / others)
* Track participation in sports clubs/competitions/events provided by both the school and borough to ascertain the breadth of experiences offered
* PE Coach, After School Club Manager and SLT to monitor delivery of breakfast club, breaktime and lunchtime play, and afterschool clubs
* Focus on mixed gender activities throughout the day
* 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.
 |  | * Timetable, registers. Staff and pupil feedback. Individual increase in pupil performances
* St Aloysius College, Channing School, St Michaels. Wider sports offered
 | * 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 – ensuring it works and meets the needs of our pupils
* 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.
* Possible Inclusion in PE training from local authority
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| **Key indicator 5:** Increased participation in competitive sport | Percentage of total allocation: |
| 0% |
| School focus with clarity on intended**impact on pupils**: | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext steps: |
| * Continue to increase the breadth of pupil participation in competitive sport and ensure that there is a variation of children competing.
 | * 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
* 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.
 |  |  | * Suggest and explore local active opportunities
* Pupil survey
* Constant review of the impact
* Celebrate competition in assemblies, on noticeboards and displays
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