

St Joseph's Catholic Primary School

Primary PE & Sport funding

At St Joseph's Catholic Primary School we are utilising the Primary PE & Sport Premium funding to improve the quality and breadth of our PE & Sport provision through continually developing teaching and learning in PE, encouraging our pupils to adopt healthy active lifestyles and to take part in a wide range of sports and physical activities including more competitive school sport.

Our school will develop or add to the PE, physical activity and sport activities that we already offer and build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

Total underspend carried forward from 2020/2021	£3,200
+ New grant for this academic year 2021/2022	£19,000
= Total available for spend in 2021/22	£22,200

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Sports coach employed to support the CPD of staff and the delivery of PE across the school. • External sports coaches used during curriculum time to provide additional opportunities: judo, archery, dance • Support of the SSP continued in school to provide support and staff CPD • Staff engaged with the VRSSP virtual offer • New bikes and scooters purchased for EYFS • Participation in Trek to Toyoko • Virtual Sport's Day took place so that all children to take part and share their achievements. 	<ul style="list-style-type: none"> • Swimming did not go ahead in 2020/21 academic year • Extra curricular sporting clubs were unable to be facilitated during the 2020/21 academic year due to the limitations of the bubble restrictions. • Bike-ability did not go ahead in 2020/21 academic year. • Development of play leaders required. • Ensure pupil voice is collected.

Key indicator 1: The engagement of all 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

Intent	Implementation	Impact	Sustainability
<p>Clear school focus, what we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Actions to achieve linked to intent:</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 develop continued engagement in delivering high quality physical experiences.</p> <p>To use physical activity to promote good mental health.</p> <p>To continue to develop subject knowledge.</p>	<p>We have received training regarding the recommended 60 active minutes from Youth Sport Trust & Vale Royal School Sport Partnership. The training has included sharing best practice in the active schools agenda through local case studies.</p> <ol style="list-style-type: none"> 1. Our school has engaged in Vale Royal School Sport Partnership Subject Leaders Active Schools Development Group in order to develop actions for the areas identified by our Active School Planner Heat Maps. 2. We are using 5-a-day fitness to provide children with a fun way to be active, to provide active breaks across the timetable or to bring focus to groups during lesson times. 3. We will ensure every child has the opportunity to get involved in extra-curricular activity whether at lunchtimes, playtimes or in after-school clubs. 4. Our Change 4 Life Sports club in Years 3 & 4 will encourage children to take up physical activities and maintain healthy lifestyles. 5. Our school runs a recreational running programme called Golden Mile. 6. We have engaged with the British Cycling balance biking programme Ready Set Ride, Big Pedal and Bikeability training to improve pupil's skills and confidence and support them and their families take up more active travel to and from school. 7. We encourage all children to take part in a Wednesday Workout before the start of school. 8. We share personal best challenges and have promoted Cosmic Yoga, Joe Wicks Workouts etc. 	<ol style="list-style-type: none"> 1. Children's lessons have breaks for physical movement and these are factored in during the planning process. 2. Children show greater willingness to take part – remaining active for prolonged periods of time. 3. Attendance at extra-curricular clubs has increased. 4. Change 4 Life club have received training and parts of the training have begun to be implemented. 5. Children's enthusiasm and engagement in running recreationally has risen, leading to their times/distances run improving. 6. Children have increased confidence and competence in riding their bikes safely and responsibly – there has been a slight increase in the number of children riding their bikes to and from school. 	<ul style="list-style-type: none"> - Update Active Tracker Heat Map in the Autumn term to highlight any areas which need increased physical activity building in. - Build on current provision of extra-curricular clubs. - Continue to implement Change 4 Life leaders. - Look into ways in which we can add a level of variety to our recreational running provision eg. Mini London Marathon. - Utilise Bikeability training to ensure access to cycling proficiency for an increased number of pupils. - Work with sports leaders to develop Wednesday Workouts. - Use personal best challenges and VRSSP termly challenges to support children's physical activity and holistic growth.

		<p>7. Children begin their day with a high-level of physical activity, which sets them up for the day.</p> <p>8. Children have become more willing to take part in personal best challenges – wanting to share their improvements and reflecting on them.</p>	
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Key indicator 2: The profile of PE, School Sport & Physical Activity being raised across the school as a tool for whole school improvement

Intent	Implementation	Impact	Sustainability
Clear school focus, what we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Actions to achieve linked to intent:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To promote healthy lifestyles and habits.</p> <p>To continue to encourage engagement in physical activities.</p> <p>Develop children’s skills.</p> <p>To ensure children receive a progressive curriculum.</p>	<ol style="list-style-type: none"> We ensure our PE Subject Leader has appropriate support to develop our PE & School Sport offer and lead our teachers effectively. Our PE Subject Leader will attend regular training and receive focused support from Vale Royal School Sport Partnership & Youth Sport Trust trainers. We welcome an athlete role-model to school to inspire our pupils to increase their participation in PE & School Sport. Staff have attended training which focuses on increasing attainment in Maths and English through physical activity in order to maximise the opportunities for our pupils to be physically active Staff have attended Active Curriculum workshops which show the benefits and demonstrate the ways to incorporate greater amounts of physical activity within the school day. Engaged in ‘My Personal Best’ programme. All children take part in Wellbeing and spotlight days which focus on physical activity. 	<ol style="list-style-type: none"> PE subject leader and other members of staff have attended training as identified by subject leader and SLT. Children having the opportunity to meet and work with an athlete has allowed them to see what is possible and strive to achieve. Lessons are more physically active and enables children to experience physical activity in other areas of the curriculum. Greater levels of physical activity have been incorporated into the curriculum and these have been made overtly clear to the children so they can celebrate the physically active link in lessons. Celebration of skills for holistic growth through PE. 	<p>-Ensure PE subject leader identifies any training need in new members of staff.</p> <p>-Work with Sports for Schools to plan and arrange athlete visit in new academic year.</p> <p>-PE subject leader to research Get Active and academic reading on subject.</p> <p>-Ensure these are embedded within everyday practice across the curriculum.</p> <p>-Embed ‘My Personal Best’ programme to ensure whole-child development.</p>

		6. Children have had the opportunity to take part in exercise workshops for wellbeing – more aware of the link between PE, physical activity and mental health.	-Look ahead to coming academic year and add in relevant spotlight days and celebrations.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Implementation	Impact	Sustainability
Clear school focus, what we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Actions to achieve linked to intent:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To ensure all staff feel confident and well equipped to teach PE.	<ol style="list-style-type: none"> 1. We ensure our teachers have quality training specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE. 2. All our staff attend Early Years training (centred on the YST Health Movers programme), KS1 training (centred on the YST TOP Start research and resource), KS2 Training (centred on the YST TOP Sport resource), Inclusion training and Health & Safety training. 3. Teachers who have attended training in recent years are able to access 'Next Steps' training which will help them develop their practice further. 4. Our school has the support of a specialist PE teacher (our PE & School Sport Coordinator) who 	<ol style="list-style-type: none"> 1. PE subject leader has rewritten school's PE curriculum with Matt Armstrong (PESSCo) to ensure that it is broad, balanced, progressive and accessible to all. 2. Training has been disseminated to any new staff to ensure that all are confident and competent in delivering PE across the whole age range. 3. Training has been disseminated to other staff to ensure best practice. 4. Co-delivery of sessions with Matt Armstrong to upskill staff. 	<ul style="list-style-type: none"> - PE subject leader to ensure that planning, knowledge and skills are progressive and that they are user-friendly for non-specialists. - PE subject leader to identify any areas for development in staff skills/knowledge in Autumn term. - Staff meeting time to be assigned in the new academic year to

	<p>co-delivers PE lessons with staff who have identified that they would benefit from additional support.</p> <p>5. Our staff continue to engage in professional development in PE, School Sport and Physical Activity throughout COVID-19, including:</p> <ul style="list-style-type: none"> • Applying for the YST Quality Mark • PESS Premium for Governors Training • The Power of an Active School • The Power of a Well School • Leading High-Quality Teaching and Learning across the School • Leading Achievement in PE • Creating the Best PE Provision for our Learners • My Personal Best Workshop • Preparing for a 'Deep Dive' • Assessment in PE • FA Active Play through Storytelling & AS Clubs • YST Webinars • Teach Active English & Maths Webinars • AfPE Webinars <p>6. Our Midday Assistants receive training from our PE & School Sport Coordinator to help them support the delivery of more active games, activities and competitions.</p>	<p>5. Staff have been able to access CPD remotely through VRSSP's online library of workshops and webinars – meaning they have been able to develop their knowledge and skills despite the limitations posed by COVID-19.</p> <p>6. Children have had access to a wider variety of games and activities during breaks/lunchtimes, as well as traditional sports and activities.</p>	<p>ensure that phases are working together to share best practice.</p> <ul style="list-style-type: none"> - New PE subject leader to work with PESSCo and utilise co-delivery where the need is greatest. Use new PE subject leader to team teach with class teacher to upskill. - PE subject leader to ensure all training opportunities are advertised to relevant staff and reiterate the usefulness of VRSSP's online resources. - Midday assistants to work with Sports Leaders to run breaktime games/activities.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

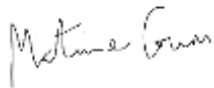
Intent	Implementation	Impact	Sustainability
Clear school focus, what we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Actions to achieve linked to intent:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
	1. We aim to provide a broader range of sports and activities to engage all children. This means that we	1. Children have had the opportunity to share their views about our extra-	- PE subject leader to meet with School

<p>To provide a broader range of sports and activities for children to engage in, through the PE curriculum and extra-curricular activities.</p> <p>To develop children's skills and knowledge of a broader range of physical activities through engagement at all levels.</p>	<p>will seek the views of our children before developing programmes such as extra-curricular clubs to ensure that they are in an activity which maximises engagement of all groups, at a time/venue which best engages those we want to engage and are rewarding to take part in.</p> <ol style="list-style-type: none"> 2. Our PE curriculum is designed to engage all learners and ensure they have the skills and confidence to take part in a wide range of activities. 3. School staff are trained to create activities in PE and extra-curricular activity which meet the needs of every learner in order to support their progress. 4. Our offer is inclusive, ensuring equal opportunity is presented to all groups and also includes a range of disability and adapted sports such as Boccia 5. Throughout COVID-19 our pupils have been able to continue to engage in a wide range of inclusive physical activities through the personal challenge programme. 6. We have used PE, School Sport & Physical Activity as part of our recovery curriculum for returning students or for vulnerable children/those of key worker and have used lessons to build confidence, fitness and skills. 7. We have used the suite of lesson plans designed to support learning across the PE curriculum which enables young people to engage with competitive activities at a level relevant to their confidence, competence and motivation. 	<p>curricular provision and have highlighted activities and sports that they would like to see more/less of. Specialist coaches have been employed to ensure that these can be delivered effectively.</p> <ol style="list-style-type: none"> 2. Newly written curriculum has been designed for a greater breadth and balance of areas taught which has enabled learners who are less confident in some areas of PE, to thrive in other areas. 3. Training has been delivered to ensure that any limitations that pupils may have, will not affect their ability to take part in extra-curricular clubs/activities. 4. Inclusive sports such as Boccia and Blind Football have been used to highlight and celebrate differently abled sportspeople and allow children to try something new. 5. Provision has enabled children to remain physically active through a wide variety of activities both online and in person. 6. Transition back into full-time, school-based education has been helped by the children's access to a wide variety of resources during COVID-19 pandemic. 7. Resources have been utilised to ensure that children have been able to use their prior skills and knowledge in new and unfamiliar games/activities. 	<p>Council and House Captains to gather the thoughts and views of the children.</p> <ul style="list-style-type: none"> - Ensure that PE equipment and apparatus available are conducive to delivering the curriculum. - Ensure that equal access and opportunity is given in the design of school's extra-curricular provision. - Continue to use physical activities/personal challenges to allow children to access different sports and activities with minimal equipment or barriers. - Use existing resources to supplement and support our provision of both curriculum PE and extra-curricular clubs.
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Key indicator 5: Increased participation in competitive sport

Intent	Implementation	Impact	Sustainability
<p>Clear school focus, what we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Actions to achieve linked to intent:</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>For children to experience competitive sport in a safe and secure way so that they feel inspired to do their best.</p>	<ol style="list-style-type: none"> 1. Teachers attend a range of sport specific training courses to help broaden the range of competitions we provide for our children. Our staff will attend training focused on the School Games formats for intra and inter school competition 2. We take part in a wide variety of competitive sports both within school and against other schools. By planning a range of intra-school competitions which can be accessed by all groups in school, selecting pupils and teams to take part in local inter-school competitions against other schools (both within the local cluster and across the Vale Royal School Sport Partnership), we aim to be fully involved in the School Games and other schools' competitions 3. Our school takes part in an annual School Games Festival which takes place to celebrate National School Sport Week. We engage with a wide-range of festivals and events which cater for many different children. 4. We annually apply for a School Games Mark award and strategically plan to develop our offer of competitive sport in line with the criteria) 5. Throughout COVID-19 our school has been able to engage with the personal challenge programme, which aimed to reflect the competition programme familiar to our children. Each activity has focused on achieving a personal best in order to promote resilience, determination, self-belief and to build confidence. The competition programme has also allowed our children to compete alongside their peers in intra-school events as well as virtual competitions against other schools across the local area and wider county. 	<ol style="list-style-type: none"> 1. Children have been able to experience competitive sport in a safe and familiar environment. This has enabled them to learn how to 'win well but lose better'. 2. Engagement in VRSSP's programme of events and competitions and their target audiences has meant that the right children have had access to the right competitions. 3. Increased percentage of children have been able to attend competitions and events – these have been carefully selected to ensure that the right children attend the right events. 4. We have applied for the Platinum School Games Mark after five years at Gold level. The SGM criteria has helped to highlight developmental needs in or competitive sports provision. 5. Increased engagement in physical personal challenges which has allowed some friendly competition between classes and helped to develop our children holistically. 	<ul style="list-style-type: none"> - PE subject leader to assess staff training needs in SG formats. - Aim for full engagement in VRSSP's offer to enable an even greater percentage of children to attend events. - Continue to develop our provision to ensure that we meet SGM criteria. Use Youth Sport Trust's self-evaluation tool to generate our own bespoke to-do list. - Continued engagement in physical challenges and incorporate My Personal Best skills into the curriculum at the planning stage.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of atleast 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary schoolat the end of the summer term 2021. Please see note above.	61%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstrokeand breaststroke]? Please see note above.	56%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	66%
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

Signed off by	
Head Teacher:	
Date:	23.09.2022
Subject Leader:	Amy Butterfield
Date:	23.09.2022
Governor:	Chris Rose
Date:	23.09.2022

