

Primary PE & Sport funding

At *St Joseph's Catholic Primary* 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 2021/2022	£0
+ New grant for this academic year 2023/2024	£18,000
= Total available for 2023/24 to be spent by 31st July 2024	£18,000

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development

Key achievements to date until July 2024	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none">• Successful award of Platinum School Games Mark• Successful Sport's Day event in conjunction with St John's C of E Primary School• Increase in opportunities for Physical Activity across the school day.• 2-year rolling programme now embedded which ensures the curriculum is broad and balanced, skills and knowledge learned are progressive and covers the national curriculum	<ul style="list-style-type: none">• To increase percentage of Y6 children meeting National Curriculum standard in swimming.• To continue to develop children's access to competitive sport in school• Greater pupil voice

Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:	
				%	
Intent	Implementation		Impact	Sustainability	
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	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> provide staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school To hire qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils - teachers should learn from coaches the necessary skills to be able to teach these new sports and physical activities effectively To embed Complete PE planning and resources to ensure clear progression in knowledge and skills across the school 	<p>We ensure our teachers have quality training specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE.</p> <p>All our staff attend Early Years (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.</p> <p>Teachers who have attended training in recent years are able to access 'Next Steps' training which will help them develop their practice further.</p> <p>Our school has the support of a specialist PE teacher (PE teacher from St Nicholas) who co-delivers PE lessons with staff who have identified that they would benefit from additional support. PE sports leader has provided training, opportunities for children to access various events.</p>		£	<p>All staff have reported a positive impact of training through evaluations. The evaluations of KS1, KS2 & PESSCo support show teachers have brought about improvements in:</p> <ul style="list-style-type: none"> Ability to support KS1 staff in planning and teaching progressive sessions focussed on the identified next steps of each child. Lots of good ideas to help deliver the curriculum more effectively. The course provided new ideas and approach to planning and delivering PE and what to look for to assess children and identify their needs. More ideas about how to enable the children to make progress through the skills. The activities are brilliant and offer different, fun and enjoyable activities that can be linked to all areas of PE. The training had an excellent balance of hands on and discussion Highly effective in introducing the STEP differentiation process 	<ul style="list-style-type: none"> Staff voice questionnaire to be repeated to better understand the staff's CPD needs and wants. To ensure sustained effective teaching in PE through the use of Complete PE Equipment audit to replace/replenish any damaged/missing kit which might hinder delivery of the curriculum.

	<p>Our school plans PE development priorities based on the criteria of the Youth Sport Trust Quality Mark and will apply for a QM in 2023/24.</p> <p>Our staff have continued to engage in professional development in PE, School Sport and Physical Activity 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 • Recruiting & working with coaches • FA Active Play through Storytelling & AS Clubs • Teach Active English & Maths Workshop <p>Our lunchtime supervisors received training from our School Sport Partnership to help them support the delivery of more active games, activities and competitions.</p>		<ul style="list-style-type: none"> • Trying out the games and activities for myself, to feel what it is like to be a pupil in a PE situation. • More confident in teaching more advanced skills • Instant feedback and use of physical education vocabulary • Improved PE lessons and pupils engagement with lessons • Knowing in greater detail what is required during a PE session • Improve differentiation within the lesson • Lots of short activities to keep children engaged • Improved confidence in delivery of dance • Greater confidence in teaching PE across all stages. • Better degree of AFL throughout my lessons in order to help the children progress. • Deeper thinking about steps to develop basic skills for KS1. • More confident in own ability to teach skills in PE and in helping less able children make good progress through better teaching • Much more organised and challenging lessons with a clear objective. • The planning enables each session to begin with a recap of the previous session's learning, so as to fully embed knowledge and skills. • Much better understanding of the skills progression and also trouble shooting early barriers to success in P.E. • Enhanced questioning 	<ul style="list-style-type: none"> - Continued use of YST quality mark questionnaire as a baseline for coming year's action plan, and as a way to identify any improvements that can be planned for in our current provision. - Formal lesson observation with SL and SLT support to focus on areas with gaps, as identified through our assessment on Balance.
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			Co-delivery of sessions with both PESSCo and SL has enabled lots of 'best practice' to be demonstrated during sessions and regular informal observation of lessons to take place. This has enabled us to support staff in teaching areas that maybe unfamiliar to them through the new planning.	
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Key indicator 2: The engagement of <u>all</u> 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				Percentage of total allocation:
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Intent	Implementation	Impact	Sustainability	
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:
<ul style="list-style-type: none"> To provide targeted activities or support to involve and encourage the least active children To encourage active play during break times and lunchtimes To establish, extend and fund attendance of school sports clubs and activities and holiday clubs and broaden the variety offered 	<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> <p>We have used the Active School Planner to create Heatmaps covering all classes and a range of target groups (including the least active, gender groups, disadvantaged etc). The patterns of behaviour shown by the</p>	£	Identification of opportunities to incorporate more physical activity into the school day. We attended Get Active training which served to identify all of the great opportunities for physical activity that we are already offering and provided new ideas that we can implement to ensure that we maximise opportunity for physical activity within and as well as the normal delivery of the curriculum.	<ul style="list-style-type: none"> Ensure that Active School Planner Heat Maps are updated in Autumn 2023-24 to better understand the needs of particular classes/phases within school. Repeat the School Games Physical Activity

<ul style="list-style-type: none"> • To incorporate the opportunity for physical activity into lessons during the planning stage • To advocate active travel to increase activity levels before school (as well as reducing road traffic at drop-off/pick-up times) 	<p>Heatmaps have enabled us to direct the focus where it is needed. The actions being taken to tackle the issues presented are:</p> <ul style="list-style-type: none"> - Our school has engaged in Vale Royal School Sport Partnership Subject Leaders Active Schools Training in order to develop actions for the areas identified by our Active School Planner Heat Maps. - We will offer whole staff 'Get Active' training to increase staff motivation, confidence and competence to incorporate more physical activity across the whole school day. - We will ensure every child has the opportunity to get involved in extra-curricular activity whether at lunchtimes, playtimes or in after-school clubs - We have delivered a recreational skipping programme call #EveryChildSkips to improve fitness, coordination and confidence across all school groups. All children have their own personal skipping rope 		<p>These include: Cosmic Kids Yoga, 5 a day, Paul Eugene seated cardio sessions, Golden Mile.</p> <ul style="list-style-type: none"> - Increase in the number of clubs and the range of activities offered by school - KS1 Phase Leader has implemented a variety of activity stations during breaktimes with each having a dedicated staff member to facilitate active play - Continued delivery/engagement, progress through the skills/levels via the certificates issued through #EveryChildSkips - Bikeability training offered to Year 5 children - Excellent engagement with special events/activities in National Sports Week - Excellent engagement with extra-curricular activities. - Excellent engagement in sporting competitions. 	<p>survey in Autumn term to provide a snapshot of what physical activity looks like throughout school</p> <ul style="list-style-type: none"> - Push for higher engagement in Bikeability programme for next year's Year 5 cohort. - Work to develop 'Wellbeing Week' to include more links with physical activity and the benefits for mental health. - Pupil voice to find out what the children want in terms of activities and new equipment for breaktimes - Identify and train new cohort of PhysKids Play Leaders and utilise their skills in delivery
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	<p>which they use during breaktimes.</p> <ul style="list-style-type: none"> - We have developed PhysKids Play Leader roles who create activities to make lunchtimes more active. Our midday assistants have attended training to help them develop more activity at lunchtimes and to support our PhysKids Playleaders. - We have engaged with the British Cycling Bikeability training to improve pupils skills and confidence and support them and their families take up more active travel to and from school. - We have taken part in the Sustrans Big Walk and Wheel event - We took part in National School Sport Week designed to encourage engagement and celebrate physical activity across the whole school 		<p>children took part in one or more activities and 65% of KS2 children.</p> <ul style="list-style-type: none"> - Engagement in Sustrans Big Walk and Wheel Event was good from some classes within school 	<p>of physical playground activities with other children.</p> <ul style="list-style-type: none"> - Identify and train Change4Life Club children from new Year 3 cohort - Look into ways in which we can further encourage children and parents to engage with physical activity (including to and from school). Do all families understand what constitutes physical activity? - Plan and develop a celebration of the Summer Olympics for Summer term 2024.
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	<ul style="list-style-type: none"> - We will run special events and lunchtime activities to celebrate National Schools Football Week and National School Sports Week. 			
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Key indicator 3: The profile of PE, School Sport & Physical Activity being raised across the school as a tool for whole school improvement				Percentage of total allocation:
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Intent	Implementation	Impact	Sustainability	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding Allocated</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	
<ul style="list-style-type: none"> • To actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sports leader' or peer-mentoring schemes) • To embed physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching • To use the key opportunities in the sporting calendar to raise the profile of e.g. sport, British Values and international collaboration and to foster greater engagement in all pupils in school 	<ul 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. - 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 across the curriculum through physical activity in order to maximise the opportunities for our pupils to be physically active - Staff have attended Get Active workshops which show the 	<ul style="list-style-type: none"> - £ 	<ul style="list-style-type: none"> - Subject leader attended a wide variety of training which showed/ is expected to show the following impact back in school: - Working towards earning a second successive Platinum School Games mark - PhysKids and Change4Life clubs have been used in school - Engagement of some children in VRSSP's Leadership and Excellence half-term workshops - Full use of a wide variety of tools for embedding physical activity within school 	
			<ul style="list-style-type: none"> - Greater implementation and celebration of PhysKids and Change4Life children to maximise their effectiveness. - Deepen the use of KS2 Sport Leaders to celebrate the role more. Have them run a termly assembly to focus on a different value from YST/VRSSP/SG 	

	<p><i>benefits and demonstrate the ways to incorporate greater amounts of physical activity within the school day.</i></p> <ul style="list-style-type: none"> - <i>We are included in the Youth Sport Trust's 'My Personal Best' programme which involves training our staff to adopt the explicit teaching of life skills such as co-operation, resilience and responsibility through Physical Education. This learning will also be transferred into other lessons, their life in school and to their wider lives.</i> - <i>We will run a 'Whistlers' Girl's Refereeing Course to get girls who may not be interested in playing football but want to be involved. This will link to the aforementioned life-skills.</i> - <i>Involved in Girls Football schools programme initiative.</i> 		<ul style="list-style-type: none"> - <i>Engage KS2 pupils as Sport leaders</i> - <i>Encourage less active pupils to engage in a healthy active lifestyle</i> - <i>Teaching staff taking a more active role in PE and school sport and in supporting the healthy lifestyles of our pupils'</i> - <i>Improvement in teachers confidence in delivering PE</i> - <i>Great engagement with different athlete role-models who have visited school, especially Lauren Quigley and her fitness circuits event in the Autumn Term</i> - <i>Greater understanding and bank of ideas to use physical activity in support of the wider curriculum</i> - <i>Continuation of work which earned us our Platinum School Games Mark award.</i> - <i>'Whistlers' Girl's Refereeing course pilot was a success with six of our Year 6 girls successfully passing the course.</i> - <i>Re-introduction of YST's 'My Personal Best' programme has helped to highlight the use of</i> 	<ul style="list-style-type: none"> - <i>Fully embed 'My Personal Best' life-skills into the curriculum, linking these into the planning stage.</i>
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			<i>life-skills both in sport and throughout school.</i>	
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Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
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Intent	Implementation	Impact	Sustainability	
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:
<ul style="list-style-type: none"> To introduce a new range of sports and physical activities to encourage more pupils to take up sport and physical activities To partner with other schools to run sports and physical activities and clubs To provide more and broaden the variety of extra-curricular physical activities after school in the 3pm to 6pm window, delivered by the school or other local sports organisations 	<p>We aim to provide a broader range of sports and activities to engage all children. This means that we 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> <p>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. School staff are trained to create activities in PE and extra-curricular activity which meet the needs of every</p>	£	<ul style="list-style-type: none"> We have increased the number of activities/sports offered both in terms of PE curriculum and in extra-curricular activities. Our broad and balanced school-curriculum has continued to develop to include a wide variety of sports/activities from football and hockey to orienteering and movement skills. Extra-curricular activities run this year have included (but not limited to): Football, dance, gymnastics, Fundamental movement skills, judo, archery, hockey, boccia, skipping, girl's 	<ul style="list-style-type: none"> Pupil voice survey in Autumn term to ensure our provision matches what the children want. Research suitable replacements for our sports coaching provision for extra-

	<p>learner in order to support their progress. 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.</p> <p>We have used PE, School Sport & Physical Activity as part of our recovery curriculum for students and have used lessons to build confidence, fitness and skills.</p> <p>We have followed the 'Celebrate', 'Aspire' & 'Inspire' grouping for School Games to ensure we are better able to engage a wider range of children in competitive and non-competitive activities.</p> <p>We have engaged with our local 'Every Child Skips' programme to support a wider group of young people to improve their fitness, coordination and confidence.</p>		<p>refereeing, frisbee, lacrosse, running, tag rugby.</p> <ul style="list-style-type: none"> - These activities were run either through sports coaches or by school staff with an interest/particular skill-set. - During Spring term, we took over our own extra-curricular clubs provision after some concerns with the quality of provision from some of the coaches was raised. - Attendance and engagement was good with 90% of clubs over-subscribed and requiring a waiting list. Boccia club was over-subscribed by 200%! - Through VRSSP's programme of events, children took part in sports that they have perhaps had limited exposure to in the past eg. New Age Kurling, Tri-Golf, Dynamo Cricket. 	<p>curricular clubs</p> <ul style="list-style-type: none"> - Research links with local sports groups to grow our extra-curricular offer. Eg. Rugby, cricket, climbing etc.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: %
Intent	Implementation		Impact	Sustainability
Your school focus should be clear what you want the pupils to know and be able	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>to do and about what they need to learn and to consolidate through practice:</p>				
<ul style="list-style-type: none"> • To increase and actively encourage pupils' participation in the School Games • To organise more sport competitions or tournaments within the school • To coordinate and enter more sport competitions or tournaments across the local area, including those run by sporting organisations 	<ul style="list-style-type: none"> - Teachers attend a range of sport specific training courses to help us 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 - 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 - Our school takes part in National School Sport Week. We engage with a wide-range of festivals and events which cater for many different children, this year this focused on sports & activities to engage all young people as we as celebrating the upcoming Women's FIFA World Cup. - We annually apply for a School Games Mark award and strategically plan to develop our offer of competitive sport in line with the criteria (for example by involving a group of young people in the planning of our involvement in the School Games through our SSOC or by increasing the number of sporting events we enter) 	<p>£</p>	<ul style="list-style-type: none"> - The PE subject leader has actively sought out and attended a wide variety of training, which has enabled a greater understanding of competitive school sport and allowed for increased competition in school sport. The increase in sports/activities offered through our curriculum PE has increased interest in different sports. - We have attended 85% of the competitions/events offered through VRSSP this year – those not attended were due to clashes with other scheduled events within school. - Our successes include: <ul style="list-style-type: none"> • Winner and runner-up in our cluster's Boccia and New Age Kurling tournament and qualifying for the Cheshire West and Warrington area final. • Winner and runner-up in our cluster's girl's football tournament. • Ten 'Spirit of the Games' awards for demonstrating the SG values in competition. 	<ul style="list-style-type: none"> - Plan and implement a greater variety of intra-competitions to celebrate involvement of different children. - Look forward to next year's sporting calendar and begin to organise intra-competitions to greater maximise healthy competition between our house teams.

- We have followed the 'Celebrate', 'Aspire' & 'Inspire' grouping for School Games to ensure we are better able to engage a wider range of children in competitive and non-competitive activities.

- Children in KS1 have been given the opportunity to take part in competitive sport through a football tournament organised by Winsford Town Football Club.
- Intra-competitions have been organised for sports where there was limited provision for certain age-groups from VRSSP eg. LKS2 boy's football where we have a large proportion of the Year 3 and 4 boys who play competitively outside of school.
- Football skills competition during National Schools Football Week was well attended in both KS1 and KS2 (over 100 participants across both phases throughout the week) and allowed competition in a more relaxed format.
- Used some of VRSSP's competitions from Koboca to set fun, engaging competitions for the children to take part in at home which are not limited by the sporting equipment they have.
- Organised a sports day event which supported another local primary school who were unable to host their own due to a lack of facilities. This enabled children to both work and compete together to

			accrue points for their house teams.	
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
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 transfer to the pool when school swimming restarts. 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.	
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 school at the end of the summer term 2023. Please see note above.	69%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above.	56%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	81%
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

*Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school.

Signed off by	
Head Teacher:	M. Gum
Date:	July 2024
Subject Leader:	Amy Butterfield
Date:	July 2024
Governor:	

Date:

