

# Evidencing the impact of Primary PE Sports Premium 2020-21



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At St Joseph's Catholic Primary School we believe PE & Sport play an important role in making our vision statement a reality for every pupil, with the potential to change young people's lives for the better.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Mile a day path in place on the top field which children use frequently.</li> <li>• Long Term Plan in place.</li> <li>• Planning for each class in place provided by Lancashire (PE passport) which includes progressions and coverage as well as providing staff with a means of evidencing PE and assessing PE.</li> <li>• Staff aware of STEP planning to differentiate PE lessons.</li> <li>• Sports team competitions/Challenges which occur each term.</li> <li>• Children are in teams (Matthew, Mark, Luke and John).</li> <li>• Children have PE tops according to teams.</li> <li>• Teams are used in PE lessons to implement friendly competition and team based games.</li> <li>• Children have the opportunity to take part in Internal competitions.</li> <li>• Children attend a range of external competitions and events.</li> <li>• In 2019 we were awarded a Silver School games award.</li> <li>• In 2020 we were awarded a National Commitment Award, for PE &amp; Sports.</li> <li>• Welfare/LSA staff trained in making lunchtimes/Playtimes more active.</li> <li>• Baseline assessment done by all classes.</li> <li>• iPads bought for class teachers to evidence PE using PE passport.</li> <li>• More extra-curricular clubs in place with a good percentage of children attending or willing to attend.</li> <li>• Introduction of a range of sports through clubs such as Korfbal and self-defense, as well as football, dance and rugby</li> <li>• Bronze LHSSN membership which provides links with our local high school and other local Primary schools as well as invitations to local events and competitions</li> <li>• Coaches and training provided as part of LHSSN membership – all staff provided CPD</li> </ul>	<ul style="list-style-type: none"> <li>• Audit resources and purchase what is needed</li> <li>• Mile a day track to be fixed and suitable for children using daily.</li> <li>• Ensure classes are following the planning progression, using the PE Passport App</li> <li>• Ensure staff are considering STEP for differentiation.</li> <li>• Continue to participate in competitive sports - externally</li> <li>• Continue to provide internal competitions</li> <li>• Continue to attend events raising the profile of PE and links with local schools.</li> <li>• Each term include a sports team challenge introduce awards and a prize for the overall winning team.</li> <li>• Continue to provide fun and active playtimes and lunchtimes for all pupils.</li> <li>• Fundamental Movement Skills – What can we do for the children who fail to achieve a mature level of development by the end of Year 2?</li> <li>• More coaches in to support curriculum planning and teaching of PE as well as providing new opportunities for all children.</li> <li>• Staff to attend current and supportive CPD.</li> <li>• In school training for all staff members through coaches and external providers.</li> <li>• Continue to introduce a range of sports for all children</li> <li>• Once COVID restrictions allow provide extra-curricular activities</li> <li>• Further Develop LTP to meet the needs of the children and the Values of the school. At the end of the year what do staff want to implement into their PE lessons?</li> <li>• Encourage more active minutes within the class timetable- brain breaks and wake and shakes etc.</li> <li>• Train pupils to become sports leaders</li> </ul>

- Children in years 4 and 6 given the opportunity to attend outdoor education visit.
- Class dojo and school website used to inform parents about PE in our school and our achievements.
- During Lockdown Class dojo used to implement challenges at home
- Display board in KS2 to inform children/parents of upcoming events current team points and clubs.

## Swimming Data

Meeting national curriculum requirements for swimming and water safety	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	Swimming data unavailable due to school closure (Covid19)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Swimming data unavailable due to school closure (Covid19)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Swimming data unavailable due to school closure (Covid19)
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Swimming data unavailable due to school closure (Covid19)

<b>Academic Year:</b> 2020/21	<b>Total fund allocated:</b> £17,607 <b>Amount carried forward from previous year:</b> £8,161	<b>Date Updated:</b> May 2021		
<b>Key indicator 1:</b> 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:
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
Children to use Mile a day track on a daily basis	<ul style="list-style-type: none"> <li>- Mile a day track to be fixed and staff to implement a certain time to use the track.</li> </ul>	£814	Amount used for the upkeep and repairs to track. Children now able to partake in mile a day on a regular basis.	Continue to encourage the use of Mile a day introduce awards for the class with the most miles?
Staff to consider STEP in planning to engage those in PE lessons who struggle and those who exceed	<ul style="list-style-type: none"> <li>- Baseline assessment to consider those who need extra support and those who need challenge</li> <li>- Subject Lead to explain STEP to staff in staff meetings</li> <li>- Subject lead to support the staff to implement STEP into planning.</li> <li>- Subject lead to arrange lesson walkthroughs and focus on target children</li> </ul>	£0	All children able to access planning through a range of differentiated ways.	Consider what could be bought into school to make lessons more differentiated are there any children that may need different equipment? Continue to encourage the use of STEP in planning through staff meetings and evidence thorough lesson observations.
Provide fun and active playtimes and lunchtimes for all pupils	<ul style="list-style-type: none"> <li>- Audit resources and purchase what is needed and wanted by pupils</li> <li>- Pupil survey what would children want in their playtimes</li> <li>- Consider playground bids for</li> </ul>	£6,528.2 Cost of playground equipment and resources	Playtimes more active through the use of new and updated equipment. AMV playgrounds installed a track for bikes and playground markings in KS1 (hopscotch, what time is it mr wolf). This enables	Continue to develop the outside areas for children. Consider the upkeep of the adventure playground – could this be changed to something else more accessible to all children?

	<p>KS1 playground (Areas to be painted)</p> <ul style="list-style-type: none"> <li>- Dance area, bike areas and playground games area in KS1 with a rotating resource box</li> <li>- Resources for KS2 playgrounds (Consider COVID bubbles)</li> <li>- KS2 playground bid for MUGA nets.</li> <li>- Lunchtime staff to attend training.</li> </ul>		<p>the bikes to be used more regularly and safely with more of a focus. The markings encourage playtime traditional games without always the need for adult support or resources. In KS2 a football pitch with nets and basketball post. These will ensure that the KS2 children are able to take part in active sports throughout playtimes and will last for years to come.</p>	
<p>Extra-Curricular clubs with a rotation of pupils</p>	<ul style="list-style-type: none"> <li>- Subject Lead to make activity tracker to track pupils attending clubs, events and any additional extras to usual PE lessons</li> <li>- Target those children on the activity tracker who show less engagement.</li> </ul>	<p>£0</p>	<p>Clubs unable to take place till towards the end of the year. Organised for Sportscool to come into school free of charge for whole school Yoga. The whole school benefitted from this experience. Sportscool also offer afterschool clubs</p>	<p>Continue to develop the link with sportscool for afterschool clubs. When considering clubs make sure there is a rotation of pupils using the tracker to track which children have been to each club. When coaches come into school can they come for the whole day so that each class can have the experience?</p>
<p>More active minutes in the class timetables</p>	<ul style="list-style-type: none"> <li>- Staff to fill in Activity Heatmap to show evidence of activity as a baseline then again at the end of the year Can we show a difference?</li> <li>- Classes to involve brain breaks, Mile a day and Wake and shakes into class timetable.</li> </ul>	<p>£10</p>	<p>CD brought for lower Keystages to try – Fit as a fiddle and Sticky Kids Encouraged the use of Go noodle free for staff members to sign up to – Each time a class uses they're given points and awards.</p>	<p>Could classes be awarded for their active minutes? Fill in the activity heatmap.</p>
<p>Develop a whole school LTP that meets the needs of our pupils, the values of our school, introduces a range of sport and engages all pupils</p>	<ul style="list-style-type: none"> <li>- At the end of the year have a staff/pupil survey what would they like to include in the LTP.</li> </ul>	<p>£0</p>	<p>Year 1 teacher and PE subject leader tested out the values within PE lessons and it worked well will encourage this more</p>	<p>Due to maternity Leave never got to discuss this. Will discuss on return or with the person taking over PE during maternity</p>

<p>Buy and replace PE equipment for lessons.</p>	<ul style="list-style-type: none"> <li>- Introduce our values as words within the PE lessons award children through class dojo for using these values.</li> <li>- Consider how to plan, assess and evidence areas in our LTP.</li> <li>- Audit resources</li> <li>- What resources do staff feel is needed?</li> <li>- Do children want certain equipment?</li> <li>- Buy new and replace old resources</li> <li>- Encourage staff to use resources in lessons</li> <li>- Support staff with how to use resources</li> </ul>	<p>£1,047.11</p>	<p>next year.</p> <p>Resources bought more towards the end of the year (2021) ready for use next academic year. Staff had an input in what was ordered and how it can be included in the lessons.</p>	<p>cover.</p>
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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 <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Train pupils to become sports leaders.	<ul style="list-style-type: none"> <li>- Scott Wilcox to come and train a number of our year 5 and 6 pupils</li> <li>- Leaders to take on role such as supporting subject lead to plan sports team challenges</li> <li>- Sport leaders to oversee games for younger children or in their bubbles during lunchtimes.</li> </ul>	£0	Due to Covid unable to book for Scott Wilcox to come into school	
Continue to attend events raising the profile of PE and links with other local schools and our community	<ul style="list-style-type: none"> <li>- As part of LHSSN benefit access organized events</li> <li>- Keep children informed of the upcoming events using the PE board and informing staff.</li> <li>- Celebrate achievements in assemblies when children have attended events both with school and as individuals in our community.</li> </ul>	£1950.00 LHSSN membership price Bronze	Bronze membership enabled us to receive support and 10 hours worth of coaches. Towards the end of the year Emma Muckhalt visited each class working on outdoor games/Forest school work.	Continue to develop the use of our outdoor area as part of everyday lessons and encourage the active aspect of it within the curriculum.
Continue to raise the profile of PE through sports team challenges held each half term.	<ul style="list-style-type: none"> <li>- Plan an activity for each half term.</li> <li>- Award points to teams</li> <li>- Celebrate the winning teams in Assemblies</li> <li>- Buy trophy for sports team challenge</li> <li>- Overall winner based on</li> </ul>	£50	Sports team challenges didn't take place this year. Tops were bought for classes and teams were included in PE lessons for each class. Due to Covid bubbles didn't mix.	Consider how to develop the use of teams in PE lessons will we be wearing coloured PE tops? Or something different. Encourage more team challenges next year but if Covid is still an issue consider how it can be developed within

<p>Develop a whole school LTP that raises the profile of PE</p>	<p>points to attend an end of year prize at Salt Ayre (May need to be changed due to COVID)</p> <ul style="list-style-type: none"> <li>- KS2 prize climbing wall</li> <li>- KS1 prize indoor play area</li>   <li>- As part of the LTP have visits planned from local athletes</li> </ul>	<p>£0</p>	<p>Classes were introduced to yoga which was enjoyed by all what other sports could be introduced could they be developed into our LTP?</p>	<p>bubbles.</p> <p>Work on this next academic year</p>
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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:
Ensure each year group are following the planning progression using the PE passport App	<ul style="list-style-type: none"> <li>- Train staff to use PE app</li> <li>- Send the booklet made last year to support staff using the app</li> <li>- Ask staff to send any changes to PE LTP or how lessons have been changed</li> <li>- In lesson walkthrough look for evidence of app planning being used, check that iPads are being used for assessment.</li> <li>- Each half term remind staff to fill in the assessment for each module.</li> </ul>	£650 Price of PE app included in LHSSN membership	In October whole staff meeting showing the basics of the app and how to use planning and assessment in lessons. Staff sent LTP to follow and all staff given booklet how to use app.	Continue to use App for planning but evaluate the assessment. How can we develop our own LTP alongside the app?
Ensure all staff are considering STEP in their planning for differentiation	<ul style="list-style-type: none"> <li>- Explain STEP to staff</li> <li>- Expect staff to implement STEP in lessons</li> <li>- Look for evidence of STEP in lesson walkthroughs</li> <li>- Focus on 3 different children in each class.</li> </ul>	£0	STEP given to staff in October PE Staff meeting and briefly explained. Spoke about expectations of using for differentiation in PE.	Continue to use STEP in planning
Fundamental movement skills baseline - staff to consider what can be done for those who fail to achieve mature level and those who are exceeding skills in PE	<ul style="list-style-type: none"> <li>- Baseline to be completed in Aut1</li> <li>- Staff to be aware of those not yet working at mature level or working above</li> <li>- Subject lead to select 3 focus children from each</li> </ul>	£0	Baseline sent to staff in September – Given first few weeks to complete but extended to end of half term due to COVID closure.	Continue Baseline – how can we support those in KS2 that struggle with fundamental movement skills – consider interventions and STEP in planning.

<p>Coaches in to support curriculum planning and the teaching of PE</p>	<p>class. (HA, MA, LA)</p> <ul style="list-style-type: none"> <li>- Support staff to consider STEP for those working above or below.</li> <li>- As part of the LHSSN benefits select coaches from coach profile.</li> <li>- Link coaches to classes link to skills needed or link to LTP</li> </ul>	<p>£900</p>	<p>Dan Lofthouse came into work with classes working on a range of activities with the children and encouraging staff to make PE lessons as active as possible for all throughout the lesson.</p>	<p>Continue to work with Dan Lofthouse use his knowledge of a range of sports eg bowls and introduce a range of sporting activities that are not included in our curriculum.</p>
<p>Staff to attend current and supportive CPD</p>	<ul style="list-style-type: none"> <li>- Subject lead to be aware of upcoming courses and staff that will benefit from courses.</li> </ul>	<p>£0</p>	<p>No staff training or CPD organised – PE lead gave training for PE app.</p>	
<p>In school training for all staff members through coaches and external providers</p>	<ul style="list-style-type: none"> <li>- As part of the LHSSN benefits look out for courses for staff to attend.</li> </ul>	<p>£0</p>		
<p>LTP to consider what staff would like to teach in PE lessons</p>	<ul style="list-style-type: none"> <li>- At the end of the year provide staff with a staff questionnaire what would they like to see in the PE LTP?</li> <li>- Consider next year and the coverage of sports will staff need training for these areas?</li> </ul>			

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:
Attend external sporting events  Coaches in school that provide a range of sports and activities for all pupils.  Extra curricular activities that offer a broad range of sports for children.	<ul style="list-style-type: none"> <li>- As part of the LHSSN benefits attend external sporting events especially those that offer new/different kinds of sports to those offered in PE lessons.</li> <li>- As part of the LHSSN benefits look at coach profiles</li> <li>- Invite coaches into school for each class to experience.</li> <li>- Look for coaches that provide new kinds of sport for children</li> <li>- Once COVID allows extra-curricular activities to take place introduce sports that children have experienced and enjoyed as a club.</li> </ul>	<p>£0</p> <p>£0</p>	No external sporting events due to COVID	<p>Next academic year make sure the children have access to external and internal competitive sports. If COVID stops this from occurring, consider how it can be done within bubbles internally.</p> <p>Consider a list of coaches that will come into school. Can they offer a whole school session to encourage more children to try new sports and be active?</p>

Key indicator 5: Increased participation in competitive 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:
Participate in competitive sports externally	<ul style="list-style-type: none"> <li>- As part of the LHSSN benefits access a range of external events and competitive games</li> <li>- Attend the LHSSN summer sports festival</li> <li>- Organize matches with other local school.</li> </ul>	£0	No external competitive sports due to COVID	Next academic year make sure the children have access to external and internal competitive sports. If COVID stops this from occurring consider how it can be done within bubbles internally.
Provide internal competitions	<ul style="list-style-type: none"> <li>- Have regular lunchtime competitions based on sports the children show interest in</li> <li>- Teams to play against teams internally</li> </ul>	£0		
Sports team challenges every term	<ul style="list-style-type: none"> <li>- Sports team challenges every term</li> <li>- Teams compete for house points</li> <li>- Winning team to win trophy and overall winning team to win end of year prize. KS2 prize climbing wall, KS1 prize indoor soft play.</li> </ul>	£0		
Annual Sports day	<ul style="list-style-type: none"> <li>- Subject lead to organise sports day. Consider date, timings and the events taking place</li> <li>- Work with sport leaders to</li> </ul>	£350.00 Sports day cost £95.00 for ribbons	Held annual sports day in June Parents were unable to attend so to try make up for this we introduced different races which the children hadn't experienced	

	<p>plan the events and races taking place</p> <ul style="list-style-type: none"> <li>- Make sure there are enough 1<sup>st</sup> 2<sup>nd</sup> and 3<sup>rd</sup> ribbons.</li> </ul>		<p>before. Children enjoyed the new activities and encouraging team mates. Children found it to be more fun and staff found there to be more of a teamwork atmosphere rather than competitive. Think this was due to races such as sack race and space hopper which were harder for the pupils.</p>	
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