



**CORPUS CHRISTI CATHOLIC
PRIMARY SCHOOL**

ONE BODY, MANY PARTS



The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

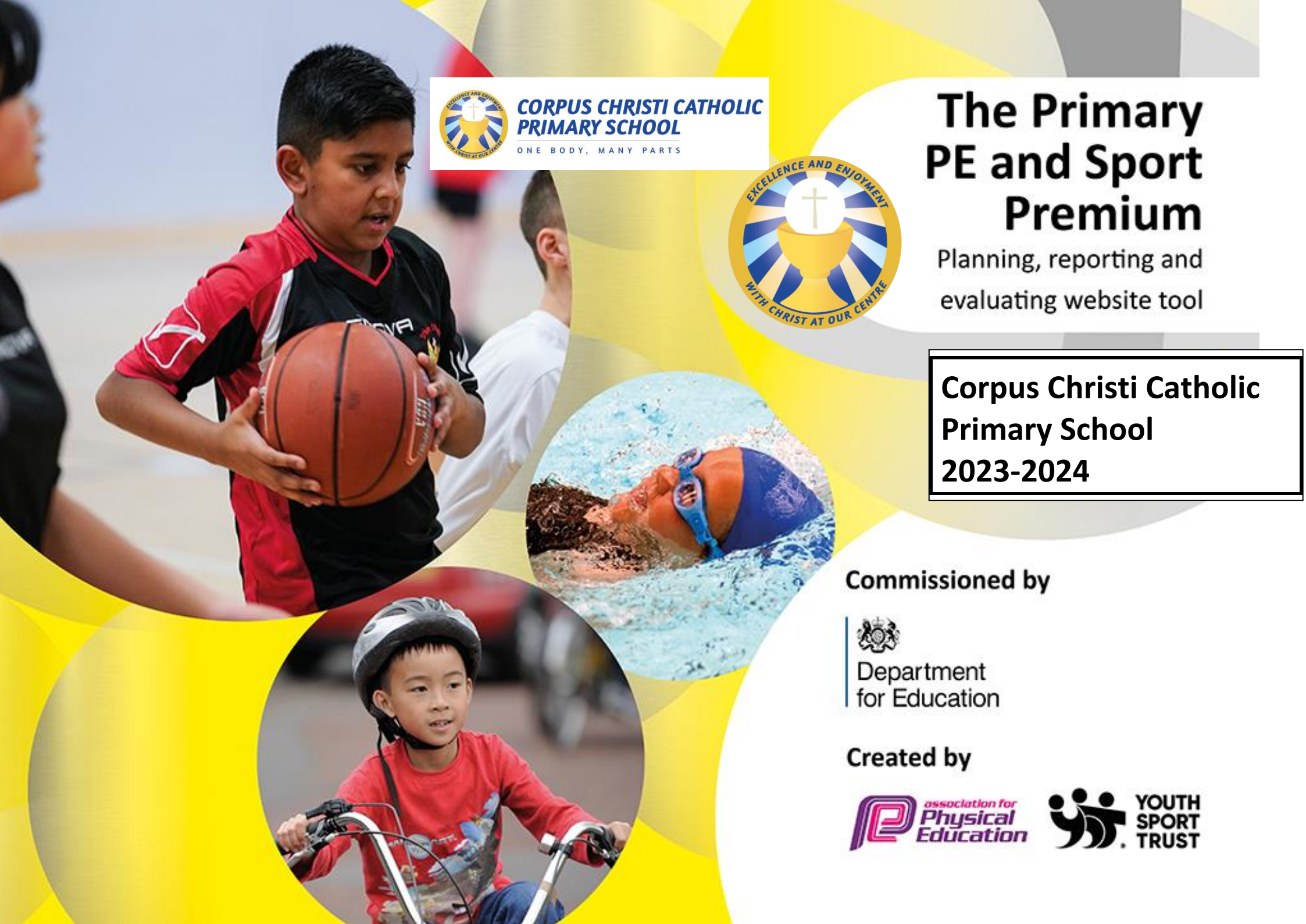
**Corpus Christi Catholic
Primary School
2023-2024**

Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£18,480
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£18,480
Total amount of funding for 2023/24. Ideally should be spent and reported on by 31st July 2024.	£18,480

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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 then 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	July 2023
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 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	89.65%
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	89.65%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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

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 pupils today and for the future.

Academic Year: 2022/23	Total fund allocated:	Date Updated:		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 38% (£7000)
Intent	Implementation		Impact	
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:
- All pupils will be active on average 60 minutes per day, 7 days per week	<ul style="list-style-type: none"> Continue two hours of high quality timetabled PE per week Continue one hour swimming lessons with additional weeks purchased to target pupils. Offer half term or holiday swimming extension opportunity for non-swimmers and developing swimmers if provided by LEA during holidays. Continue morning sports activities for Breakfast Club. Continue lunchtime/ ASC with outside providers. Offer a wider variety of extra-curricular sports opportunities at lunchtime, after and before school continue to offer all pupils easy access to physical activity and sport, maximising pupils' physical activity levels. Build into the school day for all 	(50% contribution to ACE- Health for All) £6000 £1000 towards playground resources	-All children have had 2 x 1 hour PE sessions per week. -Swimming lessons of one hour per week maximise the number of pupils (minimum 90%) who can swim 25m by end of KS2. Currently (Sept) = Y4/5 & Y4 classes. Y5/6 & Yr6 non swimmers and developing swimmers will attend in summer term for targeted lessons. -Pupils have a good understanding of the skills needed across a range of different sports. -Pupils experience putting in extra effort and practice for competitions and festivals. - Less active pupils have daily opportunity for physical activity during the school day through PE lessons, Daily Mile/ Destination Mile, lunchtime activities or after school club. -Termly challenges encourage pupils to set and achieve personal targets. -Less active pupils are flagged and encouraged to take part in a lunch or after-school club. PE Lead/ SWales	Develop lifelong learners and pupils who have a better understanding of physical health and choose to be more active, which will continue through into their adult lives and help to create healthy habits and enjoyment of physical activity in different ways. -Monitor club participation each half term to ensure all pupils, especially disadvantaged and SEND, have the opportunity to participate in a club.

	<p>pupils to carry out physical activity e.g. Daily Mile, Skipping etc.</p> <ul style="list-style-type: none"> Regularly replenish class break time and school lunchtime equipment. 			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 21% (£3800)
Intent	Implementation		Impact	
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:
<p>Staff to be aware of the importance of PE, Sport and Physical Activity in school and understand how it can contribute to whole school improvement.</p> <p>Promote PE, Sport and Physical Activity through displays, celebration assemblies, school newsletters, Class Dojo/Tapestry, X and school website.</p> <p>Pupils understand:</p> <ul style="list-style-type: none"> The scientific element of sport and the impact on the human body. The impact sport and physical activity has on our mental and emotional well-being. 	<ul style="list-style-type: none"> Leeds Well School Partnership membership TLR for PE Lead to have one hour per week (39 hours) to lead on PE and sports across school, arrange attendance at competitions and organise whole school sports days and events. Increase motivation of pupils in PE and school sport through events which showcase participation and talent and for children to feel celebrated for their achievements. Intra-class and inter-class competitions promote physical activity and trying your best. Whole school PE display with captions from the pupils of what they enjoy about sport and knowledge organisers for each unit covered. Sporting announcements, acknowledgments and achievements will be made in 	<p>£1300 LWSP membership</p> <p>£2500 TLR</p>	<ul style="list-style-type: none"> -PE and sport will be well led and organised across school. -Teachers understanding of the importance of PESSPA helps to drive positive relationships with physical activity and pupils will continue to benefit from this throughout their lives. - Personal development of all pupils will be enhanced and celebrated. -Pupils will be more active. -Pupils are proud of their achievements. - Personal challenge increases across the school with every pupil taking part in physical challenges and staff are more aware of the importance of this. - Parents will value the importance of a healthy lifestyle for their child -Pupils will have a holistic view of PE, Sports and Physical Activity. -Pupils will have a scientific understanding of the benefits of physical activity sport. -Pupils will have a positive view of being active and how it contributes to good physical and mental health. 	Staff understanding the importance of PESSPA helps to drive positive relationships with physical activity so pupils will continue to benefit from this throughout their whole lives.

	<p>whole school celebration assemblies, newsletters, Class Dojo/Tapestry and X.</p> <ul style="list-style-type: none"> To continue to develop the role of the sports councilor and develop their impact on sport in school as Sports Leaders. Regular CPD opportunities for staff through working with S Wales. PE Lead to work with other subject leaders to create curriculum links with science and PSHE curriculum where applicable. To create an emphasis of the importance of sporting activity on mental health and wellbeing. 			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				40% (£7300)
Intent	Implementation		Impact	
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:
All pupils receive 2 hours high quality physical education every week.	<ul style="list-style-type: none"> Continue to enable teachers and support staff to have the opportunity to work with specialist teachers/coaches to develop their skills in teaching PE lessons through a coaching model of observation, team teaching, skill building and review. 2 swimming instructors paid for alongside S Wales at swimming lessons so pupils receive expert 	£6000 SW	-Teachers will work with specialists to learn the necessary skills to be able to teach all aspects of PE effectively.	Working alongside specialists will provide ongoing CPD so staff will be confident in delivering good or better lessons across all aspects of PE.

	<p>coaching whilst providing CPD for staff in attendance.</p> <ul style="list-style-type: none"> PE Lead to undertake training where appropriate and attend Active Sports subject leader courses. 			
<p>Subscriptions to interactive schemes of work to support teachers and provide key learning points and challenge for children.</p>	<ul style="list-style-type: none"> Teachers use interactive resources to plan high quality PE units of work in sequential order with clear progression of learning. Teachers plan PE lessons with clear lesson objectives and success criteria using vocabulary identified in knowledge organisers. Teachers know the progression of skills in each unit of work/over time. Teachers to continue to focus on skills and are more aware that these skills are transferrable across a variety of sports. Interactive videos and images exemplify successful, age-related learning and provide instant guidance to teachers and pupils. Videos are used to exemplify teaching points and expectations and moderate attainment. 	<p>£300 Get Set 4 PE</p>	<ul style="list-style-type: none"> -Staff confidence continues to develop. -Teachers have the correct subject knowledge when teaching all areas of the PE curriculum and can support children as well as challenge and stretch those that are more able. -The quality of teaching and learning in PE is enhanced across the school. - Units of work follow a sequential order with clear progression of skills. - Lessons are engaging, fluent, well-paced, and pupils are appropriately challenged throughout. 	<p>Subscription costs are sustainable for the future.</p>
<p>Continue to show progression of skills</p>	<ul style="list-style-type: none"> Display progression skills for each topic of PE in hall to refer to during PE lessons. 		<ul style="list-style-type: none"> Staff will be confident in skills progression through the PE curriculum. -Staff know the age-related expectations for the year group in each aspect of PE. 	<p>Training for staff in certain areas</p>

	<ul style="list-style-type: none"> • Use pictures and videos to show progression of skills within each year group. • Create portfolio of PE teaching throughout the academic year to celebrate good practice, achievements and demonstrate expectations. • Subject Leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject as well as understanding their views on PE. 		<ul style="list-style-type: none"> - Pupils are appropriately challenged and supported in PE -Pupils know what is expected of them in PE so they can measure their success. -Staff provide pictures and videos for PE portfolio which show progression of skills in year group. -Staff moderate evidence against scheme exemplification materials. -Pupils show high level of age-appropriate skills in each aspect of PE. 	
Provide quality skipping training for Year 4 and Year 2 staff and pupils.	<ul style="list-style-type: none"> • Year 4 and Year 2 staff to have access to 'Skipping' training and CPD (2022/23). 	£1000 (£500 per class)	<ul style="list-style-type: none"> -Quality skipping training delivered to Year 4 and Year 2 staff and pupils. - Pupils enjoy practicing skipping skills. -Pupils realise skipping is an effective form of exercise. - Pupils perform well individually and as a team at the skipping competitions. 	<ul style="list-style-type: none"> -Pupils perform well in Year 4 and Year 2 skipping competitions - Pupils encouraged to skip at break times/lunchtimes.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: <i>(Costings included in Key indicator 1 and 2)</i>
Intent	Implementation		Impact	
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:

<p>Provide pupils with organised physical activity provision within the lunch period to improve their levels of fitness and enjoyment of physical activity.</p>	<ul style="list-style-type: none"> • Renew contract with external provider for daily lunchtime sporting activities. • To ensure equipment is available for pupils to access and Sports Leaders to gather information and feedback areas to target. 	<p>Included in ACE costs</p>	<p>-Organised physical activity will take place each lunch break. -Pupils will be engaged in more physical activity daily.</p>	<p>Trolley's and activities provided. Personal challenges cards laminated for lunchtimes</p>
<p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p>	<ul style="list-style-type: none"> • Provide a wide variety of activities and sports pupils can get involved in. • Targeted SEND group with S Wales to raise participation. • Access a range of sports through LWSP. • Attend LWSP Inclusion events. • To book external provider for biking to give pupils confidence with cycling and raise awareness of how to cycle safely on roads. 	<p>Included in ACE/LWSP costs</p>	<p>-Pupils understand there are a wide variety of activities and sports they can get involved in. -Pupils with SEND have the opportunity to represent school and experience a range of inclusion sporting opportunities.</p>	<p>Ace Sports and LWSP activities.</p>

<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p>
				<p>2% (£380)</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</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 provide all pupils with opportunities to participate in a range of competitive opportunities both within and beyond school.</p>	<ul style="list-style-type: none"> • All pupils to participate in a range of competitions per year by further developing the programme for intra- class and inter-class competitions. • Annual Sports Day • Participating in TLA Cluster Competitions/Whitkirk • Hosting competitions for local schools • Participate in Leeds Well Schools/ ACE/ Leeds Catholic Schools- football & netball/ Y2 & Y4 skipping competitions. 	<p>Leeds Well School Partnership, ACE and Skipping School included in above costs</p> <p>£380 transport costs</p>	<p>-Pupils regularly compete against peers in intra-class competitions and inter-class competitions.</p> <p>-Pupils have the opportunity to compete in a range of sporting competitions against local schools.</p> <p>-Pupils learn the value of perseverance, respect, teamwork and build resilience.</p> <p>Intra-class competitions Autumn Terms 1 and 2 Spring Term 1 and 2 Summer 1 and 2</p> <p>Inter-class competitions Prior/post competitions Summer 1 and 2</p>	<p>-Intra-class and inter-class competitions can be set by PE Lead and run by class teacher and PE teachers/coaches</p> <p>- Classes to compete against each other prior/post to a competition Rec 1 and Rec2, Y1 and Y1/2, Y2/3 and Y3, Y4 and Y5, Y5/6 and Y6.</p> <p>-Continue to take part in competitions/events run by</p> <ul style="list-style-type: none"> - TLA - LWSP - ACE - Catholic Schools <ul style="list-style-type: none"> -Football -Netball -Dodgeball
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Signed off by	
Head Teacher:	W. M. Walsh
Date:	September 2023
Subject Leader:	S. Goodall
Date:	September 2023
Governor:	P. Ward
Date:	September 2023