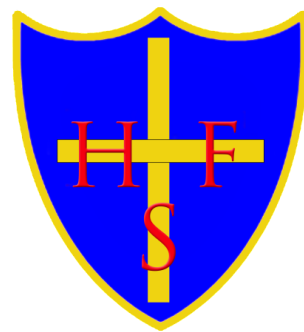


EVIDENCING THE IMPACT OF THE PRIMARY PE & SPORT PREMIUM



HOLY FAMILY RC
PRIMARY SCHOOL

Purpose of the Premium

The Premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2022 to 2023 academic year, to encourage the development of healthy, active lifestyles. The Department for Education (DfE) has published information on [how much PE and sport premium funding primary schools receive, and advice on how to spend it.](#)

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.

Schools are required to publish details of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. The premium must be spent in full by proprietors of academies by the end of the 2022 to 2023 academic year.

Schools must publish the following information on their website by the end of the academic year and no later than the **31st July 2023**:

- the amount of premium received
- a full breakdown of how it has been spent (or will be spent)
- what impact the school has seen on pupils' PE and sport participation and attainment
- how the improvements will be sustainable in the future
- the percentage of pupils within their year 6 cohort for academic year 2022 to 2023 that can do each of the following:
 - swim competently, confidently, and proficiently over a distance of at least 25 metres
 - use a range of strokes effectively (for example front crawl, backstroke and breaststroke)
 - perform safe self-rescue in different water-based situations

If selected, schools must also take part in a sampling review to scrutinise their compliance with these terms.

In addition to minimum information required by the DfE, the Trust have included an action plan for the next academic year. This will help schools to plan your spending for next year.

Details with regard to funding
Please complete the table below

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23. To be spent and reported on by 31st July 2023 .	£17,680
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£17,710

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	Explanation of swimming finances at meeting
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	79%
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	67%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	83%
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?	Yes/ No

Spending Impact Report for the Current Academic Year – 2022/23

Academic Year: 2022/23		Total fund allocated:		Date Updated:	
<p>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</p>					
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?:
All children are encouraged to be actively engaged with physical activity. As a school, weather permitting, all children complete their weekly mile, and through break times and lunch times, children are given the opportunity to take part in planned activities organised by our school sports leaders. Pupil Voice Surveys designed and completed by PE Lead and Sports Leaders regarding playtimes and sport to grasp a bigger picture of engagement.		Training provided to Sports Leaders by PE lead to ensure understanding of purposeful activities is in place. Training refreshed monthly, with fortnightly reviews with Sports Leader team and PE lead to check in on activities. Additional equipment purchased for these activities as well as additional equipment for children whilst on the playground.		£665.60	More pupils are actively engaged in physical activity when outside of the classroom. Children are beginning to take own initiatives and responsibility when organising games and for actively encouraging others to join in. Activities are designed following Pupil Voice surveys to attract a broader spectrum of participants. Clubs have also been carefully selected to meet the needs and engagement of participants.
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>					
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?:

<p>We aim for all children across the school to have access to a range of activities on a range of different levels, allowing them to broaden their depth of knowledge within not only their skill set, but in their ability to transfer these skills into competitive sport. We are also actively encouraging girls to take part in sport, particularly football, and have offered sports events for SEN children to take part in within a safe and calm environment.</p>	<p>Through agreeing to the local SLA offer, children have access to a range of activities from EYFS through to Y6. Children are given the chance to participate in festivals of sport, apply their knowledge learnt within PE lessons into real life situations, and if they wish take part in competitive sport. We have had volunteers into school offering taster sessions, demonstrating pathways into different sports outside of school and making links within the wider community. We have encouraged girls to put themselves forwards as leaders within Sport, and had success in developing a girls only football team, leading to girls joining clubs and finding a love for the sport.</p>	<p>£1,500</p>	<p>Children are experiencing a broader offer within the PE curriculum which stretches further than the classroom in school. They are able to mix with other children from different schools, and experience sport at a variety of levels, whilst not only developing their physical skills, but developing their personal attributes such as their mental toughness, resilience and determination. Children are finding a passion for different sports following their learning in school, and have been sign posted to a number of different pathways within the local community, including Headlanders Netball, Judo Dan, and Darlington Harriers Athletics club.</p>	<p>We aim in the next academic year to achieve Platinum School Games Mark. In order to do this we will be completing a case study around one of the following areas</p> <ul style="list-style-type: none"> • Demonstrate how you are engaging those young people that need it the most in the School Games and evidence how you know they are benefiting • Demonstrate how you are a physically literate school and how this positively impacts on your young people • Demonstrate how you are developing and co-creating your offer with your young people • Demonstrate your understanding of young people’s motivations and how you build this into your offer • Demonstrate how you have embedded positive experiences of competition into your offer and how this has made a difference to your uptake • Demonstrate how have you ensured that you have developed and maintained 60 active minutes across your school.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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 staff are provided with training and support in order to be fully confident and competent in the teaching of PE. Sporting Futures provide additional support and training for Staff members during PE lessons in order for staff to receive additional CPD. Staff to also pull on the expertise of each other to support own development eg – PE lead registered youth S&C development, Teachers who are a netball coaches/dance teachers.	Staff become more confident in their own ability for the teaching of PE, as well as develop their own love for the subject by working alongside others. Staff work alongside PE lead in planning their PE sessions. PE lead has created an overview assessment for what PE is to be taught across the school throughout the year, and provide resources to support teaching of the subject.	£7565	Staff engagement with the subject increased, and capability levels increase. Staff taking ownership of own CPD and feel comfortable approaching PE lead/other members of staff to continue own development within the subject.	Staff to continue with own CPD within subject, maintaining positive relationship with PE leader to assist with development. PE to continue making links with sports coaches outside of school to assist in own CPD which can then be shared with staff.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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>Additional achievements:</p> <p>Outdoor activities (y6 residential)</p> <p>In school visitors for taster sessions of non-school sports (eg judo)</p> <p>Careers week included visit from Sports Coach to inspire children to work within sports industry.</p> <p>Reception Multi Skills sports day with St Mary's Cockerton (in planning)</p> <p>Activities taken part organised by the Darlington SSP including both competitive and non competitive events with links to the wider region (Tees Valley) and inclusivity for all.</p>	<p>By the end of Year 6 all children will have been given the opportunity to attend a residential trip.</p> <p>The school has signed up to the Darlington SSP SLA to have access to a range of opportunities for each child to participate in.</p> <p>PE lead in contact with Darlington SGOs to support development of broader experience within school.</p>	<p>£1985</p>	<p>Children will have been given experiences to broaden their understanding of sport from taking part and having a go, to competition, and even through the organisation of sporting activities themselves. Children have a greater understanding that sport is not just a competition and it is for fun. Children also aware that all sports are accessible to anyone no matter their ability/gender/beliefs – it is an opportunity to come together as one.</p>	<p>This is something which is ongoing for the school as part of our SGM, and will continue as we develop through to Platinum Standard.</p> <p>SD to continue making links with SGO and Sports Coaches/Persons who can continue to support us in inspiring children within sport – (Leo Percovich to confirm rearranged date)</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Through the Darlington SSP SLA, children are given the opportunity from an early age to participate in competitive sport. Children are able to participate in multiple sports as both individuals and as a team. Children are to be given positive experiences around competition, developing their confidence and reaching a level of self actualisation.	Through the school games values Children learn self discipline and sportsmanship whilst being gracious in both winning and defeat. Children are able to take part in a wide range of activities against school across the town, giving them the opportunity to develop friendships through sport. Children to develop a sense of competitiveness and fulfilment from taking part. Children have access and are directed to a variety of different club pathways which they can then develop themselves further.	£1500	A higher percentage of children are actively engaged in sport outside of school. Through pupil voice surveys, children have shown they are engaging in a wide range of clubs with the opportunity to become competitive, for example, swimming, football, snooker, badminton and gymnastics. They are sharing their love for sport with others, and seeking involvement in activities by all.	This is something we look to continue into the next academic year. Children will continue to develop as both individuals and as members of a team. Children to continue developing own sense of ownership within sport by designing and running house competitions with support from PE lead.

PE and Sport Premium Action Plan for Next Academic Year – 2023/24

Academic Year: 2023/24	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: %
Intent	Implementation – Planned Actions		Expected 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:		Sustainability and suggested next steps:
		£		
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
Intent	Implementation – Planned Actions		Expected Impact	

