

EVIDENCING THE IMPACT OF THE PRIMARY PE & SPORT PREMIUM
St Cuthbert's Catholic Primary School, Hartlepool

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, including any under-spend from 2021/2022, 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. This includes any carried forward under-spent funding that has resulted from the relaxations to the ring-fencing arrangements of the PE and sport premium because of the coronavirus (COVID-19) outbreak.

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

| | |
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| Total amount carried over from 2021/22 | £0 |
| Total amount allocated for 2022/23. To be spent and reported on by 31st July 2023 . | £17,860 |
| Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024. | £17,000 |

Swimming Data

Please report on your Swimming Data below.

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| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p> | 86% |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p> | 77% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?]</p> <p>Please see note above</p> | 71% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 86% |
| <p>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?</p> | Yes/No |

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

| Academic Year: 2022-2023 | Total fund allocated:17,860 | Date Updated: 31 st July 2023 | | |
|--|---|--|--|--|
| <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> | | | | 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>Games focused lunchtimes – a range of sports and activities offered each lunchtime for children to take part in.</p> <p>Free afterschool clubs linked to sport on daily basis – a range of clubs offered from 3-4pm for a different age group each day Mon to Friday.</p> <p>Balance bikes purchased alongside a climbing frame for Early years children to encourage fitness and physical activity each day for children in Early years.</p> <p>Balance bike sessions with a specialized teacher in school hall to inspire children and grow confidence early on in school life.</p> | <p>Inspire to lead and identify daily focus with a number of engaging activities. Training for all staff involved.</p> <p>Paid sports coaches to lead a session each day Variety of sports and age groups to be offered. Records kept of those attending to identify those not taking part in activity.</p> <p>Focus on starting children in daily physical exercise from Nursery and ensuring good habits from the start of school. EY curriculum to ensure use of outdoors each day.</p> <p>Lessons on bikes from Summerhill so children gain confidence and know how to use the bikes safely outdoors.</p> | £5,000 | <p>More children are involved in activity each lunchtime. Range of sports offered –team games and challenges. Different focus each day. All children involved for all/some of lunchtime.</p> <p>All year group’s receiving an offer of extracurricular sport. 10- 15 children attending each evening.</p> <p>Early years children are active daily and those who are difficult to engage are being targeted. The importance of daily exercise and healthy lifestyles are woven through the curriculum.</p> <p>All children able to use bikes and balance and those who find this challenging given extra support so all achieve.</p> | <p>This model has been sustained since the departure of our sports coach through Inspire coaching who send a ports coach for each lunchtime. She runs a different activity for a different class each day. More children are taking part in sports each day.</p> <p>Clubs are offered 6 times a week and the money has enabled us to make links with different academies and providers across the town so that we have a variety of sports to offer and engage pupils.</p> |

| 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 | | 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>Sport focus as part of achievement assemblies – weekly challenge summer term sport focus</p> <p>Great Dream work and wellbeing time weekly</p> <p>Sports leaders trained to help with lunchtime activities for children with sports coach</p> <p>PE display board to give children's views about sport, weekly update on Facebook of what we have achieved in sport.</p> | <p>The coaches give an award each week to their pupil of the session. Certificates given for sport linked achievements and clear purpose of why? I.e teamwork, enthusiasm, determination</p> <p>Exercise key part of health and wellbeing work and one of our areas of focus for Spring term, Try something new was also linked to sport and exercise.</p> <p>Role modelling by leaders and support on the playground to ensure all children inspired and given opportunity to join in.</p> <p>Visibility of exercise and sport around school and high profile from staff i.e. Headteacher ran GNR and other staff role model other sports</p> | £3040 | <p>Children know and understand why exercise is good for them and are able to articulate the positive effects on their mind and body. They understand teamwork is essential and can talk about sports they enjoy and play. Children bring in rewards from outside school achievements to share with their peers and inspire others.</p> <p>Sports leaders are now in place for Y6. Our next focus is to find a programme to train the sports leaders as we did inhouse training but something offered by an outside provider with a n award or certificate etc would be better and give the role a higher profile.</p> | <p>All these areas are embedded in to school life and are sustainable. One of four key themes in our curriculum is health and wellbeing and this is role modelled by staff on a daily basis in conversations, lesson and in information they share.</p> <p>Next steps would be for leaders to hold assemblies for children about new sports or the benefits of exercise. To produce a termly sports newsletter about what we are doing in school and signpost out of school activities. This is done via Facebook but may be enhanced by something the Sports leaders produce themselves.</p> |

| 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 | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |

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| what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | achieve are linked to your intentions: | allocated: | pupils now know and what can they now do? What has changed?: | next steps: |
| Training for staff in key areas. Audit of staff for area they would like training in. Try to do inhouse training where possible and using a retired teacher with PE focus. Termly staff training in different areas of PE. | Sadly, this has not occurred this year as we hoped. It has been difficult to book staff training in PE and in school staff absence has hindered some of these development points. This needs to be prioritised next year as it was not possible in 2022-23 | £5,000 | Vocab of children has become PE specific, and they can describe their progress more accurately Teachers are better able to assess pupils in PE through training from PE lead. Some training has taken place on assessment and vocab etc but knowledge and skills in Pe need more CPD | This is a key area of focus for 23 – 23 as the departure of sports coach means we lack in house expertise. The next step is to find training for Staff, an audit of skills and to upskill our PE lead so she can lead training too. |
| 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: |
| Additional achievements: Taster classes in new sports Basketball Boxing Hockey Tennis Balance bikes – course of lessons for EY pupils | In the times we were in school we were able to offer a variety of lessons or taster sessions to pupils, y3/4 engaged in tennis lessons during the summer term.. Early years benefitted from balance bikes sessions form Summer hill which were improved through their own practice in outdoor areas. We have made links with the Hartlepool huskies and the Boxing academy. Both have | £ 2000 Sports coach £1000 WVP £1000 Balance bikes | A huge impact on children's knowledge of sports and what is available to them and how easy it often is to get involved. Great impact of opportunities to practise extreme sports such as rock climbing in a safe environment. In children we have seen more engagement, resilience, determination and a happiness from what they have achieved. It has made them and staff very | These activities are all sustained and have been running for over 2 years now. The next steps are to bring the taster sessions into school as an after-school club or lunchtime offer for children to enjoy so it becomes more than just a taster and signposts children to out of school sport more. Again, this needs to be targeted at lowest 20% and pp |

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| <p>Residential trip for y6– Y6 summer term</p> <p>Skipping</p> <p>West view Project – canoeing, orienteering and outdoor physical activities</p> | <p>offered taster sessions for children and are running after school clubs.</p> <p>Y6 trip subsidised where needed and gave children opportunity to do archery, canoeing, gill scrambling and climbing.</p> <p>Some children took part in outdoor activities through WVP this is targeted at children who would never get this experience and often need it to aid regulation and wellbeing.</p> | | <p>proud.</p> <p>Skills are balance and agility and strength which has been built over time from the progressive curriculum and opportunity to try new things.</p> | <p>children where finance is sometimes a barrier to opportunity.</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: |
| Class competitions and competitions against yourself, improving own times and speed etc personal challenges. | During the terms which were open in school the sports coach worked hard to promote competition against yourself (PB) competitions against other schools were not possible, so the children had passports in which they recorded their PB for athletics and then tried to beat it. We worked on competition against ourselves resilience and trying to improve and be the best you can be. | £1000 for transport | We have taken part in new competitions this year which we haven't tried before. The school won the skipping town Finals in June and Y4 are teaching skills to others. We took part in the national cycling championships at Summerhill for first time ever. Children are much better at competition against themselves and are understanding the idea of a PB and trying to improve for themselves. | Our next step is to book the trust minibus to help with travel cost and to get a member of staff trained to drive the minibus. Cots are a barrier and sometimes booking transport. |

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

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| Academic Year: 2023/24 | Total fund allocated: £17,000 | Date Updated: 22/6/23 | |
| 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: |
| Playtimes and lunchtimes to become even more active and accessible to all. Continue to embed last years plan and then add in dance through the boom box and dance leaders | Children to be asked about how we can make playtimes and lunchtimes more active – questionnaires – what would they like? Staff to be trained in specific sports to make it sustainable. Zone of playground for different sports Equipment purchased for active break and lunchtimes. External providers to offer lunchtime clubs. | £ 6000 | All children have an activity they can join in All sports catered to and varied programme across the year. Staff trained in new skills and have the equipment to carry out effectively Bespoke sports offered by clubs to engage those who are hard to reach – ask these children what they would like and get them to help lead. Sustainability is included in the plan as staff are being trained and equipment purchased. Inspire in place for the daily clubs. A boom box needs to be purchased to play music for the playground dance sessions. |
| 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 |

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|--|--|--------------------|---|---|
| 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: |
| To establish good habits in to children early and role model importance of exercise. To raise confidence and self belief and ensure they know exercise is fun and that they make it part of their daily routine. | Continue with high profile of PE. Try something new days linked to wellbeing and visitors from sports people/ achievers to inspire the children. Do this termly. Termly sports newsletter to be developed. Sports leaders to be retrained by an outside provider if possible | £1000 | All children enjoy exercise and are keen to take part and do more. Children become fitter across school and talk positively about all the exercise they do. Feedback shows healthy habits are being formed. | Would love to introduce Daily mile but difficulties with small playground and separate field make this difficult. To look at ways of combating this – possible weekly mile? Wake up and shake up session? |

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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 – 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: |
| Training for staff in key areas. Audit of staff for area they would like training in. Try to do inhouse training where possible and using a retired teacher with PE focus. Termly staff training in different areas of PE. | Staff have been upskilled over last 3 years. Staff to have termly training and CPD from PE lead, inspire ltd or from EMS. | £ 6000 | Staff deliver more engaging PE which challenges children and allows them to make better progression on a weekly basis. More PE lessons judged as good or better. Staff share skills. Each staff member trained in a particular sport/PE area and then cascade skills across staff. Continue to upskill TA alongside Teachers so sustainable over time. |

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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | Percentage of total allocation: |
| | % |

| Intent | Implementation – Planned Actions | Expected Impact | |
|-----------------------------------|----------------------------------|-----------------|------------------------------|
| Your school focus should be clear | Make sure your actions to | Funding | Sustainability and suggested |

| what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | achieve are linked to your intentions: | allocated: | | next steps: |
|---|--|--------------|---|---|
| <p>Additional achievements:</p> <p>High quality PE lessons in key areas of curriculum enhanced by exposure to new sports and opportunities to try new things.</p> | <p>Chances to take their PE skills to a real track, cricket pitch or football pitch to enhance skills.</p> <p>New sports such as basketball, hockey and boxing to be taught as club and links made to similar skills</p> | <p>£3000</p> | <p>Children have deeper knowledge of PE curriculum and skills they need and how to improve. They are willing to try new things and talk enthusiastically about their progress in sport and new sports they may try in the future.</p> | <p>Cascade our skills and enthusiasm across school. Give time for group to produce a short video about their sport and then make that sport accessible to younger children so they have opportunity to try it out too.</p> <p>Try to link sports we do in school for older children to sports at EMS so they can carry on those sports at secondary school.</p> |

| Key indicator 5: Increased participation in competitive sport | | | | 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: |
| More opportunities to take place in a variety of external competitions and in school competition including swimming galas, futsal, dodgeball and other sports in which we have not competed previously. | In school competitions organised through staff and inspire. Intersport competitions organised by PE lead. Usual competitions in which we have done well historically built upon and children cascade their skills to the class/ year group below them I.e. tennis and skipping Equipment purchased to ensure all this is accessible | £1,860 | 75% of children access competitions at least once Successes celebrated and shared, increased sportsmanship and team work. Practising of skills and passing on. A termly in school competition in a different sport each time. | Cascading of skills makes this more sustainable. Traditional competitions have been reinstated since covid. More competitions have taken place this year as new sports are tried continue this pattern. Trust has school minibus which can be used to transport children making costs lower. |