**EVIDENCING THE IMPACT OF THE PRIMARY PE & SPORT PREMIUM**

**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 2021 to 2022 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.](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)

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 2020/2021, 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 2021 to 2022 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 2022**:

* 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 2021 to 2022 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 2020/21 |  |
| Total amount allocated for 2021/22. To be spent and reported on by **31st July 2022**. | £16,910.00 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £16890.00 |

**Swimming Data**

Please report on your Swimming Data below.

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| **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** |  |
| **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 2022.  Please see note above | % |
| **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 | % |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | % |
| 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 – 2021/22**

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| --- | --- | --- | --- | --- |
| **Academic Year:** 2021/22 | **Total fund allocated:** £16,910.00 | **Date Updated:**20.6.22 | |  |
| **Key indicator 1:** The engagement of all 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: |
| 0% |
| **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: |
| Access to high quality resources during play time (Playground floor markings, playground equipment, playground toys set aside for play times). Enough quantity of resources to enable access for all. | All pupils from Reception - Y6 have opportunities to play with PE equipment, playground markings and playground equipment at playtimes. | £0 | All planned PE sessions have been fully resourced leading to greater participation and active minutes in lessons. | Continued monitoring of PE resources for wear and tear |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 8.17% |
| **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: |
| Afterschool clubs delivered by sports coach.  School Games Mark  New Tennis Balls.  New Badminton Raquets | All pupils from Y1-6 have opportunities to take part in free afterschool sports clubs across the school year.  St. Joseph’s have been awarded the GOLD level SGM, this is the second highest award in education with a national accreditation by the School Games Mark. PE lead and sports coach to follow SGM programmes to ensure all pupils have the largest possible opportunities to take part in primary sport.  Raising the profile of tennis in school. Children to be using quality equipment.  Raising the profile of Badminton, children to be using the quality equipment that is safe to use. | £1365  £0  £4.99 delivery  £12.00 | Increased participation in sport ensuring children are active, engaged and taking part in competitive sport.  The School Games Mark is directly linked to a school’s engagement in the School Games programme. St Joseph’s reflects a broad and balanced offer that actively encourages all pupils, including those who aren’t currently engaged or who are engaged less often.  Increased participation in sport ensuring children are active, engaged and taking part in competitive sport.  Increased participation in sport ensuring children are active, engaged and taking part in competitive sport. | Member of staff works alongside coach to have constant upskilling on different sports throughout the year. If funding were to stop, teacher would continue with clubs.  St Joseph’s will continue to follow the recommendations the SGM to ensure we are delivering high quality sport and PE opportunities to all pupils.  Sports coach checks sports equipment daily.  Sports coach checks sports equipment daily. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 29.6% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| PE coach in school for 1 full day working with school staff, upskilling staff on PE curriculum.  Sports equipment maintained. | All staff to have an increased knowledge in sports and provided with planning and assessment tools to monitor children’s progression.  Sports equipment regularly maintained to ensure safety of all users. | £5000  £0 | Increased confidence and subject knowledge of staff.  All equipment safe and ready to be used. | Staff to have opportunity to attend CPD throughout the year to have constant refreshers.  Sports coach checks sports equipment daily. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 77.13% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Additional achievements:  Sports coach to deliver enriched curriculum.  Tennis sessions delivered to Y3 children.  Swimming sessions delivered to all Y4, Y5 and Y6 children once a week all year.  Swimming transport.  Staff wages to take children swimming.  Balance Bike Programme for children in EYFS  Bikeability Y5/6 | Sports coach to deliver a whole year sports provision to increase children’s engagement in sports and making all children psychically literate.  Tennis coach to deliver additional tennis lessons to increase Y3 skills and engagement in the sport and help with their confidence before a Tennis Festival event.  Swimming coach to deliver a swimming lessons once a week for the academic year to increase children’s skills and abilities whilst swimming.  Transport to take children to Mill House Hartlepool for swimming lessons, once a week for the academic year.  Staff wages out of their contracted time to safely take and support children swimming at Mill House.  Sports coach to deliver a balance bike programme for 6 weeks to EYFS children. Enabling children to further develop their balancing skills  Bikability coach to delivery bike riding training that enables children to write a bike safely outside of school. | £5000  £110  £5472  £845.50  £1214.50  £400  £0 | Children have had a positive and fun experience in school sports and PE.  Children have had a positive and fun experience playing tennis.  Children have had a positive and fun experience in swimming whilst also building confidence, strength and the ability to swim in different swimming styles.  Children have attended every swimming lesson safely and on time.  Children have attended every swimming lesson safely and have been supported by staff.  Children have had a positive and fun experience with balance bikes and have improved with their balance.  Children have had a positive and fun experience with the bikes and the lessons they received. | Member of staff works alongside coach to have constant upskilling on different sports throughout the year. If funding were to stop, teacher would continue with clubs.  Member of staff works alongside coach to have upskilling on teaching tennis.  Member of staff works alongside coach to have upskilling on supporting children in their swimming lessons.  Continue this next year.  Continue this next year.  Member of staff works alongside coach to have upskilling on the deliverance of balance bike lessons.  Continue this next year. |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 10.84% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Attend competitive sporting events and festivals.  The Collective Cluster Non-competitive sports tournament and festivals. | Attended several competitive sports tournaments and festivals.  We attend a large range of non-competitive sports tournaments and festivals held by the collective cluster over the year. This gives our less active pupils and ‘B’ team players the opportunity to represent our school in the correct and safe environment to support them. | £274.30 for transport.  Admission to the cluster sports events £1350  £208 for transport | Attended the collective cluster’s sports provisions throughout the academic year.  More pupils attending sporting fixtures, giving them the opportunity to represent our school. | Continue to enter competitive supporting event to ensure it gives St. Joseph’s pupils an enriched opportunity to take part in competitive sports.  Continue to enter Festivals to ensure all pupils have the opportunity to represent the school. |

**PE and Sport Premium Action Plan for Next Academic Year – 2022/23**

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| **Academic Year:** 2022/23 | **Total fund allocated:** £16890.00 | **Date Updated:**20.6.22 | |  |
| **Key indicator 1:** The engagement of all 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: |
| %0 |
| **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: |
| Access to high quality resources during play time (Playground floor markings, playground equipment, playground toys set aside for play times). Enough quantity of resources to enable access for all. | All pupils from Reception - Y6 have opportunities to play with PE equipment, playground markings and playground equipment at playtimes. | £0 | All planned PE sessions to be fully resourced leading to greater participation and active minutes in lessons. | Continued monitoring of PE resources for wear and tear |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 8% |
| **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: |
| Afterschool clubs delivered by sports coach.  School Games Mark | All pupils from Y1-6 have opportunities to take part in free afterschool sports clubs across the school year.  St. Joseph’s have been awarded the GOLD level SGM, this is the second highest award in education with a national accreditation by the School Games Mark. PE lead and sports coach to follow SGM programmes to ensure all pupils have the largest possible opportunities to take part in primary sport. | £1365  £0 | Increased participation in sport ensuring children are active, engaged and taking part in competitive sport.  The School Games Mark is directly linked to a school’s engagement in the School Games programme. St Joseph’s reflects a broad and balanced offer that actively encourages all pupils, including those who aren’t currently engaged or who are engaged less often. | Member of staff works alongside coach to have constant upskilling on different sports throughout the year. If funding were to stop, teacher would continue with clubs.  St Joseph’s will continue to follow the recommendations the SGM to ensure we are delivering high quality sport and PE opportunities to all pupils. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 29.6% |
| **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 | achieve are linked to your | allocated: |  | next steps: |
| and be able to do and about | intentions: |  |  |  |
| what they need to learn and to |  |  |  |  |
| consolidate through practice: |  |  |  |  |
| PE coach in school for 1 full day working with school staff, upskilling staff on PE curriculum.  Sports equipment maintained. | All staff to have an increased knowledge in sports and provided with planning and assessment tools to monitor children’s progression.  Sports equipment regularly maintained to ensure safety of all users. | £5000  £0 | Increased confidence and subject knowledge of staff.  All equipment safe and ready to be used. | Staff to have opportunity to attend CPD throughout the year to have constant refreshers.  Sports coach checks sports equipment daily. |
| **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** | 64.6% |
| Your school focus should be clear | Make sure your actions to | Funding |  | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: |  | next steps: |
| and be able to do and about | intentions: |  |  |  |
| what they need to learn and to |  |  |  |  |
| consolidate through practice: |  |  |  |  |
| Additional achievements:  Sports coach to deliver enriched curriculum.  Swimming sessions delivered to two classes once a week all year.  Dance coach to deliver dance lessons to children from EYFS- Y6.  Bikeability Y5/6 | Sports coach to deliver a whole year sports provision to increase children’s engagement in sports and making all children psychically literate.  Swimming coach to deliver swimming lessons once a week for the academic year to increase children’s skills and abilities whilst swimming.  Dance coach to deliver high quality dance lessons to children for a fixed term to increase children’s skills and confidence within dance.  Bikability coach to delivery bike riding training that enables children to write a bike safely outside of school. | £5000  £5472  £450  £0 | Children to have a positive and fun experience in school sports and PE.  Children to have a positive and fun experience in swimming whilst also building confidence, strength and the ability to swim in different swimming styles.  Children to have a positive and fun experience in dance whilst also building confidence, strength and the ability to create and perform own dance routines.  Children to have a positive and fun experience with the bikes and the lessons they received. | Member of staff works alongside coach to have constant upskilling on different sports throughout the year. If funding were to stop, teacher would continue with clubs.  Member of staff works alongside coach to have upskilling on supporting children in their swimming lessons.  Member of staff works alongside coach to have upskilling on delivering dance lessons.  Do the same next year. |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 2.4% |
| **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 | achieve are linked to your | allocated: |  | next steps: |
| and be able to do and about | intentions: |  |  |  |
| what they need to learn and to |  |  |  |  |
| consolidate through practice: |  |  |  |  |
| Attend competitive sporting events and festivals.  The Collective Cluster Noncompetitive sports tournament and festivals. | Attended several competitive sports tournaments and festivals.  We attend a large range of non-competitive sports tournaments and festivals held by the collective cluster over the year. This gives our less active pupils and ‘B’ team players the opportunity to represent our school in the correct and safe environment to support them. | Approx. £400 on transport. | Attended the collective cluster’s sports provisions throughout the academic year.  More pupils attending sporting fixtures, giving them the opportunity to represent our school. | Continue to enter competitive supporting event to ensure it gives St. Joseph’s pupils an enriched opportunity to take part in competitive sports.  Continue to enter Festivals to ensure all pupils have the opportunity to represent the school. |