



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool

**St Teresa's Catholic Primary Academy**

## PE and Sport Vision Statement

*At St Teresa's Catholic Primary Academy, we pride ourselves on providing a high-quality Physical Education curriculum that inspires every child to succeed, promoting excellence and equality for all. We believe that all our children should leave primary school physically literate, with a memorable experience of playing, leading and competing in a range of challenging and enjoyable active opportunities, developing sporting values, friendship and a life-long passion for physical activity and sport.*

Commissioned by  
**Department for Education**

Created by



**YOUTH  
SPORT  
TRUST**



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

- Develop or add to the PESPA 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

Please visit [gov.uk](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



# St Teresa's Catholic Primary Academy

## Evidencing the Impact of Primary PE and Sport Premium - 2018/19

### Vision for the Primary PE and Sport Premium

**ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to ensure impact against the following objective.

#### **OBJECTIVE:**

To achieve self-sustaining improvement in the quality of PE and sport in primary schools.

**It is expected that schools will see an improvement against the following 5 key indicators:**

**Key Indicator 1:** The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.

**Key indicator 2:** The profile of PE and sport is raised across the school as a tool for whole-school improvement.

**Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport.

**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils.

**Key indicator 5:** Increased participation in competitive sport.

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>Ensured LT and MT plans show a broad and balanced curriculum (new scheme of work)</li> <li>PE and Sport promoted around school - notice board, newsletters, website, assemblies, sports super star of the week, sports ambassadors</li> <li>PE apprentice role increased to impact on whole school PE and sport; raising the profile and standard of PE (including lessons) across school (increased extra-curricular provision and support for specific groups of children in class and targeted children across the school)</li> <li>Broad range of extra-curricular activities on offer (parent paid and free clubs) including non-traditional sports such as Golf and Multi-sports.</li> <li>Specific CPD - increased staff confidence particularly in Gymnastics, Tennis, fundamental movement skills</li> <li>Strong, contributing member of the ConnectEd Sports Hub. New staff polos/ jumpers for new staff to promote PE, raise profile within and outside of school at events.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to look into offering a variety of extra-curricular clubs, promoting non-traditional sports such as archery, fencing, cheerleading and street dance etc. (Sports identified from children's questionnaire)</li> <li>Setting up cross country club and entering a variety of competitions.</li> <li>Continue to increase community club links by creating new clubs / providing introductory sessions.</li> <li>Staff questionnaire analysis, new CPD needs, areas of development, review of PE apprentice</li> <li>Aspire to achieve Gold Sainsbury's Quality Mark 2019-20 by raising uptake on extra-curricular clubs, and include c teams for inter-school tournaments.</li> <li>Increase swimming competency</li> <li>Continue to develop LT and MT plans with set sports for year groups to focus on progression of skills within lessons.</li> <li>Sports leaders to increase roles and responsibilities (Year 6)</li> <li>Develop further links with secondary schools to increase opportunity for CPD</li> </ul>

--	--

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	65.4% (2019 data)  76% (2018 data)  63% (2017 data)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	65.4% (2019 data)  72% (2018 data)  61% (2017 data)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	54.8% (2019 data)  89% (2018 data)  61% (2017 data)
Schoolscanchoosetouse thePrimaryPEandSportPremiumtoprovideadditionalprovision for swimming but this must be for activity <b>over and above</b> 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 students today and for the future.

Academic Year: 2018/19		Total fund allocated: £17,620	Date Updated: July 19	
<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:
				75%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Improved engagement for all children in regular physical activity with a focus on increasing physical activity at playtimes and lunchtimes.	<ul style="list-style-type: none"> <li>• Whole staff professional learning to include teachers, teaching assistants and lunchtime supervisors throughout the year.</li> <li>• PE subject leader to provide updates throughout the year in staff meetings (sports day etc).</li> <li>• PE leader to meet with a broad range of children to talk to them about their daily physical activity.</li> <li>• PE Apprentice to organise multi skills sessions targeting less active children after school.</li> </ul>	PE Specialist Coaching £12,197.60	<ul style="list-style-type: none"> <li>• Whole staff aware of the recommended guidelines for daily activity and considering this throughout the school day.</li> <li>• The focus on increased physical activity evident at all playtimes and lunchtimes and within daily lessons.</li> <li>• Evidence from questioning children.</li> </ul>	<ul style="list-style-type: none"> <li>• Playground and lunchtime activities to target those less active through personal challenge events</li> <li>• PE subject Leader to identify any staff who need further support and to provide appropriate professional learning</li> <li>• Further professional learning opportunities for staff who request it. For example: Teachers to buddy up and carry out peer observations to support continual learning.</li> </ul>



Kick start healthy active lifestyles - 10% increase in activity of less active children in upper Key Stage 2.		£39.50		<ul style="list-style-type: none"> <li>PE Subject Leader to monitor and to provide support as appropriate in order to ensure progress and achievement are maintained by all children.</li> <li>Change for life club to start in the summer term 2020</li> </ul>
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				5%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
PE and Sport used to engage and increase children's attainment in core subjects, in particular for targeted specific groups in Numeracy.	<ul style="list-style-type: none"> <li>PE subject leader to provide updates, provision and strategies for whole school improvement throughout the year in staff meetings / professional conversations.</li> <li>PE across the curriculum 30:30 PE Specialist to provide opportunities within PE for cross-curricular activities, raising attainment and providing CPD for teachers.</li> </ul>	£0  £470.05 PE Apprentice Above	<ul style="list-style-type: none"> <li>PE and active style of teaching and learning evident in School Improvement Plan (Numeracy)</li> <li>All year groups have access to additional resources (Maths of the day) to adapt lessons and add active approach.</li> </ul>	<ul style="list-style-type: none"> <li>Active lesson plans in place will ensure a sustained part of whole school curriculum and therefore reduced need for subscriptions from outside agencies.</li> <li>PE Subject Leader to monitor and to provide support for active teaching and learning opportunities across all phases to ensure impact on all</li> </ul>

	<p>'Maths of the Day' will be used across the school as starters or workshop sessions.</p> <ul style="list-style-type: none"> <li>Promote sporting success and achievements in 'Good News Assembly', on the website and on PE board. Sports Superstar of the week - awarded across school for effort and commitment towards sporting values.</li> </ul>	£59.25 MPA funded trophies 'Sports superstar of the week		<p>children.</p> <ul style="list-style-type: none"> <li>PE subject Leader to identify any staff who need further support and arrange sharing of teaching styles and strategies in each Key Stage to incorporate active learning.</li> </ul>
Improved quality of children's physical literacy, particularly in KS1.	<ul style="list-style-type: none"> <li>30:30 Activity KS1 children take part in Wake-Up Shake-up exercises before literacy to increase their physical literacy and gross motor skills.</li> <li>'Active Literacy' strategies which will be used across the school as starters or workshop sessions.</li> </ul>	£0	<ul style="list-style-type: none"> <li>KS1 significant improvement in handwriting as a result of Go Noodle active start to literacy. 70% of children leave Year 1 with cursive handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>PE Subject Leaders to ensure staff are up to date with latest strategies and resources</li> </ul>
The profile of children's achievements and successes in PE and Sport highlighted in	<ul style="list-style-type: none"> <li>Weekly 'Sports Superstar' announced in assembly, with trophy</li> </ul>	£0	<ul style="list-style-type: none"> <li>Sports success and heightened profile recognised in whole</li> </ul>	



whole school events and clearly evident around school.	<p>and certificate. Clear recognition for why they have been awarded (sporting value they have shown)</p> <ul style="list-style-type: none"> <li>• Sports Superstar board visible in sports hall and website, trophy provided</li> <li>• All teachers provided with mini sports certificates to recognise sporting values shown achievements in lessons</li> <li>• Team and individual achievements in sport celebrated in class, during whole school celebration assembly, on the PE noticeboard and on the school website and newsletter.</li> </ul>		<p>school parent questionnaire. Increase on 80% of parents last year.</p>	
--	--	--	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Improved quality of children's physical education, gymnastics across the school to ensure they are confident and competent in key skills.	<ul style="list-style-type: none"> <li>All teaching staff (Teachers and TAs) to participate in professional learning and CPD in Gymnastics</li> <li>CPD to be delivered in planned blocks across the year to ensure whole school coverage.</li> <li>Children to be clearly signposted to gymnastics club and competition opportunities after school.</li> </ul>	£158	<ul style="list-style-type: none"> <li>All year groups to receive CPD in area of weakness identified from staff questionnaire (EG. Tennis CPD in Year 5).</li> <li>The focus of lessons are child centred and as a result children are engaged and keen to improve.</li> <li>As a result children make good or better progress both in lessons and over time (see teacher's assessment tracking data).</li> <li>Increased number of children involved in local gymnastics competition and extra-curricular dance and gymnastics clubs.</li> </ul>	<ul style="list-style-type: none"> <li>PE subject Leader to support new staff in school with planning for delivery of physical education.</li> <li>Arrange team teaching opportunities and supportive lesson observations in order to develop the quality of teaching, learning and assessment.</li> <li>PE subject Leader to identify any staff who need further support and to provide appropriate professional learning.</li> <li>Further professional learning</li> </ul>
Improved quality of children's physical education in dance across KS2 to ensure children are confident and competent.	<ul style="list-style-type: none"> <li>PE subject leader to meet with a broad range of children to talk about their gymnastics and dance skills and to ascertain their knowledge and understanding of the subject.</li> <li>PE subject leader to discuss with Year Leads positive outcomes and what areas are for development.</li> <li>Focus on growing confidence of CTs/HLTAs to work with a range</li> </ul>	£0		
Raised profile of healthy active lifestyle behaviours by all school staff to reach all children.				

<p>Improved quality of children's physical education in swimming to ensure 70% of children are confident and competent to swim 25m at the end of KS2.</p>	<p>of children particularly when covering.</p> <ul style="list-style-type: none"> <li>• Importance of warming up and cooling down incorporated into lesson discussions.</li> <li>• Exercise and healthy lifestyles taught within science lessons across the whole school.</li> <li>• Staff CPD in swimming from qualified instructors.</li> <li>• Liaise with Royal swimming instructors to ensure children are confident to perform safe self-rescue in different water-based situations.</li> </ul>	<p>£ Above CPD</p>	<ul style="list-style-type: none"> <li>• PE Apprentice shares knowledge and expertise with other teachers during non-directed CPD times</li> <li>• Extra-curricular club (Golf) targeted to encourage less active children will show a % increase in summer data showing an increase in attendance of pupils most in need.</li> <li>• Questioning of children provides supporting evidence of knowledge of healthy active lifestyle behaviours</li> </ul>	<p>opportunities for staff who request it. For example: Teachers to buddy up and carry out peer observations to support continual learning.</p> <ul style="list-style-type: none"> <li>• PE Subject Leader to monitor and to provide support as appropriate in order to ensure progress and achievement are maintained by all pupils.</li> <li>• PE Subject leader networks with colleagues (particularly secondary schools) at other schools to encourage on going sharing of good practise.</li> </ul>
---	---	--------------------	---	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: Improved children's awareness of the board and balanced PE and sports opportunities in and outside of school.	<ul style="list-style-type: none"> <li>Promote inclusive PE and Sport opportunities to children, parents and the local community at least once a fortnight using newsletters, website, assemblies and school notice board.</li> <li>Community clubs clearly signposted for children in noticeboard, during extra-curricular clubs and PE lessons.</li> <li>PE Apprentice to identify children across school with potential to attend community clubs.</li> </ul>	£0	<ul style="list-style-type: none"> <li>Promote inclusive PE and Sport opportunities to children, parents and the local community at least once a fortnight using newsletters, website, assemblies and school notice board.</li> <li>Community clubs clearly signposted for children in noticeboard, during extra-curricular clubs and PE lessons.</li> <li>PE Apprentice to identify children across school with potential to attend community clubs.</li> </ul>	<ul style="list-style-type: none"> <li>Look to increase % of children attending EC clubs by providing non traditional sports for those less active.</li> <li>PE Team to support staff (particularly NQT's) in school with planning for a broad and balanced curriculum.</li> <li>Year group folders regularly updated with planning, MTP and LTP</li> </ul>
Engage at least 60% of children in extra-curricular clubs.	<ul style="list-style-type: none"> <li>Ensure accurate registers of all extra-curricular clubs are retained and used for data analysis, comparisons and to target specific groups</li> </ul>	£790	<ul style="list-style-type: none"> <li>Provision given for 15% + of children identified as less active.</li> <li>Provision given for 10% + of children identified as SEND.</li> <li>15% + children involved</li> </ul>	<ul style="list-style-type: none"> <li>PE Lead to track children's provision and attendance for SEND children.</li> <li>PE Lead to track children's provision and attendance for</li> </ul>



<p>Target provision for 15% children identified as less active.</p> <p>All children experience a broad and balanced curriculum and aware of at least 5 community sport links and pathways in the local area.</p>	<p>of children.</p> <ul style="list-style-type: none"> <li>• Use sports premium to provide 'free' clubs for children. (Gymnastics, Tennis, Cricket, Tag Rugby)</li> <li>• Sports council and children's questionnaire used to identify new clubs and interest.</li> <li>• Year group analysis and discussions with year leads to identify less active children.</li> <li>• Curriculum PE: All children to gain a good understanding of the positive benefits of being physically active.</li> <li>• Curriculum PE: Adapted physical activities through which children can develop and apply a broad range of skills in different contexts — enhancing their creative, social and thinking skills in PE.</li> </ul>	<p>£316 New equipment</p>	<p>in officiating and leading.</p> <ul style="list-style-type: none"> <li>• Questioning of children provides supporting evidence.</li> <li>• Data in summer shows evidence to support impact. (Exceeded and emerging %)</li> <li>• Strong links with community clubs: Gymnastics, etc</li> <li>• Increased confidence of children and participation in lessons noticed by teachers.</li> </ul>	<p>less active children.</p> <ul style="list-style-type: none"> <li>• PE subject leader keeps up-to-date with government policies and recommendations (e.g. obesity paper2016)</li> <li>• Children's questionnaires to identify future sports of interest.</li> <li>• PE Leader to work closely with community clubs to ensure a clear pathway and sign posting to nearest club opportunities.</li> <li>• Focus on SENd community club opportunities and specific sports.</li> <li>• Target children provided opportunities to take part in</li> </ul>
--	--	-------------------------------	--	--

<p>Engage 15% of children in leading, managing and officiating.</p>	<ul style="list-style-type: none"> <li>• Provide taster sessions, curriculum CPD and extra-curricular club opportunities for all children to access community sports clubs.</li> <li>• Clubs clearly signposted on PE notice board, school website and newsletter.</li> <li>• Sports leaders opportunities in KS1 and KS2 at break and lunch time. All children in Year 5 participate officiating and leading in KS1 Sports Day.</li> <li>• All upper KS2 Reception siblings participate officiating and leading Reception Sports day.</li> <li>• Bronze Ambassadors and Sports Leaders to organise structured activities at playtimes and within intra competitions.</li> </ul>	<p>£0</p>		<p>additional sports activities (Change 4 Life club)</p>
---	--	-----------	--	--

Increased opportunities within school for children with SEND and other targeted groups.	<ul style="list-style-type: none"> <li>Attendance at new SGO 'Can do' sports competitions provided by Local Sports Leads. (Specific competition for SEND children), liaise with SENCo and class teachers to identify key children.</li> <li>Community link with High school for sports opportunities and link to secondary SEND provision.</li> <li>Children identified as priority for extra-curricular clubs.</li> </ul>	£Within Transport to events funding allocation		
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				5%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increased range of local competitions entered.	<ul style="list-style-type: none"> <li>PE team to enter the majority of competitions in local area.</li> <li>Potential children identified by PE Specialist and teachers with PE lessons and</li> </ul>	£796 (Mini bus and coach transport over the year)	<ul style="list-style-type: none"> <li>Evidence through website, PE notice board, Blogs.</li> <li>Increased % of children representing the school in inter competitions.</li> <li>Increased number of</li> </ul>	<ul style="list-style-type: none"> <li>Continue to enter all local and School Games competitions. As well as any additional competitions appearing in the calendar run by local</li> </ul>

<p>Increased number of children competing in local competitions.</p> <p>Increased competitive opportunities for children with SEND and other targeted groups.</p>	<p>extracurricular clubs.</p> <ul style="list-style-type: none"> <li>• Enter the maximum of local competitions (Silver quality mark)</li> <li>• Children identified who have not represented the school yet.</li> <li>• Year round programme of activities delivered in extra-curricular time.</li> <li>• Intra competitions are built from competitions introduced in PE, focussed on games and personal challenge activities that use the skills and characteristics of other sports.</li> <li>• Target children identified within PE planning and throughout lessons, with a focus on increased engagement.</li> <li>• Intra competition embedded into PE</li> </ul>	<p>Cost of supply for teachers to be released for events</p> <p>Transport (as above) £395 (Coaches)</p>	<p>children (PP) consistently attending extracurricular clubs</p> <ul style="list-style-type: none"> <li>• Identified target children have made significant improvements in confidence, health and fitness (class data) and attendance in extra-curricular clubs and involvement in inter competitions increased.</li> <li>• Lesson planning incorporates and builds up sports specific skills needed to achieve within intra school competitions.</li> <li>• PE Specialist records significant improvements on assessment sheets of targeted children.</li> <li>• All children aware of intra competitions in their year group.</li> </ul>	<p>schools or organisations entered under head teacher/PE team's discretion.</p> <ul style="list-style-type: none"> <li>• Local club coaches to support running of matches and tournaments.</li> <li>• Ensure children's success are shared equally in celebration assembly and within the newsletter and website.</li> <li>• Ensure they are clearly signposted to extra-curricular opportunities and community clubs to encourage sustained participation.</li> <li>• Creation of a intra competition timetable across each year group across the school year.</li> <li>• Key children</li> </ul>
---	---	---	---	---



Increased number of children involved in intra competitions and aware of sports pathways in school and within the community.	<p>lessons, PE apprentice to organise and liaise with Year Leads.</p> <ul style="list-style-type: none"> <li>Weekly intra football competitions in Year 6 (3 times a week). PE Lead to organise and liaise with lunchtime supervisors. Pathway to Year 6 football team and other community sports clubs.</li> <li>Fun and engaging non-traditional/alternative intra competitive activity formats that get children and young people active in themed multi-activity environments.</li> <li>PE Specialist to introduce simple messages around health throughout intra competitions</li> </ul>	£0		<p>identified for future competitions or pathways.</p> <ul style="list-style-type: none"> <li>Investigate further links additional satellite clubs within school or at local secondary schools</li> </ul>
--	---	----	--	---