



Evidencing the Impact of the Primary PE & Sport Premium



St Clare's Catholic Primary School
2022-23 Academic Year

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development:

| Key achievements to date until July 2022 | Areas for further improvement and baseline |
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| <ul style="list-style-type: none"> ● A wider range of after school clubs reflected pupil voice. ● Higher participation rates in level 1 and level 2 competitions. ● Use of initiatives such as Beat the Street and NPCAT Active Calendar encouraged more daily physical activity. ● Primary PE Passport was used for assessment and delivery of PE lessons. ● Achieved the Bronze NPCAT Trust Mark for good practice in all areas of PESSPA. ● St. Clare's Sports Crew promoted and delivered a range of physical activities at lunchtimes. ● Children had more opportunities to participate in a wide range of fully inclusive sporting activities e.g. Wheelchair Basketball, Golf, Judo. ● All children took part in a sports week celebrating fitness and health and also promoting alternative activities e.g Yoga, Climbing, Dance, | <ul style="list-style-type: none"> ● Raise profile of #StClaresCan and PROUD including parental communication. ● Purchase sports kits for staff to raise the profile of PESSPA across the school. ● Assess against and implement the NPCAT Trust Mark criteria (Silver) to further embed good practice in all areas of PESSPA. ● Lesson drop ins to be planned each term to target specific CPD and intended outcomes in order to monitor teaching & learning. NPCAT to provide support to new PE Lead to ensure consistency. ● Develop an effective long term curriculum plan to reflect knowledge and skills in order to build upon previous knowledge to allow the children to know more, show more and remember more. NPCAT to support. ● Retrieval to be included in all PE lessons. NPCAT to share best practice ideas with staff. ● Staff to introduce and teach the meaning of explicit vocabulary which will be used in the retrieval process at the beginning, and throughout each lesson. CPD provided by NPCAT. ● Use the pupil book study approach for assessment/pupil voice. Conducted by the PE lead at the end of every term, supported by NPCAT. ● Purchase whiteboards to support teaching and learning outdoors. ● Continue to embed the use of PE Passport to assess children and track progress. Staff meeting by NPCAT. ● Recruit new Sports Leaders to grow the team and promote physical activity and development in break and lunch times. ● Grow participation in a number of local cluster competitions and NPCAT competitive sport. |

| Meeting national curriculum requirements for swimming and water safety | % |
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| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 97% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 97% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 97% |
| 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 |

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: 15/09/22 | |
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| Key indicator 1: 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 | 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: |

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| consolidate through practice: | | | | |
| Children will participate in high quality PE lessons across a range of curriculum areas, following the PE Passport curriculum. | Coaching and shared lessons which sustain CPD for staff whilst delivering high quality, knowledge and skills rich lessons | NPCAT and MFC costs below | Following the teaching and learning model (retrieval, vocabulary, explain and model, check for understanding and applied learning). Vocabulary has been explicitly taught on each topic which increases in challenge as the key stage progresses. The pupils have been exposed to different genres of PE which have been planned sequentially to build on their prior knowledge. This means they can now execute their performance at a higher standard than last year. | All KS2 children to use self assessment at the end of each topic using PE passport. Staff to have planned CPD with one theme each term which is then followed through in lessons. Our priorities will be teaching and learning model, assessment, PD in EYFS. |
| To offer a range of Inclusive Sports | Y6 Wheelchair Basketball – Autumn 1 Taster Session for Y5 | £35 per hour (2 hours per week for 6 weeks) £420 in total Playground Equipment | Staff have had regular CPD with team teaching from NPCAT Team and areas of strength and gaps identified. Teachers have received recommendations to improve their practice which has then been supported by MB and CH. | PE lead to build a portfolio of retrieval slides that we can add/annotate to save teacher workload |
| To ensure all PE lessons contribute to the physical and mental wellbeing of each and | Ensure teachers team teach with sports coach so that all children are active | No cost | Majority of staff have attended an NPCAT competition so they are all aware of the expectations when supervising children in a performance or participation based competition. | Timetable for NPCAT Sport Development coach to work with teams/individuals for competitions |

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| <p>every child</p> <p>Maximise activity time in PE to ensure children achieve 2 hours per week</p> <p>Staff to increase confidence and knowledge of the PE curriculum and deliver 2 hours of quality PE per week.</p> <p>Lessons are of high quality, challenging and engaging for all children.</p> | <p>throughout lessons</p> <p>Children will continue to come to school in PE kits to that they are ready and able to stat PE</p> <p>All staff (including external agencies) are to use PE Passport for planning, assessing and monitoring of PESSPA across the school (including extra-curricular and competitions)</p> <p>PE Lead to attend NPCAT training and receive ongoing support to ensure quality delivery of PE curriculum.</p> <p>Staff Meeting (all teachers) – October (PE Passport refresher)</p> <p>Monitoring by PE Lead and Clare Harding (NPCAT Strategic Lead).</p> | <p>no cost</p> <p>MFC - £1520</p> <p>Outdoor Whiteboards</p> | <p>Maximised amount of time the children are active in their lessons.</p> <p>Staff are confident in using PE Passport for lessons and assessments. They keep these up to date throughout the year. PE lead is able to track all pupils (including those who are PP, SEND, boys, girls etc).</p> | |
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| <p>To develop teaching through working with other schools. Networking with other staff/schools – cluster</p> <p>Staff to become more confident in their ability to accurately assess children.</p> <p>Staff continue to receive support in areas in which they feel they need to improve. NPCAT Sport Development Coach to work alongside staff to support</p> <p>Implement a Pupil Book Study approach, conducted every term.</p> | <p>To work alongside other schools within the NPCAT and Cluster so that teachers can share good practice. PE Lead to visit other schools within the cluster/trust</p> <p>Staff to promote questioning to unlock children's knowledge. Retrieval application of learning embedded.</p> <p>Coaching culture established. Audits to continue to identify teachers who may need more support and staff to be given the opportunity to request support in different areas and receive support from Clare Harding - NPCAT</p> <p>NPCAT to support the development of pupil voice.</p> | <p>no cost</p> <p>NPCAT- £8000</p> | | |
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| Key indicator 2: Engagement of all pupils in regular physical activity - Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school. | | | | Percentage of total allocation: |
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| 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?: |
| To further develop children's knowledge and understanding of the benefits of physical activity. | Sports crew to lead assemblies about the importance of physical activity. | No cost | Sports Leaders have achieved Bronze, Silver and Gold in their leadership passport. | Recruit new sports leaders and use Mr Bowman and existing leaders to upskill. |
| To provide opportunities for daily physical activity. All classes will aim to engage in an additional 30 minutes of extra physical activity each day. | Daily activity to be established for 3 days per week when PE lessons are not being taught. Sports leaders/staff to encourage children to take part in the active calendar daily. Sports | no cost | Sports Leaders awarded NPCAT Leaders of the year. St Clare's awarded Silver Trustmark from NPCAT. Every child took part in the London School Marathon and ran 2.8 miles in October. Sports Crew planned and delivered Change X programme. | Weekly sports leader meeting to ensure playground games and activities are SMART for all key stages Use community links to enhance enrichment after school Introduce and begin to implement OPAL |

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| <p>To ensure sustainability and increase the number of individual children having the opportunity to take part in physical activity.</p> <p>To offer a wide range of extra-curricular opportunities – breakfast, lunch and after school activities</p> | <p>leaders use whiteboards to set challenges alongside active calendars to promote personal competition during playtimes and lunchtimes.</p> <p>Sports crew to help promote active playgrounds. Train Y6 pupils to play games/activities with children at lunchtime Sports crew to organise and deliver Level 1 competitions on a weekly basis.</p> <p>Table Tennis Lunchtime club Inter House Competitions – Lunch External providers/specialist staff to enhance after school clubs</p> | <p>no cost</p> <p>no cost</p> | <p>All pupils taken part in the Lenten Walk to raise awareness for global issues.</p> <p>SEND children went to an inclusion event for KS1 and 2 children.</p> <p>Raised profile of #PROUD</p> | <p>Review the PD provision in EY to ensure there is significant level of challenge from Nursery to reception as well as enhancing the provision to aid gross and fine motor skills.</p> |
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| | | | <p>Timetable of daily activities (set by the 'sports crew). This was changed on a weekly basis to ensure interest is sustained.</p> <p>Use of the NPCAT Active Calendar.</p> | |
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| Key indicator 3: The profile of PESSPA is raised across the school as a tool for whole school improvement. | | | | Percentage of total allocation: |
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| 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: |

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| <p>To give PE a strong identity among staff and raise the profile of PE</p> | <p>Provision for staff kit to promote staff as role models. Further NPCAT Sport Kits to be purchased to ensure that all children attending NPCAT cluster and overall competitions will be consistent and included.</p> | <p>£256 approx</p> | <p>Sports Leaders have achieved Bronze, Silver and Gold in their leadership passport.</p> <p>St Clare's awarded Silver Trustmark from NPCAT</p> <p>EYFS/KS1/KS2 Sports Days with parents - all children engaged and active throughout</p> | <p>To work towards the Gold Trustmark</p> |
| <p>Achievement Assembly to celebrate success – give out weekly awards</p> | <p>Certificates linked to motto (Passionate, Resilient, Outstanding, Unity and Determination).</p> | <p>no cost</p> | | |
| <p>Utilise social media to celebrate achievements, promote physical activity and encourage club links</p> | <p>Use of school twitter, NPCAT twitter, Facebook, website and marvellous me to celebrate sporting achievements both in and out of school. Use of the following: #StClaresCan #PROUD #NPCATSport Sports Leaders to take an active role in writing blogs/updates for the newsletter and providing certificates that are celebrated in assembly.</p> | <p>no cost</p> | | |
| <p>PE display in school updated with</p> | <p>Weekly updates on PE display – 'PROUD' award for</p> | <p>no cost</p> | | |

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| competition photos and achievements | each year group (including extra-curricular and out of school activities) | | | |
| Parental Involvement in PE | Parents to attend sports days and take part in specific events (staff vs Y6 netball) | no cost | | |
| To easily identify Sports Crew | Badges and Hoodies (black with the school badge) Children will continue to come to school in PE Kits so that they are ready and able to start PE. | £80 | | |

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| Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils | | | | Percentage of total allocation: |
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| Intent | Implementation | | Impact | |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do pupils now | 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: | know and what can they now do? What has changed?: | next steps: |
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| <p>Children will be given the opportunity to choose their own physical activities and sports to participate in</p> <p>Residential and activity days to be provided to allow children to experience skills and opportunities outside the local area.</p> <p>Ensure sporting equipment is provided so that children have access to a variety across PE lessons and extracurricular sport</p> | <p>Pupil voice in which children will have the opportunity to discuss what clubs they would like to be on offer. Equipment to allow this will be available if needed.</p> <p>Y6 Peat Rigg Residential. Promote, develop and deliver teamwork and life skills day</p> <p>Replenish depleting sporting equipment. purchase new equipment to widen the opportunities available for children.</p> | <p>No Cost</p> | <p>Increased numbers in participation at all after school clubs (including SEND and PP)</p> <p>Year 5 had a taster session of wheelchair basketball (continued next year)</p> <p>Year 6 went to Peat Rigg for their residential.</p> <p>Equipment was replenished every term (PE lessons and playground equipment).</p> <p>Throughout the year there have been 4 PE themed after school clubs each week.</p> <p>NPCAT Sports Awards</p> <p>Sports Week planned effectively (including summer fayre) to promote physical activity inside and outside of school</p> | <p>New LTP is arranged for 2023-24 which reflects teacher feedback, seasonal weather and the competition calendar for the year.</p> <p>Residential planned for Y6</p> <p>Book Bikeability</p> <p>Swimming to continue for Year 3 (no catch up required this year)</p> <p>Update intent, implementation and impact to add to school website for 2023-24</p> <p>Pupil voice for after school clubs</p> <p>Promote local clubs on sports display</p> |

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| <p>Inclusion – opportunities for all</p> <p>To increase opportunities for daily sport and support pupils to engage in community clubs.</p> <p>Provide a variety of clubs at breakfast, lunch and after school to ensure every child is given the opportunity to attend after school clubs</p> | <p>SEND Ten Pin Bowling Competition SEND Ice Skating Competition</p> <p>Advertise/support local community clubs/events: Letters home Posters around school Social Media Updates Marvellous Me</p> <p>Signposting children to clubs in the local area to further develop skills/interests, including talented pupils</p> <p>Children take part in a sports week by celebrating fitness and health and also promoting alternative sports.</p> <p>Sport leaders to run lunchtime clubs and intrahouse competitions.</p> | <p>Transport Cost only</p> <p>Wheelchair Basketball £420</p> <p>Sports Week £2000</p> | | |
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| | Teachers and TA's will be given the opportunity to run their own clubs. | | | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| 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: |
| To sustain an element to the PE provision through planned competitions through NPCAT. Competitions will be undertaken regularly with a range of children completing. | NPCAT provides a broad range of opportunities for children to be involved in inter-school competitions. We will be taking up all of these opportunities and celebrating the outcomes within school and via our websites. | No Cost | St Clare's attended all NPCAT participation and performance based events. St Clares attended 3 cluster competitions. | Continue to support inclusivity as well as nurturing the gifted and talented in order to improve participation in sport and particularly KS2. |

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| Rewards for participation/achievement | Sports Crew to reward children in Level 1 competitions (certificates/stickers) | No Cost | | |
| Connections with clusters within the trust to run local competitions each half term | Relationships to be developed with cluster to enable development events and competitions at a central school based around increasing participation. | Transport approx. £85 (small minibus) each time | | |
| Inter house competitions to be an integral part of PE and extracurricular opportunities. | Half termly in school competition timetable (interhouse) created by PE lead/Sports Specialist and Sports Crew. At the end of each topic on the PE passport, children are given the opportunity to compete against peers in their class. | No Cost | | |
| Personal challenges and opportunity to challenge friends | Sports crew to set personal challenges during break that children can develop and challenge themselves to beat their best. | | | |

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| Headteacher: | Elizabeth Eddies |
| Date: | July 2023 |
| PE Lead: | Chloe Meehan |
| Date: | July 2023 |
| Link Governor: | Vicki Putson |
| Date: | July 2023 |