

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised October 2020

Commissioned by

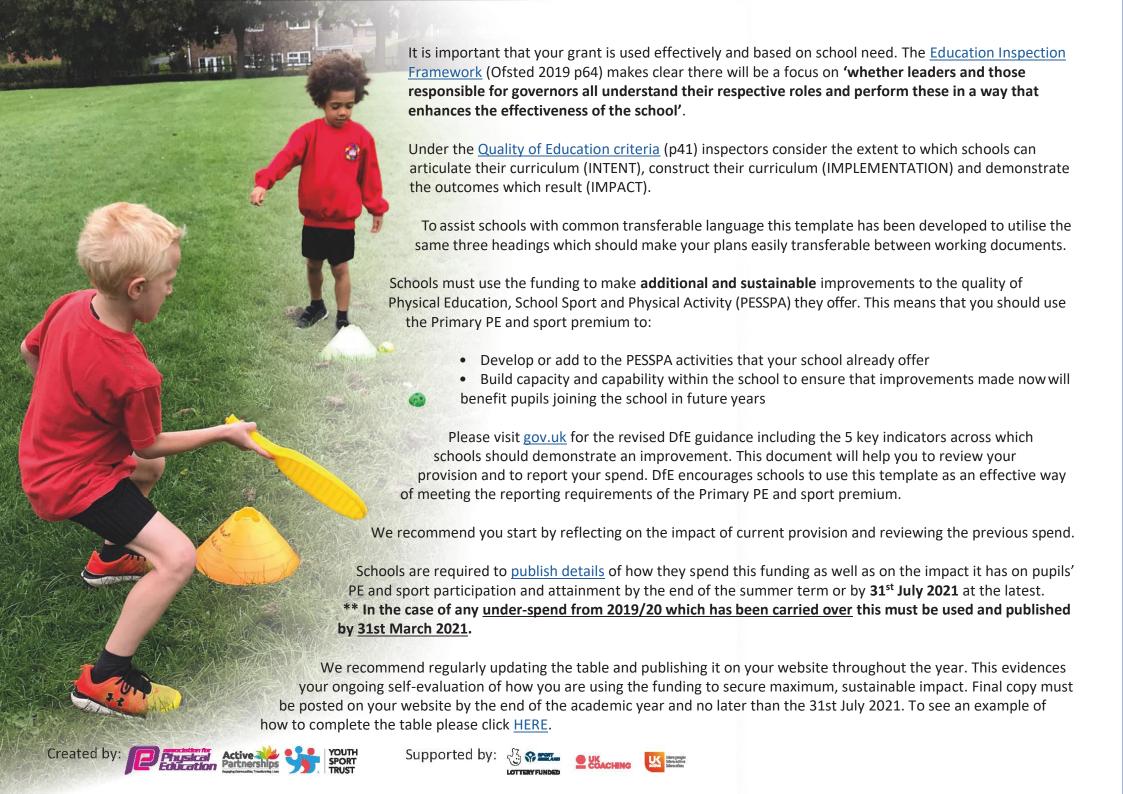


Department for Education

Created by







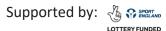
| Key achievements to date until July 2023: | Areas for further improvement and baseline evidence of need: |
|--|---|
| Children's interests considered to offer a varied range of sports. | To enter more teams into competitions/ continue to take part in Catholic |
| Activities offered every lunchtime, during OPAL, and clubs offered before and after school times. | cluster and School games competitions Enhance OAA opportunities in all year groups |
| Team teaching opportunities with specialist coaches | Improve opportunities for competitive sports, including intra (house) competitions. |
| CPD courses attended by PE curriculum lead | |
| Children engaged in daily mile and stickers given out by class teachers | |
| Children engaged in some sport competitions (inter and intra). Awards given out in weekly celebration assemblies | |
| Year 6 Football team won Catholic School's Trophy | |
| Year ¾ football team were finalists in the Newcastle City Tournament | |
| Successful Outdoor Ed. Adventurous trip for Y6 in Lake district | |
| Achieved OPAL PLATINUM award | |

Did you carry forward an underspend from 2022-23 academic year into the current academic year? YES













If any funding from the academic year 2020/21 has been carried over you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2022.

| Academic Year: September 2022 to March 2023 | Total fund carried over: £2000 | Date Updated: July 2023 | | |
|---|--------------------------------|----------------------------|--------|---------------------------|
| What Key indicator(s) are you going | g to focus on? | | | Total Carry Over Funding: |
| The engagement of all pupils in regular physical activity Broader experience of a range of sports and activities offered to all pupils | | | | £ 2000 |
| Intent | Implemen | ntation | Impact | |













Having a climbing wall in a school Carry over funding Installation of traversing Engagement on climbing A wider range of activities will boost children's climbing skills, climbing wall (planned in allocated: wall (time spent active) available – something new to in addition it will support benefits to 2022/23 but not able to offer. Pupil voice health, academic performance, and purchased be and £2000 Teacher feedback social skills. installed until 2023/23) assessment on pupil Equipment will be well attainment/behaviour/w maintained and therefore (Total cost £6500) Children will have access used for many years. ellbeing to a 6m long traversing Children inspired to wall to enhance their play attend climbing facilities / lunchtimes. outside of school. Traverse wall as a This will form part of the stepping stone towards OPAL offer and encourage opening up some additional physical excellent personal and activity throughout the professional school day. opportunities for children. This will also support the Challenge children to think critically as they different play and attempt to safely movement types as in our traverse the wall, OPAL action plan and as a placing their feet firmly response from pupil from one step to voice. another as they climb across the wall.













| 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. | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2023. | |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | |
| 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? | |









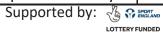


Action Plan and Budget Tracking

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: 2021/22 | Total fund allocated: £ | Date Updated: | : | |
|---|---|--------------------------------|--|--|
| Key indicator 1: The engagement of a primary school pupils undertake at le | 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: £6000 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| chool day for pupils to be physically ctive rovide opportunities for pupils to xperience a range of sports hildren are able to be transported to ompetitions, games, swimming and xternal venues to encourage articipation. | Developed bank of resources that staff can access in order to increase physical activity during curriculum time. Active lessons Mindfulness movements (through thrive/Zumos) Joe Wicks videos The KS1 yard enhancements with interactive activities. PE Planning Scheme used to enhance exercise (especially during lockdown). KS1 access to OPAL and Loose parts introduced to the KS1 yard Extend range of sports offered by | | Improvements have been seen in pupil's fitness and development of skills (for example skipping). More children are now active during lunchtimes – hula hoops and skipping ropes. The new KS1 yard has | standards of OPAL are maintained – even when possible through the winter period Continue to commit to providing all pupils with 30 minutes of physical activity |









| | purchase of new Gym equipment including spring board, vaulting box and mats. | | | |
|---|---|--------------------------------|--|--|
| Key indicator 2: The profile of PESSPA | A being raised across the school as a t | ool for whole sc | hool 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: £5000 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Increase motivation in pupils in PE | Coaches from Eagles basketball and | | More pupils inspired to | Continue to extend OPAL sport |
| and school sport through visitors and events | All Stars rugby to teach lessons in KS2. All children have an opportunity to receive a sequence | | participate in physical activity – observed during lessons and during lunch times. | activities into playtimes and introduce more activities. |
| Continue to raise the profile of school | | | | Provide staff training for OAA |
| sport and physical activity | these clubs. | | More pupils taking part in activities and outdoor | and OPAL – links to geography |
| | JJ Sports teaching KS1 and KS2 PE. | | adventures. Support from | Ensure daily mile is consistently |
| | Helping to raise awareness of physical activity and support teachers. | | parents and carers shown during lockdown and in response to tweets. | delivered with all children accessing. |
| | teachers. | | tweets. | Consider value for money of |
| | Regular updates on PE and sport on | | School community are | external coaches and how links |
| | twitter/tapestry to highlight and recognise pupil achievements. | | knowledgeable of the sporting activities taking place in school | to external sports clubs can be |
| | PE Planning Scheme used by | | through regular updates and in newsletters (now half-termly) | Greater use of mini-busses |
| | teachers. | | | Further opportunities for guest speakers/professional athletes |
| | Skipping Festival to increase motivation in pupils in sport. | | | to work with children |
| Created by: | YOUTH Sunnorted by: % | | | • |





















| Key indicator 3: Increased confidence | e, knowledge and skills of all staff in | teaching PE and s | port | 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: £2000 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Improve quality of teaching and learning in PE for non-specialist teachers | Organised for sports coaches to deliver sessions alongside class teachers (JJ Sports, Eagles Basketball, All Stars Rugby, | | PE curriculum lead is more confident in role Teachers are growing more | Look into getting more PE storage – use of 'lock-ups' Consider rotation of |
| Purchase new PE equipment to increase staff confidence in the delivery of PE lessons | Skipping Festival) PE curriculum lead has attended CPD sessions via LA network | | confident in planning and delivering sessions – getting advice/activities/ideas from external sports coaches and using | equipment to staff have access to resourced which are liked to current delivery. |
| | Invested in PE Planning Scheme. | | the PE planning scheme. PE equipment used more | Use of behind the stage area PE lead ensure that knowledge |
| | New equipment brought for KS1 and KS2: Gymnastics spring board Gymnastics vaulting box | | effectively in all lessons | of curriculum progression throughout school can be articulated. |
| | - <i>,</i> | | | Assessment methods are reviewed and systems in place to show progress children have made. |
| Key indicator 4: Broader experience | I of a range of sports and activities of | fered to all pupils | l | 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 Created by: Parties Active Created by: Parties Active Created by: Parties Partnerships Partnerships | Make sure your actions to achieve are linked to your intentions: SUPPORT SPORT SUPPORTED BY: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has | Sustainability and suggested next steps: |

| what they need to learn and to consolidate through practice: | | changed?: | |
|---|---|--|---|
| Additional achievements: Provide a wider range of sport activities for all pupils within and outside the curriculum in order to maximise pupil's physical activity levels. Pupil voice on sports and activities. | Skipping festival for LKS2 (first one since Covid) Outdoor Adventurous Activities for year 6 during residential camp at school Olympic Values focused activities Sports Days | More children involved in sport activities during play times. Pupils engaged in a variety of alternative sports – giving childrer opportunities to try new sports within school | Speak to School Council about what PE activities pupils would like to have introduced in following academic year. Restart before and after school clubs. Pupil sport ambassadors — speak to school council in autumn term about this. |
| | | | Continue o develop girls participation opportunities in sport. Especially UKS2 |













| Key indicator 5: Increased participation | on 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: |
| KS1 & KS2 sports days planned for in advance with all children being given a greater opportunity to participate Plan opportunities to compete in a range of sports within school. | Competitive sports days' activities planned LKS2 Skipping event UKS2 / LKS2 cross country events | | All children engaged with skipping school training programme. This has been a huge success for many years at EMPS and children are always very enthusiastic about attending. | competitions such as |
| Ensure pupils have access to high quality competitive sports | | | Children explore and are engaged by a wider range of sport leading them to be more active and become champions of sport. | Provide opportunities for sports teams to 'train' prior to competitions. Continue to link with other clubs to provide pathways for pupils to clubs. |











