

A dark green vertical bar is on the left side of the page. A light green arrow points to the right from the bar, containing the text '2023 - 2024'.

2023 - 2024

# PE & Sport Premium

Funding Plan

Several thin, curved lines in shades of green and grey originate from the bottom left and curve upwards and to the right.

J M Gill

St Patrick's Catholic Primary School, Consett

Meeting national curriculum requirements for swimming and water safety	Number	%
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of the academic year?	41	68%
What percentage of your Year 6 pupils could use a range of strokes effectively [e.g. front crawl, backstroke and breaststroke] when they left your primary school at the end of the academic year?	29	48%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of the academic year?	32	53%
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	

Academic Year: 2023/2024	Total allocation: 19,200			Updated: 10.09.2023
Key indicator 1: The engagement of all 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
				66%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Intended evidence and impact:	Sustainability and next steps
<ul style="list-style-type: none"> <li>sports leaders</li> <li>playground equipment</li> </ul>	<ul style="list-style-type: none"> <li>Organise dedicated space.</li> <li>Identify KS2 pupils to be sports leaders and train them in how to lead playtime games and organised equipment.</li> <li>Purchase equipment for use at playtimes for sports leader led activities.</li> <li>Ensure high quality and challenging provision during playtime and lunchtimes to maximize the opportunity for activity during these times by working towards OPAL status –               <ol style="list-style-type: none"> <li>open up whole school site</li> <li>set up play zones around site</li> <li>train staff</li> </ol> </li> </ul>	<p>5000 – resources</p> <p>7750 – additional OPAL resources</p>	<ul style="list-style-type: none"> <li>Children will be active and alert throughout the day and build good habits around exercise and healthy lifestyle choices.</li> <li>Children will build on taught PE skills, e.g. hand eye coordination, team building skills, communication, self-esteem.</li> <li>Children will be engaged and active during playtimes.</li> <li>Children will build on skills learnt in PE lessons.</li> <li>Engaging in variety of high-quality play activities will build positive social skills and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice to determine most popular clubs and ideas for new sports or activities that children may wish to try.</li> <li>Replenishment of damaged or old equipment.</li> <li>Resource new and varied equipment which continues to allow children to develop variety of skills.</li> <li>Consult school council and ensure ideas and suggestions are taken into consideration when ordering new equipment.</li> </ul>

<ul style="list-style-type: none"> <li>Introduce 'daily mile' for all pupils</li> </ul>	<p>4. source and purchase equipment for areas.</p> <ul style="list-style-type: none"> <li>Plan course for daily mile</li> </ul>		<ul style="list-style-type: none"> <li>Children and families regularly taking part in daily mile.</li> </ul>	<ul style="list-style-type: none"> <li>Installation of dedicated all-weather 'track' for daily mile.</li> </ul>
<b>Key indicator 2: the profile of PE and sport being raised across the school as a tool for whole school improvement</b>				<b>Percentage of total allocation</b> <b>10%</b>
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Intended evidence and impact:	Sustainability and next steps
<ul style="list-style-type: none"> <li>PE equipment</li> <li>Use of core assessment tasks – Durham</li> <li>Specialised PE HLTA</li> </ul>	<ul style="list-style-type: none"> <li>Audit current equipment and identify gaps and priorities linked to scheme of work.</li> <li>Research new equipment and best value for money.</li> <li>Review scheme of work and what is needed to improve provision for PE.</li> <li>Skills audit of PE HLTA.</li> <li>Ongoing training for HLTA to ensure consistency and developing teaching pedagogy.</li> <li>Staff CPD across the year linked to each unit of curriculum PE.</li> </ul>	<b>2000</b>	<ul style="list-style-type: none"> <li>Wide variety of high-quality resources to enable full participation in all activities.</li> <li>Children will be taught full range of PE using correct equipment to ensure that they are learning sports and the necessary skills correctly.</li> <li>Clear progression and skill development is evident across the age range.</li> <li>PE is taught and assessed at a high level.</li> <li>All teachers have a clear understanding of progression of skills in PE and attainment of their pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Measure the impact of the new equipment on lessons.</li> <li>Maintain regular audit of equipment. (termly)</li> <li>Ensure that PE curriculum equipment is not used at playtimes or by after school clubs to reduce loss and damage.</li> <li>Regular updates for staff on assessment of PE and progression of skills across the PE curriculum.</li> </ul>
<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</b>				<b>Percentage of total allocation</b> <b>5%</b>
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Intended evidence and impact:	Sustainability and next steps

<ul style="list-style-type: none"> <li>• CPD courses for PE leader and PE HLTA</li> </ul>	<ul style="list-style-type: none"> <li>• Identify training needs and gaps in PE provision and source appropriate CPD to link to these areas.</li> </ul>	<p><b>1000</b></p>	<ul style="list-style-type: none"> <li>• PE subject leader has a clear understanding of skills and progression across the school.</li> <li>• PE leader provides support for staff to integrate aspects of PE into other areas of the curriculum.</li> <li>• PE curriculum intent, implementation is linked to whole school curriculum intent.</li> <li>• CPD information is disseminated to all staff.</li> <li>• Staff to teach additional PE sessions to upskill in this area.</li> </ul>	<ul style="list-style-type: none"> <li>• PE leader to share knowledge and information with all staff on a termly basis.</li> <li>• Offer CPD to all staff to increase standard of PE across the school.</li> </ul>
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<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</b></p>	<p>Percentage of total allocation</p>
<p><b>7%</b></p>	

School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Intended evidence and impact:	Sustainability and next steps
<ul style="list-style-type: none"> <li>• Improve the variety of after school clubs.</li> <li>• Improve provision of clubs during holiday periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure adequate space to accommodate after school clubs.</li> <li>• Source range of sports coaches to provide taster sessions for pupils.</li> <li>• Pupil voice – what they would like to do in after school clubs.</li> <li>• Coordinate with local sports clubs to build up links and provide specialist coaching after school.</li> <li>• Special events and competitions to build competitive nature and team work.</li> </ul>	<p><b>1250</b></p>	<ul style="list-style-type: none"> <li>• Children have much greater variety of sports and clubs to choose from.</li> <li>• Uptake of club places is high.</li> <li>• Children build on experiences in school and go on to join clubs and teams outside of school.</li> <li>• Children have access to sports and activities which they would normally be unable to participate in.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to offer wide variety of sports, clubs and activities.</li> <li>• Quality assurance of current after school clubs.</li> <li>• Look for further exciting experiences for pupils.</li> <li>• Continue to promote healthy and active lifestyles.</li> </ul>

- Introduce holiday sport clubs.

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

Percentage of total allocation

**11%**

School focus with clarity on intended **impact on pupils:**

Actions to achieve:

Funding allocated:

Intended evidence and impact:

Sustainability and next steps

- Provide wide range and full calendar of opportunities for pupils to compete.
- PE lead to access network meetings to ensure they are up to date with current initiatives and training.

- Sign up to Stanley Sport Learning Partnership – PE Passport
- Organise travel and cover where necessary.
- Inform parents.
- Carry out Risk Assessments
- Hold internal competitions to build team work and provide all pupils with opportunities to compete and utilise the skills they have learnt in PE.
- School PE Passport to run alongside – awards for teamwork, attitude, improvement, determination, mastery, leadership, performance, daily mile

**2200** + transport costs

Increased participation from every child in school.

Balance enjoyment of participation with desire for healthy competition and sportsmanship.

Increased wellness and positive mindset.

Opportunity to participate in wider range of events – e.g. archery, quidditch.

18 events across KS1, 20 events for KS2.

In school awards linked to personal PE passport.

- Continue to build on current competitions entered.
- Search for new competitions and events.
- Continue to liaise with other local schools.
- Highlight gifted and talented pupils and signpost where appropriate.
- Introduce inter-house competition into school calendar – 1 event per half term to encourage participation and develop teamwork.

## Sport Premium Plan – evaluation

Increased confidence, knowledge and skills of all staff in teaching PE and sport	PE has a long-term plan over the year with opportunities for assessment. Assessment is now tracked over different topics and intervention has been put in place to support children’s development.
Broader experience of a range of sports and activities offered to all pupils	Children take part in more festivals and competition over the year compared to last OFSTED. We also have Allstar Cricket, Netball, Hoopstarz and Skipping into spring providing taster days for children throughout the year. Children are signposted to local clubs.
The engagement of all pupils in regular physical activity	Active classroom challenges have been introduced to staff and trialled in classrooms last year. 91% of pupils expressed that they had increased levels of physical activity.

Planned whole school events during the year		
Autumn	Spring	Summer
Week beg 17th Oct Active week- Aut 1 Netball and Basketball taster sessions 2-minute Active classroom challenge 1 Playground challenge 1- Hula hoop	Week beg 6th Feb Active week- Spring 1 Dance taster sessions with Dance Max 2-minute Active classroom challenge 3 Playground challenge 3- Stuck in the mud	Week beg 22nd May Active week- Summer 1 Skipping and football taster 2-minute Active classroom challenge 5 Playground challenge 5- Skipping
Week beg 5th Dec Active week- Aut 2 Alex Houston Gymnastics taster session 2-minute Active classroom challenge 2 Playground challenge 2- Tag	Week beg 27th March Active week- Spring 2 All-star Cricket and tennis is served taster sessions 2-minute Active classroom challenge 4 Playground challenge 5- Throwing and catching	Week beginning 3rd July Active week- Spring 2 All-star Cricket and tennis is served taster sessions 2-minute Active classroom challenge 6 Playground challenge 6- Hula hoop Sports day

Girls’ football coaching introduced in summer term (funded by school) – well attended for the term and led to a number of girls joining Consett AFC.

Holiday clubs started in summer half term and summer holiday.

Creative Kitchen sessions had focus on healthy eating and healthy lifestyles.