

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

St. Norbert's Catholic Primary School Sport Premium Funding Impact Statement 2023-24

Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

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.

Please visit [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.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount allocated for 2022/23	£17,780
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2023/24	£17,770
Total amount of funding for 2023/24. Ideally should be spent and reported on by 31st July 2024.	£17,770

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	60%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	40%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	46%
<p>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?</p>	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: 2023/24		Total fund allocated: £17,770		Date Updated: July 2024	
Key indicator 1: The engagement of <u>all</u> 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: 40.1%
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: £7140	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
To prioritise raising the amount of physical activity children are doing throughout the school day and in after school clubs.		Annual Planner for School Clubs across mornings; Lunch breaks and after school drawn up and developed with key staffing and Sport leader teams.		£200	<p>PE Pupil Voice to share how the provision has improved for girls. Pupils engaging more in physical activity during lesson time and beyond.</p> <p>Encouraging pupils to engage in, participate in and commit to extra-curricular activity in and out of school.</p> <p>PE Pupil Voice to monitor this. Specialist coaches to support on a whole school approach and strategies (LincsPESSPA)</p> <p>Annual PE clubs, provision, competitions mapped and planned activities on annual planner;</p> <p>Assessment to be a key focus on progression. (PE Scrapbooks)</p>
					<p>Sustainability and suggested next steps:</p> <p>Review provision with pupil support – monitor access and participation.</p> <ul style="list-style-type: none"> • Sports Wellbeing Leaders / Ambassadors role to review impact and next steps • Build on the work pupils have done in EYFS with specialist coach (PECS) Impact should be seen on Physical Development, especially boys. • Review and consolidate Sports Coach Impact during teaching sessions and midday.

<p>To increase daily activity throughout the school for pupils and staff.</p>	<p>To use Jumpstart Jonny/ GoNoodle as an easily accessible tool to take part in aerobic exercise dances as brain breaks during lessons.</p>	<p>£219</p>	<p>Equipment purchased for the delivery of quality PE and higher equipment to pupil Building capacity for regular competitive and non-competitive festivals and competition across a range of different sports.</p> <p>Sports Ambassadors to target pupils during break times – review the equipment box.</p> <p>GoNoodle used across KS1 – brain breaks and intermission between learning sessions; Pupil excited to gain extra ‘virtual trophies’ and awards</p> <p>Areas of learning for physical development / motor skills have shown improvement.</p> <p>Girl/boy only sessions have been planned and successfully attended.</p> <p>Pupils have also taken part in competitions out of school.</p> <p>Breaktime equipment is accessed by all pupils and regularly changed to engage pupils.</p> <p>Breaktimes are highly active and involves the majority of pupils. Increased participation is evident. Sports coaches have been fully involved in all aspects of sport/PE in school.</p>	
---	--	-------------	--	--

Created by:



YOUTH
SPORT
TRUST

Supported by:



			<p>High standards are evident in these sessions and pupils are thriving.</p> <p>Sports Leaders were retrained in the school year to improve their impact on pupil outcomes. This has clearly improved and they are targeting key children to involve them at lunchtimes.</p> <p>Pupils have also been involved in weekly competitions across a range of sports within the community e.g. Kurling; Yr3/4 Girls and Boys Football; basketball and cross-country running.</p> <p>Vulnerable pupils have also been targeted to attend events and festivals.</p>	
<p>To ensure children in Upper Key Stage 2 can ride their bike safely.</p>	<p>Children in Years 5 and 6 will take part in Bikeability lessons.</p>	<p>£250</p>	<p>Successful bikeability sessions with Upper Key Stage 2 children participating – road safety certificates awarded.</p>	
<p>To encourage our least active children to be more active during the school day. To develop and target our children through cross-curricular Sports activities.</p>	<p>To employ a sports coach to work with targeted children in small groups (MOTM).</p>	<p>£5280</p>	<p>Take up on Clubs; Extra curricular and targeted children increased by 13.9% compared to previous Year (22-23)</p>	

To encourage children to play different games and have more activities at playtime.	To buy playtime equipment.	£691	Development of Kurling; Boccia; Inclusive sports' Adaptive Sports and accessibility for all (Road To Paris) – Engagement in taking part; pupils heightened discussion and understanding;	
To ensure all children have the opportunity to participate in After School clubs.	To fund staffing and to ensure that all clubs have adequate staff to ensure all children have a positive experience. To ensure that all children can take part in after school clubs. £500 To increase children's physical activity.	£500	Targeted places at clubs and children/ parents approached; Waiting lists on clubs; Clubs full to capacity Autumn & Spring Terms;	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 8.3%
---	---

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: £1480	Evidence of impact: what do pupils now know and what can they now do? What has changed?
To review and improve our PE, School Sport and Physical Activity Offer. To ensure that children have the opportunity to compete, be physically active and a high quality of PE is taught throughout the school. (Physical Literacy)	To provide supply cover for the PE Lead to be released to work on the PE offer. <ul style="list-style-type: none"> • Active 60 • Physical Literacy • Staff Meeting updates • Staff Training • Staff mentoring and CPD 	£800	PE lesson time has increased – Pupils ready in PE Kit for Kit days providing greater access to session times; Increased confidence of staff and pupils through Targeted CPD / Staff PE Questionnaire. Pupil voice is steering or equipment and offers. Opportunity to develop a new skill and try something different. Opportunity to compete in a wider range of sports and more
			Sustainability and suggested next steps: Which extra-curricular clubs can we continue within our school capacity? How can we embed competition into our school sport ethos so it's almost an expectation without discouraging? (Amongst staff, pupils and parents.) Applications for pupil Sports and Wellbeing Leaders; Impact of school Sports and Wellbeing leaders?

			<p>frequently too.</p> <p>Opportunity for pupils to shine.</p> <p>Improved teamwork skills.</p> <p>Active lunches opportunities for all pupils by Discovery Sports coaches and Sports Wellbeing Leaders encouraging healthy and active lifestyles. Targeting vulnerable pupils.</p> <p>The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p> <p>Families are accessing sport outside of school hours.</p> <p>Our policy is reflective of our achievements and aims. Add equality objective to main whole school focus.</p> <p>Breaktime equipment is accessed by all pupils and regularly changed to engage pupils. Breaktimes are highly active and involves the majority of pupils.</p> <p>Increased participation is evident.</p> <p>Sports coaches have been fully involved in all aspects of sport/PE in school. High standards are evident in these sessions and pupils are thriving.</p>	<p>Parent questionnaire – higher profile of sport and impact this has on healthy lifestyle (Change for Life)</p> <p>Parent weekly updates to be actioned and sent via e-mail / Arbor / Newsletter each week and link to sport in our community e.g. Local Football Clubs; Local Gymnastics Clubs, Local Swimming Clubs, Local recreational clubs and running clubs.</p>
--	--	--	---	---

Created by:



YOUTH
SPORT
TRUST

Supported by:



		<p>Pupils have also been involved in weekly competitions across a range of sports within the community e.g. futsal, glow in the dark dodgeball, bowling, football, basketball, rugby and cross-country running.</p> <p>Vulnerable pupils have also been targeted to attend events and festivals.</p> <p>Number of hours of PE has increased due to continued PE Kit days timetabled;</p> <p>Pupils get access to it each day in class / in hall / outdoors. Our PE scheme has supported staff doing this and guided them with planning and assessment.</p> <p>Games Mark - Bronze evidence through to Silver collated - continued to evidence throughout the year; PE Health Check and Self-Evaluation completed (SchoolGames Dashboard); Confirmation of this will be received in September 2024.</p> <p>There have been outstanding links to competitions inter/intra. Clubs have included dance, netball, Rounders; Multisports, Kin-Ball, football, dodgeball and Cross Country and athletics. Clubs have linked to competitions and the school has been very successful across all sports.</p>	
--	--	---	--

To further enhance the responsibility of the Sport leaders and raise their profile in games development. (Active 60)	To buy badges, Lanyards and tabards for the Sports Leaders to wear. To allow them to have control over part of the budget to buy equipment or rewards that they feel will raise the profile of PE.	£30	School has had multiple Sponsorship deals and new sports kit, for Lower Key Stage 2 and Upper Key Stage 2 have been purchased, along with a further Winter Strip and an A-Team kit; Pupils are wearing these in competitions and looking very smart. PE Policy has been updated and in line with current initiatives and plans. January 2024 pupil voice states that 83% of pupils attend or have attended a sport club this year. 96% agree that school encourages them to look after their physical health. School website / Twitter (X) page is a clear reflection of the high profile of PE in school.
To develop children's life skills through PE, fitness and Health. To provide children with training to be a sports leader.	Setting up Fitness class targeting specific children and non-engaged children in sport across the school.	£150	
To provide children with high quality equipment to ensure high quality PE lessons and to introduce new activities.	Buy new equipment and equipment for children to experience different sports	£500	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 29.8%
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: £5300	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To give staff access to CPD and resources through 'Move' Scheme, Agilitas coaching and training and access to Physical Literacy support.	Staff to attend staff meeting PE Training on Gymnastics. Staff to deliver shared Gymnastics lessons with Trainer	£250 £1500	Staff upskilled in specific areas of the PE curriculum. Pupils making progress within the PE	Teachers are confident to teach PE lessons. How have we addressed who is not?

	coaching, mentoring and supporting.			
To increase knowledge and skills of all staff to improve PE and school sport.	'Move' resources and QR codes accessible within School Hall; Laminated cards accessible on School field/ Playground.	£50	objectives. Improved teaching and learning including assessment process. Teachers are confident to teach PE lessons. Plans are in place for future lessons.	Plans are in place for future lessons. Assessment and teaching processes are embedded.
To develop staff confidence and extend range of skills through dance coaching and curriculum delivery linked to Physical Literacy.	Staff involvement in Dance curriculum coached lessons; timetable of supported dance sessions across the year; record of engagement in PE Scrap books termly.	£3700	Assessment and teaching processes are embedded. Providing pupils with the opportunities to be active and develop leadership and teambuilding skills and support their social, emotional, health and wellbeing. Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.	QR Codes to access Training videos linked to our PE Scheme – staff development. Monitoring and observations by PE leader and Sports Coaches to ensure quality lessons.
To increase staff knowledge and skills through reference materials displayed and available throughout PE lessons and linked to Physical Literacy.	Video links; resources photograph cards; Information posters and termly PE Staff meeting updates and training.	£50	Transition is effective. All children are accurately assessed weekly using Move Scheme and linked to Success Criteria/ Video support and resourcing.	PE is a daily part of the curriculum. Has out PD improved in EYFS?
To become a member of AFPE and apply for the Quality mark.			PE leader, LincsPESSPA Lead, Local Academy Trust and Discovery Sports Coaches have worked closely with all staff to improve and develop teacher confidence, knowledge and expertise resulting in well taught, active sessions which engage and motivate the children (PE Pupil Voice Survey). Our PE leader attends relevant local SchoolGames meetings and takes part in training with local coaches; He ensures this information is shared with staff during inset time and this keeps on top of new initiatives and strategies.	AFPE Quality Mark evidence being collated Children who are not meeting EXP in PE receive targeted support. Develop a personalized PE passport and utilize this by all staff, quality assured statements

			<p>Staff have been supported tackling a range of objectives from Gymnastics through to Orienteering – based on Staff PE Survey CPD has been targeted and highly effective, with all staff commenting on how enthused they are to teach PE as a direct result. Pupils engagement and motivation has been heightened as a result of teacher confidence (PupilVoice PE Survey).</p> <p>Staff have been given CPD opportunities observed coaches and are using this in their own practice.</p> <p>Assessment of pupils has improved over the last year, which is helping plan next steps and support effective transitions.</p>	<p>and expectations which provide challenge and expectations; Monitor and improve assessment of.</p> <p>Develop links with local accredited 'Healthy Bodies and Healthy Minds' to support and develop staff with team building initiatives and wellbeing yoga sessions.</p>
--	--	--	---	---

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
10.1%

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: £1810 (£1529)	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To encourage children to engage in a different activity to support their health and wellbeing.	Display and photographs highlighting different sports, fitness activities and benefits. Timetable of activities supporting fitness, health and well-being devised by Sports Leaders/ Sports Coaches and PE Lead.	£100	<p>Providing pupils with the opportunities to be active and develop leadership and teambuilding skills and support their social, emotional, health and wellbeing.</p> <p>Attending PE Cluster meetings/ SchoolGames Meetings with other local primary and Secondary schools to discuss and address current issue and organize local intra and inter</p>	<p>Review with pupils and parents what we have to offer and what they would like to see in the future.</p> <p>Discuss Sport offer with different groups.</p>

			<p>competitions.</p> <p>PE Leader having impact from meeting with cluster groups and implementation of activities; CPD for staff and Pupil Sporting Events;</p> <p>Key Stage 2 teams continue to compete at competition level within the local South Holland Leagues across a wide range of sports over the school year.</p> <p>Upper KS2 bikeability programs to develop skills / safety and confidence. Whilst improving health and attitude about travel have been successful in targeting children cycling to and from school safely;</p> <p>Pupils know the importance of being healthy and the role physical activity plays in that This has continued to be a very successful year in terms of sports and achievements through Sport & Wellbeing leaders; Mini-Olympics; Intra and Inter School weekly tournaments and matches;</p> <p>Increased participation in sport is evident in numbers attending clubs or accessing sport at breaktimes/lunchtimes (Sport Club Registers/ Pupilvoice PE)</p>	<p>Look in the area to develop interests beyond classroom /school – clubs and facilities.</p> <p>Clubs are a regular part of our curriculum links – possibilities to extend the Club provision up to 4:30pm to include a 15 minute biscuit/ squash brain break following school day – develop.</p> <p>How have we improved our offer? Have we met needs of all pupils? If not why?</p>
--	--	--	--	--

Created by:



YOUTH
SPORT
TRUST

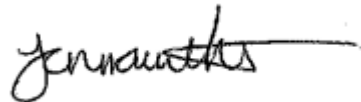

Supported by:



To introduce Forest School, through a qualified practitioner to our school offer and after school clubs.	Level 1 Qualification Level 2 Qualification Level 3 Qualification Glofamilies Directory Forest School Qualifications	£200 £450 £879	Forest School courses identified; Funding from Trust to support and cover training provision; Development and organization of outdoor area ongoing and further plans to be delivered in September 2024;	
To encourage children to take part in different sports on a lunchtime, to develop their skills and keep them active.	Sports leaders/ MOTM Sport Coaches and Trained Staff supporting additional extra curricular activities across a lunch time timetable. Development of an Intra/ Inter School Swimming Gala linked to lessons.	£1170	Children across school have taken part in Road to Paris, National Sports Week, Kin-Ball Club; Mini-Euro Football Tournament events linked to national / international events e.g. Wimbledon/ Euro 2024/ Paris Olympics; Registers show an increase of 18.9% more vulnerable pupils having accessed sport provision than in the previous year and are enjoying it.	
To provide a lunchtime sports coach to develop different fundamental skills through different sports and activities.	KS1 and KS2 lunch activities timetables and changed termly. Staff identify targeted children. MOTM	£400	Our pupils are very proud to represent St. Norbert's Catholic Voluntary Academy. Each week in a whole-school assembly, pupils are celebrated for their achievement; Friends of St. Norberts have purchased a set of Medals to be presented weekly for sporting achievement in matches and events;	
To have a school activity taster day to give children an opportunity to take part in a different activity.	Plan a sports taster day for EYFS/ KS1/KS2 in Lent 2/ Pentecost 1	£100		
To give children an opportunity to take part in a variety of activities and introduce them to new sports.	To subsidise pupil premium children so that our offer is inclusive.	£40	Effective links have been made with LincsPesspa and Elite Sports, increasing the number of competitions entered and accessing their facilities.	
To improve fundamental movement skills. To celebrate as a school the importance of exercise.	Sports Leaders Breaktime Music activity sessions – Fitness and movement.		Our whole school curriculum and ethos links to sport and the impact and importance this has on our physical and mental wellbeing. All pupil steering groups promote this, especially our Sports & Wellbeing Leaders.	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11.4%
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: £2040	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To increase participation in competitive sport. (School Games)	<p>To be part of SK PESSPA Partnership which will give us opportunities to participate in competitions and access CPD.</p> <p>Networks will be formed with other schools that will be built on.</p> <p>To increase participation in competitions. The partnership will support the school in gaining the school games mark and therefore improving our provision.</p> <p>Subscriptions</p> <p>Elite Sport School Tournaments; £1000</p> <p>Subscription to Spalding Hockey Club £100</p> <p>Subscription to Agilitas £250</p> <p>Transport Costs £250</p> <p>PESSPA Subscription £69</p>		<p>We have successfully maintained high percentages of participation in school PE and sport.</p> <p>Percentages of children in Key Stage 1 and 2 participating in extracurricular activity has increased by 28.7%</p> <p>Children who were less active are trying new sports that interest them (Kin Ball/ Kurling/ Boccia).</p> <p>SEND pupils have greater adaptations to enable access. Provision has been adapted and resources purchased to facilitate.</p> <p>School promotes and celebrates success in / out of school (Sports & Wellbeing Leaders Display).</p> <p>Pupils evidence that physical activity is something they enjoy and start to develop lifelong habits (Pupils taking up sports at local clubs to develop their skills – Hockey, Football, Rugby, Tennis, Swimming, Gymnastics and Dance).</p> <p>Our Discovery Sports coaches work closely with our PE Leader to target</p>	<p>Continue to make School Sport a priority on the SDP and overview.</p> <p>Continue to embed Sport & Wellbeing throughout curricular, cross-curricular, and extra-curricular provision.</p> <p>Continue to draw on Parent contributions to support sport.</p> <p>Publicise and Celebrate all things sport under the SchoolGames values.</p>
To enable more children to be able to take part in sports festivals. (School Games)	To fund member of staff to attend sporting events through staffing provision.	£371		

			<p>competitions and ensure pupils are able to take part (School based data for the increased participation at events).</p> <p>PE Pupil voice ensures all pupils get a say in how they feel sport and school games impacts upon them and what they enjoy participating in and why. This all feeds into the different sports we have on offer. Pupils also share their ideas with the coaches and Sports Leaders in order to impact on provision at lunchtimes. Lunchtimes are a key time to build the pupil's competitive nature and a timetable is in place to enhance our offer and provision.</p>	
--	--	--	---	--

Signed off by	
Head Teacher:	
Date:	22 nd July 2024
Subject Leader:	
Date:	22 nd July 2024
Governor:	
Date:	