**ST. BEDE’S CATHOLIC JUNIOR SCHOOL**

***celebrates life and learning***

**PE AND SPORT PREMIUM PLAN FOR 2023/2024 - £19,070 (£16,000 + £10 PP FOR 307 PUPILS)**

The government provides PE and Sports Premium funding for Primary Schools to provide additional and sustainable improvements to P.E. and sport for the benefit of all pupils and to encourage the development of healthy and active life styles. Schools will spend the sport funding on improving their provision of P.E. and sport and will have the freedom to choose how to do this. Examples include enhanced professional development opportunity, additional sport clubs, equipment to support P.E. and hiring specialist P.E. teachers and qualified sport coaches.

At St. Bede’s Catholic Junior School, our mission is ‘to live life in all its fullness’ (John 10:10). We recognise the contribution of P.E. to the health and well-being of the children. In addition, it is considered that an innovative and varied P.E. curriculum and extra-curricular opportunities have a positive influence on the concentration, attitude and academic achievement of all children whilst encouraging a healthier lifestyle.

The use of the PE and Sport Premium is to achieve self-sustaining improvement in the quality of PE and Sport. Its intention is for the funding to have a long lasting impact. School leaders are keen to lower the percentage of pupils who are above the national average for weight/height in Year 6 (39.6% in 2020).

It is the intention of the school’s leadership, staff and governors to ensure that the plan for 2023 – 2024 develops teaching and learning in PE, extends sports and the school’s provision. Fundamentally, we wish to ensure all pupils are able to live a healthy lifestyle.

In 2023/2024, some of the outcomes we hope to meet through the Sport Premium funding are:

1. **Enhance the quality of teaching and learning in PE, including high-impact exercise in lessons (specifically in athletics and during break and lunch);**
2. **Improvement in the quality and breadth of sporting provision through the introduction and extension of new activities (pentathlon / Quidditch / enhanced outdoor and adventurous provision);**
3. **Further develop adaptation in PE and Sports to improve and enhance outcomes for SEND pupils and those who are Working Towards the Expected Standard in more than one discipline of PE / Sport;**

Rationale of spending

* Providing professional development opportunities for teachers, TAs and midday assistants in the leadership, teaching of PE and sport, including supporting pupils with complex SEND.
* Peer coaching support.
* Hiring specialist PE teachers and qualified sports coaches to work alongside primary teachers when teaching PE.
* Hiring coaches for specific sports to provide a wider range of alternative and inclusive sporting experiences.
* Purchase whole school initiative OPAL for staff development and resources for outdoor games and sports.
* Increase awareness amongst pupils about the dangers of obesity and other activities that undermine pupils’ health.

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| **Use of Funding** | **Key Indicator** | **Brief Details** | **Amount Spent** | **Expected Impact** | **Review** |
| **CPD: athletics & adaptation**  **Rugby and Widnes Vikings** | Key indicator 2  Key indicator 3  Key indicator 4 | Use of External Specialists to deliver high quality, specialist PE lessons and provide CPD for staff.  PE Specialist to team-teach with class teachers, delivering training to targeted groups.  PE and SEND / Less Able needs delivered to all staff, inc. TAS | £\*\*per session for 36 weeks  Total Cost £\*\*  WV cost: | External specialists (EnRich, Athletics Coach TBD) have taught lessons to all classes. This provides high quality experiences for the children; and, excellent CPD opportunities for staff who observe the teaching.  Team Teach approach of shadow; share; support x 2 cycles.  The training provided by the PE Specialist is based upon the teacher’s individual ‘audit of needs’.  Pupil Outcomes are improved following a series of peer reviews in PE, targeted, personalised support for teachers.  All school staff are able to improves outcomes for pupils with SEND, especially those with an EHCP.  Qualitative feedback from teachers shows a significant increase in teacher confidence and pupil engagement in the curriculum. CPD Impact Statements demonstrate short and longer term impact.  Lesson Study demonstrates that adaptation of the curriculum to support pupils with SEND is added to planning and is fully implemented in lessons. |  |
| **School Sports Council** | Key indicator 1  Key indicator 2  Key indicator 4  Key indicator 5 | The P.E. Subject Leader to oversee the establishment of a Sports Council within the school which is run by the pupils and meets regularly to discuss potential areas of development and improvement. | £30 | Under the initial guidance of the P.E. Specialist the Sports Council would be responsible for:   * Access and auditing of the P.E. Store Room * Officiating Intra – School events / competitions. * Reporting on inter- school competitions – creation of a ‘Sport News Team’. * Newsletter reports |  |

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| **Equipment to extend the range of PE and Sport** | Key indicator 2  Key indicator 4 | The P.E. Subject Leader will audit and purchase items of equipment. This maintains current stocks of good quality resources and, also, allows us to facilitate new activities that may be introduced. | £2000 | During Autumn Term an audit will be completed to ensure funds are spent on equipment that needs to be replaced or upgraded, this will include new equipment for new topic being taught this year such as handball. Spent in the areas that require it. A three-year plan will be devised with the School Sport Council to ensure pupil voice is heard with the resources used.  Children are provided with high quality resources, in sufficient quantities, to enable maximum participation. This should ensure that all children have enjoyment and make progress in P.E. lessons.  Sports Council work effectively with PE Specialist to monitor PE resources and ensure accessibility.  Ensure adequate resources for full delivery of the national curriculum for all pupils (two classes of PE every afternoon). |  |
| **OPAL Whole School Approach** | Key indicator 1  Key indicator 2  Key indicator 4  Key indicator 5 | Grounds Meeting  Two Development and action planning meetings  Awards and final plan meeting  Playwork Essentials training  INSET on play  Parents meeting and booklet  Support with risk, inclusion, special needs and disability | £4995 | **Accidents**- OPAL schools have up to 80% less reported accidents  **SLT time**- senior leaders report a dramatic reduction in the time they spend on resolving play conflicts  **Teachers**- consistently report more teaching time in afternoon lessons  **Self-regulation**- children in OPAL schools learn to self-regulate through practice, trust and freedom  **Physical activity**- all children, including girls, SEND and less-sporty children are significantly more active  **Mental well-being** - Research shows OPAL children are happier and self-reporting improved mental health  **Social and emotional development** - Good play in the laboratory of life where relationships are practised. Many OPAL schools report increased creativity, imagination and collaborative skills  **Attendance** - children can't wait to come to OPAL schools because they have such fun  **Risk** - OPAL schools report significant improvements in children's ability to identify and manage risk.  OPAL schools can easily provide evidence on their approach to wellbeing and inclusion |  |
| **Inter-school competitions in P.E. and Sport** | Key indicator 2  Key indicator 4  Key indicator 5 | The P.E. Specialist and Subject Adviser are to ensure that all pupils are given access to a wide range of sporting opportunities and are fully prepared (usually via extra-curricular activities) prior to any competition to ensure that their experiences are positive. | £1000  Equipment and competitions | A high proportion of children have the opportunity to represent the school in a wide range of inter-school competitions.  Increase the % of pupils participating in competitions and representing the school against other schools. |  |

**KEY INDICATOR**

**Key indicator 1:** The engagement of all pupils in regular physical activity that primary school children undertake at least 30 minutes of physical activity a day

**Key indicator 2:** The profile of PE and sport being 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

**VERSION 1:** 1st September, 2023 F. Tiernan and S. Stalker