



**Good Shepherd Catholic Primary School**  
**Sports Funding Impact and Analysis Statement**  
**Following pages are tables showing impact of Government**  
**Sports Funding for 2022 - 2023**



**Good Shepherd Catholic Primary School**  
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**July 2023 update:**

Total allocation:

**£18,100**

Total amount spent/allocated this year so far:

**£18,100**Total amount available to spend by July 31<sup>st</sup> 2023:**£0****Background:**

The Government has provided funding until 2023. This funding is being jointly provided by the Department for Education, Health and Culture, Media and Sport, and will see money going directly to primary school Headteachers to spend on improving the quality of sport and PE for all their children.

The sport funding can only be spent on sport and PE provision in schools. OFSTED will play a significant role in ensuring that schools target this funding in areas which will lead to clear outcomes in raising standards and opportunities in PE and school sport for all children throughout the Primary Phase. All schools receive a lump sum of £16,000 plus an additional £10 per pupil. We are proud of the PE curriculum and sporting opportunities that we have on offer at Good Shepherd Catholic Primary School. We believe that the purpose of Physical Education is to inspire and motivate all children to be active in their lives, enabling them to become physically confident. The importance of living a healthy lifestyle and taking regular exercise needs to be encouraged, alongside the teaching of key fundamental skills. We believe that children should have opportunities to apply the skills they have learnt in competitive situations, either within teams or individually. As a result, key values, including team work, resilience, determination and fair play, can be taught and promoted in an active way. We believe these key values are vital for pupils' development because lots of these are transferable skills, which can be applied to wider life experiences. Furthermore, we believe that PE plays a fundamental role in educating the whole student. Research supports the importance of movement in educating both mind and body. It also helps the children to make informed choices and understand the value of leading a physically active lifestyle. The benefits of physical education can affect both academic learning and physical activity patterns. The healthy, physically active child is more likely to be academically motivated, alert and successful. In the pre-school and primary years, active play may be positively related to motor abilities and cognitive development. We believe that quality physical education teaching is essential in developing motor skills, physical fitness and understanding of concepts that foster lifelong healthy lifestyles.

At Good Shepherd Catholic Primary School, we ensure that the children receive the highest quality of teaching during their PE sessions. We strive to improve children's ability and skills in sport as well as having a significant impact on the overall fitness and well-being of the children. We aim for all children to develop positive attitudes towards physical activity ensuring all lessons are accessible by providing a range of different activities to challenge every pupil. We believe in challenging ourselves to always strive to be our best and use our God-given talents to their full potential; we endeavour to instil this personal challenge in our children.

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| <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 transfer to the pool when school swimming restarts.</p> <p><b>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.</b></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><b>N.B.</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>  | 40%   |
| <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><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>   | 60%   |
| <p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>  | <p>We have used the premium to pay for weekly lifeguarding at a local secondary school where we take the children to learn to swim.</p> |

| Academic Year: 2022/23  | Total fund allocated: £18,100   | Date Updated: 20.7.23         |  |  |
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| 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:  | 11%  |
| 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 engage children in meaningful activities during break and lunch times as well as promoting active healthy lifestyles outside of school   | Purchase equipment which can be used during breaks and lunches to encourage the children to be active.  | £500                          | Equipment purchased for each Year group. Year groups now have a variety of equipment to use at break and lunch which is specifically for their year group.<br><br>Children are more active during break and lunch times. | Purchase new equipment for next academic year.<br>Provide game cards for the children to use to help engage them in physical activity.<br>Train sports leaders (Y5-6) to lead break and lunch time activities.         |
| Provide a range of extra-curricular clubs which our children can access   | Use of external providers and school staff to offer high quality and inclusive extracurricular clubs:<br><br><u>Autumn term:</u><br>Y3/4 cricket (WCB)<br>Y3/4 football (SBiTC)<br>Y3-6 dance (Step onto Stage)<br>Y4-6 drama (Step onto Stage)<br>Y5-6 netball (In house)<br>Y5-6 football (In house)<br>Y5-6 girls' football (In house) | Dance and drama ASC-<br>£1460 | Percentage of KS2 children who regularly attended at least one extra-curricular activity has increased to 70% (84 out of 120 pupils).  | Conduct a pupil voice with the children to ascertain what clubs they would like to attend in the future.<br>Take a sample of children who have not attended any extracurricular clubs to gauge what may interest them. |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement  |   |                    |  | Percentage of total allocation:   |
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|   |   |                    |  | 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: | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   | Sustainability and suggested next steps:  |
| To raise the profile of teaching PE in school   | Purchase a sports board which will be displayed in communal area in school which will recognise the sporting achievements of pupils and teams within school, as well as providing information regarding upcoming events, clubs and extra-curricular activities. | £250               | The new board is a focal point in school and has raised the profile of PE and School Sport.<br><br>Pupils are inspired by seeing their faces on the display and take pride in representing the school and being part of the sports teams | Update with additional information regarding extra curricular clubs and links to clubs in the local area.<br><br>Develop intra-school competitions with results being displayed on the board. |
| To ensure PE equipment is suitable for the curriculum and ensures PE lessons can be taught without limitations  | Purchase and install two sets of socketed netball posts on the school playground to encourage.<br><br>New football nets purchased and installed   | £500<br><br>£46.66 | Children are able to engage in meaningful netball games during PE lessons and after school clubs.  | Ensure nets and posts are properly maintained.  |



| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |   |                                   |  | Percentage of total allocation:  |
|---|---|-----------------------------------|--|--|
|   |   |                                   |  | 14%  |
| 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:   |
| For targeted members of staff to develop a greater confidence and knowledge of how to teach a wider range of skills within the PE curriculum.               | WCB Chance to Shine programme. A coach from WCB to come in during Autumn 1 and complete a 6 week block of 1 hour lessons for children in Y3 and Y5, observed and supported by the class teacher.            | £450                              | Two staff members now have greater confidence in the delivery of cricket in the curriculum and have actively applied the teaching techniques and resources into the teaching of other striking and fielding games. | To create better links with the local cricket club to give children a pathway to playing cricket outside of school.<br><br>Consider investing in the programme again for new members of staff to upskill them in the delivery of cricket   |
| To develop a greater confidence and knowledge of how to teach a wider range of skills within the PE curriculum.   | Teacher CPD provided for teachers in the delivery of PE lessons over a 12 week period through use of Coventry City's 'Sky Blues in the Community' teaching support programme 'Premier League Primary Stars' | £600 (for autumn and spring term) | Feedback from the teachers who received the training in Autumn and Spring term is positive with the teachers feeling upskilled in their delivery of PE sessions  | Teachers to take these newly acquired skills and put them into practice through the delivery of a high quality PE curriculum.<br><br>To look into the purchasing of a PE scheme of work to give teachers a greater structure and guide in planning sequences of lessons for their year group |

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|  | Each class from Y1-6 to complete half term programme of dance linked to their creative curriculum topic provided by specialist dance teacher. Teachers also given CPD on how to deliver dance effectively. | £1440 | <p>Feedback from the teachers who received the upskilling is positive.</p> <p>Pupil outcomes are high with children able to demonstrate skills at the appropriate level to the year group they are in.</p> <p>Pupil voice feedback shows the pupils have high enjoyment and motivation in these sessions.</p> | <p>Continue to use external provider to work alongside teachers to deliver high quality dance as part of the PE curriculum offer.</p> <p>Look at utilising external provider to support with the upskilling of teachers in the delivery of gymnastics.</p> |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |  |                    |  | Percentage of total allocation:   |
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|   |  |                    |  | 35%   |
| 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 offer alternative physical activities such as outdoor adventurous activities.  | School to subsidise part of the costings for pupils who in 2022/23 will be in Year 6 who will be attending residential retreat at Plas Dol-y-Moch.   | £5659.20           | 29 children from Year 6 signed up to attend residential to Plas Dol-y-Moch in October 2022.<br><br>The residential deeply enriched the children's understanding of outdoor and adventurous activities.   | Continue to subsidise part of the costings for the children.                      |
| To develop greater hand-eye co-ordination, teamwork and fine motor skills   | Purchase a whole class set of speed stacking cups. Give children opportunity to practice different stacking techniques, both in curriculum time and also during break and lunch time. Enter School Games competition | £115               | All pupils in Y3 and Y4 completed a 6-week PE block of speed stacking. Initial tests were done at the beginning and re-done at the end. All children improved their time to complete a 3-6-3 stack by at least 3 seconds. Children's hand-eye co-ordination greatly improved. Positive attitude displayed towards the sessions by all pupils, particularly SEN children. | Create an intra-school competition where children can compete against their peers |



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| To give children opportunities to attend regular top up swimming provision to enable them to swim 25m | Subsidise the cost of a lifeguard for weekly swimming lessons at local secondary school so that swimming can be delivered to children from Y4-6. | £606.14 | All pupils from Y4-Y6 completed a 10-week swimming block.<br><br>Y6 – percentage of pupils swimming 25m went from 17% to 40%. | Continue to subsidise the cost of the lifeguard so that children can have access to additional swimming provision in Key Stage 2. |
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| Key indicator 5: Increased participation in competitive sport   |   |                    |   | Percentage of total allocation:  |
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|   |   |                    |   | 36%  |
| 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 facilitate assess of sporting opportunities across the city so that our children have greater exposure to competitive sport  | Lease minibus to provide the required transport to attend sporting events and swimming programme                                | £5978              | Minibus used widely to transport children to events and venues enabling the school to enter more competitive sport events. It has also limited the costs of coach travel to events. | Continue to lease minibus.   |
| Increased participation in competitive sports. Local Authority, Catholic Sport Association, The Romero Catholic Academy and local primary school events.<br>This supports engaging more pupils representing the school over all key stages. | School Games Contribution.<br><br>Pay into the Primary School Sport Association and Catholic Primary School Sports Association. | £375<br><br>£120   | Percentage of children from KS2 who have represented the school at an inter school competition this year is over 60%.   | Continue to engage in the School Games and Catholic Sports events.<br><br>Target specifically children in KS2 that haven't yet had an opportunity to represent the school in competitive sports. |

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| Signed off by   |                   |
| Head Teacher:   | Andrew McConville |
| Date:           | 21/07/23          |
| Subject Leader: | Michael Kirby     |
| Date:           | 20/07/23          |
| Governor:       | Karen Cadden      |
| Date:           | 20/07/23          |