



St Joseph's Catholic Primary School, Wetherby

Pupil Premium Expenditure Report 2019-2020



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Increased opportunity for competitive sport for our younger pupils. Competitive sport opportunities for upper KS2. Successful tournament participation – winning SJF, cricket tournament at QE, Wetherby football tournament at Crossley Street. Increased participation of football both in and outside of school- highest record of participants to date. 	<ul style="list-style-type: none"> Increase opportunities for competitive sports for our girls. Improve opportunities and participation of sports and PE activities for vulnerable groups – PP & SEND. Provide a variety of sporting provision (including tasters) to allow children to experience a wealth of sport outside of football and netball. Increase physical activity of all year groups, particularly KS1. Staff confidence improved in teaching identified areas of PE.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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

*Schools may wish to provide this information in April, just before the publication deadline.

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 students today and for the future.


Academic Year: 2019/20		Total fund allocated: £17,000		Date Updated: September 2019	
Key indicator 1: The engagement of <u>all</u> 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 (60 minutes KS1).					Percentage of total allocation:
					%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Burn to Learn Training for ALL staff. Raise profile of Burn to Learn with a promotional video displaying our school. Burn to Learn approach across the curriculum to promote active learning. Measure impact of the Run a Mile scheme in key classes (year 1,2 and 3). Active playground introduced for the children to have access to good quality and purposeful equipment at lunch times. Playmakers- up skilling Year 4 pupils and some lunchtime staff with Playmaker qualification to enhance lunchtime supervision	<ul style="list-style-type: none"> Implementation of active learning across ALL areas of the curriculum. At least 60 minutes must be active learning in areas of the curriculum outside of PE. As above As above Children will see an increased improvement in their steps from the beginning of the scheme to the end. Children more active and engaged in activities to develop their fitness and motor skills. Variety of activities for the children Increased opportunity for children to become leaders 	Resources: £1000 Resources: £800 £200	Questionnaire conducted Summer 2 2018/19 where children commented that they wanted to do B2L in all subjects and children did B2L weekly. <u>Pupil questionnaires</u> Spring 2019/20: children saying they are now doing B2L across the curriculum and 3-4 times a week on average. 5 children in Year 3 were asked to wear pedometers in September 2019. In January 2020, after we have introduced run a mile, more B2L, more activities for an active classroom and further clubs, the children are moving significantly more (September average steps: 3872, January average steps: 9293) <u>Playmakers</u> Teachers/lunch time supervisors actively involving children in more games and ideas for playing. 14 children in Year 4.	Ensure through regular contact with teachers and a pupil questionnaire to see B2L is still at a high profile. Measure a baseline for all classes in September 2020 to measure the comparison between the previous September and then measure 3 weeks later to check that all classes are reaching 9000 steps a day like January 2019 data. Next step: To produce a questionnaire for children using the playground equipment. CPD for lunchtime staff so a	

<p>Extra provision for swimmers in Year 6 to equip children with necessary water skills</p>	<p>in sports</p> <ul style="list-style-type: none"> Increased number of children with the skills to swim appropriately and water safety skills 	<p>£2000</p>	<p>Equipment order Meeting with lead lunchtime supervisor to order more play equipment.</p> <p>Data At the beginning of the year, 77% of children in the current year 6 class had reached the required standard for swimming. In December 2019, 100% of these children had passed.</p> <p>Reluctant and incompetent swimmer commented at the end of this intervention: "I'm now going to ask my mum to take me swimming every week now."</p> <p>Year 5 data from this year:</p>	<p>rota can be devised for lunchtime activities e.g. Wednesday lunch= dance.</p> <p>Refresher for current Year 4 class as playmakers and train Year 3 (new Year 4s) to be Playmakers. Invite all lunchtime staff to attend this training as CPD.</p> <p>Interventions based on assessment of children's swimming in September. Evaluate data to decide next decision e.g. 1:1, small group, whole class or intervention program. Currently postponed due to Covid outbreak.</p>
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Key indicator 2: The profile of PE and sport being raised for girls across school.

Percentage of total allocation:
%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Girls more active and involved in sports competitions in school.</p> <p>Lunchtime club for girls, SEND and PP groups following their interests. Questionnaire to find out interests.</p> <p>KS1 girls key</p> <p>Teachers more aware of gender gap and girl topics to engage.</p> <p>Taster sessions to engage girls and targeted vulnerable children and</p>	<ul style="list-style-type: none"> Improved confidence and attitude to participation within sports. More participation in sports Girls more engaged and happier to give sports a go. Inspire and motivate. Better results at ARE for the girls 2020. 	<p>£500 cover within school to allow participation at events</p> <p>£750 PE coach to run the clubs</p> <p>£500 – for taster events</p>	<p>Questionnaires CPD given to teachers for gymnastics throughout Spring 1. Questionnaire for staff shows improved subject knowledge surrounding topic and actions they will implement in their teaching.</p> <p>Registers 26 girls took part in a football club in 2018/19 academic year. In 2019/20, 36 girls now participate in the football club.</p>	<p>High quality PE teaching with a clear structure of lessons. PE coordinator to liaise with new PE Partner coach to ensure high quality cpd delivered to staff to ensure its delivered in line with our whole school approach to PE.</p> <p>Lesson observations and trackers collected to see gender gap still closing</p> <p>Lesson observations of gymnastics teaching.</p>

<p>inspire them to participate in outside sports clubs.</p> <p>Inter school Olympic morning competitions with local schools</p>	<ul style="list-style-type: none"> Increased participation in a variety of sports through the Olympic focus 	<p>£500 for Olympic mornings</p>	<p>85 girls in a club this year (note this could be duplicated as they do more than one club) e.g. dance, gymnastics, football, drama.</p> <p>9 children joined gymnastics club after school, 8 of these are girls in FS and KS1.</p> <p>1 child in KS2 joined gymnastics last year and now is part of the British Gymnastics Club.</p> <p>1 child in KS2 joined gymnastics last year and is now part of British Gymnastics Club</p>  <p>Data</p> <p>The gender gap for GD children is closing with 15.2% boys GD and 13.3% girls GD</p> <p>Unable to participate in Olympic mornings due to COVID-19.</p>	<p>Streamline half terms for specific PE focus for the whole school e.g Autumn 2 is gymnastics.</p> <p>Continue to encourage boys with sporting opportunities too.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Specialist trained PE coaches to deliver 1 PE lesson per week for whole staff CPD. Staff to then implement and build on skills, knowledge and understanding in 2nd PE lesson of the week.</p> <p>Staff to play alongside pupils – staff/pupil netball</p> <p>PE coordinator to observe and support teaching in PE lessons – coaching for CPD. Observations and meetings to support.</p> <p>CPD given to staff on topics that they feel less confident with.</p>	<ul style="list-style-type: none"> Upskilling teaching staff in their provision of PE New styles and approaches to broaden teacher's tools for delivering subject Improved specialist knowledge in school Learning through participation Modelling to the children that everyone is still learning/can participate Challenge stereotypes of different types of sports Develop all staff's confidence in delivering PE Staff feel comfortable asking questions and co-teaching. Questionnaires to measure progress of confidence. 	<p>Cost of £5500</p> <p>Specialist provision CPD £1000 specialist coaches for staff CPD in identified areas.</p>	<p>Teachers provided with CPD with gymnastics throughout spring 1.</p> <p>Teachers questionnaires show increased confidence with teaching gymnastics and using apparatus.</p> <p>Lesson observations show good with outstanding features.</p> <p>Sustained high outcomes for pupils.</p> <p>Unable to participate due to COVID-19.</p> <p>Questionnaires</p> <p>Teachers provided with CPD with gymnastics throughout spring 1 in response to previous academic years questionnaires and this years. Increased staff confidence and skill set.</p>	<p>Continue to develop greater depth with increased opportunities and exposure to sports.</p> <p>Agreed whole school approach to teaching PE to ensure consistency, clear progression and the continuing raising of standards.</p> <p>Lesson observations and data analysis of gymnastics teaching to ensure this remains high profile around school and a range of high-quality PE is delivered to all pupils. Synced timetables for further CPD and moderation.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: %																																																				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:																																																				
<p>Upskill lunch time staff to ensure purposeful physical activity is happening at lunch times.</p> <p>Active playground equipment so that the children are engaged in physical activity.</p> <p>Taster sessions provided (particularly focused at girls) to broaden their experience.</p> <p>Pupil Premium children invited to participate in a lunch time club with the ownership of what is being taught.</p> <p>Afterschool provision and access to competitions.</p>	<ul style="list-style-type: none"> Improve fitness and enjoyment of sports especially at lunch time with skilled leaders. Give opportunities for all girls to experience broader range of sports. Aim to take on further outside of school. Build links with outside provision to establish taster sessions and clubs focused on girls to raise attainment. Target all pupils including Pupil Premium and girls. 	<p>Factored in above in section 1.</p> <p>Cost factored in within point 2.</p> <p>£500 contribution</p>	<p>Figures</p> <p>Gymnastics club in spring 1 for FS2 to Year 2. 9 children joined this club with the specialist teacher.</p> <p>Dance club provided from autumn 2. 16 children joined the dance club in total and 14 of these were female.</p> <p>Girls targeted for lunch time clubs. When providing the registers, teachers were asked to choose girl heavy groups to ensure they are getting extra.</p> <p>Year 4 pupils became Playmakers to support active playground.</p> <p>New equipment bought (meeting with lunchtime supervisor)</p> <p>PP children tracked to see progress.</p> <p>Pupil premium register 2019/20</p> <table border="1"> <thead> <tr> <th></th> <th>Autumn 1</th> <th>Autumn 2</th> <th>Spring 1</th> </tr> </thead> <tbody> <tr><td>Oliver H</td><td>1w</td><td>1W</td><td>1s</td></tr> <tr><td>Logan R</td><td>2b</td><td>2b</td><td>2b+</td></tr> <tr><td>Freya J</td><td>S+</td><td>S+</td><td>S</td></tr> <tr><td>Lola T</td><td>S</td><td>S</td><td>S</td></tr> <tr><td>Sienna M</td><td>W+</td><td>W</td><td>W+</td></tr> <tr><td>Jake J</td><td>S+</td><td>S+</td><td>S</td></tr> <tr><td>G'ft G</td><td>W+</td><td>W</td><td>5w+</td></tr> <tr><td>Brody W</td><td>W+</td><td>W</td><td>5W+</td></tr> <tr><td>Alfie R</td><td>W+</td><td>W+</td><td>5w+</td></tr> <tr><td>Gabriel B</td><td>S</td><td>S</td><td>5s</td></tr> <tr><td>Aimee S</td><td>w</td><td>w</td><td>W+</td></tr> <tr><td>R'dli G</td><td>B+</td><td>W+</td><td>W+</td></tr> </tbody> </table> <p>2 children now GD (TT) which is 13% compared to previous year which was</p>		Autumn 1	Autumn 2	Spring 1	Oliver H	1w	1W	1s	Logan R	2b	2b	2b+	Freya J	S+	S+	S	Lola T	S	S	S	Sienna M	W+	W	W+	Jake J	S+	S+	S	G'ft G	W+	W	5w+	Brody W	W+	W	5W+	Alfie R	W+	W+	5w+	Gabriel B	S	S	5s	Aimee S	w	w	W+	R'dli G	B+	W+	W+	<p>Questionnaires given to lunchtime staff to learn about skill sets for clubs during lunchtime and arrange CPD accordingly.</p> <p>Interhouse competitions to encourage children to engage in competitive sports and provide these opportunities to flourish. When Covid restrictions allow.</p> <p>Ensure all staff are aware of Pupil premium children in their class and continue to monitor their progress to improve outcomes for this vulnerable group.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Part funding of school mini bus to allow pupils to be transported to locations for competitive matches.</p> <p>Experiencing competitive sports practicing a range of sports in school.</p> <p>More opportunity for girls to participate in sport.</p>	<ul style="list-style-type: none"> Increased number of matches for all pupils across school and children experiencing competitive sports across a range of sports Children to develop a growth mindset to participation regardless of the outcome. Broadening children's sport's experiences to encourage them and engage them in further sport out of school. Girls have more access to competitive sport and build resilience and a love of sport. 	<p>Contribution of £4500</p> <p>Cover supervisor costs to release staff to attend sporting opportunities £500.</p>	<p>Successes</p> <p>Mr Delafield trained to drive the minibus, increasing opportunities for boys part of the football club to travel to fixtures. U9s in 3rd for the league for this academic year!</p> <p>Year 3, 4 and 5 took part in a football competition against a variety of primary schools in Leeds with Years 3 and 4 taking the winning spots and Year 5 coming 2nd place.</p> <p>Children were to take part in Olympic days with surrounding primary schools but unfortunately due to the school closure this didn't happen.</p> <p>Netball club was arranged to start in Spring 2 but due to school closure this didn't happen.</p> <p>Year 5/6 girls had more football match opportunities and were</p>	<p>Continue to support Mr Delafield (FA coach) and the boys football team to ensure they get the sufficient amount of time for competitions.</p> <p>Netball club to start slightly earlier in the year to ensure plenty of practice.</p> <p>Lesson observations and trackers collected to see gender gap still closing.</p> <p>Interhouse competitions to encourage children to engage in competitive sports and provide these opportunities to flourish.</p> <p>Continue to develop greater depth with increased opportunities and exposure to sports.</p>

			successful in many. From the work with girls and their attitude towards sports, the girls are more closely matched to the boys for GD with 48.2% of girls GD and 43.5% of boys GD. This is down to a new gymnastics and dance club, equal football opportunities, gymnastics CPD and female role models in school leading sport.	
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