

CORPUS CHRISTI SPORTS PREMIUM STRATEGY

STRATEGY FOR THE
2023-2024 ACADEMIC YEAR



Commissioned by



Department
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not



necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Review of last year's spend and key achievements (2022/2023)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
<ul style="list-style-type: none"> ○ Provide a sporting leadership pathway for pupils in Year 5 and 6 to allow all pupils the opportunity to develop as role models through contributing to lunchtime activities and whole school sports events. ○ Provide a wide range of clubs including before school, lunchtime and after school clubs. We shall offer a range of extra-curricular activities for the pupils such as Netball, Football, Table Tennis, Multi-skills and more. The majority of the clubs are ran by the PE lead and Sport assistant which are FREE for all pupils to use. ○ Further increase the quality of provision and practice of sport across the school using a PE Specialist TA. 	<ul style="list-style-type: none"> ○ Year 5 and 6 pupils confidence levels and leadership skills grew. Children were able to articulate and demonstrate how to play different lunch time activities. In addition to this, more lunch time activities were on offer at lunch times, which in turn promoted more children to be active. ○ Over 200 pupils attended a sport club frequently which led to a more healthy and active lifestyle. ○ Staff/Pupil feedback has showed that having a PE specialist TA has had a positive impact on performance related targets. 	<ul style="list-style-type: none"> ○ To train the next year 5 sports leaders. Grow their confidence and offer the children the opportunity to participate in lunch time clubs. ○ Reflect on the current after school clubs offer. Bring in external sports providers where needed to help further the after-school club offering. ○ Our next step is to is to develop every teacher's PE skillset.

Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<ol style="list-style-type: none"> 1. Introduce lunchtime sport sessions/activities for pupils, targeting PP and SEND children 2. Develop a bespoke long term PE plan 3. Create and carry out a baseline and summer term fundamental movement skills assessment 4. Purchase lunch time PE equipment 	<ol style="list-style-type: none"> 1. Lunchtime supervisors / teaching staff, coaches, sports leaders - as they need to lead the activity. Also, pupils – as they will take part 2. Pupils will develop competence to excel in a broad range of physical activities 3. Teachers’ knowledge of who may need support during lessons. Also, it will help to identify gifted and talented children 4. Pupils, to encourage them to be more active during break times. This will also have a positive effect on behaviour 	<ol style="list-style-type: none"> 1. Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. 2. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement 3. Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. 	<ol style="list-style-type: none"> 1. More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and sport activities. An additional offering for pupil premium and SEND children 2. The implementation of a spiral curriculum encouraged children to revisit skills taught previously 3. The data from the baseline assessment was used to inform planning 4. Purchasing new equipment helped to encourage children to become more active during their lunch break. Next year we 	<p>1.£0</p> <p>2. £0</p> <p>3. £0</p> <p>4.£974.56</p>

<p>5. Introduce a PE planning tool for teachers – The PE hub</p>	<p>5. Teachers, especially ECTs and teachers with a low level of confidence teaching PE in September 2023</p>	<p>4. Key indicator 2: Increase engagement of all pupils in regular physical activity and sport</p> <p>5. Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>will look into which equipment will be more hardwearing</p> <p>5. Primary teachers are now more confident to deliver effective PE lessons</p>	<p>5. £446.25</p>
<p>6. Attend the school games mark competitions</p>	<p>6. The PE lead, staff and the pupils of Corpus Christi. The competitions are a mixture of inclusive and competitive events</p>	<p>6. Key indicator 5: Increased participation in competitive sport. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>6. The fee was used to allow the PE lead to hire high standard facilities, hire specialist staff, purchase replacement equipment, service equipment, provide certificates for every child, medals and trophies</p>	<p>6. £450</p>

<p>8. Attend PE conferences</p>	<p>8. The PE lead and teaching staff</p>	<p>8. Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>8. During the conference, the PE lead was given a national update from the Youth Sport Trust. An update was also given about PE action plans and policies. The PE lead fed this back to the headteacher and staff</p>	<p>8.£0</p>
<p>9. Introduce skills progressions documents for each PE unit</p>	<p>9. Teaching staff and children. Teaching staff will know and understand the steps within each PE unit. They will also understand: where they should be at the end of the unit, what they have been taught already and what they will be taught in the future</p>	<p>9. Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>9. The PE lead introduced all staff to the skills progressions documents for each PE unit. Staff were then able to see the skills the children should know and where they should be able to get to at the end of each unit. Teachers implemented this document into their planning</p>	<p>9.£0</p>
<p>10. Attend the Paris gamechangers project</p>	<p>10. The gamechangers will develop confidence leading activities for other children, especially French children where there may be a language barrier.</p>	<p>10. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>10. The current Gamechangers have helped to improve lunchtime provision through delivering activities. The year 6 Gamechangers will help to train the year 5 Gamechangers, which will</p>	<p>10.£1413.90 10.£0</p>

<p>11. Create and deliver a bespoke curriculum</p>	<p>11. Teachers and in turn, pupils. Corpus Christi use The PE hub as a planning tool. However, we have a bespoke gymnastics, dance, fundamental movement skills and swimming curriculum and assessment.</p>	<p>11. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement. Key indicator 2: Increase engagement of all pupils in regular physical activity and sport</p>	<p>enable lunch time provision to continue next academic year.</p> <p>11. The children have experienced a broad and balanced PE curriculum, tailored to meet the needs of the school.</p>	<p>11. £0</p>
<p>12. GB athlete visit</p>	<p>12. The pupils will get to meet a GB athlete, listen to their sporting journey, watch demonstrations and take part in a PE activity lead by the GB athlete. This will help to raise the profile of sport and in particular the Paris 2024 Olympics</p>	<p>12. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>12. The visit encouraged each pupil in the school to become more active. Pupils were also inspired by the athlete's story.</p>	<p>12. £500 – Athlete visit</p>
<p>13. Olympics torch relay</p>	<p>13. Children and staff will welcome children from another school who have delivered the torch. Children at Corpus Christi will then deliver the torch to another school.</p>	<p>13. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement. Key indicator 4: Broader experience of a range of sports and</p>	<p>13. This event promoted the Paris 2024 Olympics and helped to raise the profile of the Olympics across the school. Children from each year group was selected to</p>	<p>13. £0</p>

<p>14. Participate in the Catholic games</p>	<p><i>This will raise the profile of the Olympic Games</i></p> <p>14. Pupils will have the opportunity to compete in Catholic games competitions</p>	<p>activities offered to all pupils</p> <p>14. Key indicator 5: Increased participation in competitive. Key indicator 2: Increase engagement of all pupils in regular physical activity and sport</p>	<p>deliver the torch to Aldermoor Farm Primary School</p> <p>14. Pupils have been able to challenge themselves against other schools in a variety of sports. The events have been linked to the PE curriculum or clubs.</p>	<p>14. £150</p>
<p>15. CPD provider observations</p>	<p>15. The PE lead will observe the CPD coaches alongside the manager of the company to quality assure the deliver of the upskilling sessions</p>	<p>15. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>15. The PE lead has jointly observed CPD coaches to quality assure the delivery of upskilling at Corpus Christi.</p>	<p>14. £0</p>
<p>16. Provide CPD opportunities for ECT teachers</p>	<p>16. The PE lead will work closely with ECTs to deepen their PE knowledge and increase their confidence levels in delivering PE lessons</p>	<p>16. Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>16. After working with the PE lead, ECTs have felt their knowledge and confidence of PE has increased.</p>	<p>16. £1413.90</p>
<p>17. School participation tracker</p>	<p>17. The PE lead will keep track of which pupils have represented the school. Throughout the year, the PE lead will be able to target children who haven't</p>	<p>17. Key indicator 5: Increased participation in competitive. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>17. Throughout the year, the PE lead kept a record of which children represented the school. Using this data, the PE lead could select children for events which</p>	<p>17. £0</p>

<p>18. Pupil premium club offer</p>	<p>represented the school at any given time. The goal at the end of the year is to have as many children represent the school as possible</p> <p>18. Pupil premium children are offered 1 free afterschool clubs per term. This takes away the potential barrier of the cost of paying for a club</p>	<p>18. Key indicator 2: Increase engagement of all pupils in regular physical activity and sport. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>haven't represented the school</p> <p>18. A free afterschool club, each term, was offered to every pupil premium pupil. This encouraged pupils to take part in afterschool clubs and removed the potential barrier of affordability</p>	<p>17.£215</p>
<p>19.Upgrade the gymnastics mats</p>	<p>19. Upgrade the gymnastics mats, so that they can be used safely with the correct amount of cushioning</p>	<p>19. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>19. New gymnastics mats were purchased which made lessons such as gymnastics safer for the pupils</p>	<p>19. £1871.77</p>
<p>20. Purchase playground storage boxes</p>	<p>20.Purchase storage boxes to store equipment which will help make playtimes more active</p>	<p>20.Key indicator 2: Increase engagement of all pupils in regular physical activity and sport. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>20. Playground storage boxes were purchased and they helped to preserve lunchtime equipment.</p>	<p>20.£56</p>

21. Bikeability	21. The pupils will improve their knowledge and understanding of road safety and their ability to confidently ride a bike	21. Key indicator 2: Increase engagement of all pupils in regular physical activity and sport	21. During this course, pupils were able to: get their bike fixed, learn how to (safely) ride a bike and learn and experience how to ride on the road safely	21. £1487.50
22. Promote mental health week	22. The PE lead will lead a mental health assembly alongside Cov Sky Blues' mental health team. Pupils will have follow up tasks to complete in class.	22. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.	22. The PE lead promoted mental health week in school and on social media. Cov Sky Blues delivered a mental health session on 'stress' and the pupils completed a follow up task. The children increased their understanding of mental health and what they can do to look after their own mental health.	22. £0
23. Promote the walk and bike to school week	23. The PE lead will lead an assembly and explain the importance of being active. The PE lead will also introduce a class v class competition.	23. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.	23. The PE lead delivered an assembly and set up a class verses class competition. This increased the activity levels of pupils across the school.	23. £0

<p>24. Create a lunch time rota</p>	<p>24. Listen to staff and pupil feedback regarding lunchtime provision and staffing. Create a new rota which encourages children to be more active and gives them more space e.g a whole year group on the astro each day.</p>	<p>24. Key indicator 2: Increase engagement of all pupils in regular physical activity and sport</p>	<p>24. A lunch time rota was created for staff and children, which meant children had more space to be active at lunch times. A lunch time astro pitch rota was created to increase activity levels in an increased number of year groups.</p>	<p>24. £0</p>
<p>25. Set up and promote 'Go Parks'</p>	<p>25. Communicate with parents and children about the 'Go Parks' activities.</p>	<p>25. key indicator 2: Increase engagement of all pupils in regular physical activity and sport</p>	<p>25. Go Parks was set up and promoted through social media and the school newsletter. This encouraged pupils to be more active, with their families, outside of school.</p>	<p>25. £0</p>
<p>26. Host and deliver a dodgeball tournament aimed at pupil premium and SEND children</p>	<p>26. Target pupil premium and/ or SEND children from year 4 and 5 who haven't already represented the school for a dodgeball tournament.</p>	<p>25. key indicator 2: Increase engagement of all pupils in regular physical activity and sport</p>	<p>26. The PE lead set up a dodgeball tournament aimed at increasing activity levels for targeted children</p>	<p>26. £0</p>
<p>27. Set up and deliver Sports day</p>	<p>27. Set up and deliver Sports day for the whole school across two mornings. Communicate with pupils,</p>	<p>27. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>27. The PE lead created a sports day event and shared the plan with staff and children. Children were</p>	<p>27. £0</p>

	<i>teachers, parents and helpers regarding the event.</i>		<i>able to practice the events in their PE lessons. Sports day was a real success and each child was able to compete in the events, and score points, for themselves and their houses</i>	
<i>28. Provide mini bus training for staff and provide continuous mini bus upkeep.</i>	<i>28. Identify staff who would benefit the school if they were able to drive the mini bus.</i>	<i>28. Key indicator 2: Increase engagement of all pupils in regular physical activity and sport. Key indicator 5: Increased participation in competitive</i>	<i>28. Five members of staff completed their mini bus training. This enabled children to have the opportunity to compete against other school and take part in a variety of sporting events</i>	<i>28. £750</i>
<i>29. Provide top up swimming lessons for year 6</i>	<i>29. Identify who hasn't achieved the national curriculum standard in year 5 and book in another term of swimming lessons,</i>	<i>29. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</i>	<i>29. Top up swimming lessons were delivered to year 6 in the summer term, as the percentage of children who had reached the national curriculum level was very low. These lessons helped a greater number of children achieve the national curriculum standard</i>	<i>29. £945</i>

Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
<p><i>Create a bespoke curriculum which met the needs of our children. This was implemented by delivering a spiral curriculum, where the pupils were taught similar skills within the context of different sports within each phase of school.</i></p>	<p><i>The pupils thoroughly enjoyed their PE lessons and had the opportunity to experience a variety of sports.</i></p>	<p><i>We have used pupil voice to attain feedback on the PE curriculum.</i></p>
<p><i>Introduce a PE planning tool for teachers – The PE hub. This was due to the class teachers having minimal experience teaching PE.</i></p>	<p><i>The teachers felt more supported when planning and delivering their PE lessons.</i></p>	<p><i>There was a high percentage of ECTs working at the school with a minimal level of experience teaching PE.</i></p>
<p><i>Provide top up swimming for year 6. A high percentage of the cohort didn't achieve the national curriculum level in year 5. Top up swimming was delivered to give the children an extra term of swimming to help increase their swimming standards and their confidence.</i></p>	<p><i>A higher percentage of pupils achieved the national curriculum level.</i></p>	<p><i>Continue to provide top up swimming to year 6 pupils who don't achieve the national curriculum level in year 5.</i></p>

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	24/60 40%	<i>Due to our location and our level of deprivation, we have a lower-than-average amount of children who do not attend swimming lessons outside of school.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	25/60 41.67%	<i>All children increased their confidence in a number of strokes. Children found it challenging to perform a variety of strokes over a set distance.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>27/60 - 45%</p>	<p><i>Due to our location and our level of deprivation, we have a lower-than-average amount of children who do not attend swimming lessons outside of school.</i></p>
<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>Yes</p>	<p><i>Yes, we used top up swimming funding for year 6 swimming lessons, in the summer term, at a cost of £945.</i></p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>No</p>	<p><i>Specialist swimming teachers taught the swimming lessons.</i></p>

Signed off by:

Head Teacher:	<i>Kevin Shakespeare</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Steve O'Sullivan – PE Specialist teacher</i>
Governor:	<i>Will be signed off at first LGB meeting of 2024-2025 (12.9.24)</i>
Date:	18/07/2024