



OLD CATTON JUNIOR SCHOOL

PHYSICAL EDUCATION & SPORT PREMIUM 2024 – 2025

INCLUDING IMPACT STATEMENT



## KEY INDICATORS

**1**

THE ENGAGEMENT OF ALL PUPILS IN REGULAR PHYSICAL ACTIVITY

**2**

THE PROFILE OF PESSPA BEING RAISED ACROSS THE SCHOOL AS A TOOL FOR WHOLE SCHOOL IMPROVEMENT

**3**

INCREASED CONFIDENCE, KNOWLEDGE AND SKILLS OF ALL STAFF IN TEACHING P.E. AND SPORT

**4**

BROADER EXPERIENCE OF A RANGE OF SPORTS AND ACTIVITIES OFFERED TO ALL PUPILS

**5**

INCREASED PARTICIPATION IN COMPETITIVE SPORT

PHYSICAL EDUCATION & SPORT PREMIUM

## PROPOSED SPEND 2024 – 2025

£17,940

*PLEASE NOTE, THIS IS A WORKING DOCUMENT AND SUBJECT TO CHANGE*

ACTION	IMPACT (WHO)	KEY INDICATOR	SUSTAINABLE IMPACT	COST
<b>Employment of PE Apprentices</b>	<ul style="list-style-type: none"><li>• This provides support to staff teaching physical education</li><li>• Structured activity at lunchtimes.</li><li>• Apprentices have also been trained to run sensory circuits.</li><li>• Extra-curricular activities for pupils across the school</li></ul>	<ol style="list-style-type: none"><li>1. Increasing apprentice staff's confidence, knowledge and skills in teaching PE and sport</li><li>2. Increasing engagement of all pupils in regular physical activity and sport</li><li>3. Raising the profile of PE and sport across the school, to support whole school improvement – sensory circuits are a fundamental tool in improving attendance and facilitating a positive start to the day for vulnerable pupils</li><li>4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils</li></ol>	<ul style="list-style-type: none"><li>• Pupils in lessons will have more individual support, accelerating progress</li><li>• Pupils will have young role models to influence positive attitudes towards physical education and young male role models to influence positive behaviour, particularly for boys</li><li>• Behaviours at lunchtimes will be positive and pupils will be more active</li><li>• Sensory circuits can be run at various times during the day, meeting the needs of more children</li><li>• The profile of physical education and sport is raised throughout the school as multiple adults become subject advocates</li></ul>	£14 000

<b>Participation in competition</b>	<ul style="list-style-type: none"> <li>Pupils throughout the school access competition at various levels</li> </ul>	<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p> <p><i>Pupils strive to achieve across the curriculum in order to be selected to represent the school</i></p> <p>5. Increase participation in competitive sport</p>	<ul style="list-style-type: none"> <li>Pupils will continue to compete in SSP arranged competition</li> <li>Pupils compete in local leagues with the possibility of progressing to regional and national competition</li> <li>Pupils compete in Nebula competitions and festivals in partnership with Norwich City Community Sports Foundation</li> <li>Intra-school house matches and sports day focus on inclusion and enjoyment</li> </ul>	<p>£3 007</p> <p><i>Costs are related to subscriptions; transport; supply costs covering attending staff; hiring of venue and provision of referees/coaches.</i></p>
<b>Support for residential and non-residential trips</b>	<ul style="list-style-type: none"> <li>Support for pupils in Yr.6 attending a non-residential course in sailing, kayaking, canoeing, paddle-boarding and raft building</li> <li>Support for pupils in other year groups attending residential trips which include activities such as climbing, archery, high ropes, cycling, problem solving and team tasks</li> </ul>	<p>2. Increasing engagement of all pupils in regular physical activity and sport</p> <p>4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils</p>	<ul style="list-style-type: none"> <li>These experiences will raise confidence levels for pupils when attempting new activities and achieving when challenged</li> <li>Exposure to a broad range of activities increases the chances of high percentages of pupils continuing some form of physical activity into adulthood</li> <li>Raised self-esteem, aspiration, self-awareness, ability to work as part of a team and self-confidence are all life-skills</li> </ul>	<p>£500</p> <p><i>Costs are related to transport. This keeps parental contribution down and increases accessibility for all pupils.</i></p>

<b>Provision of after-school dance club</b>	<ul style="list-style-type: none"> <li>Pupils can access high quality dance teaching</li> </ul>	2. Increasing engagement of all pupils in regular physical activity and sport	<ul style="list-style-type: none"> <li>Pupils across the school have the opportunity to build on skills learned within the curriculum and raise their level of performance</li> </ul>	£1 755
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## PHYSICAL EDUCATION & SPORT PREMIUM

### IMPACT STATEMENT YEAR

ACTION	IMPACT	COMMENTS
Swimming	<p>85% of pupils swam competently, confidently and proficiently over 25m.</p> <p>70% of pupils used a range of strokes effectively</p> <p>85% of pupils performed safe self-rescue</p>	
<p>Maintenance, insurance and driving of minibus</p> <p>Access to competition</p> <p>Affiliations</p>	<p><b>Key indicators 2,4,5</b></p> <p>Pupils were able to attend multiple events improving their access to a range of physical activity and a variety of competition.</p>	<p>Pupils had access to cross country; korfbal; football; tag-rugby; indoor athletics; athletics and cricket, across the key stage. This included festivals for pupils who would otherwise not be selected to represent the school.</p>
Extending dance provision	<p><b>Key indicator 2</b></p> <p>Pupils were able to improve their skill level having access to a professional dance teacher</p>	
Employment of Apprentices	<p><b>Key indicators 1,2,3,4,5</b></p> <p>P.E. apprentices:</p> <ul style="list-style-type: none"> <li>raise the profile of physical education and sport throughout the school by acting as role models</li> <li>they provide support during lessons to teachers teaching physical education</li> </ul>	<p>As their own skill level increases from working alongside specialists, apprentices are able to disseminate knowledge to other staff who they work alongside.</p>

	<p>which raises pupil standards</p> <ul style="list-style-type: none"> <li>• provision is increased through lunchtime and after school provision</li> <li>• access to competition improves as pressures on staffing are reduced</li> </ul>	
Support to introduce the game of dodgeball	Introduction of new sport: pupils were able to compete at local level and progress to a regional final	The profile of physical education within school has been significantly raised by pupils representing OCJS at a regional final outside the County
Support for residential and non-residential courses	<p><b>Key indicators 3,4</b></p> <p>Pupils accessed a high level of challenge through learning new skills such as climbing, canoeing, kayaking, sailing, archery, high ropes, team tasks.</p> <p>Raised self-esteem, aspiration, self-confidence, awareness of self and the ability to work as a team were</p>	These skills are transferable and transition to High School for Yr.6 was very successful.