

Priory Catholic Primary School – Sports Premium Funding 2024-2025

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| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
| Throughout the year, all children have made good progress within different disciplines of sport. Every child at the school has participated in a wide variety of sporting activities, within timetabled school lessons and within extra-curricular clubs. The school has invested in numerous pieces of equipment and facilities which has allowed all children to work within a safe and stimulating environment. The school has invested in different schemes to ensure that all children participate daily in exercise and the results have been noticeable.   * High quality PE lessons have been taught, increasing staff knowledge and confidence in specific areas of PE. * Children have been assessed as physically fit and active. * Assessments have been conducted at the start and end of the year and these show improvement in the children to achieve key tasks, leading to greater skill and control in all sports. * KS1 children’s fine motor skills have improved, leading to better concentration in lessons and improved handwriting. * Pupils are more active in PE lessons - take part without stopping to rest. * Standards have been achieved in PE NC. * Attitudes to learning improved in KS2 classes - better concentration in lessons (particularly after the Golden Mile or other schemes we run). * Use of all equipment within the school has ensured that playtimes have been enriching and enjoyable – leading to better behaviour across the school. * After school Clubs led to increased participation in sport across the school. * A greater number of children are engaged in different sports clubs and activities both in and outside school. Less active pupils are involved in a sport/club they enjoy. Noncompetitive sports are being enjoyed by a range of pupils in school. * Children have the opportunity to be active outside teaching hours. A large number of children attend these clubs and this number has been increasing over the year. | * An increase in CPD opportunities for the whole school. * Improve participation in extracurricular sporting clubs, across all years. * Ensure that all children travel to school in a healthy/ environmentally friendly manner – thus increasing physical activity and helping towards building a green school. * Further develop positive playtimes and the range of activities the children participate in, giving them opportunities to organize and lead. * Develop the knowledge and skills of support staff regarding progression in physical development and how to improve children’s attainment in PE. * Use specialist teaching to ensure high quality learning. * PE specialists provide a wide range of equipment to excite and enthuse children. * Improve the access to large apparatus in unstructured time for Early Years and KS1 to improve their physical skills. |

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 meters when they left your primary school at the end of last academic year? | 78% |
| What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | 78% |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? | 78% |
| 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 |
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| **Academic Year:** 2024/2025 | **Total fund allocated:** £16,620 | | **Date:** September 2024 | | |
| **Key indicator 1:** The engagement of all 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 | | | | | |
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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: |

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| Support and training for teachers and TA’s in PE delivery by using Kinetic Sports (3 days per week).  PE lead to develop outdoor learning opportunities for all children. | Organised sports activities for children at lunchtimes building on the learning going on in lessons, consolidating and practicing skills.    Create a variety of outdoor activities for children to participate in during lunchtimes.  Support and CPD for teachers and TA’s.  After school clubs 3 times per week, using resources that school doesn’t have e.g. Zorbs and street skates.  Improved participation in after school clubs for all year groups.  Playtime leaders undergo specific training delivered to ensure that they can help MTA’s deliver enjoyable lunchtime games.  Children will have to apply for a play leader role.  This will be sustainable through the constant training of Y5 pupil’s year-on-year. | £12, 760 | **Start of year:**   * Use an emotional intelligence questionnaire from year to year to measure the impact PE has on mental health. * Is there a noticeable improvement in the children’s mental wellbeing? * Book Kinetic Sports. * Good attendance for all groups in after school clubs. * More physically able children. * Data to be compared to last year, good development of skills. * Train Year 5 children to lead sessions during lunchtimes.   These children can then train and upskill the following years cohort – this will then ensure that many children will become play leaders when in Years 3, 4 or 5, thus providing sustained progress.   * Continue to engage children in physical activity outside of organised PE lessons, after school clubs and organised sports. | **Mid-Term Review:**   * At least **40% of pupils** have participated in at least one after-school club per term. * Increased daily activity recorded and more efficient playtime rotas in place. * Initial surveys show improved attitudes towards PE and activity. Kinetic surveys. | **End of year review:**   **Engagement & Participation**   * **85–90% of pupils** regularly engaged in extracurricular sport, including previously less active groups. * Every year group represented in at least one inter-school or intra-school sporting competition.    **Staff Confidence & CPD**   * All staff demonstrate secure delivery of PE lessons without reliance on external coaches. * PE lead monitoring shows consistency in planning, delivery, and assessment of PE across the school. |

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| **Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | | |
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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: | |
| Recognise and celebrate achievement and effort in sports/PE both in-school and outside of school.  Develop lunchtime play leaders.  Children in EYFS to have access to a greater range of resources that supports their physical development and encourages regular physical activity.  Community sporting charity events, supporting school Gospel Values.  Offer after school clubs for no cost to parents (Good Childhood report). | Different classes to do dance/gymnastics displays as part of celebration of learning events  Certificates, trophies and medals to recognise achievement.  Y5 pupils to be trained as play leaders for 24-25  Purchase of equipment to encourage and develop gross and fine motor skills.  Rudolph Run - December 2024.  Increase diversity of sporting clubs offered to increase student participation and development of skills across the curriculum.  Continue to offer clubs for free, so that children don’t miss out because of the cost of living crisis. | £880 | * Emotional intelligence tests to be conducted to measure children’s enjoyment of sporting activities. * Achievements celebrated and the profile of physical activity improved. * Children working with other classes to support and encourage physical activity. * Increased confidence in children who are play leaders. * Purchase further equipment e.g. bikes to support gross motor development. Continue to add PE activities to the Continuous Provision within the EYFS curriculum. * Children participate in physical activity to raise money to support local charities. * What has been the impact on learning following extra provision at lunchtime? * Continue offering a variety of free after school clubs with Kinetic Sports.   Improve participation numbers going forward. Ensuring financial implications do not impact ability to attend. |  Year 5 play leaders have been trained and are successfully running structured lunchtime games.   Lunchtime incidents and behaviour concerns reduced compared to Autumn term.   * Children are accessing new equipment at breaktimes which is increasing physical activity. * Money raised for charity through Rudolph run. Promoting physical activity. |  **Leadership & Playtimes**   * Play leader programme embedded, with Year 5 pupils mentoring younger peers. * Playtimes consistently active, with a wide variety of games recorded. * Pupil voice surveys show over **80% of children** enjoy playtime activities.    **Swimming**   * By the end of Year 6, at least **80% of pupils** meet national curriculum swimming requirements (25m, range of strokes, safe self-rescue).    **Whole School Impact**   * Evidence of improved concentration and behaviour in lessons following physical activity initiatives. * Emotional intelligence questionnaires show improved resilience, confidence, and wellbeing compared to baseline. * PE and sport celebrated in assemblies, newsletters, and community events, raising the profile of physical activity across the school. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | | |
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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: | |
| PE lead will monitor the delivery of PE working closely with Kinetic Sports.  Active lunches to be further embedded and enhanced by MTA lead through ongoing  support, training and guidance for MTAs and Play leaders.  PE lead to provide support and CPD to staff including. | Release time for PE lead    Continue to develop Active lunches maintaining its new high profile through display in the hall.  Advertise, interview and appoint play leaders for 2024-2025  Develop staff expertise in delivering quality PE. | 3 x 0.5 days for termly monitoring and working alongside teachers. £300 | * PE lead to monitor the impact of Kinetic Sports with LD. * PE lead to observe sessions being taught. * Further displays in KS1 and KS2 areas, to show play leaders and planning. * JH to appoint new play leaders within the first six weeks of the Autumn Term. * Further training for MTAs. * MTA packs to be produced. * Pupil conferencing. * Tracking of assessment data across all groups. * Monitor clubs attended outside of school. * Make sure clubs are accessible to all children. * PE lead to identify any further support needed by staff. | All teacher have attended at least one CPD session or been delivered something by PE lead, feeding back.   * Lesson observations by TA as CPD has shown that staff are learning new skills and embedding skills learned from Kinetic Sports support. |  |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | | |
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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: | |
| Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Focus particularly on those pupils who do not take up additional PE and Sport opportunities.  Promote the use of cycling/scooting to school. | Kinetic Sport to offer lunchtime and after school activities.  Ongoing update of resources/kit.  Use of School Cycle/scooter Shelter. Advertise the initiative to encourage riding/scooting to school.  Erection of the bike shed.  Hall gym equipment condemned summer 2022. Professionals into school to fix benches, table and large wall equipment. | £300  £780 | * Kinetic Sport to run a range of after school clubs. * Review resources and order any that need replacing or updating.      * Survey to show more children are using the bike/scooter to travel to school. * Safe well equipment. * January 2025- equipment now safe and children able to participate safely in gymnastics sessions using the equipment. | * Year 5 play leaders have been trained and are successfully running structured lunchtime games. * Lunchtime incidents and behaviour concerns reduced compared to Autumn term.   Year 5/6 swimming cohort: at least **50% of pupils** can swim 25m by mid-year assessment. |  |
| **Key indicator 5:** Increased participation in competitive sport | | | | | |
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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: | |
| Engage more children in after school and lunchtime sport activities  Sports Day awards  School football team | PE lead to work with Kinetic Sports to devise a schedule of activities.  To recognise children’s achievements in sporting events  New football kit to be purchased. | £200  £200 | * Increased number of children participating in AS clubs. * Children across school participating in football club. * Create a schedule for clubs. * Variety of after school clubs on offer. * Raise the profile of the school and children take part in competitive sport. |  |  |
| **Key indicator 6:** Additional Swimming | | | | | |
| **School focus with clarity on intended**  **impact on pupils:** | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: | |
| Supplement the cost of swimming for Years 2,3,4 5 and 6.  Additional coach for years 5 and 6.  All remaining non-swimmers achieve 25 meters thus meeting the statutory requirements of the national curriculum for PE. | Year 5/6 children to swim in the Autumn 2 Term.  Years 2/3/4 to swim in Spring 2.  Due to the cost of living crisis impacting families, school to supplement the cost, so that all children can participate.  Additional support required for children following the impact of Covid on ability to participate in swimming lessons.  To increase students swimming skills and confidence due to lockdown.  To utilise the coach based at the swimming pool to work alongside teachers.  Engage coaches at the pool for KS1 children. | £800 - KS2 | * All children from Y2 to Y6 have swimming lessons for one half term each year. This ensures that they can build on their skills and on their confidence in water from year to year so that by Year 6 the vast majority reach the expected threshold. * Additional coaches put in place to support additional needs and children lacking in water confidence. | Year 5/6 swimming cohort: at least **50% of pupils** can swim 25m by mid-year assessment. |  |