

Primary PE & Sport Premium Funding



ST JOSEPH'S
CATHOLIC PRIMARY SCHOOL

2024/25



Review of last year (2023-24)

What went well?

How do you know?

What didn't go well?

How do you know?



<p>Sports Leaders ran lunch and after school clubs providing more opportunities for children.</p> <p>Active Calendars engaged with across the school.</p> <p>Sport was used as a driver for charity support.</p> <p>Sports Leaders were strong and effective, improving the provision of Sport within the school.</p> <p>Variety of Sporting Activities allowed for a range of physical activity to take place.</p> <p>Children offered Sport Clothing Refreshers to create a sense of identity when participating in school competitions.</p> <p>Links with other schools created to allow for more opportunity for competitions.</p> <p>Children had the opportunity to take</p>	<p>Sports Leaders ran a dinner time table tennis club, a dinner time dodgeball club and an after school multi-skills club for KS1.</p> <p>Sports Leaders made class teachers and pupils aware of the Active Calendars.</p> <p>Achieved NPCAT Platinum Award.</p> <p>Variety of clubs offered throughout the year.</p> <p>St. Joseph's sports tops were purchased in a range of sizes for the whole school to wear when competing.</p> <p>Hosted an orienteering afternoon with St. Hedda's.</p> <p>The Sports Leaders hosted House</p>	<p>Marking of courts on playground surface and corresponding equipment (e.g. netball posts) to facilitate and develop provision for invasion games and teaching of PE curriculum.</p> <p>Training provided for the creation of Sports Leaders (pupils from Years 5 and 6). These Sports Leaders will then lead pupils from Reception – Year 6 through different clubs and activities throughout the year.</p> <p>After school clubs are provided to keep pupils active outside of school.</p>	<p>Due to funding and time the playground lines were unable to go ahead. However, this is a priority for 24/25.</p> <p>Sports Leaders proceeded successfully with help from Sports Lead, however did not receive designated sports leaders training.</p> <p>Clubs were provided, however attendance was poor. Look at different sports and different providers.</p>
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part in a range of competitions.

Pupils are aware of how to live a healthy lifestyle, including healthy eating and physical fitness.

competitions for the school. Pupils also attended sporting competitions, including the NPCAT Track and Field event.

School visited farms, estates and Peacock and Binnington (agriculture site) to learn about healthy unprocessed food and how it provides a healthy balanced diet.



Intended Actions (2024-25)

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> ● Marking of courts on playground surface and corresponding equipment (e.g. netball posts) to facilitate and develop provision for invasion games and teaching of PE curriculum. ● Continue to develop Teaching and Learning slides and provide support for teachers to use these in their teaching. Allow CPD to discuss task design and ideas to ensure children’s knowledge and vocabulary is strengthened. ● Ensure, through relevant and ongoing CPD, staff continue to deliver high quality PE lessons. 	<ul style="list-style-type: none"> ● Subject lead to contact local Lines and Marking businesses to mark out a new netball court and other playground activities. This will lead to St. Joseph’s being able to host invasion matches e.g. netball and football. Also, pupils to be more active at break times. ● NPCAT Teaching and Learning Model used consistently across school. ● CPD to be planned in Spring Term to provide updates around using the Teaching and Learning Model in PE. From this, offer support sessions where teachers can visit to receive support with their planning, specifically PE slides. Utilise support from NPCAT (Jade Richardson & Clare Harding) to provide further support for teachers to ensure children are receiving high quality PE. In Spring & Summer term, Pupil voice and monitoring to be completed. Create a shared drive where teachers can share Good Practice of Teaching Slides where strategies for promoting Teaching & Learning have been used.
<ul style="list-style-type: none"> ● Incorporate a focus on assessment in PE, using staff meeting time to provide teachers with support on how to do this effectively. Introduce the PE Passport Updates using ‘Know, Show, Grow’ as learning objectives and a tool to assess children in all areas of PE. 	<ul style="list-style-type: none"> ● Staff meeting to be planned in Autumn Term to explain how to assess children using the PE Passport and ‘Know, Show, Grow’ objectives. Support Drop-in Sessions to be offered termly.



<ul style="list-style-type: none"> ● Review assessment practices and further develop peer and self feedback including through the use of technology. ● Provide opportunities for the children to self and peer assess. 	<ul style="list-style-type: none"> ● Staff readily use technology to support their teacher judgements for assessment. ● Children know what they need to improve and are given sufficient time to action this.
<ul style="list-style-type: none"> ● Ensure PE and sport continues to be a priority in school. The profile of this is high throughout. Children's accomplishments with PE & Physical activity both in school and out of school will be celebrated. ● Parental engagement to encourage healthy lifestyle choices through social media communication and sponsored charity events. ● Achieve Gold in the NPCAT Sport Trust Mark. 	<ul style="list-style-type: none"> ● Sporting achievements continue to be celebrated during assemblies. ● Ensure a variety of posts are shared on social media from all classes. ● We will use sport as a driver for the whole school community and Charity. Link sport to the Catholic Ethos of the school as a tool to raise money and support local charities. ● Work with Primary Strategic Lead for PE and Sport and Primary PE Lead Practitioner to secure GOLD in 2024/25.
<ul style="list-style-type: none"> ● Develop and establish sports leaders in order for them to achieve Bronze, Silver, Gold, Platinum and Diamond on the NPCAT Leadership Passport. Training provided for the creation of Sports Leaders (pupils from Years 5 and 6). These Sports Leaders will then lead pupils from Reception – Year 6 through different clubs and activities throughout the year. ● Develop a whole school approach to staying active including the use of the NPCAT monthly Active Calendars and other curricular/extracurricular opportunities. 	<ul style="list-style-type: none"> ● Use of sports leaders to further enhance opportunities for physical activity throughout school including break and lunch times. Subject leader to support and encourage this throughout the year. ● Participation in additional whole school experiences including the Active Calendar, Daily Mile, Bike2school etc.
<ul style="list-style-type: none"> ● Whole school sports week to be arranged for the summer term (16-22nd June) offering a wide range of physical activity opportunities. 	<ul style="list-style-type: none"> ● Plan for Summer 2025 taking into account pupil and staff preferences/interests. Use Sports Leaders to assist with the organisation and delivery. Focus on introducing local sporting clubs, making links for pupils to also participate outside of school.



<ul style="list-style-type: none"> • Opportunities for all children (including SEND and PP) to attend a range of sporting events. • Children offered the opportunity to be involved in different activities including those organised with NPCAT sport partnership. • Provide opportunities for children to access sporting events in the local community (Pickering Cricket Club, Malton and Norton RUFC, Thornton Dale Football etc). 	<ul style="list-style-type: none"> • Attending NPCAT participation events as well as competitive. Also, attend local LLs (Lady Lumley's Secondary) SEND events. • Attend termly NPCAT events as well as host/attend local competitions e.g. Tag-rugby, Dodgeball, Track and Field Athletics. • Contact local sports club to attend school to talk about their club or host a taster session, in the hope of pupils attending local sporting clubs e.g. Pickering Cricket Club.
<ul style="list-style-type: none"> • Sports leaders to be proactive in organising and running a wide range of inter and intra sporting competitions. • Ensure that there is a refocus on JOSEPH. Children will become confident in naming the values linked to JOSEPH and can articulate why they are important to PE & School Sport. These values will be celebrated within PE Lessons. 	<ul style="list-style-type: none"> • Sports Leaders will host numerous competition for other classes within the school as well as with other local/NPCAT schools e.g. Dodgeball match with St. Heddas and a KS2 House Dodgeball Tournament. • Joyful • Overcome • Sportsmanship • Equality • Participation • Healthy • Children develop a knowledge and understanding of JOSEPH, what that means and how they can show it through PE and School Sport. They will understand how this can transfer across subjects and into their whole lives. The Active Achiever Award will be celebrated each week with a child who has shown an area of JOSEPH.

Expected Impact and Sustainability (2024-25)



What impact/sustainability are you expecting?	How will you know? What evidence will you have?
Intent	Implementation
<p>All staff to become confident in using the Teaching and Learning Model in Pe (particularly the PE slides). PE slides will be uploaded to the PE shared folder on the drive, to enable staff to share ideas with one another. From this the pupils will be able to retrieve previous skills/knowledge and vocabulary.</p>	<p>Staff meetings will be hosted regarding the Teaching and Learning Model. The shared drive will have a bank of PE slides. Lessons will be monitored by PE lead and C Harding.</p>
<p>Teachers become more confident to assess pupils accurately using the PE Passport Assessment (Know, Show & Grow). Pupils who need targeted help will be evident from this.</p>	<p>PE Passport to record all assessments from Autumn 1. Pictures as evidence throughout, to support assessment.</p>
<p>Pupils acknowledge the JOSEPH values and how they impact PESS. They should demonstrate these values within PE lessons. Celebrating JOSEPH will enable all pupils to celebrate their successes both in and out of school.</p>	<p>Active Achiever Award- Motty JOSEPH values to be displayed throughout the school.</p>
<p>Success both in and out of school regarding PESS will be celebrated and shared with peers and family members.</p>	<p>Facebook Posts- Achievement Assembly celebrating the weekly Active Achiever.</p>



<p>All pupils in the school are given the opportunity to demonstrate their skills learnt in a level of competition.</p>	<p>Sports Leaders to run competitions for KS1 & KS2 pupils (including EYFS). NPCAT competition and participation events.</p>
<p>Pupils experience new sports from the local area. Pupils will be made aware of their local community and what it offers in the sporting world.</p>	<p>Sports week, local teams/ clubs will be contacted to offer talks/taster sessions.</p>
<p>Sports Leaders will become confident to deliver and lead sporting events and clubs, which will support the pupils PE learning. They will be able to support future Sports Leaders and set an excellent example. Year 5 Sports Leaders will support the new leaders when they enter Year 6.</p>	<p>NPCAT Sports Leaders training and criterias will be completed and met. Sports Leaders will take an active role at the end of each year in the selection process of future leaders.</p>

Actual Impact and Sustainability (2024-25)

What **impact/sustainability** have you seen?

What **evidence** do you have?



<p>Teachers have become more confident in the teaching & learning model and have continued to improve the quality of PE teaching and learning throughout school.</p>	<ul style="list-style-type: none"> ● Learning walks <ul style="list-style-type: none"> ● Pupil voice ● Assessment (PE Passport) ● Trust QA Visit
<p>Through working with NPCAT Sport, teachers are now better equipped to assess and track pupils' progress with greater accuracy, enabling them to identify gaps, inform planning, and tailor teaching to meet individual needs. As a consequence the school makes sure that learning is skillfully and successfully adapted to meet the needs of individual pupils who are grouped accordingly. This has led to improved pupil outcomes and deeper knowledge retention which is measured through their KNOW, SHOW and GROW.</p>	<ul style="list-style-type: none"> ● PE passport ● Learning walk ● Pupil voice ● Trust QA Visit
<p>High-quality teaching and learning in PE, alongside pupil outcomes, has positioned sport and physical activity as a powerful driver for whole-school improvement. As a result, children benefit not only physically, but also socially, emotionally, and academically. Increased engagement in PE has led to improved behaviour, stronger resilience, better teamwork and communication skills, and enhanced concentration in the classroom. By valuing physical activity as a core element of the school culture, pupils are more motivated, confident, and better equipped to succeed across all areas of their education.</p>	<p>Gold NPCAT Trust Mark</p> <ul style="list-style-type: none"> ● Platinum NPCAT Trust Mark ● Learning walk ● Pupil voice ● Trust QA Visit
<p>Sports Leaders play an active and prominent role in promoting sport and physical activity across the school. Their involvement empowers pupils to take ownership of their school's physical activity culture, fostering leadership, responsibility, and confidence. The impact is seen in increased participation, improved peer relationships, and a more inclusive, supportive environment for all children. By embedding pupil leadership into the fabric of school life, this model ensures long-term sustainability—creating a legacy of active role models who inspire and mentor future cohorts year after year.</p>	<ul style="list-style-type: none"> ● Secured Bronze, Silver, Gold, Platinum and the new Diamond Level on the NPCAT Sport Leadership Passport ● Pupil voice ● Trust QA Visit



	<ul style="list-style-type: none"> ● Active calendar (Outstanding October)
<p>All pupils are provided with opportunities to experience high-quality school sport, ensuring inclusive access regardless of ability, background, or experience. This approach has a significant impact on pupils' physical health, self-esteem, and sense of belonging. It also nurtures key life skills such as teamwork, perseverance, and fair play. By embedding a culture where sport is valued and accessible to all, we are laying the foundations for lifelong engagement in physical activity.</p> <p>For example, England rugby training in York, cricket at Headingley , Rydale skate school, tennis at Whitby School, multi skills festival at St. Mary's school, goal ball and orienteering with St. Hedda's, hosted a transition event for local primary schools (orienteering), Gulliver'sValley residential (grass sledging, team building, archery etc), NPCAT Rugby at Acklam, NPCAT Dodgeball and NPCAT Athletics.</p>	<ul style="list-style-type: none"> ● Continued to participate in NPCAT sport competitions and events. ● Links in the local community <ul style="list-style-type: none"> ● Extra - curricular clubs <ul style="list-style-type: none"> ● pupil voice ● social media ● Trust QA Visit
<p>Children have continued to develop a love and excitement for PE lessons along with a better understanding of rules/vocabulary and key skills required in different sports.</p>	<ul style="list-style-type: none"> ● Children have performed better at competitions showing that they have developed a deeper understanding of some sports. ● Children were engaged to love PE through witnessing athletes, engaging in <ul style="list-style-type: none"> ● sports week and enjoyed after school clubs/sports coaches. ● Well structured and planned lessons to develop knowledge and understanding.



<p>Children have felt a sense of success for their achievements.</p>	<ul style="list-style-type: none"> • Year 6 children attended sports awards. • Success at competitions has been promoted, particularly on social media. • Sport success is celebrated in assemblies and on social media, also an active achiever award is given out weekly.
<p>Children have had the opportunity to improve oracy in PE lessons.</p>	<ul style="list-style-type: none"> • PE vocabulary explicitly taught. <ul style="list-style-type: none"> • STEM sentences provided. • Opportunities to hear teacher modelling oracy.

Swimming Data (2024-25)

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

Question	Stats	Further context relative to local challenges
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>58.1%</p>	<p>There are only 12 pupils in the cohort, two with EHCP's and three pupils on</p>



		the SEN register.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50%	There are only 12 pupils in the cohort, two with EHCP's and three pupils on the SEN register.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	41.5%	There are only 12 pupils in the cohort, two with EHCP's and three pupils on the SEN register.
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?	NO	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	NO	

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PE Lead:	J. Scarth
Governor:	s. Watkins
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