

# Primary PE & Sport Premium Funding



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>Lesson observations and drop ins took place and support given where needed to ensure the whole school approach remained consistent.</p> <p>P.E Passport has continued to be embedded and used by all staff members, including teaching assistants. Staff use P.E Passport for lesson planning and are beginning to use it to assess the children.</p> <p>All classes received 2 hours of PE each week and have a number of other opportunities to be active during the day (Active lessons)</p>	<p>Staff are more confident in their ability to deliver and assess PE lessons. Children are more competent and physically literate.</p> <p>Use of P.E Passport has enabled staff to deliver a sequence of lessons which are cumulative, connected and coherent, building upon children's strengths.</p> <p>Children have developed a greater understanding of rules, tactics and individual sporting knowledge along with becoming general fitter and healthier.</p>	<p>No team success at sporting events</p>	<p>Throughout the year we attended numerous competitions and just fell short of finishing in a medal position.</p>



<p>Sports Leaders</p>	<p>Reached Silver Award more organised activities on the yard at all break times. More in house competitions. Continued use of challenges and enhanced active children throughout the school day. Sports Leaders encouraged teachers to use active calendar in classrooms/yards as movement breaks.</p> <p>Younger children asked to help and shown an interest in leadership: a number of children from Key Stage 1 have already asked when they can be Sports Leaders.</p>		
<p>Year 5 Residential to Peat Rigg to experience OAA.</p>	<p>Increased aspiration and resilience, self-esteem and willingness to try new challenges from the children. Increased ability to collaborate: children worked as a team to achieve a shared goal.</p>		



<p>Teaching and Learning</p> <p>Children continue to enjoy and look forward to PE lessons, their leadership and communication skills have improved too.</p> <p>Wide range of extra-curricular/enrichment activities.</p>	<p>Further CPD on the effective implementation of the Teaching &amp; Learning model has enhanced attainment and performance within PE.</p> <p>Regular CPD sessions delivered by the PE lead/trust lead for sport and PE has developed staff's confidence in delivering quality first teaching and the use of PE Passport for assessment along with regular pupil voice. Children's leadership and communication skills have led to a high impact of activities during lunch time.</p> <p>After school clubs have been well attending this year with a wide variety of clubs being offered so that all children from all year groups can access a club. Resulting in 76% of children (Y1 – Y6) attended an after school during 2023-2024. 81% of the children with a Special educational need and 72% of disadvantaged</p>		
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<p>Participation in Sporting Events.</p>	<p>(pupil premium) children attended a club during 2023-24.</p> <p>Children showed skills of leadership and teamwork. They developed their communication skills through interacting with others: building strong relationships as a team.</p>		
<p>Whole School Sports Day</p>	<p>Sports day served as a vibrant showcase of the joy and exhilaration that comes from physical activity. It was an opportunity for the children to reflect on their personal achievements and growth over the year and to further develop their social skills and strengthen relationships</p>		
<p>Engagement of Physical Activity across School through the use of active Breakfast and lunch time clubs with our sports leaders.</p>	<p>Children have been able to develop their core skills, including communication, problem solving, team work, perseverance and resilience. Children achieved their Silver Award through the NPCAT Sports Leaders Passport.</p>		



<p>Year 5 residential to experience OAA.</p>	<p>All children accessed a residential which led to high activity levels, team building, resilience and team work.</p>		
<p>Inflatable Fun Day</p>	<p>Inflatable's day created an environment that promoted a positive association with physical activity and feelings of connectedness and belonging in the children resulting in increased participation for all year groups.</p>		
<p>Out of school sporting achievement</p>	<p>Through the use on improved PE lessons and engagement within sport children have taken their talents to local sports clubs and have also seen success</p> <p>School Drivers 'ARC' linked to Sports Superstar Award and linked to ARC focus. ARC-er of the week is awarded home tickets to an MFC game</p>		
<p>House Competitions/Feast Days</p>	<p>All children have been introduced to numerous sports this year which they may not be able to take part in outside of school due to personal</p>		



<p>Outside Sport links</p>	<p>restrictions. This has resulted in all children experienced what it feels like to represent their own team with pride, passion – embodying our school values.</p> <p>This has really enhanced our children's sporting performance and understanding further but has also allowed for children to engage in all types of sports whether they want to compete at a team level or just participate.</p>		
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## Intended Actions (2024-25)

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Continue to ensure all children have the opportunity to be active each day.</p> <p>To have greater academic attainment/outcomes.</p>	<p>Increase opportunities for children to participate in active lessons, active calendar etc</p> <p>Use sport and physical activity to help with greater academic performance. Research tells us that the more active one is, the more information you are able to retain.</p>
<p>Sports Leaders to achieve gold award.</p> <p>Sports Leaders to run an after-school club assisted by PE Lead.</p>	<p>Weekly meetings held with PE lead. Opportunities to work with other sports leaders across NPCAT to help create and share ideas.</p> <p>Sports Leaders to do a questionnaire to see what club children would like to attend.</p>
<p>Maintain outdoor play equipment and a full order of new curriculum equipment to ensure children stay physically active during breaks.</p>	<p>A range of clubs for year groups Rec - 6 will continue through the year and more opportunities for playground Leaders to help deliver lunchtime activities will be developed.</p>



<p>To celebrate sporting achievements outside of school.</p>	<p>To showcase these achievements through social media and within assemblies. PE lead and digital leaders to continue with this and to develop match reports for social media. Using the #PiusPEProud</p>
<p>Year 5 residential to experience OAA.</p>	<p>All children in Y5 will have the opportunity to access a residential which will lead to high activity levels, team building, along with our school ARC values of aspiration, resilience and collaboration.</p>
<p>Continue to develop links with outside clubs and organisations.</p>	<p>Liaise with NPCAT re: available high-quality provision for both extra-curricular clubs and sports week events. Invite local clubs and sports providers into school which will create a pathway for children to access sport outside of school.</p>



## Expected Impact and Sustainability (2024-25)

What <b>impact/sustainability</b> are you expecting?	How will you know? What <b>evidence</b> will you have?
Intent	Implementation
<p>Learning walks and drop ins to take place and support given where needed to ensure the whole school approach remains consistent.</p>	<p>Whole Staff CPD to further develop confidence in applying the responsive teaching model to PE lessons: PE has parity to other taught subjects.</p> <p>With new staffing appointments and changes to staff deployment in mind, continue to develop the use of power points to review and retrieve previous learning.</p>
<p>Staff to receive CPD on any areas identified through the year - NPCAT Sports Partnership to support.</p>	<p>To continue to work alongside NPCAT and P.E coordinator to recognise staff's individual strengths and weaknesses and deliver CPD.</p> <p>With new staffing appointments and changes to staff deployment in mind, use of P.E Passport will enable staff to deliver a sequence of lessons building upon children's strengths.</p>
<p>Best practice to be shared with staff using the NPCAT teaching and learning model.</p>	<p>With new staffing appointments and changes to staff deployment in mind, further refine the use of power points to review previous learning will allow staff to embed previous learning. This practice will allow pupils to remember and retrieve substantive knowledge and use their disciplinary knowledge to explain and articulate what they know.</p> <p>With new staffing appointments and changes to staff deployment in mind, continue regular CPD sessions to be delivered by the PE lead will develop staff's</p>



	<p>confidence in delivering quality first teaching and the use of PE Passport for assessment along with regular pupil voice assessments.</p> <p>Children to use self-assessment tool on PE Passport to allow children to evaluate their own learning.</p>
<p>Continued involvement in trust wide partnership NPCAT Sport. All children across school will be given the opportunity to take part in competitions and festivals including four school feast days.</p>	<p>Children will continue to become more physically active which will lead to improved outcomes in PE.</p> <p>Staff and trust to continue to work in partnership to raise activity levels which leads to improved outcomes.</p> <p>All children by the end of the year will have represented their school team or house team in a sporting activity.</p>
<p>Top up swimming sessions for children in Year 6 and Year 5 who did not achieve the required standard.</p>	<p>All children in year 5 and 6 will have the opportunity to achieve their 25metres along with a top up block if required.</p>



## Actual Impact and Sustainability (2024-25)

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
<p>Learning walks and drop ins have taken place and support given where needed to ensure the whole school approach remains consistent.</p>	<p>High quality PE. Numerous successes at sporting events. Good level of vocabulary collated from pupil voice.</p>
<p>Top up swimming has been a success.</p>	<p>Progress of children during swimming sessions</p>
<p>Best practice has been consistently shared with staff using the NPCAT teaching and learning model.</p>	<p>Through the use of the NPCAT teaching and Learning model PE lessons have really developed and children have become even more engaged. Sparking more excitement, interest and the want to be the best they can be in everything they do.</p>
<p>Became more physically active as a school, high development in sports leaders.</p>	<p>Each child/class has taken part in the NPCAT fitness calendar daily, lessons have become more active leading to greater fitness levels. Sports Leaders have achieved platinum level due to their continuous hard work and effort at delivering more active games/areas during lunch and break times. This has also led to great success at sporting events inside and outside of school.</p>



## 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
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	90.32%	There was a child who had broken limbs during our swimming sessions and the rest of children who had EHCP's found entering water a big challenge at first but did enter the water each day did become more confident within water.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90.32%	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90.32%	
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/NO	We used a block of swimming as a 'catch up block.' This block was for any children who did not meet the target of 25m within their first block and for under active children which helped improve their activity levels and gave them greater confidence within water.



Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?

YES/NO

We use a swimming company who do all their own inhouse CPD to meet with national swimming standards and regulations.

<b>Head of School:</b>	N Bennett
<b>PE Lead:</b>	T Burke
<b>Governor:</b>	V White
<b>Date:</b>	17.7.25