

# Our Lady and St Patrick's Catholic Primary School Sports Premium Funding 2024-2025



## Key achievements to date:

The pupils continued to make good progress within all aspects of PE. Specialist provision ensured all children were exposed to a wide range of different sport disciplines. This led to some pupils enquiring about outside sporting clubs to join

- High quality PE lessons have been taught, increasing staff knowledge and confidence in specific areas of PE.
- CPD session for PE lead and all teachers to support planning and delivery of PE provided by a sports coach
- An increase in participation in less active children.
- 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, supported by team teaching.
- Use of all equipment within the school has ensured that playtimes have been enriching and enjoyable – leading to better behaviour across the school.
- The breadth of sporting activities has increased for all year groups.
- 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.
- Pupils have developed fundamental movement skills
- They have become increasingly competent and confident and accessed a broad range of opportunities to extend their agility, balance, and coordination, both individually and with others.
- They have been able to engage in competitive (against both themselves and others) and co-operative physical activities, in a range of increasingly challenging situations.
- School policy ensures the children follow a healthy balanced way of living. This is echoed across the school.
- Improved conditions for play and sporting area on the grounds.
- Sporting weeks added to school calendar to promote enjoyment of physical activity.
- Sports Day revamped to improve more competitive sports.
- After school clubs' participation increased.
- Play leaders trained to support positive play at lunchtimes.

## Areas for further improvement and baseline evidence of need:

- The school needs to continue to make investments to improve playtimes and make them more active and enjoyable, further developing the role of young play leaders and of supervising staff.
- An increase in CPD opportunities for the whole school. To ensure that all class teachers receive focused support in areas they need, in a non-school setting.
- Offer a wider range of sporting clubs for children to join and compete with.
- Improve participation in extracurricular sporting clubs.
- Encourage children to travel to school in a healthy/ environmentally friendly manner – thus increasing physical activity and helping towards building a green school.
- Create an even greater variety of sporting festivals on offer to participate in – watersports events.
- Develop the understanding and skills of support staff regarding a balanced and healthy lifestyle.

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| <ul style="list-style-type: none"> <li>Staff roles developed to support positive play at break times.</li> </ul> | <ul style="list-style-type: none"> <li>PE lead to create a bank of resources for all staff to have access to.</li> <li>Greater participation in tournaments and festivals.</li> </ul> |
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| Total amount carried over from 2023-24   | 0  |
| Total amount allocated for 2024-25   | £17440   |
| How much (if any) do you intend to carry over from this total fund into 2023/24? | £0   |
| Total amount allocated for 2024-25   | £17440   |
| Projected spend to be spent and reported on by 31st July 2025.                   | £17440<br><br>The school acknowledge the value of sports premium and there will be some top up from the school budget. |

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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?                           | 75%                               |
| 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?                     | 75%                               |
| 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?   | 85%                               |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way? | No                                |



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|  |  |  | organised sports.<br>➤ Staff and child questionnaire. |  |
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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  |   |                              |  | Percentage of total allocation:          |
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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: |
| <p>To benefit from an extensive program of festivals, training, competitions and community events organised by the South Dartmoor Sports Partnership.</p> <p>All children to take part in an event outside of the school.</p> <p>Increase range of after school and lunchtime clubs</p> <p>SEND and talented pupils benefit from inclusive opportunities to develop physical skills.</p> <p>Develop lunchtime play leaders.</p> | <p>Subscribe to the South Devon Dartmoor Partnership</p> <p>Hire Premier Education to support the delivery of positive playtimes and development of play leaders alongside LS and NM -</p> <p>Premier Education to offer after school clubs to widen the range of sports on offer to children. Clubs to include:</p> <p>Aut 1 - Archery<br/>Aut 2 - Gymnastics<br/>Spr 1 - Curling<br/>Spr 2 - Handball<br/>Sum 1 - Bat and ball<br/>Sum 2 - athletics</p> <p>EH - Tag rugby/touch rugby/handball and athletics</p> <p>Playtime leaders undergo specific training delivered by Dartmoor School's partnership to ensure that they can help MTA's deliver enjoyable lunchtime games.</p> <p>Children will have to apply for a play leader</p> | <p>As above</p> <p>£1900</p> | <ul style="list-style-type: none"> <li>☑ Children will be inspired to take up new sports or engage further with current levels of activity.</li> <li>☑ Create inspirational role models who together, break down barriers, and foster a world of inclusion (Women's football world cup)</li> <li>☑ Physical exercise is seen as high priority at the school, beyond competitive sports.</li> <li>☑ Collection of registers to evidence participation over the year.</li> </ul> |  |

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|  | <p>role.</p> <p>This will be sustainable through the constant training of Y5 pupil's year-on-year.</p> <p>Play leader to organize applications and assign roles to children to support positive playtimes</p> |  |  |  |
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| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>   |  |  |   | Percentage of total allocation:          |
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|  |  |  |   | 10%                                      |
| School focus with clarity on intended <b>impact on pupils:</b>   | Actions to achieve:  | Funding allocated:   | Evidence and impact:  | Sustainability and suggested next steps: |
| <p>PE lead receives specific support to lead the subject area and ensure high quality activity across the school.</p> <p>PE lead will monitor the delivery of PE to ensure at least good provision working closely with other providers</p> <p>Active lunches to be further embedded and enhanced by MTA lead through ongoing support, training and guidance for MTAs and Play leaders.</p> <p>CPD training opportunities upskill staff and play leader.</p> | <p>LS to attend PE subject leader briefings held by the DSSP and Premier Education Release time for PE lead</p> <p>LS to complete Level 6 PE subject lead training</p> <p>Display board with Play Leader rota and games to be created.</p> <p>Confirm with DSSP festival and competition sports for next academic year to align with PE intent.</p> <p>Teachers to have twilights and CPD relating to taught subjects. (Dance highlighted as an area to develop)</p> <p>Continue to develop Active lunches maintaining its new high profile through display.</p> | <p>3 x 0.5 days for termly monitoring and working alongside teachers<br/>£300<br/>£1300</p> <p>DSSP as above</p> | <ul style="list-style-type: none"> <li>➤ Action plan in place</li> <li>➤ Evidence of high quality PE</li> <li>➤ PE lead is able to support other staff as needed.</li> <li>➤ Progression in PE skills is accurately tracked.</li> <li>➤ Planning uses accurate AFL to build on childrens' learning in PE</li> <li>➤ PE lead to monitor the impact of the sports partnership</li> <li>➤ PE lead to observe sessions being taught.</li> </ul> |  |

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|   |  |   | ➤ Further displays in KS1 and KS2 areas, to show play leaders and planning.   |  |
| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |  |   |   | Percentage of total allocation:          |
|   |  |   |   | 15%                                      |
| School focus with clarity on intended <b>impact on pupils:</b>  | Actions to achieve:  | Funding allocated:                          | Evidence and impact:  | Sustainability and suggested next steps: |
| <p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p> <p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p> <ul style="list-style-type: none"> <li>Children who are: less likely to access organised out-of-school activities</li> <li>more likely to experience 'unhealthy holidays' in terms of nutrition and physical health</li> <li>more likely to experience social isolation</li> <li>Are supported to attend holiday clubs through the HAF programme.</li> </ul> <p>Provide transport to ensure all children are able to access festivals, competitions and events.</p> <p>Financial barriers are removed for children to access high quality extra curricular activities</p> | <p>Undertake activities/competitions offered through the sports partnership with DSSP with an aim to ensure involvement of all pupils.</p> <p>Play leader to offer lunchtime and after school activities.</p> <p>Liaise with Premier Sport re holiday clubs.</p> <p>Provide, or subsidise transport to festivals, competitions and events.</p> <p>DSSP inspire days to support PP children</p> | <p>As above</p> <p>As above</p> <p>£250</p> | <ul style="list-style-type: none"> <li>➤ Continue to increase the range of after school clubs.</li> <li>➤ Greater number of children (especially disadvantaged) involved in physical activity including through holiday times.</li> <li>➤ Increase mental health and wellbeing</li> <li>➤ Develop social interaction</li> <li>➤ Develop understanding of the natural world</li> <li>➤ 100% children are able to attend community activities</li> <li>➤ All children are able to access high quality extra-curricular activities, particularly after the impact of covid.</li> </ul> |  |
| <b>Key indicator 5: Increased participation in competitive sport</b>  |  |   |   | Percentage of total allocation:          |
|   |  |   |   | 15%                                      |
| School focus with clarity on intended <b>impact on pupils:</b>  | Actions to achieve:  | Funding allocated:                          | Evidence and impact:  | Sustainability and suggested next steps: |

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| <p>Interschool competitions to promote competitiveness and fair play in students.</p>   | <p>School to continue with DSSP partnership and work with Premier Sports in 24-25</p> <p>Partnership to offer inter school competitions. Introducing children to a wide range of different sports. Ensure good sporting values are embedded.</p> <p>Initiate School football teams. Collaborate with Premier for communication with partner schools to develop inter school KS2 Boys and Girls Football matches.</p> <p>To recognise children's achievements in sporting events</p> <p>Continue to reflect on the content of clubs seeking to provide alternatives to engage different children.</p> <p>Specific targeting to be in place for identified children to join clubs.</p> | <p>As above</p>   | <ul style="list-style-type: none"> <li>☑ Children will have a better understanding of fair play and competitive sports.</li> <li>☑ Children will be more emotionally resilient.</li> <li>☑ Increased number of children participating in AS clubs.</li> <li>☑ Schedule for clubs in place</li> <li>☑ Variety of after school clubs on offer.</li> </ul> |  |
| <p><b>Key indicator 6: Additional Swimming</b></p>  |  |   |   |  |
|   |  |   |   | <p>Percentage of total allocation:</p> <p style="text-align: center;">2%</p> |
| <p><b>School focus with clarity on intended impact on pupils:</b></p>   | <p>Actions to achieve:</p>   | <p>Funding allocated:</p>                                   | <p>Evidence and impact:</p>   | <p>Sustainability and suggested next steps:</p>                              |
| <p>Ensure all children can swim. Many children have missed out on swimming because of the pandemic and there is an urgency to catch up on where the school used to be. Some children are still reaching Year 6, not being able to swim.</p> | <p>Year 5/6 to swim and assessments to be carried out.</p> <p>All of KS2 to participate in swimming lessons.</p>   | <p>per student per session</p> <p>Pool hire</p> <p>£800</p> | <ul style="list-style-type: none"> <li>☑ All children meet the national standard for being able to swim by the end of Key Stage 2.</li> <li>☑ All pupils develop confidence in the water and have an understanding of water safety.</li> <li>☑ Use a range of strokes effectively</li> </ul>  |  |