

Our Lady and St Patrick's Catholic Primary School

Sports Premium Funding 2024-2025



Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>The pupils continued to make good progress within all aspects of PE. Specialist provision ensured all children were exposed to a wide range or different sport disciplines. This led to some pupils enquiring about outside sporting clubs to join</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 extra-curricular 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.

- Staff roles developed to support positive play at break times.

- PE lead to create a bank of resources for all staff to have access to.
- Greater participation in tournaments and festivals.

Total amount carried over from 2023-24	0
Total amount allocated for 2024-25	£17100
How much (if any) do you intend to carry over from this total fund into 2024/25?	£0
Total amount allocated for 2023/24	£17100
Projected spend to be spent and reported on by 31st July 2025.	£13,517 The school acknowledge the value of sports premium and there will be some top up from the school budget.

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?	63% (10 out of 16)
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?	63%
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?	100%
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

Academic Year: 2024/2025		Total fund allocated: £17,100		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					Percentage of total allocation:
					45%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Support and training for teachers and TA’s in PE delivery by using Dartmoor Sports Partnership Subscription to Get Set PE to support the delivery and assessment of PE by teachers across the school. Premier Sports Specialist to model lunchtime clubs on Fridays to introduce children to a wider variety of sports and support the development of play leaders alongside LS and NM. Revisit training of Play Leaders to ensure provision is of high quality. PE lead & play leader (NM) to develop outdoor learning opportunities for all children - Use Golden Mile and GoNoodle schemes to support active classrooms scheme Refresh playground markings to support delivery of break/lunchtime activities, PE	Support and CPD for teachers and TA’s. • 12 local cluster events • Bespoke PE impact days’ x 3 • DSSP CPD of focus activities x3 (1 per term) • SSCO 1:1 advice, guidance and support • PE Lead virtual/face to face meetings 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. Purchase resources to further improve the quality of break and lunch time activities Ensure that all year groups engage with the activities and are actively participating in the schemes	DSSP - £4800 £550 £800 NM salary £4767	➤ 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. Play leaders are in place. JB has provided 2 afternoons working with yr5/6 play leaders to provide opportunity and support in organizing and running lunchtime activities and games. Premier coaches have supported positive plays with play leaders on fridays through the year. ➤ Impact on mental wellbeing and attainment? MTA’s are happy with lunchtime provision. Staff voice drop ins ➤ Children having positive play experiences and learning new skills and sports. Lunch time activities link to experiencing new - sports - pupil conferencing to support ➤ Keeping children active. Golden mile adopted by all classes and monitored by LS and Premier. Golden mile Initiated in the nice weather	. Play leaders needs to be regimented. Stricter timetable and willing play leaders to support lunchtimes. Golden Mile initiated - Promotion and tracking of 30 minutes a day (active classrooms) Parent volunteers involved with the school to help organise football club. High numbers of children attend and are inspired to participate. This has led to children wanting to take part and prepare for TDFL next year.	

provision and afterschool club activity.			<p>23.5.25. Re launched by Owen Castle + Tom Corben from Premier.</p> <ul style="list-style-type: none"> ➤ Greater % of children will be active and engaged. <p>ASC registers and impact reports from Premier indicate a greater % increase in participation compared to last year.</p> <ul style="list-style-type: none"> ➤ Continue to engage children in physical activity outside of organised PE lessons, after school clubs and organised sports. <p>EH: Aut 1 - Rugby Spr 1 – Playground games Sum 1 – Dartmoor 3 ball</p> <p>JD: KS2 Football ran from Spr 1 – Sum 1</p> <p>LS: Spr 2: KS1 Sports Club Sum 1 – Sum 2: Girls Football</p> <ul style="list-style-type: none"> ➤ Staff and child questionnaire. ➤ Obtain quotes for various companies to refresh playground markings to support delivery of positive playtimes and afterschool clubs/competitive teams <p>Rhino play are coming in 28.2.24 to refresh the line markings on the playground. Netball/Football court with adventure trails and small games to be blasted on.</p>	
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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>Engage in a broad programme of activities through the South Dartmoor Sports Partnership, including festivals, training, competitions, and community events.</p> <p>Ensure all pupils participate in at least one sporting or physical activity event beyond the school setting.</p> <p>Expand the variety of extracurricular clubs, both at lunchtime and after school, to cater to a wider range of interests and abilities.</p> <p>Provide inclusive physical development opportunities for both SEND pupils and those identified as talented in sport.</p> <p>Establish and train lunchtime play leaders to promote active, structured, and positive playtimes.</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 afterschool clubs to widen the range of sports on offer to children. Clubs to include:</p> <p>Autumn 1 - Archery Autumn 2 - Curling Spring 1 - Gymnastics Spring 2 - Handball Summer 1 – Bat + ball Summer 2 – Athletics</p> <p>LS to deliver Multisport/Skill clubs to all years' groups over the year.</p> <p>Initiation of a Girls football club</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>As above</p> <p>38 sessions x £50 = £1900</p>	<p>➤ Children to be inspired to take up new sports or engage further with current levels of activity.</p> <p>PP and SEN children have participated in an Active healthy lifestyles programme and a variety of competition and events through DSSP impact days and sports festivals.</p> <p>➤ Create inspirational role models who together, break down barriers, and foster a world of inclusion (Women's Euro's/2026 World Cup)</p> <p>Girls football initiated for the third consecutive year</p> <p>➤ Physical exercise is seen as high priority at the school, beyond competitive sports.</p> <p>Golden mile initiated to promote physical activity</p> <p>PP and SEN children have participated in an Active healthy lifestyles programme through DSSP impact days</p> <p>➤ Collection of registers to evidence participation over the year.</p> <p>Registers collected so far</p>	<p>Registers to go online using PEPE</p> <p>Continue to target PP children through the use of Premier ASC and DSSP to promote health and lifelong involvement in sport.</p> <p>To establish a consistently running football club for Year 5/6 boys and Year 5/6 Girls. To enter into a School's Football and compete against other local schools in the area.</p> <p>Golden mile initiated across KS2 classrooms. To establish a consistent use across all classrooms ensuring that children can be active every day in doing a 'Daily Golden mile'.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
School focus with clarity on intended impact on pupils:	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>Complete PE Subject Leader course</p>	<p>LS to attend PE subject leader briefings held by the DSSP and Premier Education</p> <p>Release time for PE lead</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>Complete subject leader course to understand how to lead a subject and allocate sports funding to help support the school moving forwards in PE.</p>	<p>3 x 0.5 days for termly monitoring and working alongside teachers £300</p> <p>DSSP as above</p> <p>£1295</p>	<ul style="list-style-type: none"> ➤ Action plan in place ➤ Evidence of high quality PE ➤ PE lead is able to support other staff as needed. ➤ Progression in PE skills is accurately tracked. ➤ Planning uses accurate AFL to build on children's' learning in PE ➤ PE lead to monitor the impact of the sports partnership <p>Observations taken place. Staff have targets to work on through the year on support plans.</p> <p>Support plans in place for each teacher to work on targets towards good/outstanding delivery of PE. Get Set PE tutorial given for staff to explore the website. PEPE launched as part of Premier Education. Staff already have logins</p> <p>Assessment document and progression shown through planning using Get Set PE and Premier impact reports and portal.</p> <p>Get Set PE Planning ensures deliberate support and challenge for each activity. IALTs are progressive lesson to lesson, year group to year group.</p> <p>DSSP have been invaluable with impact days. The development of play leaders has been a real strength alongside the development of action plans for each teachers teaching of PE.</p>	<p>Continue to support staff with DSSP training and Impact days.</p> <p>PE lead to attend PE Leadership course by DSSP.</p> <p>Transition to PEPE and phase out Get set PE.</p> <p>Most teachers have been observed by either Jack Baxter or by PE lead to support staff in PE.</p> <p>LS completed and passed PE subject leader course. LS to continue to lead subject going forward into the next academic year and utilize sports budget further to help aid school.</p>

			<p>Premier Education have been positive over the last 6 months however issues have been raised with franchise owner. DSSP agreed to continue for next year.</p> <ul style="list-style-type: none"> ➤ PE lead to observe sessions being taught. <p>SB, LM and CB to be observed. LS, EH, KW and RO have all been observed. Premier coaches to be assessed termly by PE Lead and Premier Line manager to ensure high quality service.</p> <ul style="list-style-type: none"> ➤ Further displays in KS1 and KS2 areas, to show play leaders and planning. <p>Play leader rota to be implemented. Playground games and resources have been given to MTA's and Play leaders to implement. More equipment to be brought.</p>	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				15%
School focus with clarity on intended impact on pupils:	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"> • Children who are: less likely to access organised out-of-school activities • more likely to experience 'unhealthy holidays' in terms of nutrition and physical health • more likely to experience social isolation • Are supported to attend holiday clubs through the HAF programme. 	<p>Undertake activities/competitions offered through the sports partnership with DSSP with an aim to ensure involvement of all pupils.</p> <p>Provide, or subsidise transport to festivals, competitions and events.</p> <p>Staff are released to supervise children to attend events.</p> <p>DSSP inspire days to support PP children</p>	<p>As above</p> <p>£250</p> <p>x 3 days = £600</p>	<ul style="list-style-type: none"> ➤ Continue to increase the range of after school clubs. <p>Premier and Teacher led ASC's in place.</p> <ul style="list-style-type: none"> ➤ Greater number of children (especially disadvantaged) involved in physical activity including through holiday times. <p>PP children signposted to Premier Holiday Camps. Parents can use childcare vouchers to obtain a discount.</p> <ul style="list-style-type: none"> ➤ Increase mental health and wellbeing ➤ Develop social interaction 	<p>Initiate School football teams.</p> <p>Collaborate with Premier for communication with partner schools to develop inter school KS2 Boys and Girls Football matches. - Attend DSSP festivals and tournaments</p> <p>Premier to focus of broadening experience of sport.</p> <p>Holiday vouchers have been allocated to children who have been invited to attend. Not all children have undertaken these offers, but PP children have been invited and some undertaken the offer.</p>

<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>Positive playtimes still to be developed however play leaders have been utilized to support but further development is needed</p> <ul style="list-style-type: none"> ➤ Develop understanding of the natural world ➤ 100% children are able to attend community activities <p>Year 6 – Football festival, table tennis festival, Year 5 – Football festival, table tennis festival Year 3/4 - attended Invasion games festival, Football festival, striking + fielding festival Year 1/2 - attended aesthetics festival, fun festival</p> <ul style="list-style-type: none"> ➤ All children are able to access high quality extra-curricular activities, particularly after the impact of covid. <p>All children invited to ASC and with the support of play leaders, lunchtime activities have become more abundant with more children participating in more structured play at break and lunchtimes.</p>	<p>Children across the school took part in various sports festivals. Years 5 and 6 attended football and table tennis festivals, Years 3 and 4 took part in invasion games, football, and striking and fielding festivals, while Years 1 and 2 enjoyed the aesthetics and fun festivals.</p> <p>Several teams represented the school in competitive events. A Year 5/6 girls' football team took part in a local tournament, showcasing great teamwork and determination. Pupils in Years 3 and 4 competed in a handball tournament, gaining valuable experience in a new sport. Key Stage 1 children also participated in a mixed football tournament, building early skills in a fun and supportive environment. A Year 5/6 athletics team attended a sports festival at Stover School, taking part in a range of track and field events.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p> <p>15%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<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>Complete affiliation fee for Teignbridge Schools Football League for the 25/26 season.</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> <p>£35</p>	<ul style="list-style-type: none"> ➤ Children will have a better understanding of fair play and competitive sports. ➤ The end of every Get Set PE lesson supports children in developing game related activities where they use their skill related activity in a game related scenario or match. Children compete against other schools at festivals and competitions. ➤ Children will be more emotionally resilient. ➤ This is to continue the progress made by the children of consistently attending ASC clubs with JD and LS. ➤ Increased number of children participating in AS clubs. Numbers from registers have seen a small increase in children participating across ASC's. ➤ Schedule for clubs in place Newsletter sent out Bi-weekly to include information for ASC's ➤ Variety of after school clubs on offer. Multi sports with a variety of equipment from PE shed. Reflection of school's current curriculum. <p>Premier ASC's to broaden PE curriculum. Sports to include: Fencing, Archery, Curling, Dodgeball, Lacrosse, Badminton and Ultimate Frisbee.</p>	<p>Build on success of teams this year to promote further engagement and performance of children at festivals and tournaments.</p> <p>LS and EH to continue to focus on improving sports teams and performance through ASC's linked to upcoming tournaments.</p>
<p>Key indicator 6: Additional Swimming</p>				
				<p>Percentage of total allocation:</p>

				2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Ensure all children can swim.</p> <p>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.</p> <p>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 to bridge the swimming gap created from COVID 19</p>	<p>per student per session</p> <p>Pool hire</p> <p>£800</p>	<ul style="list-style-type: none"> ➤ All children meet the national standard for being able to swim by the end of Key Stage 2. <p>Assessment of year 6 already in place ready for swimming. Individuals identified for groupings WT, ARE, GD. AT the end of the block of work assessments redone for year 5/6.</p> <ul style="list-style-type: none"> ➤ All pupils develop confidence in the water and have an understanding of water safety. <p>LIDO activities and Get Set Planning develop children who have an appreciation and understanding of safety. Water Safety is also covered across the school in PSHE.</p> <ul style="list-style-type: none"> ➤ Use a range of strokes effectively <p>Planning in place for swimming through Get Set PE.</p>	<p>Attempt to contact swimming venues to support additional swimming in relation to new Year 6 cohort assessments.</p> <p>Year ¾ missed out on a session from this academic year due to poor weather. Ensure the sports budget has an extra session allocated for this year group.</p>