



# The Primary PE and sport premium

Planning, reporting and  
evaluating website tool

Updated September 2023



Commissioned by



Department  
for Education

Created by





# St. Cuthbert's Catholic Primary School

## Sport Premium Document 2023-24

The Key Indicators in this document have been broken down as much as possible. Our main expenditure from our Sport Premium goes towards our Service Level Agreement with Easington School Sports Partnership. At the bottom of this document, you can find a summary of the many benefits of this which span many of the Key Indicators.

|                                   |                           |
|-----------------------------------|---------------------------|
| Signed off by                     |                           |
| Head Teacher:                     | Nicola Noble              |
| Date:                             | 31/07/2024                |
| SLT responsible for Sport Premium | Elaine Parlett            |
| Date:                             | 31/07/2024                |
| Governor:                         | Elaine Parlett & Ian West |
| Date:                             | 31/07/2024                |



## Key priorities and Planning

| Action – what are you planning to do  | Who does this action impact?  | Key indicator to meet  | Impacts and how sustainability will be achieved?   | Cost linked to the action  |
|---|---|--|--|--|
| Develop lunchtime active time for pupils including ongoing staff training and resources             | Lunchtime supervisors / PE TA and TAs who help sort equipment<br><br>pupils – as they will take part.<br><br>Play leaders – training for summer term<br><br>PE lead – will lead training with staff | Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.<br><br>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. | More pupils meeting their daily physical activity goal and are motivated to move around, build teamwork skills and take risks with strength, coordination and balancing activities<br><br>Ongoing commitment to resourcing OPAL and training staff will ensure this is sustained | £3240 spent on outdoor resources e.g. wheelie boards, crates, balls, den building equipment, hoops, skips. |
| CPD for teachers.   | Teachers new to year groups<br><br>PE lead TA – gymnastics support  | Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.<br><br>Key indicator 5: Increased participation in competitive sport.  | Primary teachers more confident to deliver effective PE  | Part of SLA plus timetabled time for PE Lead TA<br><br>SLA - £9,200  |
| Embed sporting interventions for targeted children to improve social, physical and emotional skills | Identified pupils who would benefit from sporting opportunities   | Key indicator 3 – the profile of PE and sport is raised across the school as a tool for whole school improvement<br><br>Key indicator 5: Increased participation in competitive sport.   | Pupils are included in lessons with adaptations and support where needed.<br><br>Pupils with identified needs are targeted for extra curricular activities including extracurricular opportunities in school time  | Part of SLA plus timetabled time for PE Lead TA and other TAs supporting pupils in PE lessons              |
| Continue to develop after school provision  | TAs and Teachers<br><br>Opportunities for all year groups. The only sport currently separated by gender is football   | Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.   | All TAs run an after school club each half term. This is built into provision for 2024-5<br><br>Continued SLA with SSP ensures a minimum of 3 coach led after school clubs each year   | Part of SLA and TA duties  |

| <b>Action – what are you planning to do</b>   | <b>Who does this action impact?</b>   | <b>Key indicator to meet</b>  | <b>Impacts and how sustainability will be achieved?</b>  | <b>Cost linked to the action</b>        |
|---|---|---|--|---|
| <i>Further develop the role of YSLs to promote active time in school</i>                                      | <i>Year 6 YSLs<br/><br/>Year 4/5 YSLs to be trained in Summer 2<br/><br/>PE Lead TA to support training around OPAL</i>                           | <i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i>   | <i>TA with PE expertise leads this and pupils have the opportunity to train with a teacher from the SSP as part of the SLA.</i>  | <i>Part of SLA and TA duties</i>        |
| <i>Plan wider opportunities for OAA activities beyond the curriculum offer</i>                                | <i>Pupils from Y1-6</i>   | <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.<br/><br/>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i> | <i>Pupils from Y1-6 have the opportunity to work with outdoor specialist staff through:<br/>OAA days for Y1-4<br/>Residential for Y5<br/>Activity Week for Y6<br/><br/>Pupils’ resilience and motivation to engage in outdoor activities is increased and transferred to OPAL activities e.g. den building, team games and crate stacking.<br/><br/>Opportunities for work with other external agencies to be explored in 2024-5</i> | <i>£1655</i>                            |
| <i>To ensure we offer as many opportunities as possible for pupils to take part in competitive sport</i>      | <i>All pupils within curriculum time<br/><br/>SEND pupils<br/><br/>As broad a selection of pupils as possible to take part in ESSP activities</i> | <i>Key Indicator 5: Increased participation in competitive sport</i>  | <i>Allocating money for travel ensures pupils have access to all possible events.<br/><br/>We will ensure sustainability by having a reserve of £1300 next year for transport<br/><br/>£70 football affiliation</i>  | <i>Travel to events - £1025</i>         |
| <i>To develop the knowledge and expertise of teachers, lead TA and the subject lead through work with SSP</i> | <i>Subject Lead<br/><br/>Teachers</i>   | <i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i>  | <i>Opportunity for a ‘health check’ from SSP<br/><br/>Purchase of Safe Practice in PE and development of the PE Policy.<br/><br/>Support from SSP when completing School Games Application</i>   | <i>SLA<br/><br/>£54.56<br/><br/>SLA</i> |

| Action – what are you planning to do  | Who does this action impact?                               | Key indicator to meet   | Impacts and how sustainability will be achieved?  | Cost linked to the action                            |
|---|--|---|---|--|
| <i>To ensure PE equipment is of a high standard and replenished as necessary.</i>   | <i>Pupils<br/>Teachers</i>                                 | <i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i> | <i>Audit PE equipment termly and replenish as necessary.<br/><br/>Equipment health and safety check</i>   | <i>£2980.57<br/><br/>SLA with Durham for H&amp;S</i> |
| <i>Raise the profile of OPAL and the importance of looking after equipment with regular assemblies and pupil voice sessions</i> | <i>Subject Lead and pupils.<br/><br/>YSLs<br/><br/>SLT</i> | <i>Key indicator 3 – the profile of PE and sport is raised across the school as a tool for whole school improvement.</i>  | <i>YSLs take photos of damaged equipment when tidying away and these are shared with pupils to raise the profile of shared responsibility.<br/><br/>Regular assemblies remind pupils about safety rules and introduce new equipment to play with<br/><br/>SLT have developed a ‘Gold Standard Behaviour’ poster linked to OPAL for playtimes.</i> | <i>£3240 invested in outdoor equipment</i>           |
| <i>Ensure successes are shared on social media and the school website.</i>  | <i>All teachers<br/><br/>Parents and wider community</i>   | <i>Key indicator 3 – the profile of PE and sport is raised across the school as a tool for whole school improvement.</i>  | <i>Sporting events, themed days and competitions are shared regularly by class staff and lead members of staff for communications.<br/><br/><a href="https://www.stcuthbertsprimary.com/news/">https://www.stcuthbertsprimary.com/news/</a></i>   | <i>N/A</i>   |

| Action – what are you planning to do  | Who does this action impact?   | Key indicator to meet   | Impacts and how sustainability will be achieved?  | Cost linked to the action  |
|---|--------------------------------|---|---|--|
| <p><i>Plan wider opportunities for activities beyond the curriculum offer</i></p> | <p><i>Pupils from YR-6</i></p> | <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p> | <p><i>All classes have the opportunity for enrichment physical activity opportunities.</i></p> <p><i>This will include:</i></p> <p><i>Hoopstarz</i><br/> <i>Dance with Me</i><br/> <i>Silent Disco</i><br/> <i>Quidditch</i><br/> <i>3 themed runs</i><br/> <i>Skipping School</i></p> <p><i>Continued Gold SLA with SSP will ensure this continues</i></p> | <p><i>SLA</i></p> <p><i>£275 skipping school</i></p> <p><i>£150 skipping ropes</i></p> |

## Key achievements 2023-2024

This template has been completed at the end of the academic year and showcases the key achievements schools have made with their Primary PE and sport premium spending.

| Activity/Action  | Impact   | Comments   |
|--|--|--|
| <i>Develop lunchtime active time for pupils including ongoing staff training and resources.</i>            | <i>Pupils are increasingly active and more opportunities are on offer for active play at lunchtimes.</i><br><br><i>Silver OPAL award achieved</i>  | <i>Parents and 'Friends of the School' group have been generous in their donations. Next steps are planned through the final meeting with OPAL staff and will inform next years targets</i>  |
| <i>CPD for teachers.</i>   | <i>Staff new to year groups were supported by SSP staff and by specialist TA / Gymnastics coach in school</i>  | <i>Staff feel well supported in their CPD</i>  |
| <i>Embed sporting interventions for targeted children to improve social, physical and emotional skills</i> | <i>Pupils in school are well supported and adaptive teaching and sequences of learning support them well.</i><br><br><i>Wider opportunities are offered to pupils with additional needs.</i> | <i>SSP delivered a block of multiskills lessons to a targeted year group.</i><br><br><i>Development of 'adaptive teaching' planning notes supports adaptations for key pupils</i><br><br><i>Additional opportunities included soft archery and festival of fun</i> |
| <i>Continue to develop after school provision</i>  | <i>A range of after school clubs were offered linked to sport.</i>   | <i>Parents are always keen for more clubs to be offered. Wraparound care with opportunities for activity will be explored in the next academic year</i>  |
| <i>Further develop the role of YSLs to promote active time in school</i>                                   | <i>YSLs from Y4/5 were trained in summer term.</i><br><br><i>Y6 YSLs had responsibility for equipment and games this academic year.</i>  | <i>This can be restricted at times due to lack of hard playing space.</i>  |
| <i>Plan wider opportunities for OAA activities beyond the curriculum offer</i>                             | <i>All pupils participated and enjoyment levels were high. Skills transferred over to active play.</i>   | <i>The company we used have now retired. Staff have been trained in Forest Schools and this will begin to be implemented in the next academic year to ensure sustainability. Links with another OAA company will be explored.</i>                                  |

| Activity/Action   | Impact  | Comments   |
|---|---|--|
| <i>To ensure we offer as many opportunities as possible for pupils to take part in competitive sport</i>                        | <i>Continuing to follow the planning overview and programme offered as part of our SLA with the SSP has ensured that children access competitive sport in lessons, in additional activities in school e.g. themed days and events and through a range of School Games events.</i> | <i>We achieved Platinum School Games Mark this academic year.</i>  |
| <i>To develop the knowledge and expertise of teachers, lead TA and the subject lead through work with SSP</i>                   | <i>Taking part in regular health checks which give us areas for continuous development has given the lead teacher confidence when speaking about the subject.</i>   | <i>Our Section 5 OFSTED inspection in May 2024 included a deep dive in PE. The school retained its 'good' rating and a recommendation was made for a Section 8 to recognise the outstanding curriculum offer.</i>  |
| <i>To ensure PE equipment is of a high standard and replenished as necessary.</i>   | <i>PE equipment is safe and good quality meaning that lessons run efficiently.</i>  | <i>We have needed further investment due to a leak in our PE cupboard and will need to further invest in this next year.</i>   |
| <i>Raise the profile of OPAL and the importance of looking after equipment with regular assemblies and pupil voice sessions</i> | <i>Pupils are taking greater ownership of the equipment outside. Lunchtime and supervisory staff are holding pupils accountable and expectations about use of resources are becoming more consistent.</i>   | <i>Break times and transition times are running more smoothly. Building work removing a retaining wall in summer 2024 will mean muddy access points are reduced and pupils will be able to manage transitions better from September.<br/>Staff have been trained in forest schools and this will begin to impact on the resources and use of outdoor areas from September 2024</i> |
| <i>Ensure successes are shared on social media and the school website.</i>  | <i>Parents and the wider community are able to see the success of whole school events (e.g. engagement and enjoyment) as well as the successes of competitions and festivals. We link with the SSP and our Academy Trust on social media to share news more widely.</i>           |  |
| <i>Plan wider opportunities for activities beyond the curriculum offer</i>  | <i>All classes have had the opportunity for enrichment physical activity opportunities.<br/>This has included:<br/>Hoopstarz<br/>Dance with Me<br/>Silent Disco<br/>Quidditch<br/>3 themed runs<br/>Skipping School</i>   | <i>We have signed our Gold SLA for 2 years which means these activities and more can continue.</i>   |



## Swimming Data

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*

| <u>Question</u>   | <u>Stats:</u> | <u>Further context</u><br><u>Relative to local challenges</u>  |
|---|---------------|--|
| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?   | 81 %          | <i>6 pupils did not achieve this. This is higher than our usual number. They did receive additional lessons in Y5 and 6 to continue to support but fell short of 25m. There were some closures to the pool this year so we did not have access to as many sessions as we should have done.</i> |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?  | 78 %          | <i>7 pupils did not achieve this. This is higher than our usual number. They did receive additional lessons in Y5 and 6 to continue to support. There were some closures to the pool this year so we did not have access to as many sessions as we should have done.</i>                       |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?   | 100 %         |  |
| If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this? | Yes           | <i>Our pool is small – we take half a class to ensure maximum active / teaching time and pay £540 for an additional lesson and transport.</i>  |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?   | Yes           | <i>Not this academic year – we have a member of staff trained in supporting SEND pupils in the pool</i>  |

# An Overview of SLA

| Service Item  |
|---|
| <p><b>Online Support (Google Drive)</b></p> <p>The Google Drive is the Easington SSP central store for documents and information relating to our service. Every SSP school has access to the drive, and this can be used by all staff in your school. It includes core task cards, lesson plans and resources to support staff with the delivery of PE and there is a competition folder containing formats, rules, risk assessments and much more.</p> <p><b>Key Indicators covered:</b> 1 2 3 4 5</p> |
| <p><b>PE Subject Lead CPD Day</b></p> <p>A centralised training day will be delivered to PE subject leaders, with a focus on improving PE, school sport and physical activity locally.</p> <p><b>Key Indicators covered:</b> 2 3</p>  |
| <p><b>Termly PE Subject Lead Meetings</b></p> <p>PE subject leaders will be invited to a termly meeting. These meetings are designed to update subject leaders with recent changes/announcements and develop their knowledge and understanding, while raising standards in PE, school sport and physical activity. We review the term ahead and assist schools with planning towards competitions, events and PE delivery.</p> <p><b>Key Indicators covered:</b> 2 3</p>                                |
| <p><b>Equipment Hire</b></p> <p>The SSP has specialist and traditional sport equipment that can be hired out to schools to improve children's experience of PE, school sport and physical activity. This is available on request.</p> <p><b>Key Indicators covered:</b> 1 4 5</p>   |
| <p><b>Newsletter/Email Updates</b></p> <p>We will update all schools with information relating to curriculum, competitions/festivals, initiatives, and other relevant programmes/areas related to PE, school sport and physical activity. We will send half-termly newsletters and regular email communications.</p> <p><b>Key Indicators covered:</b> 2 4 5</p>  |
| <p><b>Competitions/Festivals</b></p> <p>We have developed and expanded our annual events calendar to create a comprehensive programme for all schools, available at all levels of the SLA. We have a blend of competitive and participation style events to engage a wide range of children, across all age groups. Included are SEND/Inclusion festivals, girls' only events, skill development festivals and much more.</p> <p><b>Key Indicators covered:</b> 1 2 4 5</p>                             |
| <p><b>Strategic Support</b></p> <p>Our team can support schools with strategic tasks including writing a PE action plan/curriculum plan, conducting PE lesson observations alongside SLT, assistance with completing the PE and Sport premium spend document, a health check across PE and other strategic tasks.</p> <p><b>Key Indicators covered:</b> 2 5</p>   |
| <p><b>Hoopstarz Day</b></p> <p>Tracey and her Hoopstarz team will deliver hoop activities to children across a full school day, in your school. A timetable can be devised by the school to offer as many children as possible this fantastic activity.</p> <p><b>Key Indicators covered:</b> 1 2 3 4</p>   |
| <p><b>Skipping School</b></p> <p>Chris and the Skipping School team will deliver skipping activities to children across a full school day, in your school. A timetable can be devised by the school to offer as many children as possible this fantastic activity.</p> <p><b>Key Indicators covered:</b> 1 2 3 4 5</p>  |

## Continuous Professional Development

We will deliver/organise various training courses across the academic year. These courses will cover aspects identified by schools as priority areas and could include subject delivery across various topics (Gymnastics, Dance, Games etc.), active playground/schools, strategic support (deep dive etc.) and other relevant courses.

**Key Indicators covered:** 2 3

## Dance with Me

Dance can be an expression of a child's personality and a way of exploring who they are. It is an excellent way to improve your strength, coordination, stamina and flexibility but, most importantly, it is great fun! So, will you...Dance with Me?

As a morning or afternoon half day booking, our Dance Coach will come to your school and deliver a dance taster activity. Choose from a range of styles including contemporary, cheer, dancecise fitness, freestyle, jazz, pop and street. The list goes on and schools can create their own itinerary.

**Key Indicators covered:** 1 2 3 4

## Activity Sessions

During the 2020/21 academic year, we delivered various in-school activities – Multi-Skills Mayhem, Tennis Rally, Cricket Carnival, Athletics Roadshow etc. These activities proved extremely popular with schools and pupils alike as they removed the need for children to go off site, assisted with the staff to children ratio and meant that more children experienced an activity.

As a morning or afternoon half day booking, SSP staff will come to your school and deliver an activity session. This can be in the form of an activity taster involving various classes/year groups or an in-school competition, following a unit of PE. Schools can choose from a range of activities including traditional and non-traditional sports.

**Key Indicators covered:** 1 2 3 4 5

## Lesson Support

A development tool available to upskill school staff in the delivery of high-quality PE. School Sport Partnership staff will work alongside members of school staff, providing support with lesson content, delivery methods and assessment strategies, or to prepare your school for an upcoming competition/festival.

**NOTE:** Schools must request a half day of support which will be delivered over 5 weeks, during a half term. Every booking will be 5 half days of your school's allocation.

**Key Indicators covered:** 1 2 3 4 5

## After School Clubs

An after-school club delivered on a selected day of the week and recurring on that night for 5 weeks across a half term. Delivered by SSP and/or qualified and DBS checked local club coaches, across a wide range of activities.

**Key Indicators covered:** 1 2 4 5

## Festive/Seasonal Run

A festive run delivered in your school across a half day. This will involve two SSP staff coming to your school, setting up a course and co-ordinating the event. A festive run will be theme based – Christmas or Summer – with children dressing accordingly and completing a course. Gold Level schools will receive both runs.

Schools could use these events to raise funds for a charity or for school projects, or they could be used as a celebration.

**Key Indicators covered:** 1 2

## Colour Run

A colour run delivered in your school across a half day. This will involve two SSP staff coming to your school, setting up a course and co-ordinating the event. A colour run is a fun run with a difference. With buckets full of brightly coloured powder paint thrown over your children, they are sure to have a blast.

Schools could use these events to raise funds for a charity or for school projects, or they could be used as a celebration.

**Key Indicators covered:** 1 2

## Young Leaders

The SSP will deliver in-school Young Leaders training across a full day or as 2 x ½ days. Training will be tailored to a school's needs and could include officiating and delivering games on the school yard.

**Key Indicators covered:** 1 2