

**Evidencing the Impact of the Primary PE and Sport Premium – St Nicholas Catholic Primary School 2023 - 2024**

Total amount allocated for 2022/23	£ 17,810
<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. <b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p> <p>Please see note above</p>	93 %
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p> <p>Please see note above</p>	93 %
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	93 %
<p>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?</p>	Yes

Academic Year: 2023/24	Total fund allocated: £17,810		Date Updated: 23.07.2024		
<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>				Percentage of total allocation:	
				38 %	
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:	

<p>Lunchtime leaders (pupils) to increase pupil activity and structured play during lunchtimes.</p> <p>Classes to aim towards more active lessons.</p>	<p>Pupils in Y5 and Y6 to spend their lunchtimes leading playground games for their peers and younger children. More pupils across both key stages to be involved in active lunchtimes with structured play.</p> <p>Use MiMove initiative for KS 2 to embed Active 30:30 initiatives in all classrooms (making sure pupils are active for at least 30 minutes during the school day). Use MiMove to identify less-active pupils. Use sports coaches to spend dedicated time with target pupils.</p>	<p>No Cost</p> <p>No Cost</p>	<p>More children were active during lunchtime break. Fewer incidents of poor behaviour were reported by lunchtime supervisors (pupils more occupied).</p> <p>Evidence indicates that work interspersed with activity leads to better concentration and better results.</p>	<p>Continue with more play leaders in year 6. Play leaders to train-up more play leaders from Y5 for the following year using the same materials. Re-instate the 'skills challenge' using young leaders from Y6 and Y5 Re-introduce Daily Mile.</p> <p>Flag up pupils to teachers. Encourage target pupils to participate in after school clubs and L2 sports. Whenever children are sitting still for too long, lessons to be interspersed with fun, aerobic activities. Maths lessons to be made more active (treasure hunts in the hall and playground – orienteering-style activities based on maths and other subjects)</p>
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<p>All classes have 2 hours of PE timetabled weekly</p> <p>Aspire Sports have been employed to come in 3 days per week to work with less active pupils during lunchtimes in the KS2 playground.</p> <p>Lunchtime staff received training on lunchtime activities Y6 used 'Maths on the Move' lessons to raise activity lessons in mathematics sessions.</p>	<p>Staff have access to Get Set 4 PE online resource giving a full curriculum map, lesson plans and resources necessary to deliver high quality PE lessons twice per week Pupils to come to school in PE kit on PE days to reduce changing time</p> <p>Aspire Sports coaches come in 3 times per week at lunchtimes and deliver active games for the entirety of the lunchtimes (12:15 – 1:15) targeting less-active pupils from a range of KS2 classes</p> <p>All lunchtime staff were guided through a range of active lunchtime games aimed to upskill staff and inspire children</p> <p>Several maths lessons included an active element to inspire children to be active during lessons</p>	<p>See KI 4</p> <p>£6121.20</p> <p>Training provided through WSAS subscription</p> <p>No cost – part of Aspire Sports</p>	<p>Pupils enjoy a minimum of 2 hours per week in PE lessons. Staff are confident in delivering 2 hour-long slots.</p> <p>More inactive children were active during lunchtime break. Fewer incidents of poor behaviour were reported by lunchtime supervisors (pupils more occupied). All lunchtime staff have a bank of games to play with pupils.</p> <p>More inactive children were active during lunchtime break. Fewer incidents of poor behaviour were reported by lunchtime supervisors (pupils more occupied).</p> <p>Children were active for the whole hour of the maths lessons and enjoyed the physical aspect of these sessions as well as progressing in maths</p>	<p>Continue to subscribe to Get Set 4 PE. Ensure any missed slots are recouped.</p> <p>Continue with the scheme with a possibility of moving on to 5- days per week and upskilling lunchtime staff and UKS2 play leaders (WSAS leader scheme)</p> <p>Sign up to this training again, if offered. Include some UKS2 pupils in training so they are upskilled for KS1 playground.</p> <p>CPD for teachers to employ this in other lessons and across the Key Stages.</p>
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<p>Ensure targeted pupils achieve closer to 2 hours of Physical activity per week</p> <p>Ensure enough equipment for PE Curriculum Lesson delivery.</p>	<p>Gary Anderson (Secure Mind Solutions) boxing with group of Year 5 pupils to raise their level of fitness and improve mental health.</p> <p>The Get Set 4 PE scheme requires specific equipment to be available for the delivery of the PE curriculum increasing individual participation for pupils in lessons.</p>	<p>£600</p> <p>£93 for a wider range of PE equipment beyond the basic curriculum</p>	<p>Group of pupils were engaged in physical activity and had a better attitude towards physical activity</p> <p>Individuals increasing participation and improved skill level due to more time with equipment.</p>	<p>Look to employing Secure Minds again possibly with a wider scope</p> <p>Audit equipment at the end of the year. Top up if necessary.</p>
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<p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>0%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>

<p>Sports leaders leading playground activities at break and lunch times.</p> <p>Sporting achievements and activities are reported weekly on the school newsletter – giving a higher profile and status for PE in school.</p> <p>Sporting achievements (inside and outside of school) are celebrated every week in Friday assembly – giving a higher profile and status for PE in school.</p>	<p>More pupils are exposed to structured activities and different sports at break time.</p> <p>Each sporting event is reported in detail on the school newsletter and the school X (Twitter) account to inform pupils and parents of the sporting success of the school.</p> <p>Pupils bring in trophies, medals and certificates celebrating their sporting achievements outside of school and all sporting competitions organised by school are celebrated on Friday assemblies. Pupils are inspired by these.</p> <p>We achieved massive success this year competing the following events:</p> <p>Sutton Schools Indoor athletics</p>	<p>No Cost</p> <p>No Cost</p> <p>No Cost</p>	<p>Many more pupils are keen to take part in lunchtime activities, in sporting competitions and in after school clubs.</p> <p>Pupils and parents are more aware of events taking place and are keener to take part in activities and competitions – many pupils practise outside of school hours to obtain a place in the team or raise the team’s chances of winning.</p> <p>Pupils and parents are inspired by achievements of other pupils. Many pupils have gone on to join clubs attended by other pupils.</p>	<p>Invite an elite athlete in to school (possibly existing parents) Reintroduce ‘Disability Birmingham’ day to raise profile of Paralympic athletes</p> <p>Continue to report sporting events. Use Sports team (pupils) to display results on a sports board</p> <p>Continue to celebrate sporting successes in Friday assemblies. Encourage pupils to deliver sports reports. Introduce house groups for increased intra-school games / competitions</p>
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	<p>Sutton Schools area athletics Catholic Schools Athletics Catholic Schools Gaelic Football EGB Hurling competition Sutton School Gymnastics Sutton Schools tennis Sutton Schools cricket Sutton Schools Netball Sutton Schools Basketball Sutton Schools Tri-Golf Sutton Schools Multi skills Sutton Schools Tag Rugby Sutton Schools swimming gala 7-a-side football - won 5 major trophies this year and were losing <b>national</b> finalists (1-0)</p>	<p>No Cost</p>	<p>Pupils were inspired to attend the games and try new sport</p>	<p>Make further links to establish a lasting legacy initiative from the 2024 Paris Olympics.</p>
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<p>Application made for the School Games Mark - Silver Award achieved - giving a higher profile and status for PE in school.</p>	<p>The School Games Mark is a government led awards scheme to reward schools for their commitment to the development of competition across their school and into the community. Application is online.</p>	<p>No Cost</p>	<p>To achieve Games Mark, level of PE must be of a good standard - this helps all pupils' experience of PE to be enhanced</p>	<p>Try to improve on silver award and investigate criteria for gold and Platinum award.</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation:</p>
				<p>23%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>

<p>Aspire Sports to deliver PECS (PE Curriculum support) / team teaching to all teachers to raise their ability to deliver High Quality PE lessons.</p>	<p>Each week, coaches from Aspire Sports have delivered PE alongside all members of the teaching staff.</p> <p>The programme focuses on the professional development of teaching staff and helps to effectively and sustainably improve the quality of Physical Education lessons in schools. The main aim is to assist school staff in delivering outstanding PE lessons which in turn increases job satisfaction and improves the experience for pupils.</p>	<p>£4080.80</p>	<p>All staff have had high intensity, focussed and bespoke CPD in an area of PE identified by themselves as a weakness.</p> <p>The children enjoyed the sessions and it was clear that their skills were building up across each lesson.</p>	<p>Continue with staff training from Aspire with a greater focus on staff leading team teaching.</p>
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<p>Staff to have access to planning resources and sign-posted towards webinar CPD</p>	<p>Staff all had logins to Get Set 4 PE online resource which included curriculum maps, lesson plans, progression maps, extension activities and videos for demonstration. PE Coordinator emailed relevant webinars to staff members in certain Key stages to bolster confidence in different PE areas.</p>	<p>(See KI 4 for cost of subscription)</p>	<p>Pupils all made progress in supported lessons</p> <p>Staff could take control of their own CPD and deepen their understanding of PE. They have easy access to plentiful resources to deliver high quality PE lessons.</p>	<p>Staff to contribute to a CPD needs timetable so as to focus more on key skills, assessment and areas for development. Staff to review efficacy of current curriculum map and PE planning resource. Carry out staff audit on PE curriculum.</p> <p>Develop a robust scheme of recording assessment during lessons to aid inputting data on Educater.</p>
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<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>			<p>Percentage of total allocation:</p>
			<p>3%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></p>	

<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
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<p>Wide range of after-school sports are offered.</p>	<p>After school clubs include:</p> <ul style="list-style-type: none"> <li>· Netball (Y4/5/6)</li> <li>· Hurling / Camogie / Gaelic Football (y4-6)</li> <li>· Tennis (y1-3)</li> <li>· Football (y3/4)</li> <li>· Rugby Tots (Y1, 2)</li> <li>· Irish Dancing (open)</li> </ul>	<p>Pupils pay for after school clubs.</p> <p>Hurling free</p>	<p>62 pupils take part in after school clubs from years Y1 to Y6 (35%)</p> <p>Pupils have been sign-posted to various clubs following on from after-school clubs:</p> <ul style="list-style-type: none"> <li>· Old Veseyan's Rugby Club</li> <li>· Erin Go Bragh GAA club</li> <li>· Fahey School of Irish Dance</li> </ul>	<p>Look to broaden the range of after-school clubs and vary the classes sign-posted to each club</p> <p>Actively encourage less-active pupils to attend sports clubs.</p> <p>Liaise with Micro-sports to deliver a wider range of clubs.</p> <p>Carry out pupil voice to find out desired after-school activities</p>
<p>New sports introduced through PE curriculum / scheme of work.</p>	<p>Subscription to Get Set 4 PE</p>	<p>£550</p>	<p>Pupils enjoyed a much wider range of PE activities and looked forward to PE lessons with more enthusiasm</p>	<p>Continue with subscription to Get Set 4 PE</p>
<p>Ensure there is the correct sporting equipment to deliver a full curriculum with a broader range of sports and activities</p>	<p>Carry out an inventory of PE equipment in school.</p>	<p>No cost</p>		<p>Complete further inventory to ensure a wide range of sport and activities can be offered.</p>

<b>Key indicator 5: Increased participation in competitive sport</b>	Percentage of total allocation:
	36%

<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

<p>Ensure that a large percentage of the school population is involved in competitive sport at different levels.</p>	<p>Make sure a range of intra school competitions are available – including trials to progress to L2 teams</p> <p>Hire Braemar fields from Highclare School to carry out Sports day and also play competitive football matches.</p> <p>Membership and subscription to: Wilson Stuart Active Society Birmingham Catholic Schools Sports Association</p>	<p>No cost</p> <p>£1250</p> <p>£100 (BCSSA)</p>	<p>Pupils competed in a range of trials against their classmates to obtain high scores to enable them to represent the school in L2 competitions</p> <p>All pupils competed in the school sports day</p> <p>The following L2/L3 competitions have had representation from St Nicholas School:</p> <ul style="list-style-type: none"> <li>• <b>Tag Rugby (y5/6)</b>- 9 pupils</li> <li>• <b>Dodgeball(y5/6)</b> - 8 pupils</li> <li>• <b>Football(y4/5/6)</b> – 20 pupils</li> <li>• <b>Swimming (y3-6)</b> – 15 pupils</li> <li>• <b>Multi skills (y1/2)</b>– 10 pupils</li> <li>• <b>Indoor Athletics (y2-4)</b> - 30 pupils</li> <li>• <b>Gymnastics (y3/4, Y5/6)</b> – 12 pupils</li> <li>• <b>Netball (y5/6)</b>–10 pupils</li> <li>• <b>Tennis (y5/6)</b> – 4 pupils</li> <li>• <b>Cricket (y5/6)</b> – 10 pupils •</li> <li>• <b>Athletics (y3-6)</b> – 36 pupils</li> <li>• <b>Basketball (y5/6)</b> - 8 pupils</li> <li>• <b>Tri Golf (Y3-6)</b> - 20 pupils</li> <li>• <b>Gaelic Football (y5/6)</b> - 11 pupils</li> <li>• <b>Hurling (y4-6)</b> 9 pupils</li> </ul> <p><b>100</b> pupils represented the school in L2/L3 events</p>	<p>Introduce house groups for more competitive L1 intra-school competition.</p> <p>Continue to subscribe to WSAS, BCSSPA SCPSFA SCPSNA again to ensure many L2 and L3 opportunities for pupils. Look for opportunities to take part in other L3 competitions.</p> <p>Ensure all pupils are represented in school competitions (gender, SEND, pupil premium) – continue to use Spreadsheet to monitor which groups of pupils are representing the school</p>
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	<p>SCPSFA subscription (football)</p> <p>SCPSNA subscription (netball)</p> <p>WMMCSFA. Entry fee (football)</p> <p>Hire of Wyndley pool for swimming gala trials</p> <p>Attain travel (coach company) was used often to transport children to and from the venues</p> <p>Cover costs for teachers to be released to attend sporting events</p>	<p>£ 75</p> <p>£50</p> <p>£30</p> <p>£100</p> <p>£3150</p> <p>£1600</p>	<p><u>Overall</u></p> <p>100 pupils represented the school (48% of entire school – 56% of KS1 and KS2 combined) 45 girls and 55 boys represented the school</p> <p><u>SEND</u></p> <p>50% of children with SEND have represented the school in sporting events (cf. 48% of all pupils have represented the school)</p> <p>12% of all competitors in school competitions have SEND (cf. 14% of all children in the school have SEND)</p> <p><u>Pupil Premium</u></p> <p>7 pupils on pupil premium represented the school - L2 games</p>	
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	Total Spent 2023-2024	<b>£17,800</b>		

Signed off by	
Head Teacher:	Neil Porter
Date:	31/07/2024
Joint Subject Leader:	Ian Reid
Date:	31/07/2024
Governor:	James Spencer
Date:	31/07/2024