



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated July 2025

Commissioned by



Department
for Education

Created by



Review of last year's spend and key achievements (2023/2024)

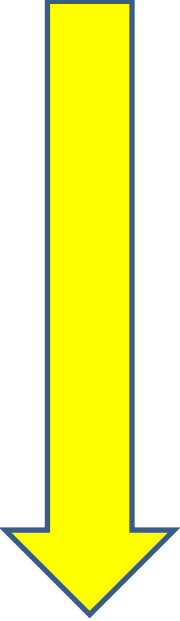
Key achievements from last academic year	Areas to develop further
<p style="text-align: center;"><u>Number of additional sports opportunities:</u></p> <ul style="list-style-type: none"> • Balance Bike (Year R) • Bikeability (Year 6) • Team GB athlete visit: Years 4 and 5 • Netball matches – league and cup • Football matches – league and cup (Years 1-6) • Clubs: Netball, Archery, Basketball, Football, Tag Rugby, Dance, Cheerleading, Korfball, Year 1, 2, 3, 4, 5 and 6 multi sports club • Hockey tournament (Year 4) • Tag Rugby tournament • Tag Rugby and Cheerleading at summer fair • Golf event (Year 3) • Trust Athletics Event at Julie Rose Stadium • Cheerleading competition (years 1 and 2 – winners, Year 3 and 4 – winners) • Personal challenges – Term 1: Hopscotch. Term 2: The bounce. Term 3: Throw and catch. Term 4: Toe taps. Term 5: Pass Around. Term 6: Class choice • Active Literacy (Year 2) • Sports Day (whole school) • Sports Council Training day (Year 6) • Young Adventurers Award • Sports Council able to lead and deliver activities across the school. Lead a whole school assembly to promote and inspire active lifestyles both in a school and at home. Lead personal challenges and supported sports day and events throughout the year. • Play Leaders – trained by PASS to lead active lunchtimes • Active Champion bands – celebrate one child per class weekly who has been active 	<ul style="list-style-type: none"> • Provide additional opportunities for children to be active – including at breaktimes and in extra-curricular clubs. Introduce children to sports they wouldn't normally get to try. • Develop the playground environments and resources to maximise children's activeness and enjoyment at lunchtimes. • Level 1 competitions continue to be integrated into PE plans, to ensure that <u>100% of children have the opportunity to use and apply their skills in competitive game situations.</u> • Continue to provide wider opportunities for children to be competitive at level 2 or above. • We target that 25% of children in KS1 and 40% in KS2 have the opportunity to participate in L2 events. • We will also target that 10% of children in KS2 participate in L3 competitions and 12% of children in KS1 participate in L3 competitions. • Target the least active children in the school to participate in physical activity (Change for Life clubs). • Train midday supervisors in leading activities at lunchtimes. • Continue to provide CPD for staff based on the outcomes of staff confidence surveys (to be issued in autumn 1)

<ul style="list-style-type: none"> • Active play – equipment, Activall boards – continuing to provide opportunities to be active. • Gold award from 2015/16 to present/ Platinum award for 2022-24 • PASS - Ongoing CPD, school sport support and extra-curricular provision. See PASS package of support breakdown listed below. 	
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Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	76%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	76%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? No	We employ a qualified coach to teach the swimming lessons.

Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Academic Year: 2024/25		Total fund allocated: £19843.53	Date Updated: July 2025	
Intent	Implementation	Funding allocated	Impact	Sustainability and suggested next steps
<ul style="list-style-type: none"> • Ensure all children are physically active – utilise Sports Coaches to run clubs for the least active children. • Utilise Sports Council to engage least active during PE lessons and play times. • Use pupil voice effectively to shape the enrichment opportunities offered to children, <u>particularly the least active children (Change for Life).</u> • Broaden children’s opportunities to participate in a range of extra-curricular sporting activities/ enrichment opportunities (EYFS/ KS1 & KS2). 	<ul style="list-style-type: none"> • Target children identified as less active through class surveys. • Pupil interests (Pupil Voice) – Issue questionnaires to ascertain pupils’ views and interests regarding clubs. These can then help to shape the clubs/ opportunities that are provided. • Liaise with staff and external companies to further broaden the extra-curricular offer at St Katherine’s. <ul style="list-style-type: none"> . Football . Netball . Cheerleading . Tag rugby . Performing Arts/ Dance - Athletics - Hockey - Multi sports 	<p>Please see Reporting PE and Sports Premium Grant Expenditure – categories of grant spending Section 2.</p> 	<p>100% of the children identified as the least active attended an extra-curricular club and additionally were targeted through PE lessons and active playtimes.</p> <p><u>Pupil voice</u> was used to determine the types of clubs that can be offered to the children (both Change for Life and extra-curricular Sports Clubs). For example, an additional football and dance club was added for KS1 this year. American Football was introduced for KS2 after children expressing an interest in learning sports they hadn’t tried in PE.</p> <p>Children had a greater variety of clubs and enrichment opportunities in which to explore their talents and gain new interests.</p> <p>There was an increase in the number of children attending extra-curricular clubs, particularly those who are disadvantaged.</p> <p>Children got to experience breakdancing and Chinese Dragon</p>	<p>Change for Life clubs (targeting the least active) build interest and engage children and parents, with a view to individuals participating in future clubs.</p> <p>Sports Premium/ Pupil Premium funding used to target inactive individuals and, where applicable, to support families who need financial support to enable children to access clubs.</p> <p>Extending the range of high quality extra-curricular clubs that are parent paid, teacher led or subsidised by the Sports Premium fund, will lead to a greater level of participation in sport, particularly for our least active children.</p>

<ul style="list-style-type: none"> • Introduce music into break times in Terms 4-6 to encourage dance and movement. • Sports Council to run a weekly challenge to encourage children to try new skills and improve their best. 	<p>Ensure portable working speaker is available. Train Sports Council and 'dance leaders' to lead dances on the playgrounds.</p> <p>Introduce/celebrate in assemblies/newsletters</p>		<p>Dancing.</p> <p>"I enjoyed the dance off with my teacher – even though she beat me!" Noah – Year 5.</p> <p>A whole school dance event encouraged children to experience dances from across different cultures.</p>   	<p>Children shape the type of clubs that are available to maximise the uptake this year and overtime.</p>
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Year 4 children planned, promoted and set up their own sponsored dance event. They raise £290, which will contribute towards a new school cheerleading kit.




WIDER IMPACT AS A RESULT OF ABOVE:

Increased levels of engagement and activeness in PE lessons – e.g. children take part without stopping to rest excessively.

- ***Improved engagement and behaviour at lunch times***
- ***Very few instances of pupils not bringing their kit into school***

Standards achieved in PE – We predict that our attainment in PE will continue to be above the national average and our target of 90% + achieving ARE reflects this.


Intent	Implementation		Impact	<i>Sustainability and suggested next steps</i>
<p>Lunch time resources and provision is engaging <u>to all children</u>. They promote active play through a range of initiated and self-initiated activities, which results in high levels of activeness and enjoyment for all children.</p> <p>Adults are effectively used to initiate games on the playground during lunchtimes. They involve a range of children in active and collaborative play, whilst promoting the schools values through the activities that they initiate.</p> <p>Sports Leaders play an active part in promoting physical activity at lunch times and during PE</p>	<ul style="list-style-type: none"> Continue to review the playgrounds and develop the physical environment to further promote engagement/ activeness and creative play. Implement playground plan begun last year. Audit and replenish playground equipment/ gain staff voice in order to develop active opportunities at playtimes. Our PASS Sports Coach will effectively initiate games on the playground/field during lunchtimes (twice a week). They will involve a range of children in active and collaborative play, whilst promoting the school values through the activities that they initiate. PASS to continue to train midday supervisors to lead activities. PASS to train Sports Leaders and Play Leaders to lead breaktime activities. 		<p>Developments to the playgrounds have provided further opportunities for children to engage in physical and creative play during break and lunchtimes.</p> <p>A stage has been purchased and installed on the KS1 playground which encourages children to be both more active and imaginative in their play. "I love dancing with my friends!" Adele – Year 2.</p> <p>Ninja Lines and Slacklines encourage additional activities. "My favourite thing to do on them is hang like a monkey!" Edward, Year 2.</p>  <p>More pupils now meet their daily physical activity goal, as more pupils are encouraged to participate in games & sports activities.</p>	<p>The development of playground resources and the physical environment promotes self-initiated and active play, which can be sustained overtime.</p> <p>Replenished playground boxes will encourage independent play and engage children to sustain active and creative behaviours during lunch and playtimes.</p> <p>The Sports Coach continues to introduce new games and activities in year group bubbles. This will engage a broader range of children, with the intention of sustaining their interest in sport overtime.</p>

<p>lessons.</p> <p>Replenishment of KS2 football kits.</p> <p>KS1 football kits to be purchased</p> <p>KS1 and 2 generic sports shorts to be purchased for non-football tournaments.</p>	<p>PE lead to liaise with kit company to action replenishments.</p> <p>Research cost and look into additional sponsorship for football kits for KS1.</p>		<p>Through our Sports Coach initiating a range of games, a wider number of children are engaged in physical activity throughout the lunchtime period. Sports Leaders promote and initiate playground games and influence active behaviours on the playground.</p> <p>“I like encouraging younger children with the challenges we have set up this year.” Harrison – Year 5.</p>  <p>We have identified 100% of children choosing to be physically active across a typical week at lunchtime. This is as a result of the replenishment to the physical environment/ playground resource boxes and the lunchtime provision offered by our Sports Coach.</p> <p>Pupil voice has identified that, in general, KS1 children feel more confident and more like part of a team when representing the school.</p>	<p>The further development of Sports Leaders will result in the continuous promotion of active play and peer support during lunchtimes and PE lessons.</p> <p>Children are inspired to try new activities within and beyond school.</p> <p>Used for future tournaments initiating a sense of teamwork, community and responsibility.</p>
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			<p>WIDER IMPACT AS A RESULT OF ABOVE:</p> <p><i>Increased levels of engagement and activeness on the playground results in improvements to children's behaviour and less reported incidents at lunchtime.</i></p>	
Intent	Implementation		Impact	Sustainability and suggested next steps
<ul style="list-style-type: none"> The quality of teaching and learning in Physical Education will continue to be developed through staff CPD for class teachers, leading to most children achieving age related standards. Continue to use PASS PE planning to allow for effective and consistent delivery of a broad and balanced curriculum. PASS Sports Coach employed to deliver KS2 PE. 	<p>Termly CPD provided by PASS:</p> <p>Term 1: Year 3 teachers Term 2: Year 4 (ECT) teachers Term 3: Year 2 Term 4: Year 1 Term 5: Year 5 Term 6: Year 4</p> <ul style="list-style-type: none"> Continue to use the PASS PE SOW to ensure consistency and support staff beyond the Sports Premium funding. Staff confidence surveys issued in Autumn 2 to identify the key areas of staff CPD. High quality PE lessons delivered by PASS Sports Coaches across KS2. 		<p>Teachers voice has indicated that they have increased confidence in delivering quality planning with clear progression. Teachers have evidenced that they can effectively assess children and ensure their continued progress in PE.</p> <p>All staff that have received PE CPD have improved confidence in the targeted areas of CPD (identified through staff confidence surveys).</p> <p>Children have received high quality PE lessons, which support the development of their knowledge and skills and enabled them to achieve well.</p> <p>The PE curriculum has been implemented effectively, leading to most children attaining age related standards.</p> <p>The necessary resources are in place, which has enabled the effective</p>	<p>Staff will be confident in delivering consistently effective PE lessons.</p> <p>Continued CPD can come from sharing good practice and working with other schools within the trust.</p> <p>Comprehensive SOW covering dance, gymnastics and a variety of games for all of Year R, KS1 and KS2 from PASS. Videos and resource cards for dance and gymnastics which all provide continued CPD beyond the PE & SSP funding. Bespoke OAA scheme of work written for the</p>

<ul style="list-style-type: none"> PE Leader to impact on staff development through ongoing coaching/guidance and peer observation. PE lead to attend annual PE conference for CPD (27th March 2025) 	<ul style="list-style-type: none"> Replenishment of PE resources/competition resources. PE Lead coaching observations mapped out termly. 		<p>implementation of the PE curriculum. “I feel more confident assessing children in PE and knowing how to help those who might struggle to achieve expected.” Year 5 Teacher.</p> <p><u>Development of PE Leader</u> The PE Lead has continued to liaise with PASS in order to effectively implement ongoing CPD.</p> <p>We have maintained the high attainment standards that we have achieved historically and target that at least 90% of children in KS1 and KS2 meet the ARE (88% national baseline).</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> High standards achieved in PE NC have been sustained with over 90% achieving end of KS attainment target (ARE) in both key stages. 	<p>school.</p> <p>The PE Leader receives frequent training to enable them to effectively monitor teaching and learning and provide effective support for teachers across the school.</p>
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Intent	Implementation		Impact	<i>Sustainability and suggested next steps</i>
Continue to replenish the forest school area in order to provide purposeful and enriching outdoor learning experiences for our children.	Forest school area replenished and resources audited.		<p>The forest school area has been effectively resourced and used to engage and inspire all Reception & KS1 children and targeted groups of children in KS2.</p> 	<p>The replenishment of the forest school environment and resources are budgeted next year and relevant staff receive the appropriate training that will enable them to run effective outdoor learning sessions.</p> <p>Re-timetable to maximise its use so that more children, across the school, can benefit from using it.</p>
Intent	Implementation		Impact	<i>Sustainability and suggested next steps</i>
<ul style="list-style-type: none"> Ensure provision of competitions covers level 1 and level 2 so that children have the opportunity to compete against themselves and other schools. Ensure competitive sport is accessible to all pupils in all Key stages. 	<ul style="list-style-type: none"> All year groups to continue to offer all pupils competitive opportunities in Level 1 termly. PE leader to register for a range of L2 competitions within the borough: Football, netball, hockey, tag rugby. 		<p>All pupils have had the opportunity to feel success in a competitive environment and build on core values such as resilience and excellence.</p> <p>Children have developed confidence in themselves and in their sporting ability. Through pupil voice, they have communicated feeling a sense of pride in themselves and their team/school.</p> <p>Level 2 Competitions This year we have achieved the following participation: 25% of KS1 children participated in</p>	<p>Competition will continue to be embedded as a key element of learning at Level 1 stage (in-house). This will bear no cost if the SSP funding stops.</p> <p>An increased proportion of children access level 2 competitions and, where necessary, the school</p>

<ul style="list-style-type: none"> Ensure that our more able sports people are given opportunities to effectively challenge themselves. 	<p>KS1 mixed football LKS2 mixed football UKS2 girls football UKS2 boys football Mixed KS2 netball Mixed KS2 hockey Mixed KS1 Cross Country Year 5 Girls Multi Sports event KS1 Mixed Netball skills KS1, LKS2, UKS2 Athletics competitions.</p> <ul style="list-style-type: none"> All classes to continue to participate in a termly Personal Challenge. <p>Enter high profile cheerleading event.</p> <p>Subsidise part of the cost for entry/ travel.</p>		<p>level 2 competitions. 42% of pupils in KS2 participated in level 2 competitions.</p> <p>Level 3 Competitions</p> <ul style="list-style-type: none"> 10% of children in KS2 and 16% of children in KS1 participated in level 3 competitions.    	<p>hosts our own events, to ensure children have the opportunity to represent the school.</p> <p>Our higher achieving sportspeople are empowered to be aspirational and strive to excel and compete at the highest level possible.</p>   
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Head Teacher:	<i>Ray Lang</i>
Primary Lead responsible for the Sports Premium:	<i>Kirsten Holt</i>
Governor:	<i>Carina Cuddington</i>
Date:	<i>23/7/25</i>

PASS Silver Package Breakdown:

- PE specialist to work with two teachers per term
- Termly CPD opportunities (min 6 sessions per year, 2 free places)
- In house training opportunities for all staff
- High quality PE schemes of work, resources, and assessment from Year R – 6
- Midday supervisor training to increase physical activity during the school day
- Wellbeing festivals in a range of themes
- Staff wellbeing sessions
- Balanceability training for Year R
- Support with Active 60 agenda
- Personal challenge opportunities
- Competitions and festivals
- Play Leader training
- Extra - curricular club (1 per term)
- Dedicated subject leader CPD
- Governors training
- Support with long-term planning and evidencing the impact of PE and Sports Premium funding

Key Achievements for 2024-25

- Platinum Sports Award 2025
- Division Champions for KS1 and KS2 Cheerleading
- Finalists for numerous events: Football, Athletics and Netball
- Whole School Dance event
- KS2 all experienced breakdancing lessons
- KS1 all experienced Chinese Dragon Dancing
- All years offered multiple extra-curricular clubs with clubs oversubscribed.



Next Steps

- Continue to build on extra-curricular and competitive offering.
- Continue to build and develop playground and field zoning in accordance to the play policy.
- Target Year 6 classes to increase participation and therefore ability to achieve the national 25m standard.
- Balance Bike day for Year R