

PRIMARY PE & SPORTS PREMIUM STATEMENT

St John's Catholic Primary School

Background - The primary school sport premium investment goes direct to primary school Head Teachers and is designed to support improvements in the quality and depth of PE and school sport. In 2018/19 the amount schools receive each year has doubled.

Key Indicators - The Department for Education vision is that all pupils leaving primary school are physically literate and have the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport. The objective is to achieve self-sustaining improvement in the quality of PE and sport that delivers high quality provision of a balanced and holistic PE and school sport offer. There are 5 key indicators that schools should expect to see improvement across:

1. 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 a day, of which 30 minutes should be in school
2. the profile of PE and sport is raised across the school as a tool for whole-school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Funding - Individual schools will receive circa £16000-18000 per annum (depending on the number of pupils) which they can use to support these outcomes through various options including; staff CPD, employing specialists to work alongside teachers, cluster work with other schools and partnerships, transport, equipment, hall and pool hire etc.

The total funding for the academic year 2025/26	£ 17,380
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	80%
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?	80%
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?	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?	Yes/ <u>No</u> Pool not available

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Accountability & Impact - Schools are required to keep parents informed and publish plans for deployment of premium funding on their website by April of each academic year. Schools will be expected to track pupils to be able to show what improvements have been made and evidence the impact of the sport premium. From September 2013, Ofsted inspectors will assess and report on how effectively this new funding is being used when making the judgement on the quality of the school's leadership and management.

Lead member of staff responsible	N Armstrong	Lead Governor responsible	Francis Sanderson
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Time 2 Move - 'Time2Move' is the Cornwall Framework for PE and School Sport. It has been produced by a range of key stakeholders here in Cornwall including Head Teachers and subject specialists taking into account the outcomes of the primary sport premium and Ofsted recommendations. For those schools seeking a comprehensive school sport offer it provides a blueprint to develop excellent delivery both within and outside the school gates. As part of this initiative schools are provided with advice and guidance including a self-assessment audit and action planning template (for further information go to www.cornwallsportpartnership.co.uk/pe-and-school-sport). The following table outlines plans for the deployment of the sport premium funding this year set against the ambitions of the framework.

Area of Focus & Outcomes	Actions (Actions identified through self-review to improve the quality of provision)	Funding -Planned spend -Actual spend	Impact -Impact on pupils participation -Impact on pupils attainment -Any additional impact -Whole School Improvement	Future Actions & Sustainability -How will the improvements be sustained -What will you do next
Curriculum Delivery <i>engage young people in a high quality, broad and balanced curriculum</i>	Further increase physical activity amongst all pupils and identify pupils who are less active - Raise physical activity levels from all pupils through lunchtime leaders and after school clubs - Continued investment in OPAL style equipment and activities to support active play times and further provision for outdoor learning. Purchase additional equipment to facilitate playground leader sessions at breaks and lunchtimes.	Lunchtime TA play leader salary contribution: £3,671 Sports Teacher: £1206 OPAL style outdoor play equipment £10653.19	Uptake on after school club participation was high, especially in KS1 multiskills ensuring pupils had more opportunities to be active and to develop skills in specific sports. Breaktimes and lunchtimes also have high levels of activity, from all pupils being encouraged (and taught) to participate in playground leader games. The consolidation of OPAL style activities has increased pupil participation. Pupils are keen to actively engage in a range of activities which has resulted in better self-regulation, working co-operatively in groups and	More volunteers are coming forward to run after school clubs, plus look to spend some funding on external coaches next year. Replace equipment for football, table tennis, rounders, tennis and netball. Some pupils who tried a sporting activity for the first time decided to become members of clubs outside of school, eg. cross country, rugby. Stay and play sessions will commence for 2026.27 to support parental engagement with OPAL style play.

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	Purchase of indoor athletics equipment to facilitate greater activity during the winter months utilising the hall space.	Sportshall equipment £984.93	better concentration and achievement in learning.	Team work and individual achievement. Annual whole day event with team/individual awards. Build resilience, goal setting and improve athletic techniques.
	Accreditation achieved for a teaching assistant as an outdoor learning leader to enable in-house outdoor learning and after school club.	Wild Tribe Training conference CPD £115	A member of staff is now confidently holding after school outdoor learning sessions.. All classes have access to high quality PE provision, ensuring progression in skills and knowledge across all sports, including gymnastics, dance, ball sports and swimming in KS2.	Outdoor learning after school club is to continue for 2026.27.

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Physical Activity, Health & Wellbeing <i>all young people are aware of health related issues and are supported to make informed choices to engage in an active and healthy lifestyle</i> (Key Indicator 1)	Encourage all pupils to live a healthy and active lifestyle, with a variety of physical activity and mental wellbeing strategies. • Invite / encourage sports groups into school, to promote their activities and encourage children to participate eg. Cornwall Triathlon and Cornwall Cricket • Offer a variety of traditional and non-traditional sports to all classes • Bikeability for Year 6 pupils to promote active, healthy lifestyle and safer riding. • Purchase new equipment and resources for outdoor learning. • Storage for bikes and scooters, to encourage alternative ways of coming to school (non-car) • Healthy Movers scheme for EYFS and Yr1. • Purchase of My Happy Mind to improve resilience, well being and mental health. • Chance to shine Cricket coaching sessions for all KS2 pupils.	Outdoor learning consumables and equipment	There is a greater participation in pupils joining external sports clubs, eg. gymnastics, kwik cricket and mixed martial arts. Pupils have experienced outdoor learning experiences they would not have otherwise tried. Feedback from pupils, parents and staff commenting on increased enjoyment of the outdoors, new knowledge about trees and plants and a greater understanding of specific topics linked to the outdoors, eg. investigating natural waterproof materials. Physical development, resilience and linked oracy skills are increasing in EYFS and KS1.	Teachers to facilitate their own outdoor learning sessions. Ensure new Reception cohort has a chance to take part in outdoor learning sessions.
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	2x days of sporting activities for children not attending camp			
Diverse & Inclusive <i>provide a fully inclusive offer that recognises the diverse needs of specific groups and identifies tailored opportunities for all young people</i> (Key Indicator 4)	- Provide traditional and alternative sports (already costed above) - Identify disadvantaged children and the least active children to attend clubs. Teachers to identify and promote. (already costed above) - Provide alternative wellbeing activities for pupils - OPAL style play has ensured there are activities that appeal to every child. - Fun Fit sessions to provide alternative physical development activities for pupils with additional physical needs	Gardening club consumables: all items donated	Pupils with additional physical needs are included in lunchtime activities through wheelie day activities. The school's most vulnerable pupils are enhancing their life skills and outdoor knowledge through the gardening club, where they are growing fruit and vegetables for the rest of the school community to eat. Provided by trained staff to enhance and improve gross motor skills and develop team building skills.	Increase offer of cluster days for least active children. Incorporate the run a mile scheme into outdoor learning sessions. Nurture group sessions as part of outdoor learning provision enabling specialist interest and encouraging well being.
Competitions <i>Provide a well organised, appropriate and enjoyable programme of competitions and festivals for students of all abilities</i> (Key Indicator 5)	Continue to work with Camborne Sports Primary Partnership and CSIA, to attend as many festivals, tournaments and leagues as possible and to include as many children as possible	Cluster subscription £2,500	Participation and enthusiasm for fixtures is high. Pupils have a healthy appetite for being competitive, whilst learning to win/lose appropriately.	More fixtures and opportunities for competitive sports will increase through the cluster provision next year.

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	• Provide greater opportunities for in-house competitive sports eg. house team high fives • Attend additional athletics events. • Ensure a greater variety of activities during sports day.			
Leadership, Coaching & Volunteering <i>provide pathways to introduce and develop leadership skills</i>	• Train Yr 6 pupils to become play leaders for EYFS and KS1 pupils (£0)		Yr 6 pupils are reliable, conscientious and knowledgeable in supporting younger pupils with their play and physical activities.	
Community Collaboration <i>ensure opportunities for young people of all abilities to extend their school activity transitioning into sustained community based sport</i>	• Participate in as many local sports events as possible (already costed above) • Invite / encourage community groups to come into school, to promote their activities and enthuse the children to participate eg. Cornwall Cricket • Engage with local sporting teams who offer their coaches for after-school clubs.		All classes took part in all activities on offer. As above, there is an increase in uptake of sports outside of school hours. pupils are more keen to try different sporting activities.	
Workforce <i>increased confidence, knowledge and skills of all staff in teaching PE & sport</i>	• Provide additional whole staff training on the school's PE scheme (gymnastics and use of climbing equipment), specifically assessment	Training paid through subscription.	PE subject leader is very knowledgeable in the curriculum, assessment and differentiation to meet SEND requirements. This means pupils of all ages and abilities are well supported to take	Additional CPD support for our newly qualified teacher next year.

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<i>(Key Indicator 3)</i>	- Identified staff to attend CPD opportunities through the local PE partnership - Use staff expertise and skills to run after-school clubs		part in physical activity and staff are confident in their approaches.	Subsidise no. of clubs with specialist sports coaches eg. plymouth argyle
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