



St Simon's Catholic Primary School



Evidencing the impact of the PE and Sport Premium

Amount of Grant Received	£17,630.00	Amount of Grant Spent	£17,543.50	Date	Updated April 2024
---------------------------------	------------	------------------------------	------------	-------------	--------------------

RAG rated progress:

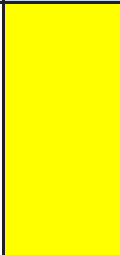

- **Red** - needs addressing
- **Amber** - addressing but further improvement needed
- **Green** - achieving consistently

As a result of reviewing achievements to date in each of the 5 key indicators from DfE and considering priority areas for further development needs, the following 3 year action plan and impact report shows ongoing progress.

Meeting national curriculum requirements for swimming and water safety	
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?	59% children achieved NC1 or NC2
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?	55% children achieved NC1 or NC2
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?	55% Children achieved NC1 or NC2
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

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

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	22/23	23/24	24/25
<ul style="list-style-type: none"> • Encourage enjoyment of PE and Sport with the aim of inspiring lifelong participation in physical activity. • Build a lifelong knowledge of the importance of physical activity through PSHE curriculum and assembly. • To improve the quality of teaching and diversity of the curriculum in order for all pupils to make regular and sustained progress. 	<ul style="list-style-type: none"> • Gross Motor skill equipment in KS1 playground and additional playground markings • Final payment for markings (Jan 2024) 	<p>£3,114.50</p> <p>£2,814.50</p>	<ul style="list-style-type: none"> • Children have access to equipment in the playground which they can use independently, contributing to their 30 minutes of active play. 			
	<ul style="list-style-type: none"> • Playground equipment bags to encourage active playtimes and build gross motor skills across the school. 	<p>£344.97</p>	<ul style="list-style-type: none"> • Children are developing their independent PE Skills, including teamwork and problem solving during their 30 minutes of active play. • Play leaders organize structured games and target children during their 30 minutes of active play. • Participation in after school clubs. • Pupil Voice • Teacher surveys • Children have an improved understanding of health and wellbeing. • Pupils have a more positive approach to PE and sport. 			

- | | | | | | | |
|--|--|--|--|--|--|--|
| | | | <ul style="list-style-type: none">• Introduction of lunchtime clubs, including table tennis, basketball and dance. | | | |
|--|--|--|--|--|--|--|

Next steps for Key indicator 1: The engagement of all pupils in regular physical activity:

- PE coordinator to continue target children who are resistant to take part in PE lessons, working with the children to identify barriers to learning.
- Continue to create a culture of active classrooms, including 'wake up, shake up' and increased use of the daily mile track.
- Core development sessions (based on Sharon Skade principles) to be introduced across the school with morning interventions delivered three times a week.

Key indicator 2: Raising the profile of PE & Whole School Improvement

- The profile of PE and sport being raised across the school as a tool for whole school improvement

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	22/23	23/24	24/25
<ul style="list-style-type: none"> Use sport as a way to continue to improve and maintain a high standard of behaviour at lunchtimes. Develop a formed Sport and Health council which engages with children and gives them a pupil voice. Develop sport leaders to help support other children and support Sport's day and lunchtime activities. Integrate parents, carers and families within the community to embed sport externally into the home lives of the children. 	<ul style="list-style-type: none"> Stockport SHAPES alliance support to improve quality of teaching and diversity of sports offered. 	Shapes payment £2,300	<ul style="list-style-type: none"> Increased participation in physical activity by ALL children. Improved teaching delivery and CPD training (OAA). 			
	<ul style="list-style-type: none"> PE coordinator to continue to work with KS1 and KS2 LO's to develop their knowledge of physical activity. Increase opportunities for students to participate in team sports, individual activities and cooperative games, fostering both individual skill development and teamwork. 		<ul style="list-style-type: none"> Ensure teachers have access to their class's baseline data to establish a starting point for evaluation. PE lead to track the fidelity of the Get Set 4 PE scheme to ensure that the actions are being carried out as intended through lesson observations and collecting feedback from staff and students. 			
	<ul style="list-style-type: none"> PE coordinator to provide games and opportunities to LO's for children to be active at lunchtimes. Safety check of equipment to continue to create a school environment that supports physical activity by providing access to safe and engaging outdoor spaces, equipment for active play, and resources for structured and 	£120.00	<ul style="list-style-type: none"> Improved behaviour at lunchtimes. Increased confidence of lunchtime staff to deliver games and sports at lunch times. Children happily discuss their favourite games, preferences for activities and make suggestions for new games or improvements to existing ones. Respect awards recognize and celebrate the children's achievements and participation in lunchtime activities. 			

	<p>unstructured physical activities.</p> <ul style="list-style-type: none"> • Additional space to store replenished equipment. £3,096.66 • Shelving for PE equipment £258.32 					
	<ul style="list-style-type: none"> • Whole school to implement strategies to integrate physical activity into daily routines beyond scheduled PE lessons such as incorporating short movement breaks between lessons, active learning strategies that involve physical movement and active play times. • Develop school/parent relations to promote the importance of physical activity and encourage active participation both in and outside of school with initiatives such as active families and the use of the travel tracker. 		<ul style="list-style-type: none"> • To be implemented in academic year 2024 – 2025. 			
	<ul style="list-style-type: none"> • Recognise and reward students' efforts and achievements in PE and physical activity through certificates, awards ceremonies, or school-wide acknowledgments, emphasizing the value placed on health, fitness, and well-being within the 		<ul style="list-style-type: none"> • Children show strong leadership skills and feel involved in decisions made about PE and Sport. • Celebrate achievements and recognise the contributions of individuals and groups towards raising the profile of PE across the school. 			

	<p>school community.</p> <ul style="list-style-type: none"> PE coordinator and curriculum team to plan and execute a successful sports day for children in Reception to Year 6, adapted as needed to ensure all children are engaged. 					
--	--	--	--	--	--	--

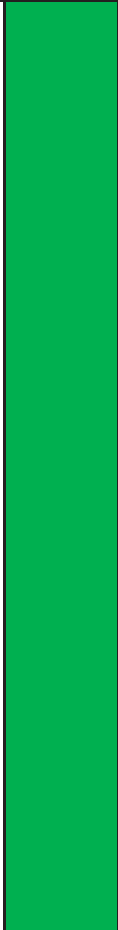
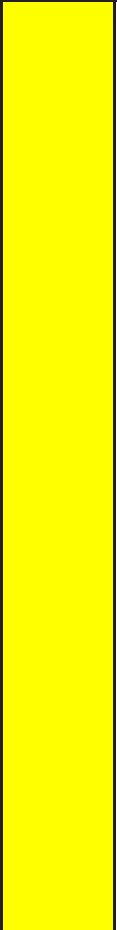
Next steps for Key Indicator 2: Raising the profile of PE & Whole School Improvement:

- For academic year 2024 – 2025, PE lead to introduce sport leaders in UKS2 to inspire and motivate other students to engage in physical activity and participate in PE, as well as organize and lead sports activities, clubs and events across the school.
- Provide training and support to the sport leaders to equip them with the knowledge and skills to organise and lead PE-related initiatives and events.
- Work with teachers to identify opportunities to incorporate movement-based learning activities into different subject areas.
- Provide professional development and resources to support teachers in designing and implementing active learning strategies that align with academic standards and learning objectives.
- Strengthen partnerships with local sports clubs, fitness organisations and community resources to expand access to quality PE programs and extracurricular activities for the children.
- Continue to collaborate with external partners to offer additional opportunities for sports coaching, specialised training and recreational activities that complement the school's PE curriculum. Increased publicity and promotion of Cross Country at Woodbank Park Athletics Stadium.
- PE Lead to conduct regular observations (both formally and informally) of classrooms, common areas and outdoor spaces to document the implementation of physical activity strategies.
- Work with teachers to log specific movement activities planned for each week, including any variations or modifications based on adaptive teaching.
- Seek teachers' perspectives on the feasibility and effectiveness of integrating physical activity into daily routines, including any challenges encountered and suggestions for improvements.
- Utilise the travel tracker app to collect data on the modes of transportation used by families for commuting to school.
- Document active families events and initiatives through photographs, videos, and written summaries on Class Dojo.

Key indicator 3: High Quality Teaching

- Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	22/23	23/24	24/25
<ul style="list-style-type: none"> Identify regular opportunities for teachers to engage in CPD focused on effective pedagogy, subject knowledge, and instructional strategies of PE with a specific emphasis on teaching methods tailored to the needs of St Simon's. Foster a culture of peer learning and collaboration, where teachers feel empowered to seek advice, share best practices, and engage in professional dialogue to continuously improve their teaching of PE. Support teachers in collecting and analysing data, gathering student feedback and documenting evidence of impact to inform their practice and drive continuous improvement. Provide training and resources on effective differentiation strategies, such as flexible grouping, tiered assignments, scaffolding, and personalized learning approaches, to ensure 	<ul style="list-style-type: none"> PE Lead to arrange CPD delivery from SHAPES alliance and other partners (Such as the Stockport Handball Association) to up skill staff. SHAPES Coaches to work with teaching staff on skills required to deliver the school curriculum including OAA and how to effectively target SEND children. School equipment audited and new equipment ordered to replace faulty/inadequate equipment to facilitate lessons to a high standard. New equipment purchased to support the scheme and ensure fidelity throughout the school. 	<p>£1,118.70</p> <p>£32.37</p> <p>£24.99</p> <p>£19.38</p> <p>£3.73</p> <p>£4.99</p> <p>£355.50</p> <p>£198.00</p> <p>£17.78</p>	<ul style="list-style-type: none"> Opportunities provided to staff for CPD opportunities and for external coaches to deliver sessions/team teach PE (Stockport County, Stockport Handball, Hazel Grove Tennis Association, Mini Athletics) to stay updated on best practices. Stockport County and Stockport Handball association have delivered sessions in school directly to the children and worked with teachers to build on their subject knowledge and teaching delivery. Staff surveys including confidence scaling. Use data from student assessments, performance evaluations, and observations to evaluate the effectiveness of staff training efforts and identify areas for further improvement and support. Staff have access to a wide range of resources, including curriculum materials, lesson plans, instructional videos, and equipment for teaching PE and sport. Observations of staff using the newly 	<p>Green</p>	<p>Green</p>	<p>White</p>

<p>that all students are appropriately challenged and supported.</p>	<ul style="list-style-type: none"> • PE coordinator to be released to observe lessons and support staff. • Appropriate and professional learning accessed for staff. • Purchase SOW - Get Set for PE • Renewed final year Dance to School contract 	<p>£1237.50</p> <p>£355.00</p>	<p>purchased equipment appropriately and with confidence (such as the spring board and foam wedge in gymnastics).</p> <ul style="list-style-type: none"> • ECT's and new staff confident to deliver high quality PE and access CPD available. • New assessment scheme shows good progress across the school: <ul style="list-style-type: none"> ○ 65% working within age related expectations at EYFS ○ 86% working within age related expectations at KS1 ○ 91% working within age related expectations at KS2 • Accelerated development of SEND children. <ul style="list-style-type: none"> ○ 7% of SEND children in KS1 working beyond their age-related expectations. ○ 2% of SEND children in KS2 working beyond their age-related expectations. 			
--	--	--------------------------------	--	---	---	--

Next Steps for Key indicator 3: High Quality Teaching:

- PE lead to identify areas of focus based on staff needs assessments, feedback, and observations, targeting the following key areas: Instructional strategies and assessment techniques.
- Pair teachers with experienced/confident mentors who can provide personalised guidance, feedback and modelling of effective teaching practices in PE and sport.
- PE lead and staff at St Simon's to foster a culture of continuous improvement and innovation by creating a display board for staff to share their learning experiences, insights, and best practices with colleagues.
- Review and revise the professional development plan based on feedback, outcomes, and changing needs to ensure continuous improvement and alignment with the school's goals and priorities.

Key indicator 4: Broader Range of Activities

- Broader experience of a range of sports and activities offered to all pupils

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	22/23	23/24	24/25
<ul style="list-style-type: none"> • Review and revise the PE curriculum map. • Establish a diverse array of after-school clubs and extracurricular activities focused on different sports. 	<ul style="list-style-type: none"> • PE coordinator to review the current PE curriculum map, taking into consideration the children's views through pupil voice activities. • Organise a PE enrichment day for the whole school, allowing the children to experience a broad range of new activities. • Staff to organise Year 6 residential Robinwood trip, ensuring a wide range of activities chosen. • Transport to develop KS1 Cross Country • Transport to LKS2 Sports Hall athletics • Introduce new lunchtime clubs, ensuring they are sufficiently equipped 	<p>£425.00</p> <p>£63.60</p> <p>£64.00</p> <p>£46.48</p>	<ul style="list-style-type: none"> • Updated curriculum map showing the revised PE curriculum that outlines the expanded range of sports and activities introduced. • Year 6 attended Robinwood and developed a wide range of skills they are not able to access within their local environment. • Pupil voice activities to shape the PE curriculum map. • Stockport Handball have delivered sessions with Year 3 and 4 students, upskilling teaching and offering a new sport to the pupils. • Table tennis club launched during Spring 2. PE lead has spoken to attendees of the club who have all spoken of their enjoyment. 	<p>Yellow</p>	<p>Green</p>	
<ul style="list-style-type: none"> • Organise sports days, inter-house competitions, and school-wide tournaments that showcase a variety of sports 	<ul style="list-style-type: none"> • Stickers purchased to encourage participation in competitive sport. 	<p>£17.45</p>		<p>Yellow</p>	<p>Green</p>	

<p>and activities and promote friendly competition and teamwork among the children.</p> <ul style="list-style-type: none"> • Incorporate outdoor education and adventure sports experiences into the school curriculum to promote environmental awareness, outdoor skills, and physical challenge – to include the Year 6 residential which incorporates activities such as bouldering, zip wire, orienteering and canoeing. 						
---	--	--	--	--	--	--

Next Steps for Key indicator 4: Broader Range of Activities:

- Track student participation rates in newly introduced sports and activities through attendance logs and Get Set 4 PE, aiming for at least 70% of students to participate in each activity at least once per year (with a view to increasing this year on year).
- Establish partnerships with local sports clubs (Stockport Handball/Hazel Grove Tennis) to provide coaching and resources for the introduction of new sports, ensuring adequate training and support for teachers involved in delivering these activities.
- Align the introduction of new sports and activities with the interests and preferences of the pupils, based on pupil voice feedback.

Key indicator 5: Competitive Sport

- *Increased participation in competitive sport*

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	22/23	23/24	24/25
<ul style="list-style-type: none"> • School to actively participate in competitive sports again. • Providing opportunities for SEND children, the least active and least confident to take part in competitive activities. • Children to compete against peers in a variety of sports. • Children to participate in sports they would not usually be exposed to in their community. • Sports club to include an end of unit competition (if appropriate). • Girls football club to be developed. 	<ul style="list-style-type: none"> • Work with the SHAPES alliance to increase opportunities for children to compete in intra-school competitions. • All children take part in school sports day, adapted for those who need it. • Inclusive sport options offered in school with. • Children take part in sports against other schools within Stockport. • Promote a positive culture of sport in the school by encouraging and recognising team work, sportsman ship and fair play. • Results sharing on social media, class dojo and newsletters highlighting school games value. • Hire quality coaches to provide effective instruction and guidance to the 	<p>£791.00</p>	<ul style="list-style-type: none"> • Increased confidence of children when engaging with activities. • Pupil voice feedback through School Sports Council. • Observation of staff and feedback from SHAPES alliance. • Increased uptake in competitive sports, including attending training sessions. • Improved social and emotional skills across the school. Children understand the importance of regulating their emotions and participation in sports allows for this. • Boost in children's self-esteem – feedback from pupil 				

	children - PFC football coaches to train the school teams (UKS2 boys' and girls') <ul style="list-style-type: none"> • Encourage parental involvement with sport in school. • KS2 Cross Country at Woodbank Athletics Stadium (subscription fees) • Subscription fee to the Stockport Football league 	£80.00 £40.00	voice.				
--	--	----------------------	--------	--	--	--	--

Next Steps for Key indicator 5: Competitive Sport:

- Continue to conduct pupil voice surveys to gather feedback about their interests, preferences and barriers to participation in competitive sports. This will allow the PE lead to use this information to identify popular sports, preferred training times and any challenges that need to be addressed.
- Introduce new sports teams that align with student preferences and consider offering less traditional or niche sports to attract students who may not typically participate in mainstream sports.
- Share the sports competition calendar with staff allowing them to take ownership of some competitions they feel their classes may enjoy.

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Jenni Pierse
Date:	08.07.2024
Governor:	
Date:	