



# St Winefride's Catholic Primary School

## Sports Premium Reporting

### 2024-2025



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St Winefride's Catholic Primary School is passionate about creating sporting opportunities for our pupils.

At St Winefride's Catholic Primary School, we aim to use the Sports Premium funding to enhance the quality and breadth of physical education (PE) and sport offered to all pupils. Our intent is to improve pupils' physical health, mental wellbeing, and social skills through inclusive, engaging, and high-quality sports provision. We will focus on increasing participation, developing pupils' skills and confidence, and promoting lifelong physical activity habits. This will contribute to improved academic outcomes, greater pupil engagement, and stronger community links.

To ensure we can offer the best sporting opportunities to children, we utilise sports premium. The primary PE and Sport premium was introduced in March 2013 to improve the provision of physical education and school sport in primary schools across England. The funding is allocated directly to primary schools and may only be spent on improving the provision of PE and sport in schools. Schools have the freedom to choose how they spend their sports premium but must report on their use of this money yearly.

Please see the information below for the evidence and evaluation of our sports premium spending for the academic year stated.

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

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
We employed sports coaches, in dance, to provide specialist teaching this year and act as CPD for teachers.	Teachers provided with dance teaching specialist coaching to teach dance to their pupils. This enabled staff to observe good practice and ensure that teaching and learning in this area could be sustainable.	All classes/teachers benefitted from this. The children received high quality teaching and learning in dance and this was progressive throughout the school.
Providing high-quality specialist PE and Sport Provision at lunchtimes for children in Years 3, 4, 5 and 6 by a specialist coach covering any sporting activity and based upon pupil and teach voice.	<p>This engaged more children in physical activity at lunchtime and they thoroughly enjoyed being active in all weathers and supported by a specialist coach.</p> <p>It provided all children with high quality PE provision at lunchtime; to be active at lunchtime and to learn to organise and lead games that are managed well.</p>	Children share that they enjoy being able to play games during their free time and benefit from the support that they receive from professionals. Teachers have commented upon the impact that this has had on behaviour during free time. Not only are the children active but it teaches them how to engage with one another through support – encouraging one another as well as dealing with conflict. It is important that this continues to be provided.
Commitment to cluster PE and competition to enable us to participate in local sporting competitions and events.	Participation in SSP events has been higher this year than ever before. We have encouraged participation in different groups of students (including girls, SEND, PP).	<p>Children, staff and parents value these competitions and we have seen more children want to engage at competition level. It is important that this continues and we encourage more children to take part.</p> <p>We will continue to take part in sporting competitions within the local cluster schools.</p>

<p>Celebrating National Sports' Week with specialist coaches.</p> <p>Swimming Coaches provided excellent swimming coaching to children but CPD to all staff.</p>	<p>Children enjoyed engaging in specialist sports, including Quidditch. This reached a wider number of children and we saw a higher engagement from all children.</p> <p>Children were taught in smaller groups. All staff attended swimming sessions and benefited from real life CPD to help them understand the fundamentals when teaching children to swim – at all levels.</p>	<p>We will focus on increasing our uptake of events to get the best value for money - including signing up to CPD opportunities for staff where this is available to us.</p> <p>Children and staff enjoyed these opportunities. It provided staff with CPD in teaching other sports to children and gave them an understanding of how children can be active in a variety of different ways.</p> <p>Staff find the swimming sessions beneficial CPD as they can see their children being taught by specialist coaches which impacts their contribution to teaching groups. This encourages sustainability for teaching and learning in swimming in future years. Children in KS1 have enjoyed swimming sessions with peers and their confidence has improved vastly. It has also encouraged confidence in parents to take children swimming at an early age. Children are confident in water when attending residential.</p>
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## Key priorities and Planning

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

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
Employ a specialist dance teacher to teach dance to ensure that children are exposed to different styles of dance.	Pupils - they will benefit from being taught by specialist teachers and will be inspired by the teachers/players who will be in school. Teachers - they will benefit from CPD, be able to observe good practice and up-level their own subject knowledge and confidence in delivery.	Key Indicator 1 - provide opportunities for pupils to experience a range of sports delivered by a specialist sport teacher. Key Indicator 3 - increase the confidence, knowledge and skills of all staff in teaching PE. Key Indicator 4 - have a broader experience of a range of sports offered to all.	Regular opportunities for staff CPD, staff will be up-skilled for future dance teaching. Children will be more confident in performing and more confident in engaging in dance activities.	£2546 - to employ the specialist dance teacher to teach all children across the school high quality dance. Providing CPD for staff in teaching dance.
Contribute towards the employment of a specialist outdoor learning teacher to deliver Forest School sessions and outdoor activities.	Pupils - increase their exposure and understanding of LOTC, supports their mental health and well-being. Teachers - benefit from observing good practice and able to take part in some activities that require a specialist teacher to deliver.	Key Indicator 1 - provide opportunities for pupils to experience a range of sports delivered by a specialist sport teacher and promote engagement of all pupils in regular physical activity. Key Indicator 4 - have a broader experience of a range of sports offered to all.	Sport, LOTC and OAA cross-curricular links to topic/science units allow the children to further increase their understanding in different subjects. ALL teaching staff will attend 6 sessions of Forest School throughout the year providing them with good quality CPD in teaching outdoors. Support staff will support session and	£4680 contribution towards the delivery of outdoor education by a specialist teacher (external). £250 for staff to receive training in putdoor education and risk assessing outdoor activity.

Children to take part in SSP events – cluster events and events at stage 2 and 3.	<p>Pupils - they will benefit from opportunities to be involved in local sporting events.</p> <p>Teachers - they will benefit from some CPD opportunities through attending events and encouraging differing groups of children to attend.</p>	<p>Key Indicator 2 - raise the profile of sport across the school and increase the participation in competitive sport.</p> <p>Key Indicator 5 - increased participation in competitive sports.</p>	<p>receive regular CPD also.</p> <p>Consistently creates links between local primary schools and keeps school sport profile high to obtain the sports mark. Encourages children to engage in competitive sport in school and then into the wider community through sports in the community. This encourages links between school and community/ grass roots sport.</p>	£1,710 to engage in sporting activities throughout the year.
Conduct a pupil voice through the school council to decide upon the equipment that children would like to have to keep them active at free time.	<p>Pupils - increase their opportunities to be active daily.</p> <p>Teachers - enables there to be greater behaviour in free time as children are engaging in physical activity.</p>	<p>Key Indicator 2 - raise the profile of sport across the school and increase the participation in competitive sport.</p> <p>Key Indicator 5 - increased participation in competitive sports.</p>	<p>Investing in equipment for the long-term. Children have a well-stocked PE resource which they have requested and this facilitates the children engaging in daily activity.</p>	£850 equipment used by children at playtime and lunchtime.

Specialist Sports Coaches in school each lunchtime to support children in KS2 to be active daily and to engage in a variety of activity. One day per week, KS1 children are supported by dance teacher who leads activities.	<p>Pupils - increase their participation in physical activity.</p> <p>Pupils increase their opportunities for competition in school.</p> <p>Teachers - enables for thorough delivery of different sports during free time as well as structured time.</p> <p>Builds children's confidence and promotes children positively working together.</p>	<p>Key Indicator 1 - provide opportunities for pupils to experience a range of sports delivered by a specialist sport teacher.</p> <p>Key Indicator 3 - increase the confidence, knowledge and skills of all staff in teaching PE.</p> <p>Key Indicator 4 - have a broader experience of a range of sports offered to all.</p> <p>Key Indicator 5 - increased participation in competitive sports.</p>	<p>Children are taking ownership for being active at free time. It encourages the development of positive relationships and also enables them to resolve conflict (in spot) in a supportive environment. Children are beginning to lead and manage their own physical activity.</p>	<p>£3721 spent to support specialist coaches supporting children in daily activity in their free time.</p>
Aquatic opportunities for children in KS1.	Increase confidence of Reception and KS1 children in water and to begin basic water skills.	<p>Key Indicator 1 - provide opportunities for pupils to experience a range of sports delivered by a specialist sport teacher.</p> <p>Key Indicator 3 - increase the confidence, knowledge and skills of all staff in teaching PE.</p> <p>Key Indicator 4 - have a broader experience of a range of sports offered to all.</p>	<p>Children are becoming more confident in water. Staff are growing in confidence in the teaching and learning in swimming. Parents are becoming more confident to continue with water development outside of school provision.</p>	<p>£900 contributes to the cost of the aquatic opportunity.</p>
Aquatics development for all pupils and staff.	All children attend swimming sessions and the staff to child ratio is vary high with having specialist instructors and school staff supporting these	<p>Key Indicator 1 - provide opportunities for pupils to experience a range of sports delivered by a specialist sport teacher.</p> <p>Key Indicator 2 - raise the profile of sport across the school and increase</p>	<p>Children are becoming more confident in water. Staff are growing in confidence in the teaching and learning in swimming. Parents are becoming</p>	<p>£1900 upskilling all staff in teaching and learning in swimming and water safety.</p>

	opportunities.	the participation in competitive sport. Key Indicator 3 - increase the confidence, knowledge and skills of all staff in teaching PE. Key Indicator 4 - have a broader experience of a range of sports offered to all. Key Indicator 5 - increased participation in competitive sports.	more confident to continue with water development outside of school provision. All staff are receiving quality CPD in delivering swimming sessions and water safety.	
Use of education platform resources/membership to ensure safety of physical activity.	Safe planning and assessment of PE activity taking place in school and beyond, including residential trips.	Key Indicator 5 - increased participation in competitive sports.	Staff have confidence in using this platform to plan and assess internal and external events and the facility to receive professional advice from experts.	£567 to purchase membership of platform to record and assess safety of activities including sporting activities and residential.
Ensure the consistent delivery of extracurricular activities	Sporting clubs are offered to all children and they are consistently provided.	Key Indicator 1 - provide opportunities for pupils to experience a range of sports delivered by a specialist sport teacher. Key Indicator 2 - raise the profile of sport across the school and increase the participation in competitive sport. Key Indicator 3 - increase the confidence, knowledge and skills of all staff in teaching PE. Key Indicator 4 - have a broader experience of a range of sports	Sporting activities after school are planned for each week and are delivered.	£400 to contribute to the consistent delivery of sports clubs.

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## Key achievements 2024-2025

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
Employing a specialist teacher in the delivery of Forest School.	Children have benefitted from being taught in the outdoors by a specialist teacher. Teachers and support staff (and parents also) have benefitted from observing good practice and up-skilling themselves in encouraging children to be active in the outdoors.	Teacher feedback has reported an increase in confidence surrounding outdoor teaching and learning. Teachers have been able to observe 5/6 3-hour sessions of teaching in the outdoors equipping them with the knowledge, skill and confidence to teach outdoor activities. Parents have engaged in 1 x 3-hour session and this has supported them in the teaching and learning in the outdoors and how this promotes physical and mental well-being.
Specialist sports coaches providing high quality PE during unstructured times.	More children are engaging in PE during their free time. They enjoy being active and connecting with peers through sport. It encourages a positive environment and impacts behaviour.	Children enjoy the opportunity to engage in spotting activities during their free time. They benefit from support with managing these activities and any conflict that may arise through team sport.
School have achieved Sports Mark Gold for the second year running, due to their high engagement with the local sports competitions and events.	Children are being given opportunities for competition in different sports, and chance to represent their school. It creates a sense of belonging and can open up pathways for children into different sporting clubs outside of school. More children are taking part in physical activity in competitions.	Teacher and pupil feedback has been very positive about our engagement with cluster sport and district/ county level sporting events this year. PE is positively promoted through our newsletter and social media and this promotes our engagement and celebrates our successes.

<p>Aquatic opportunities and development across the pupils, staff and parents.</p>	<p>Children are engaging in water activity earlier and are growing in confidence in the water.</p>	<p>Pupils are enjoying swimming sessions starting earlier. They are enjoying taking part in sessions. Staff are learning from experts in teaching swimming. All staff have had opportunity for swimming CPD. Parents reported that they were anxious about children swimming, especially earlier, but it has been wonderful and given them they confidence to continue with this development outside of school</p>
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## 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> <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?	87%	This is showing an improvement year on year with the children swimming 25 metres. In year transfers do impact the % of children being able to swim by the end of Year 6.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	87%	Pupils are confident using a stroke, but less pupils were confident using a range of strokes.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	All pupils took part in the water-safety lesson during swimming. All pupils have also benefitted from water-safety briefings from externals – Year 6 attended a
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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	There are four members of staff, who are fully trained to teach swimming to our children and have level 1 and 2 swimming qualifications. We would like to increase this through training from the ASA when available. ALL staff benefit from CPD that they receive from the swimming instructors who are employed to reach our children. This is a great opportunity for CPD for all staff as they see the teaching of learning in reality with their own class.

Signed off by:

Head Teacher:	Jennifer Davies
Subject Leader or the individual responsible for the Primary PE and sport premium:	Jennifer Davies – Headteacher Anabel Wright – PE Lead
Governor:	Dr Mark Branch. Chair of Governors
Date:	14 <sup>th</sup> July 2025
Reporting PE and Sporting Grant Expenditure 2025	Online report form submitted to the DFE on 28 <sup>th</sup> July 2025.