

## St John and St James CofE Primary School



### Sports Premium 2024/25 Plan & Evaluation

#### Vision

**ALL** pupils leave primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

#### Objective

To achieve **self-sustaining** improvement in the quality of PE and sport against 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being 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

#### Background

PE and Sport are highly valued at St John & St James, supporting pupils' health, confidence and overall wellbeing. Led by Mrs S. Glover, PE is delivered by The Impact Team, who provide high-quality lessons and engaging physical activities. Staff benefit from the Tottenham Hotspur Primary Stars Programme, enhancing teaching across the school. Pupils take part in local matches with neighbouring schools, gaining experience in team sports and friendly competition. We also promote cultural capital through visits to local stadiums and offer whole-school and inter-house competitions that build teamwork, resilience and school spirit for all pupils.

#### Funding

As part of the Sports Premium Funding, the schools receive a grant of £18,170

Target	Actions to achieve target	Linked Objective	Costs	Impact/Outcomes NB. Impact measures to be added after final PE Review Summer 2.
To maintain the profile for PE across the schools.	<p><b>Regular Whole-School Events</b></p> <ul style="list-style-type: none"> <li>Host sports days, inter-house competitions, fitness challenges and whole-school activity weeks to keep PE visible and celebrated.</li> </ul> <p><b>High-Quality PE Lessons</b></p> <ul style="list-style-type: none"> <li>Ensure consistent, engaging PE teaching across all year groups, supported by specialist coaches or trained staff.</li> </ul> <p><b>Celebrate Success</b></p> <ul style="list-style-type: none"> <li>Share achievements—team results, personal milestones, photos and events—on newsletters, assemblies, social media and display boards.</li> </ul> <p><b>Leadership Roles for Pupils</b></p> <p>House Captains and Play Leaders to promote sport and act as ambassadors.</p>	1, 2, 3	Staffing Resources	<p>This year, we have successfully maintained a strong profile for PE across the school by celebrating sporting success, raising visibility through displays and communication, and empowering pupils as sports leaders who promote active, positive participation. These achievements have helped embed a strong culture of physical activity and enthusiasm for sport throughout the school community.</p> <p>As we continue to strengthen our provision, we have identified staff CPD as an important area for further development to ensure consistent, high-quality PE teaching across all year groups. In addition, our active lunchtimes offer is being enhanced through the introduction of the OPAL programme, which will provide more structured, creative and active play opportunities for all pupils.</p> <p>Together, these next steps will help us continue to build an inclusive, engaging and vibrant PE culture across the school.</p>
Maintain and grow where possible opportunities for extra curricular clubs.	<p><b>Sustain Current Club Offer</b></p> <ul style="list-style-type: none"> <li>Ensure all existing extra-curricular clubs continue to run consistently throughout the year, maintaining strong attendance and high-quality provision.</li> </ul>	1,2,4 & 5	Staffing Resources	<p>This year, we successfully met our targets to maintain and expand extra-curricular opportunities, with particular growth in our sports provision. Through partnerships with Impact Sports and Ballistic Ballers we provided high-quality football sessions that many pupils would not otherwise access due to financial constraints. These clubs enabled boys and girls to develop their skills, build confidence, and pursue a</p>

	<p><b>Increase Variety of Clubs</b></p> <ul style="list-style-type: none"> <li>● Introduce new sports clubs throughout the year so that children have the opportunity to try different sports.</li> </ul> <p><b>Boost Participation Across Year Groups</b></p> <ul style="list-style-type: none"> <li>● Review and monitor the number of children in our clubs look at the percentage of PP and FSM pupils in each club</li> </ul> <p><b>Enhance Inclusivity</b></p> <ul style="list-style-type: none"> <li>● Review the data and focus on pupils who are less active or underrepresented in current provision</li> </ul> <p><b>Strengthen Community Partnerships</b></p> <ul style="list-style-type: none"> <li>● Establish two new connections with external coaches, organisations, or community groups to expand specialist club opportunities.</li> </ul>			<p>sport they are passionate about. The Impact Team has offered free scholarships with their grassroots club, and talented players have been connected to wider opportunities. One pupil, whose journey began in our playground, progressed from our after-school club to receiving a scholarship and trialling for Tottenham, Watford, and currently Stevenage.</p> <p>Beyond sport, our KS2 cooking club, promoting the importance of healthy eating and maintaining a healthy lifestyle, has been highly successful, teaching pupils valuable life skills and encouraging healthy eating. It has also helped build stronger relationships with pupils who struggle in the classroom, giving them a space to thrive. Our dance club also continued to flourish pupils performed proudly in our own in-school dance event, boosting confidence and celebrating creativity.</p> <p>Overall, these clubs have broadened participation, strengthened partnerships, and provided vital opportunities for pupils to excel beyond academic learning.</p>
Develop opportunities for Young Leaders	<p><b>Increase Leadership Presence at Play and Lunchtime</b></p> <ul style="list-style-type: none"> <li>● Ensure Young Leaders support at least three lunchtime sessions per week leading games, supporting play zones, and encouraging positive behaviour.</li> </ul> <p><b>Develop Sports Leadership Roles</b></p>	1, 4 & 5	Staffing Resources	<p>This year, we have successfully increased leadership presence during play and lunchtimes. Our Young Leaders now support during lunch, facilitating play zones. We have also developed a structure of Sports Leadership roles, including House Captains and Sports Leaders. These pupils have taken ownership of setting up play zones and have supported during inter-house competitions, and helped run school sporting events with confidence and responsibility.</p> <p>Young Leaders played an important part in</p>

	<ul style="list-style-type: none"> <li>● Create specific roles such as Sports Captains, Activity Leaders, or Competition Ambassadors for pupils to lead warm-ups, help run events, and support inter-house competitions</li> </ul> <p><b>Involve Young Leaders in Whole-School Events</b></p> <ul style="list-style-type: none"> <li>● Ensure Young Leaders assist in planning and delivering at least two major events(Sports Day, inter-house competitions, Health Week).</li> </ul> <p><b>Celebrate Leadership Achievements</b></p> <ul style="list-style-type: none"> <li>● Recognise Young Leaders through assemblies, certificates, newsletters, and displays to promote the programme and inspire future leaders.</li> </ul>			<p>whole-school events, assisting in the planning and delivery of Sports Day and other competitions. Their involvement helped ensure events ran smoothly and provided meaningful leadership experience. We have also been proactive in celebrating their achievements, recognising their contributions through assemblies, certificates, newsletters (Padlet), and social media. This has helped raise the profile of the leadership programme and inspire younger pupils to take part.</p> <p>We aim to strengthen our leadership programme further by embedding Young Leaders more fully into the OPAL play provision, giving them greater responsibility for equipment management, activity zones and encouraging active, safe play. We also plan to introduce structured pupil voice sessions each term to gather feedback from Young Leaders and ensure their insights guide future improvements.</p>
<p>Maintain and further develop levels of activity at playtime and lunchtime</p>	<p><b>Sustain High Levels of Active Play</b></p> <ul style="list-style-type: none"> <li>● Ensure current activity zones and equipment remain consistently available, well-managed, and engaging for all pupils.</li> </ul> <p><b>Increase Variety of Play Opportunities</b></p> <ul style="list-style-type: none"> <li>● Introduce new games, challenges, and play areas each term to encourage wider participation and appeal to different interests.</li> </ul> <p><b>Strengthen Young Leader Involvement</b></p>	<p>1, 2, 4</p>	<p>Staffing Resources</p>	<p>We have made good progress toward maintaining and developing activity levels at playtime and lunchtime, and several targets have been partially met this year. Our activity zones and equipment continue to be used regularly, and pupils remain highly engaged in active play; however, further work is needed to ensure all areas are consistently well-managed and fully resourced throughout the year.</p> <p>We have begun to introduce a greater variety of play opportunities, including new games and activities, but this work will continue into 2025/26 to broaden participation even further. Young Leader involvement has increased, with pupils supporting games and play zones, although additional training and clearer routines</p>

	<ul style="list-style-type: none"> <li>Expand the role of Young Leaders in leading games, supporting play zones, and promoting safe, active play during lunchtime.</li> </ul> <p><b>Enhance OPAL Provision</b></p> <ul style="list-style-type: none"> <li>Further develop OPAL zones by improving equipment, reorganising spaces, and embedding structured play opportunities throughout the playground.</li> </ul> <p><b>Celebrate Active Play</b></p> <ul style="list-style-type: none"> <li>Highlight achievements in assemblies, newsletters, and displays to raise the profile of active lunchtimes and motivate pupils.</li> </ul> <p><b>Develop Staff Confidence and Training</b></p> <ul style="list-style-type: none"> <li>Provide staff with regular training on active play supervision, OPAL expectations, and behaviour management during outdoor sessions to ensure consistency and maximise pupil engagement.</li> </ul>			<p>will strengthen their role next year.</p> <p>Significant steps have been taken to enhance our OPAL provision, but to fully embed structured, high-quality play, further development of zones and equipment will be required. We have also celebrated active play through newsletters, assemblies, and displays; this will remain a priority to maintain momentum and encourage pupil engagement.</p> <p>Staff have received some initial training in active play supervision and OPAL expectations, but ongoing professional development is needed to build consistency across all outdoor sessions.</p> <p>These targets will therefore be carried forward into 2025/26 to ensure sustained improvement and long-term impact.</p>
<p>Provide support for pupils who have gross motor difficulties</p>	<p><b>Identify Pupils With Gross Motor Needs</b></p> <ul style="list-style-type: none"> <li>Carry out baseline observations, teacher referrals, and screening assessments each term to identify pupils who may require gross motor support.</li> <li>Develop a simple referral pathway so staff can quickly flag concerns.</li> </ul>	<p>1</p>	<p>Staffing Resources</p>	<p>Next year, we aim to strengthen our support for pupils with gross motor difficulties through a more structured and proactive approach. We will begin by identifying pupils who may require additional support, using baseline observations, teacher referrals, and screening assessments each term. A clear and simple referral pathway will be developed so staff can quickly and confidently flag any concerns.</p> <p>To ensure pupils receive effective and timely support,</p>

	<p><b>Implement Targeted Gross Motor Interventions</b></p> <ul style="list-style-type: none"> <li>• Deliver weekly gross motor groups focusing on balance, coordination, core strength, and functional movement skills.</li> </ul>			<p>we will introduce targeted gross motor interventions, including weekly groups designed to improve balance, coordination, core strength, and overall functional movement skills. These sessions will provide focused, practical activities that help pupils build confidence and develop the physical foundations needed for success in PE and everyday school life.</p>
<p>Maintain and develop opportunities for gifted pupils in Sport</p>	<ul style="list-style-type: none"> <li>• Re-establish Year 6 Sports Tour to Cardiff for pupils who excel in Football, tag rugby and cricket.</li> <li>• Increase opportunities for young leaders to support inter school events.</li> </ul>	<p>2,5</p>	<p>Staffing</p>	<ul style="list-style-type: none"> <li>• We were delighted to take 48 of our most sportingly engaged pupils on the Cardiff Sports Tour for the first time in 4 years. Pupils were able to tour and train in the professional sports facilities of Cardiff Rugby, Cardiff City FC and Glamorgan Cricket Clubs as well compete in football and tag rugby matches against Welsh Schools. The tour was a huge success with plans already underway for next year.</li> <li>• During the 6 Schools Championships 16 pupils supported the event to ensure it ran smoothly. Pupils supported by <ul style="list-style-type: none"> <li>○ Collecting and handling in scores</li> <li>○ Managing Raglan teams</li> <li>○ Guiding other schools to the correct pitches</li> </ul> </li> </ul>
<p>Continue to Raise Quality of PE teaching across the school</p>	<p><b>Provide Regular Staff CPD</b></p> <ul style="list-style-type: none"> <li>• Offer training on high-quality PE delivery, inclusive practice, progression of skills, and behaviour management in active lessons.</li> <li>• Use external specialists (e.g., The Impact Team, Tottenham Hotspur Foundation) to model high-quality lessons.</li> </ul> <p><b>Increase Opportunities for Team Teaching</b></p>	<p>3</p>	<p>Staffing PE Package</p>	<p>To continue improving the quality of PE teaching across the school, further development is needed in staff training and professional support. This includes providing regular CPD focused on high-quality lesson delivery, inclusive practice, skill progression, and effective behaviour management during active sessions. We aim to make greater use of **external specialists, such as The Impact Team and the Tottenham Hotspur Foundation, to model strong practice and offer practical guidance.</p> <p>In addition, we will increase opportunities for team teaching and coaching, pairing teachers with specialist</p>

	<p><b>and Coaching</b></p> <ul style="list-style-type: none"> <li>● Pair teachers with specialist coaches for team-teaching sessions to develop confidence and lesson structure.</li> <li>● Provide peer observations so staff can learn from effective practice across the school.</li> </ul>			<p>coaches to build confidence and refine lesson structure. We also plan to introduce **peer observation opportunities, enabling staff to learn from effective practice across the school and further strengthen consistency in PE teaching.</p>
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### Costings

A complete and detailed breakdown of all costs submitted to the Department for Education (DfE) can be found in the document below. This includes a transparent overview of how funding has been allocated, the rationale behind each expenditure, and how resources are being used to support pupils across the school. Please refer to the document for the full financial summary and supporting information.

 [24:25 - Reporting PE and sport premium grant expenditure - categories of grant spending.pdf](#)

### Swimming Lessons

The table below indicates the percentage of pupils that met national curriculum requirements for swimming and water safety at the end of KS2 2025.

Could swim competently, confidently and proficiently over a distance of at least 25 meters when they left your primary school at the end of last academic year.	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	Could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year
33%	33%	33%