

REGINA COELI CATHOLIC PRIMARY SCHOOL

SPORTS PREMIUM IMPACT REPORT

Intent Statement

- Increasing confidence, knowledge, and skills of all staff in teaching PE and sporting activities
- Increasing engagement of all pupils in regular physical activity and sporting activities
- Raising the profile of PE and sport across the school, to support whole school improvement
- Offering a broader and more equal experience of a range of sports and physical activities to all pupils
- Increasing participation in competitive sport

1. Increasing confidence, knowledge, and skills of all staff in teaching PE and sporting activities

Implementation

- Deliver targeted CPD sessions termly, focusing on curriculum delivery, inclusion, and assessment in PE.
- Partner with local sports coaches to provide modelling and co-teaching opportunities for staff.
- Use lesson studies and peer observation to enhance reflective practice.
- Invest in the PE Hub curriculum resources and lesson plans that are aligned with National Curriculum PE aims to support teacher confidence.

Impact

- Teaching staff report increased confidence in delivering PE lessons by end of academic year.
- Improved quality of PE lessons observed in all year groups during learning walks and observations.
- Increased use of adaptations and inclusive practice to meet SEND needs.

Sustainability and Next Steps

- PE Subject Leader embeds PE CPD into annual staff training schedules.

- Establish a staff PE forum to share best practice and resources.
- Continue partnership with external coaches for ongoing skill development.

2. Increasing engagement of all pupils in regular physical activity and sporting activities

Implementation

- Implement daily physical activity initiatives across all year groups.
- Increase availability of equipment and structured activities at break and lunchtimes, supported by trained pupil leaders and lunchtime supervisors.
- Develop a broad extra-curricular programme accessible to all pupils, including targeted clubs for less active or disadvantaged groups.
- Regularly survey pupils to identify activity preferences and barriers to participation.

Impact

- Target at least 90% of pupils engaging in a minimum of 30 minutes of moderate physical activity during the school day.
- Increase extra-curricular club attendance by pupils previously not attending, particularly pupils with SEND and disadvantaged children.
- Positive pupil feedback on enjoyment and motivation to participate in physical activities.

Sustainability and Next Steps

- Train new cohorts of pupil sports leaders annually to maintain lunchtime activity provision.
- Secure ongoing funding for equipment replacement and new activity resources.
- Continue to adapt and expand the extra-curricular offer based on pupil voice and engagement data.

3. Raising the profile of PE and sport across the school, to support whole school improvement

Implementation

- Celebrate participation and achievements regularly through assemblies, newsletters, and displays.

- Integrate PE and sport themes into whole school events, charity days, and cross-curricular projects.
- Involve parents and the local community through sports days, open events, and local club partnerships.
- Use PE and sport to promote whole-school values such as teamwork, resilience, and respect.

Impact

- Pupils and staff recognise the value of PE and sport as part of school culture in annual surveys.
- Positive impact on whole school behaviour and attendance linked to PE engagement initiatives.

Sustainability and Next Steps

- Develop a whole-school PE and sport celebration calendar.
- Continue to seek opportunities for community partnerships and role model visits.

4. Offering a broader and more equal experience of a range of sports and physical activities to all pupils

Implementation

- Expand the curriculum to include non-traditional and adapted sports (e.g., boccia, archery, dance).
- Ensure all PE lessons and clubs are inclusive, with adaptations for SEND and varying physical abilities.
- Provide opportunities for pupils to take on different roles such as officiating, coaching, and leadership.
- Use pupil voice to inform the range of activities offered, ensuring cultural and gender inclusivity.

Impact

- Pupils experience at least 6 different sports or physical activities annually.
- Increase participation of SEND and disadvantaged pupils in PE and extra-curricular activities by 30%.
- Positive feedback from pupils on the variety and inclusiveness of activities offered.

Sustainability and Next Steps

- Develop a resource bank of adapted activities and inclusive lesson plans.
- Continue staff training focused on inclusion and differentiation in PE.
- Monitor participation data by pupil groups to ensure equity and adjust provision accordingly.

5. Increasing participation in competitive sport

Implementation

- Develop an intra-school competition calendar that includes a range of sports and abilities.
- Facilitate inter-school competitions and festivals with local schools and sports partnerships.
- Support pupils to represent the school in local and regional competitions, ensuring broad access.
- Train older pupils as sports officials, coaches, and team captains to encourage leadership.

Impact

- Increase the percentage of pupils participating in competitive sport to at least 50%.
- Ensure representation across year groups, genders, and pupil groups including SEND and disadvantaged.
- Improved pupil confidence, teamwork, and resilience reported through surveys and observations.

Sustainability and Next Steps

- Embed competitive opportunities into the school calendar annually.
- Foster long-term partnerships with local sports clubs and organisations for competition pathways.
- Develop a system to track individual pupil participation and progression in competitive sports.