



St Nicholas at Wade School PE and Sports Funding Plan

Primary PE and Sport Premium Indicators

Funding information

Total amount carried over from 2023-2024	£8.107
Total amount allocated for 2024-2025	£17,830
Total amount of funding for 2024 - 2025 available	£25,879
Actual Spend	£25,879
How much we intend to carry over into 25/26	£0

Swimming Data

The ability of our year 6 swimmers 2024-25 is as follows:

Able to swim 25m	71%
Use a range of strokes	71%
Perform safe self-rescue	85%

Year: Academic Year 2024/25				Total fund allocated: £25,879
Key indicator 1: Engagement of all pupils in regular physical activity				
Intent	Implementation	Funding allocated:	Impact:	Sustainability/evaluation and suggested next steps:
Our primary goal is to enhance engagement in physical activity by encouraging and facilitating opportunities for children to cultivate a lasting interest in sports that extends beyond the school environment and into their home life.	<ul style="list-style-type: none"> Bounce beyond representatives come into school and lead the event. Time tabled slots ensure all children will access the provision 	£500 Actual spend £0	The inclusive event, engaging all 213 children, serves as a platform promoting diverse exercise methods beyond conventional team sports and running. By fostering awareness and accessibility to alternative forms of exercise, it contributes significantly to expanding children's physical activity horizons, benefiting both the students and their families.	This service is no longer available and we have focused spend elsewhere.
A Key focus to increase the time devoted to physical activity. This will lead to improved core strength, balance skills, muscle growth, and bone strength for all children.	Provide a range of bikes and trikes for use in KS2	£2000	<p>Through the implementation of structured physical activities, we have observed a significant improvement in children's core strength and balance.</p> <p>Promoting more active break and lunchtimes has resulted in increased</p>	<p>Maintain and Update Equipment</p> <p>Regularly check and maintain equipment like the KS1 bikes to ensure safety and usability.</p> <p>Consider small budget allocations or fundraising to replace or expand resources over time.</p>

			engagement and overall well-being among students. last year saw the old KS1 bike come on to the KS2 playground and these have been very popular	Playleaders and children return the bikes to the covered area
To equip teachers with a strong dance curriculum that ensures age-appropriate skills and clear progression.	<p>Teachers are required to utilise imoves for the provision of high-quality dance lessons to students.</p> <p>They have the option to incorporate daily bursts within lessons for brain breaks, alongside the use of calming activities for meditation and wellness purposes.</p> <p>A street dance after school club compliments this provision</p>	Imoves and Cosmic Kids £1047	<p>The implementation of our educational approach has resulted in a significant impact. Teachers exhibit confidence in their delivery, Children's' skills progress smoothly, and educators experience a notable reduction in workload. These positive changes collectively contribute towards a conducive teaching and learning environment.</p> <p>Cosmic Kids: <i>Cosmic Kids</i> has had a positive impact on children's physical and emotional development, improving strength, balance, focus, and confidence. Its engaging, story-based format encourages active participation, making it ideal for classroom or PE use.</p>	<p>Renewal each year requires ongoing costs. Integrate CC into weekly routines across PE, brain breaks, or mindfulness sessions. Provide staff with access and training to confidently lead sessions. Use child feedback to guide episode selection, and share the resource with families to encourage continued use at home.</p>

			Regular integration supports well-being, with benefits sustained through consistent use and staff-guided sessions.	
To guarantee optimal teaching outcomes, it is imperative to secure ample equipment resources for Physical Education lessons and After School Clubs.	For the successful execution of the project, an extensive Equipment Audit will be conducted. It is imperative to ensure that the Statement of Work (SOW) adequately covers all aspects of the project. Furthermore, careful consideration will be given to guarantee that the planned after-school clubs receive comprehensive coverage.	£1000	<p>Quality of teaching and learning not compromised</p> <p>Quality of opportunity realised:</p> <p>The provision of high-quality Physical Education teaching ensures that the learning experience is optimised without compromising quality. By realising the full potential of every individual, the quality of opportunities within PE is maximised.</p>	Properly caring for equipment ensures its safety, longevity, and continued effectiveness in supporting physical activities. Regular cleaning, timely repairs, and safe storage help prevent damage and reduce replacement costs, allowing resources to be used consistently over time and sustaining quality PE provision for all pupils.
To provide alternative provision to ensure meeting the needs of all children. To Promote a sporting activity usually has a cost implication	Installation of a multi-use climbing frame on the school premises. This addition aims to provide students with a unique recreational opportunity that encourages physical activity and social interaction.	£5000 (Additional £6000 funded by PTFA)	<p>Physical Development: The climbing frame is designed to enhance children's gross motor skills, coordination, and strength. By engaging in physically challenging activities, pupils will improve their overall fitness and health.</p> <p>Social Skills: The climbing frame fosters collaborative play, encouraging children to work together, negotiate</p>	The climbing frame has proven very popular, offering an alternative form of play that supports upper body strength, coordination, and confidence. Its continued use will be sustained through inclusion in the annual play equipment inspection, ensuring safety and proper maintenance for long-term, active engagement.

			<p>roles, and solve problems in real-time, thereby enhancing their communication and teamwork skills.</p> <p>Emotional Resilience: Through the challenges presented by climbing, children learn to manage risk, build self-confidence, and develop a growth mindset as they overcome obstacles, contributing to their emotional development.</p>	
<p>To repaint the lines on the playground to create clear areas for different sports (netball and basketball)</p> <p>To paint games onto the playground floor</p>	<p>The plan includes the repainting of the playground lines to designate specific areas for netball and basketball.</p>	£2174	<p>The addition of painted games on the playground floor will enrich the recreational space for Children, enhancing their overall experience.</p>	<p>The newly painted playground lines have enhanced opportunities for structured team play during lunch, breaks, and after-school clubs. They have been pivotal in preparing children for competitions by supporting skill development, spatial awareness, and teamwork. Their clear layout encourages regular use and will be</p>

				maintained as part of ongoing site upkeep.
Our goal is to ensure the replenishment of equipment for break and lunch times, enhancing the overall experience and promoting Pupil well-being and success.	Ensuring the replenishment of equipment for break and lunch times is a critical aspect of our operational strategy to provide a conducive learning environment for Children. Timely replenishment not only promotes well-being but also cultivates a culture of responsibility and sustainability within our school community.	£1000	Students have demonstrated improved social skills through increased interaction, leading to enhanced friendships and a more inclusive environment. Moreover, there has been a notable increase in pupils' participation in physical activity, promoting a healthier lifestyle and overall well-being.	Properly caring for equipment ensures its safety, longevity, and continued effectiveness in supporting physical activities. Regular cleaning, timely repairs, and safe storage help prevent damage and reduce replacement costs, allowing resources to be used consistently over time and sustaining quality PE provision for all pupils.
Provide pupils with safer, higher quality non slip mats for gymnastics and yoga.	Ensuring equipment is safe for gymnastics is vital. These can then also be used for yoga and other activities like sensory circuits or activities with SEN pupils.	£256 Crash mat £1700 Gym mats	Lessons in gymnastics and yoga can be run safely and smoothly. Movement time will be maximised as mats are easier to get out and put away. Pupils will perform their sequences with more flow and accuracy without having to stop and adjust the mats or get pupils to stand on them to keep them still.	The new gym mats have enhanced safety during lessons, allowing physical activities to be delivered with confidence. Improved storage has maximised movement time, reducing setup delays. Their high quality ensures durability and continued safe use, supporting a more efficient and effective PE curriculum.
Our goal is to make links with Cliftonville Hockey Club. We are taking part in their outreach programme.	34" hockey sticks x12 36" hockey sticks x8	£144 £128	Pupils will be able to learn hockey skills and participate in PE lessons and competitive hockey appropriately equipped.	The new jockey equipment has enabled the launch of a dedicated after-school club, broadening extracurricular opportunities. Support from

				during lessons, clubs, and competitions, enhancing both participation and teamwork.
The use of a coach to deliver interventions (1 x PM per week)	Interventions are delivered at individual, group and class level to support the needs of children. This can include increasing physical activity in reluctant children, working with children with SEND or working with groups for competitions etc.	£2713	PE interventions for small groups and individuals have a significant impact by providing targeted support tailored to specific needs. They improve motor skills, coordination, confidence, and physical fitness more effectively than whole-class approaches. This focused attention helps close skill gaps, boosts self-esteem, and encourages greater participation in physical activity.	<p>Integrate the coach's work into wider school development plans.</p> <p>Build internal staff capacity by having the coach train teachers or teaching assistants.</p>
<p>WIDER IMPACT AS A RESULT OF ABOVE</p> <p>The engagement of all pupils in routine physical activity is instrumental in developing a holistic educational experience. Emphasising regular physical activity cultivates a culture of well-being, both physically and mentally, amongst learners. This, in turn, leads to improved focus, concentration, and overall academic performance. Moreover, fostering a habit of participating in physical activities from a young age instils lifelong values of health and fitness. By ensuring the participation of all pupils in physical activities, we are not only promoting a healthy lifestyle but also facilitating the development of essential life skills such as teamwork, resilience, and discipline.</p>				
Key Indicator 2: 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:	Sustainability and suggested next steps:

<p>Celebration assembly as part of whole school worship, every day in the assemblies. House point system – new collection point and counters to increase participation and sense of belonging</p>	<p>Achievements celebrated in assembly (Values Certs) Trophy cabinet kept updated P.E. board in hall to be kept updated New House Point collection point</p>	<p>£425</p>	<p>House points and celebration assemblies have a positive impact by motivating students through recognition and friendly competition. They boost morale, encourage positive behaviour, and foster a strong sense of community and belonging. Celebrating achievements publicly reinforces effort and success, inspiring continued engagement and a positive school culture.</p>	<p>Collect regular feedback from pupils and staff on motivation and engagement levels.</p> <p>Track attendance and enthusiasm during assemblies.</p> <p>Embed celebration assemblies into the school calendar as a valued tradition.</p>
<p>We aim to empower students through the Lunchtime Sports Leaders programme, fostering leadership skills and promoting physical activity among peers for a healthier school community.</p>	<p>Year 5 and 6 pupils take charge in leading various sports activities during lunchtime for their peers. At the start of each term, pupils undergo training. The Sports Leader subsequently organises timetables for Key Stage 1 and Key Stage 2, while also actively seeking and incorporating feedback from the pupils. Play leader Scarfs/High Viz for easy identification.</p>	<p>£0</p>	<p>Enhanced Social Skills: Children participating in play activities show improved cooperation, communication, and conflict resolution skills, leading to a significant reduction in incidents of bullying and anti-social behaviour during play times. There is increased evidence of children forming friendships across different year groups, promoting a more cohesive school community.</p>	<p>Provide ongoing training and mentorship to build their skills and confidence.</p> <p>Rotate leadership roles regularly to involve more students and maintain enthusiasm.</p> <p>Recognize and celebrate their contributions in assemblies or newsletters.</p> <p>Collect feedback from the sports leaders themselves</p>

			<p>Increased Engagement in Play: The diversity of activities led by Play Leaders has resulted in higher levels of participation from all Children, with less disruption during play times and improved overall attitudes towards school. Children feel more included and encouraged to explore new games, fostering creativity and innovation in play.</p> <p>Leadership Development: Increased self-confidence and a sense of responsibility in their roles, which translates into better classroom behaviours and academic performance. The skills developed through this programme have been acknowledged by staff, reflecting positively on the students' ability to take on leadership roles in various school activities and projects.</p> <p>Positive School Culture: The programme contributes to a safe, inclusive, and</p>	<p>about their experiences and challenges.</p>
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			positive school environment, directly aligning with our school's values.	
<p>Staff CPD: Anna Outdoors</p> <p>Our intent in addressing the Nature Deficit is to foster a holistic educational experience that integrates outdoor learning and environmental stewardship into our curriculum. We aspire to develop environmentally conscious, curious, and resilient individuals by connecting children with nature in meaningful ways</p>	<p>Invest in ongoing professional development, equipping staff with the necessary skills and knowledge to effectively deliver outdoor learning. This includes training on risk assessment, health and safety, and innovative teaching strategies in natural settings.</p> <p>Impact</p>	£600 Twilight	By addressing the Nature Deficit, children have opportunities to connect with the outdoors, making it much more likely that this will continue into adulthood. Keeping them active, promoting good wellbeing and nurturing well-rounded individuals equipped for the future, both academically and as responsible global citizens.	Staff received CPD on outdoor learning, enhancing their skills and confidence to deliver engaging, curriculum-linked activities outside. This training supports the integration of outdoor experiences into daily teaching, promoting hands-on learning, physical activity, and a deeper connection with the natural environment for all pupils. This training will continue to benefit all children
To offer children exemplary role models who adhere to our school uniform policy by wearing sports kit, while exhibiting commendable performance in sports.	All staff at St Nicholas at Wade are required to wear the PE kit on designated PE teaching days. This uniformity ensures a professional and cohesive approach to physical education delivery, promoting a sense of unity and school spirit among both staff and students.	£600 (not taken from this budget)	As educators, it is evident that teachers serve as role models by exemplifying the importance of suitable sports attire. Children grasp that sports demand the right clothing for optimal performance. This fosters a sense of unity and teamwork among pupils, enhancing the overall impact of physical education in our school.	Providing staff with a PE kit encourages active participation and models positive attitudes toward physical activity. It enables teachers to comfortably lead sessions, engage fully with students, and promotes a consistent, professional approach to delivering high-quality PE lessons.
WIDER IMPACT AS A RESULT OF ABOVE				

The profile of Physical Education (PE) and Sport has been significantly elevated throughout the entire school, emerging as a pivotal instrument for comprehensive school enhancement. By prioritising the advancement of PE and Sport, our school has witnessed a notable increase in student engagement, physical fitness levels, and overall wellbeing. Furthermore, this strategic focus has seamlessly integrated into various aspects of our curriculum, fostering a well-rounded approach to education. As a result, the holistic development of our students has been greatly propelled, shaping them into well-rounded individuals equipped with essential life skills and a deep-rooted appreciation for a healthy lifestyle.

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Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and Sport

Intent	implementation	Funding allocated:	Impact	Sustainability, Evaluation and suggested next steps:
Upskill teachers in how to deliver good or better lessons in Hockey	Cliftonville Hockey Club to lead 2 x 'Teaching Hockey' session to staff	£600	Teachers will be able to plan and deliver high quality lessons All pupils will benefit from receiving well-planned, well-structured hockey lessons.	Teachers' skill levels improved significantly through Hockey CPD, where a coach from a local hockey club provided expert training on effective teaching techniques. This hands-on support boosted staff confidence and competence, enhancing the quality of hockey lessons and enabling better student engagement and skill development.

WIDER IMPACT AS A RESULT OF ABOVE

Our commitment to enhancing the provision of Physical Education and Sport has had a significant impact on our staff development. Through targeted training and support, we have observed a noticeable increase in the confidence, knowledge, and skills of all our teaching staff. By investing in continuous professional development, our educators are better equipped to deliver high-quality PE lessons that positively influence the physical and mental well-being of our students. This

improvement not only benefits the staff directly involved but also ripples out to create a more positive and inclusive environment for all members of our school community.

Key Indicator 4: 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:	Sustainability and suggested next steps:
To improve outdoor adventure skills and support transition to secondary school wellbeing	Subsidise residential outward bounds journeys so that all pupils can participate particularly those who would not normally do so.	£1300	Subsidising the cost of the coach for transporting children to adventurous outdoor activities ensures greater accessibility and participation. This support reduces financial barriers, allowing more students to benefit from enriching, physical experiences that promote teamwork, resilience, and a love of outdoor learning. (all children who wanted to attend were able to)	<p>To sustain subsidising coach costs for adventurous outdoor activities:</p> <p>Secure ongoing funding through grants, school budgets, or community fundraising.</p> <p>Build partnerships with local businesses or sports organizations for sponsorship or support.</p> <p>Plan activities in advance to optimize coach usage and group sizes.</p> <p>Engage parents and the community to highlight benefits and encourage contributions.</p>

				Regularly evaluate impact to demonstrate value and justify continued investment.
To ensure that all children are able to swim at least 25 metres	Subsidise the swimming offer	£1615	We are committed to supporting all children to learn to swim confidently, providing tailored lessons to meet individual needs. For those already proficient, we offer opportunities to broaden their skills through advanced coaching and competitive experiences, ensuring continual development and a lifelong enjoyment of swimming.	Swimming provision is an area for improvement. To address this, we are planning to book a 'pop-up pool' for the upcoming year, with support from the PTFA to help fund it. This initiative will expand access, ensuring all KS2 children have the opportunity to participate in swim lessons.
TSC Coaches Attending Events so that as a small school we can enter a wide range of interschool competitions	Where staff are unable to attend/multiple activities occurring TSC will provide Coaches to attend	£478	Having additional coaches allows us to attend more events, increasing opportunities for student participation and competition. This boosts skill development, teamwork, and school representation while ensuring smaller group sizes for more focused coaching and support during activities.	Plan events strategically to maximize coach availability and impact. Train and develop internal staff or volunteers to support coaching roles.
WIDER IMPACT AS A RESULT OF ABOVE The provision of a diverse range of sports and activities plays a pivotal role in enhancing the holistic development of pupils within our educational setting. By offering a wide spectrum of physical pursuits, we aim to cultivate a culture of inclusivity and participation among all students. Through participation in various sports, students not only improve their physical well-being but also develop essential life skills such as teamwork, resilience, and				

discipline. Furthermore, expanding the array of available activities ensures that pupils have the opportunity to discover and nurture their individual talents and interests. Ultimately, our commitment to providing a broader experience of sports and activities contributes significantly to the overall educational journey of our students.

Key Indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	<ul style="list-style-type: none"> Evidence and impact: 	Sustainability and suggested next steps:
- To ensure pupils are participating in a wide range of competitive sports	-Being a member of the Thanet Passport group -Respond to regular Passport updates and enter pupils into a wide range of sports such as dodgeball, basketball, gymnastics, football, rugby, netball, kwik cricket, swimming, cross country tennis and athletics.	£750	Multiple experiences for children to participate in competitive sports Opportunities to play across schools and with other groups Wide range of sports	Maintain membership of Passport to continue high-quality exposure to sport, build collaboration with a wider network and continue to improve pupil outcomes.
To engage children in football at high levels, pushing talents and interests	Sponsor children to play District' football, representing the school	£270	Opportunities to compete at higher levels and with suitable challenge	Sponsoring our most able footballers to compete at district levels provides valuable opportunities for talent development and experience in competitive play. This support boosts motivation, builds confidence, and showcases our commitment to nurturing sporting excellence within the school community.

To provide an inspiring kit that makes pupils feel proud to wear when representing the school	<p>Research and order appropriate kit for Netball, Handball, Tennis and Rugby</p> <p>Get kit labelled with school logo and sport team</p>	£500	<ul style="list-style-type: none"> Pupils will feel more confident and part of a team Our school will look smart when regularly competing at competitive events 	When selecting kit, sustainability and durability will be taken into consideration
<p>WIDER IMPACT AS A RESULT OF ABOVE</p> <p>The implementation of initiatives aimed at increasing participation in competitive sport has had a profound effect within our educational setting. A notable surge in children's engagement and enthusiasm towards physical activities has been observed since the introduction of structured programmes promoting competitive sports. This has not only fostered a sense of camaraderie among students but has also enhanced their physical well-being and mental resilience. The emphasis on competitive sport has significantly contributed to the holistic development of our students, instilling values of teamwork, discipline, and perseverance. As a result, we have witnessed a positive transformation in the overall ethos and culture of our educational institution.</p>				
Other Indicator identified by school: To ensure that children from disadvantaged groups participate in a range of sporting activities				
It is our aim to guarantee that the participation rates of FSM children in sports activities and clubs align with their representation ratios, promoting inclusivity and equal opportunities.	<p>The school commits to allocating a fund to support after-school clubs, aiming to enhance the extracurricular experience.</p> <p>We will meticulously monitor the involvement of Pupil Premium (PP) students in competitive sports competitions and ensure the active participation of Special Educational Needs and Disabilities (SEND) students in sporting activities.</p>	£1500	The ratios of children classified as Pupil Premium (PP) are proportionately represented alongside their non-PP peers	Subsidising after-school clubs ensures children from disadvantaged backgrounds can access valuable extracurricular activities. This promotes equality of opportunity, increases participation, and supports social, physical, and emotional development for all pupils, helping to close the gap and foster inclusion within the school community.

	Track the participation of PP children in competitive sporting events			
<p>The primary objective of this initiative is to guarantee the active participation of children from disadvantaged backgrounds in a diverse array of sporting activities. By implementing targeted programmes and providing necessary resources, we aim to eliminate barriers and create opportunities for these children to engage in sports. Through this inclusive approach, we aspire to enhance their physical well-being, foster social cohesion, and develop important life skills such as teamwork and resilience. Ultimately, our goal is to promote equitable access to sporting experiences, thereby positively influencing the holistic development and overall academic achievement of all students involved.</p>				