

St. Mary's Catholic Voluntary Academy 2025-2026

Identified areas of relative strength	<ul style="list-style-type: none"> Soccerstars in to lead and encourage sport at lunchtime for all year groups from Nursery to Year 6 (x4 days a week - Monday to Thursday). This has been praised by staff, children and parents. The wide range of after school clubs chosen by the children in an end of year survey. Soccerstars in to lead after school clubs (x4 a week). Retrieval of substantive and disciplinary knowledge is now embedded with children knowing and remembering more. St Mary's achieved Gold in the School Games Mark for the third consecutive year (2022-2023, 2023-2024 and 2024-2025). High activity levels are maintained due to the amount and range of equipment available for break and lunch times. Sports day illustrated how skills are embedded across Athletics, throwing and catching. Sports council have been more involved e.g. led the water safety assembly. 		
Identified areas of relative weakness	<ul style="list-style-type: none"> To schedule CPD due to change in staff. Prioritise Walk Thrus and teacher/peer moderation. 		
Development foci	<ul style="list-style-type: none"> To schedule in some CPD for new ECT members of staff and gather existing staff's preference/ confidence levels. To organise and attend more in/out of school competitions (particularly for those children who are assessed at a 1) that allow children to challenge themselves and develop their skills further. 		
Total Sport Premium funding for school in 2025 - 2026	£19,050 (£16,000 + £10 per child)	Cost of development programme outlined below	£1,950 DCCT Core Package - CPD included £300 CPD for staff £240 to rent bikes for Bikeability (£120 a week, x2 weeks booked - Level 1 and Level 2). £210 Physical Literacy with sessions for FS2 with Soccerstars (2 sessions per week for 6 weeks). £7,420 lunch time clubs Soccerstars (£53 per lunchtime club, 35 weeks x 4 clubs a week) £3,700 (approx.) Swimming transport £2,850 Swimming lessons (30 hours at £95 per lesson). £700 (approx.) Transport

			<p>£1,065 for resources including: equipment to support playtime, lessons etc.</p> <p><u>Memberships</u></p> <p>£30 Entry fee for Derby and District Schools FA Primary League and Cup Football competitions for the 2025/26 Season.</p> <p>£585 Get Set 4 PE membership - 1 year</p> <p>Total amount = £19,050</p>
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PE ACTION PLAN 2025-2026						
Priority -Objective	Action	When	Who	Success Criteria	Monitoring & Evaluation	Resources
Quality of Physical Education Teaching .1 To improve the quality and delivery of the PE curriculum by all members of staff (new ECTs)	<p>Staff to ensure when planning, the sequence of lessons builds on prior learning (substantive knowledge) and therefore pupils can demonstrate disciplinary knowledge.</p> <p>Staff to ensure equipment is available for their lesson, if anything is missing/ needed to inform SC.</p> <p>Staff to use the progression map to support their confidence and pedagogical content knowledge. This explicitly outlines substantive and disciplinary knowledge.</p> <p>Organise internal or external CPD sessions focused on teaching high-quality PE lessons, scaffolding, and assessment.</p> <p>Pair ECTs with experienced teachers or the PE lead to support them in the delivery of PE.</p> <p>Schedule termly walks thrus with a focus on PE delivery and give constructive feedback.</p> <p>SC to provide staff with a CPD survey to gather confidence levels and gaps in order to plan relevant support for the year.</p>	Sep 25 - July 26	SC	<p>-Improved confidence and competence in PE teaching among ECTs and all existing staff.</p> <p>-ECTs benefit from modelling and feedback; delivery improves. Build ECT skills through live modelling and co-delivery.</p> <p>-Identify strengths and areas for development to shape CPD and support.</p> <p>- Key vocabulary is used by both staff and children in PE lessons, including staff being aware of substantive and disciplinary knowledge. Staff to use the updated detailed whole school progression map for support.</p> <p>-Staff to ensure they know children's prior knowledge in order to build on this (progression map will support staff with this).</p> <p>-Misconceptions will be addressed as and when they appear. Clear modelling by staff and children, including the use of key vocabulary.</p>	<p>Staff feedback from CPD will improve confidence and quality of PE delivery.</p> <p>Walk thru sheets, follow-up actions/ discussions with staff, ECT progress over time.</p> <p>ECT reflections and discussions with mentor to show the impact.</p> <p>Whole class feedback forms to show gaps/ sticky knowledge addressed.</p> <p>SC or Phase leaders to complete walk thrus.</p> <p>Feedback from children (pupil survey/ book talk).</p> <p>Staff's confidence and enjoyment for PE will increase.</p> <p>Increased confidence in staff will ensure the 1-4 scale is being used correctly. CT's to support each other ensuring consistency,</p>	<p>Equipment</p> <p>Progression map</p> <p>Survey</p>

				<p>-Feedback from children will be positive about the content and delivery of their lessons. Feedback will highlight their teacher's enthusiasm for the subject and their knowledge.</p> <p>-Children's confidence and levels of enjoyment for PE will have increased, with children knowing and remembering more.</p>	especially those in the same year group who have PE together.	
<p>OSHL/ Leadership</p> <p>.2 To enhance opportunities for pupil engagement and leadership by broadening the range of sports and physical activities offered both within and beyond the curriculum.</p>	<p>Introduce new after-school clubs with a wider variety of sports.</p> <p>Pupil voice survey to identify activity interests amongst difference phases.</p> <p>Train and empower Sports Leaders</p> <p>Introduce intra-school competitions in new or non-traditional sports</p> <p>Work with external coaches to run competitions during lunchtime clubs.</p> <p>To continue Bikeability training for Y5 and Y6 pupils in September 2025 following the recommended programme.</p> <p>All pupils in Y5 to participate in Level 1 to improve children's knowledge, skills and confidence of how to ride a bike.</p> <p>Level 2 to be undertaken by selected pupils in Y6 (those who passed Level 1 in Y5 and have the skills) to improve children's knowledge of how to ride safely on roads around the community.</p>	Sep 25 - July 26	<p>SC</p> <p>Bikeability</p> <p>Year 5 teachers</p> <p>Year 6 teachers</p> <p>Soccerstars</p>	<p>-Launch clubs in sports not currently offered targeting different interests and abilities. Choose those requested by children on the end of year survey.</p> <p>-Use the results of the whole-school survey to understand pupils' preferred sports and activities. Plot these in across the year to align with the weather and the school's curriculum/ progression map.</p> <p>-Train KS2 pupils/ Sports council as Sports Leaders to lead games at lunch/break and support festivals or events.</p> <p>-Organise termly competitions in a range of sports.</p> <p>-Children's cycling confidence to increase.</p> <p>-Improved knowledge and understanding of how to ride safely on roads.</p> <p>-Increased levels of enjoyment for riding a bike.</p> <p>-Encourage children to cycle to school.</p> <p>- Improved physical activity levels following Bikeability training.</p>	<p>SC to create a Bikeability timetable for level 1 and level 2.</p> <p>SC to create a spreadsheet of who passes Level 1 and Level 2. This will then inform which Y5's can participate in Level 2 the following year when they reach Y6.</p> <p>SC to inform parents of the intent (aims) of level 1 and 2 in a written letter - consent.</p> <p>Pupil feedback to show they enjoyed the Bikeability courses and learnt skills which they can apply to cycling outside of school.</p> <p>Club registers, pupil surveys, participation data.</p> <p>Survey results, revised club timetable to be organised by SC and sent to Soccerstars.</p> <p>Pupil feedback and staff observation.</p> <p>SC to track the uptake of clubs.</p>	<p>Bikeability coaches</p> <p>Hired bikes</p> <p>Soccerstars coaches</p>

Progress .3 To raise standards in PE by implementing effective scaffolding strategies, with a focus on the progress and participation of SEND pupils.	<p>Using CPD outlined in target 1, support staff to plan scaffolding approaches (e.g., step-by-step modelling, task breakdown, adapted equipment, visual supports) into curriculum lessons.</p> <p>Staff to vary retrieval and focus on 'show me' retrieval or more creative physical approaches.</p> <p>Conduct termly learning walks and observations focusing on the use of scaffolding and targeted support/challenge.</p> <p>Assessment framework to be used to assess the children every half term. Analysing the data on insight to support children to move from a 4-3, 3-2 and 2-1. Whole class feedback forms show assessment for each lesson and how the children are supported to address misconceptions or challenged further.</p> <p>Support new staff with using the assessment framework and WCFF for PE.</p> <p>Staff to use the STEP model in lessons to ensure lessons and activities are planned appropriately, to challenge or support children. Staff to see SC or the SENCo if they require support adapting the lessons to support SEND.</p> <p>Pupil interviews with SEND children will show they are remembering and retrieving the sticky knowledge (including adaptations that are put in place). It will also show children are improving their key vocabulary.</p> <p>Monitor data on insight to check consistency of data across classes. Monitoring and observations to be completed termly to support staff with assessment and judgement.</p>	Sep 25 - July 26	SC Class Teachers	<p>-Ensures targeted support and challenge through planning and delivery.</p> <p>-Increased confidence, enjoyment, and progress for target groups.</p> <p>-All pupils can access and succeed in PE; G&T are appropriately challenged.</p> <p>-Planning for progression to include and support scaffolding.</p> <p>-Staff are more confident and skilled in adapting and differentiating PE lessons.</p> <p>-SC to focus on SEND adaptations when conducting walk thrus/ looking over WCFFs e.g. STEP model etc.</p> <p>-SC to observe procedural and declarative knowledge.</p> <p>-Staff to use a range of retrieval type activities to strengthen procedural and declarative knowledge.</p> <p>-Insight to show the progress across the year.</p>	<p>CPD evaluations, lesson observations, impact on pupil outcomes.</p> <p>Insight analysis to input and record summative data on the 4-point scale to show SEND progress through adaptations in place.</p> <p>SC to support new staff with using the 4-point scale for assessing PE.</p> <p>SC to share resources from CPD sessions on how to adapt and challenge lessons appropriately.</p> <p>Pupil feedback to show children enjoy PE lessons and find them appropriately challenged.</p> <p>Whole class feedback forms to be used as a formative assessment tool indicating scaffolding used.</p> <p>Subject analysis and monitoring will allow SC and staff to ensure all pupils are making the necessary gains in their knowledge and application of the sequence.</p> <p>Monitoring of whole class feedback forms will show how staff are scaffolding the activity for SEND/Dis.</p>	<p>SC to be released to complete drop ins.</p> <p>SC to analyse insight.</p> <p>SC to share scaffolding support.</p>
OSHL .4 To provide meaningful opportunities for	<p>Prioritise entering competitions and festivals that reflect sports, skills and units taught in lessons (e.g., Netball, Athletics, Gymnastics).</p>	Sep 25 - July 26	SC DCCT - competitions and festivals	<p>Reinforces learning from lessons and provides purposeful application of skills.</p>	<p>Pupil feedback.</p> <p>Participation used to track attendance across the year.</p>	<p>Bus to travel to events and competitions.</p>

<p>all pupils — particularly those with SEND — to take part in competitive sport and festivals that reflect and reinforce the skills taught in the PE curriculum.</p>	<p>Enter inclusive competitions to encourage SEND participation.</p> <p>Track pupil involvement in festivals/competitions across the year.</p> <p>To increase the amount of children taking part in a range of competitions and festivals organised by the Trust and DCCT.</p> <p>SC to ensure any communication to parents includes the competition/ festival intent.</p> <p>Children will develop their character, teamwork skills, sportsmanship and apply their knowledge from curriculum lessons.</p> <p>Broaden the range of competitions entered so children can apply their sticky knowledge and skills learnt within the curriculum.</p> <p>SC to focus on providing more SEND competitions and festivals throughout the school year.</p> <p>Staff to include competitions within their PE lessons e.g. children within the same year or another class. This could be towards the end of units or when staff feel the children have the necessary skills.</p> <p>Gather feedback from the children, specifically what they learnt and how the skills from curriculum lessons helped them succeed.</p> <p>SC to invite PP, SEND and FSM children via ClassDojo or personal phone calls.</p> <p>SC to liaise with Soccerstars to organise more competitions during the lunchtime and after school clubs.</p> <p>St Benedict to organise competitions/ festivals between the 6 local primary schools (Luke Durose and Matt Robinson).</p>		<p>St Benedict</p>	<p>Pupils with SEND access competitive opportunities that suit their needs and interests.</p> <p>Allows pupils to demonstrate progress in a competitive setting and reflect on learning.</p> <p>Celebrates pupil achievement in curriculum-linked sport; promotes inclusive participation.</p> <p>Ensures a strategic link between curriculum intent and competitive sport provision.</p> <p>-In 2023-2024 71% of the school participated in an after school club(s) and/or competition & 73% Pupil Premium. 66% of SEND children participated in an after school club(s) and/ or competition.</p> <p>- In 2024-2025 75% of the school participated in an after school club(s) and/or competition & 76% Pupil Premium. 75 %of SEND children participated in an after school club(s) and/ or competition.</p> <p>-To engage with DCCT competitions and festivals throughout the year (particularly those for SEND children). Focus on entering competitions where the children can apply their sticky knowledge learnt within curriculum lessons.</p> <p>-The football club/ team to continue to take part in a Football League.</p> <p>-Catholic Cluster competitions and events organised by St Benedict.</p> <p>-Competitions within phases, year groups and classes during PE lessons.</p>	<p>SC to sign up for a range of competitions and festivals for all year groups led by DCCT. Special focus on SEND events that have adaptations.</p> <p>SC to organise transport to events and create risk assessments.</p> <p>SC to ensure competition or festival intent is clear in any communication to parents (on letters).</p> <p>SC to liaise with Soccerstars to organise competitions during lunchtime clubs</p>	
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				-Competitions organised by Soccerstars within lunchtime and after school clubs.		
Swimming and Self Rescue To maintain high percentages of KS2 pupils meeting the national curriculum expectations for swimming and self-rescue through continued provision, tracking, and early intervention.	<p>To continue to provide booster lessons in Years 5 and 6 if children cannot swim 25 metres by the end of their swimming lessons in Year 4. A focus placed more on Year 5 to reduce the amount of children going in Year 6.</p> <p>To continue to keep a complete and updated whole school record of the distance each child can swim (from Years 3 to 6).</p> <p>Share outcomes and next steps (especially for Y5/Y6) to support home reinforcement and awareness. Continue embedding safety elements into swimming (e.g., cold water shock, floating, safe exits).</p> <p>Headteacher's certificate to be given to children who have made good progress in swimming.</p> <p>Sports council to plan, make and lead the annual water safety assembly.</p> <p>To award certificates in assembly for every child based on the distance they can swim during their school swimming lessons (at Woodlands Swimming Pool).</p> <p>To continue to promote water safety through a whole school assembly led by SC (following Royal Life Saving UK's advice and recommendations). This will take place during drowning prevention week - June 2025.</p>	Sep 25 - July 26	SC KS2 staff Woodlands swimming staff	<p>-Help maintain focus on pupils' progress and supports early support where needed.</p> <p>-Keeps families informed and engaged, supporting high participation and success.</p> <p>-Maintain pupils' knowledge of life-saving strategies and safety awareness.</p> <p>-Proactively support progress and protects high outcomes in Y6.</p> <p>-More children can competently swim at least 25metres without stopping.</p> <p>Below shows the amount and percentage of children in Year 6 who achieved 25m over the last few years: 2022-2023 36/52 69% 2023-2024 41/51 80% 2024-2025 48/52 92% 2025-2026 currently 44/55 80% - target for the end of the year at least 85%.</p> <p>The current Y5 and Y6 cohorts will continue to benefit from extended lessons to support them (extra 30 minutes). This hugely benefitted the last two year's cohort and should therefore help to increase the percentage of children who can swim 25m by the end of Y6.</p> <p>-Can use a range of strokes effectively (Front crawl, Backcrawl and Breastroke).</p>	<p>Assessment data, attendance records, end-of-year reports to include swimming target if needed.</p> <p>Copies of letters to parent detailing the aims/ national curriculum requirements of swimming.</p> <p>Pupil voice and feedback from instructors.</p> <p>SC to continue to keep and update a whole school overview of the distance each child can swim in Years 3 to 6. SC to add any new children who join Years 4, 5 or 6 to the whole school swimming overview, ensuring they are assessed on how far they can swim.</p> <p>SC to organise swimming lessons for Y4 (last year they attended 11 lessons).</p> <p>SC to organise booster swimming lessons for the children who cannot swim 25m by the end of the Year 4 swimming lessons. SC to focus on sending the Year 5 children to reduce the number of children going the following year (when in Year 6).</p> <p>SC to continue to add any new children who join Year 5 or Year 6 throughout the year are assessed on how far they can swim.</p>	<p>Lessons at Woodlands Swimming Pool</p> <p>Transport to the pool.</p>

				<ul style="list-style-type: none">-Can perform a basic float (mushroom or star float) and a push and glide.-Can perform a safe self-rescue in different water-based situations (reach and throw).-Can describe how to stay safe in and around the pool, naming the pool rules.-More certificates being awarded in celebration assembly and for a higher distance.		
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