

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting
Tool Revised July 2022

Commissioned by



Department
for Education

Created by



YOUTH
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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/2022	£8,400
Total amount allocated for 2022/2023	£18,940
How much (if any) do you intend to carry over from this total fund into 2022/2023?	£7,073
Total amount allocated for 2023/2024	£19,000 + £7,073 = £26,073
Total amount of funding for 2023/2024. To be spent and reported on by 31st July 2023.	£26,073

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p> <p>Please see note above</p>	87.17%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	87.17%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	87.17%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23	Total fund allocated:	Date Updated:		
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>			Percentage of total allocation: £11,000 42.19%	
Intent	Implementation	Funding allocated	Impact	Sustainability and suggested next step
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
To maintain the high levels of engagement in physical activity across the school, during the school day and beyond.	To audit and develop lunchtime provision as a whole school project. We will start in small incremental stages. Actions <u>may</u> include: - building on pupil voice (Upper School children to lead clubs and to support continuous provision, e.g. sports, music, and creative areas), - build on peer support (consider implementing kindness ambassadors with children from every year group who engage in activities with other children, e.g. board games), - auditing and gathering resources, - reframing the layout of the playground (zoning areas for different purposes during	£5,000	Using pupil voice surveys (Spring term 2022-Spring term 2023) - increase in number of children who feel that they have happy lunchtime experiences, increase in number of children who believe that there is enough equipment to utilise and increase in number of children who feel they can achieve success at lunchtimes (pupil voice surveys).	Continue with pupil voice surveys. Play Policy to be created and shared – this will include behaviour scripts and restorative questioning. Play charter to be created and signed by pupils. This will be referred to around and outside the school. Continuous auditing of equipment.

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	<p>lunchtimes),</p> <ul style="list-style-type: none"> - creating a Play Policy, - reframing the dining hall experience to support children with special educational needs, - creating whole school behaviour scripts to be implemented at lunchtimes. <p>Midday Assistants to carry a lanyard with behaviour scripts and restorative questioning,</p> <ul style="list-style-type: none"> - School Council to create a lunchtime charter with their classes – display this around the school and playground, all classes to have equal access to wet play resources – audit first. <p>To work in partnership with OPAL (potentially from the spring term). If St Thomas’ decide to work with OPAL, actions will involve:</p> <ul style="list-style-type: none"> - establishing a working group (and responsibilities), - holding development and action planning meetings, - holding risk management training, - implementing Playwork essentials training, - holding an INSET on play, - leading a parents’ meeting, - undertaking a master planning workshop, 	<p>£5,000</p>	<p>As above</p>	<p>Staff CPD on play Risk management training Maintain and ring-fence regular meetings with OPAL</p>
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	<p>To work towards a Healthy Schools enhanced award for lunchtime provision. This will include all actions above.</p> <p>To establish a Sports Coordinator role (Midday supervisor):</p> <ul style="list-style-type: none"> - To work with Year 6 sports captains to organise a range of regular sporting events throughout the school year. - To create a sporting team and organise regular inter-school and intra-school sporting events held on the school premises – follow timetable. - To work towards targets from annual sports premium statements in regards to inter-school sports competitions. - To maintain equipment and storage systems, plus auditing processes. - To hold trials for upcoming sporting events and to choose teams 	<p>£0</p> <p>£1,000 – for cover, resources, etc.</p>	<p>Data-led pupil voice surveys – start and end points.</p> <p>Increase in fitness levels, fundamental movement skill development and physical literacy of most children - data gathered and monitored using GetSet4PE.</p> <p>Data-led pupil voice surveys – start and end points.</p>	<p>As above</p> <p>Identify need for next Healthy School project using pupil, staff and/or parent views.</p> <p>Maintain sports coordinator role as well as upper school sporting responsibilities</p>
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	<p>following on from these trials.</p> <ul style="list-style-type: none"> - To maintain a record of children who have attended sporting competitions using GetSet4PE. - To support attendance with intra-school sports events, usually held on Tuesdays and Wednesdays. - To support the organisation of sporting events held at St Thomas' with nearby schools (walking distance). - To update displays which celebrate sporting achievements. - To support sports captains with creating fortnightly sports newsletters, - To celebrate sporting achievements on the school website and school newsletters. <p>To promote structured playground games (to develop teamwork, risk-taking and problem solving skills) by alternating playground games with the Daily Mile.</p>	<p>£0</p>	<p>Decrease in behaviour incidents at lunchtimes (CPOMS). Data-led pupil voice surveys (as above). Improved behaviour in the classroom (movement breaks, problem solving particularly regarding relationship breakdowns)</p>	<p>Sharing and displaying ideas for playground games amongst pupils and staff. Continue to gather pupil views. Maintain and build on child-led activities and clubs.</p>
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	To create an inclusion policy (need identified during Healthy Schools annual visit 2023) to ensure all children have equal access to clubs, competitions and enrichment opportunities.	£0	Increase in amount of children attending clubs and competitions, using GetSet4PE. Information gathered using Healthy Schools annual visit.	Continue with Healthy Schools annual visits. Continue to use GetSet4PE to log and monitor inclusion of extra-curricular activities.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£3,150 12.08%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated :	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To raise the profile of PE across the school and to improve the provision of PE	Sports coordinator role to be established (as above). To create and follow a timetable of lunchtime sporting competitions which aim to target all children – participation tracked using GetSet4PE.	(Above) £0	As above Increase in amount of children partaking in sporting competitions, particularly target groups using GetSet4PE.	As above Monitor inclusion using GetSet4PE.

	All children to track physical activity using a Walk to School tracker (Living Streets).	£0	Children are able to reflect on the impact of their active journeys – pupil voice surveys.	Continue to award children with Living Streets badges each month.
	Year 5 children to engage in Bikeability classes.	£0	Increase in amount of children cycling to school or outside of school – activity tracker.	Continue to use the activity tracker each day.
	To develop lunchtime provision (as above)	(Above)	As above	As above
	<p>To begin a new Healthy Schools project / working towards an enhanced award – end of academic year. Area of focus to be identified by children and staff in either of the following six key areas:</p> <ul style="list-style-type: none"> - Trauma informed and trauma reduced practice - PSHE - Physical activity - Food & nutrition - Mental health and wellbeing - Pupil voice <p><i>Possible areas to focus on (identified prior to 2023 annual visit) – adaptability and flexibility of the PSHE curriculum</i></p>	£3,000	Pupil, parent and/or staff surveys.	<p>Continue to liaise and seek expertise from other Healthy School leads.</p> <p>To continue with Healthy Schools annual visits to identify key needs.</p>

	<i>in line with local Health data & PSHE Association, inclusivity in competitions (Sports coordinator role will need to be established first), local partnerships for cooking and gardening.</i>			
	To reinstate GetSet4PE.	£150	All children to maintain high levels of competitive experiences. Whole child skill development (physical, social emotional and thinking). Continuous assessment of skills to direct future planning.	Regular planning meetings to direct and reflect on curriculum map. Allocated time given to staff to update assessment each half term.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£2000 7.67%
Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Knowledge and skills of staff to be developed to improve pupil fitness and concentration.	To develop staff CPD using OPAL – INSET day, risk management training, etc. CPD for staff with a PE focus – area of need to be identified towards the end of the year.	(Above) £2,000	As above Increased standards in quality of teaching and learning in PE lessons.	As above Use staff and pupil voice surveys/dialogue as well as assessment data to identify

			Increased confidence to teach quality PE lessons from teaching staff – measured using assessment data on GetSet4PE.	next steps to direct further CPD.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£7,000 26.85%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Pupils to engage in a wide range of sports and upskill through a variety of sports.	To facilitate continuous provision at lunchtimes. Provisions to be identified by children and staff. This may include an outdoor creative area, outdoor library, imaginative play area or a water play area.	£5,000	Using pupil voice surveys (Spring term 2022-Spring term 2023) - increase in number of children who feel they have happy lunchtime experiences, increase in number of children who believe that there is enough equipment to utilise an increase in number of children who feel they can achieve success at lunchtimes (pupil voice surveys).	Continue with pupil voice surveys. Play Policy to be created and shared – this will include behaviour scripts and restorative questioning. Play charter to be created and signed by pupils. This will be referred to around and outside the school. Continuous auditing of equipment

	<p>Swimming subsidy to support Upper School children to meet basic swimming requirements set by the National Curriculum.</p>	<p>£2000</p>	<p>Most children (90%+) leave KS2 able to swim competently, confidently and proficiently over a distance of at least 25 metres, to use a range of strokes effectively and can perform safe self-rescue in different water-based situations. Measured using data from swimming instructors at the end of the academic year.</p>	<p>Promote swimming in and outside of school so that less children are completing catch-up sessions.</p>
	<p>Sports Coordinator role to be established (as above).</p>	<p>£0 (above)</p>	<p>As above</p>	<p>As above</p>
	<p>PE policy to be updated to include the current curriculum map from EYFS to Year 6, an inclusion statement relating to extra-curricular experiences and a risk assessment for attending sporting competitions.</p>	<p>£0</p>	<p>Greater direction against whole child objectives (physical, social emotional and thinking skills), equal access to extra-curricular opportunities, staff protection and reassurance when attending events outside of the school premises – staff do not attend if risk assessment cannot be fulfilled.</p>	<p>Curriculum map referred to when planning and reflecting on lessons. Policy to be updated and shared with school community. Staff to refer to and update risk assessment when preparing for competitions.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£500 11.21%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To develop the level of competition across the school including personal, inter and intra challenges	Sports coordinator role to be established	(Above)	As above. Monitoring of uptake using GetSet4PE and creating an inclusion policy.	Monitor data using GetSet4PE and gather views using pupil voice surveys.
	Purchase staff PE clothing as well as team uniforms for children attending competitions.	£2,423	Increased attendance to team-based competitions.	Monitor and resource accordingly.
	Payment to Shenfield School Partnership - Participation in the Shenfield Sports Partnership activities.	£500	Children engage in competitions held by SSP.	School to establish and maintain a sustainable plan for attending sport events.

Signed off by	
Head Teacher:	Dean Moran
Date:	26 th July 2023
Subject Leader:	Elizabeth Berner
Date:	08.06.2023
Governor:	School Development Committee
Date:	September 2023