**St Thomas- Impact of Sports Premium funding 2022-23**

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| Key achievements to date (2022-23): | Areas for further improvement and baseline evidence of need: |
| **Implementation of the new PE Curriculum package – Beyond the Physical.**  It was initially seen as an added resource to help manage lessons but once it was delivered effectively, following the structured breakdown, the teachers and pupils were seeing lots of successful lessons. Furthermore, the teachers were more enthusiastic and the children were all engaged in their learning.  (*Teacher Voice Helen Sloane*; “*Oh My God – I just love doing PE now! It’s all there for me, and so much easier. Especially showing the kids the video before the activities!”)*  **Whole school Cross-Country run.**  I gave the teachers notice of the event, so they could slot in some practice lessons prior to the main events! The whole school took part and was an exciting and exhilarating event enjoyed by all. Danny Hermann of the PENNINE SPORTS PARTNERSHIP came and supported this event.From this we identified some G&T pupils to take part in local, inter-school, cross country events, with some Y4 girls making it through to the next level of heats (Kirklees-wide). An after-school running club was introduced in the final half term of the year to reignite the pupils’ interest.  **Pro-Strike Fundraising football event.**  The whole school took part with the aims of having fun, while raising sponsorship money for our PE department, which was promoted through texts, emails, letters and posters. It exceeded our expectations with a profit of over £3000 for our PE resources. Certainly, a worthwhile event which I hope to repeat! The children won prizes such as medals, sports bags, sports bottles and footballs.  **Sports Day.**  A great sports day, enjoyed by all children and staff, and was attended by over 300 parents at different points during the day. The weather turned out for the worse and afternoon changes were hastily arranged. However, it still went more or less according to plan and there were smiles aplenty!  **Inter-School Sports events**  The school has taken part in 12 inter-school events, covering all year groups; SEND Inclusion festivals, whole year group inclusion sports, plus G&T events. All have received positive feedback from pupils and the supervising adults. This has allowed opportunities for children to travel in the school minibus, mixing with different children in our school but also in other schools – a great social opportunity besides enjoying sports.  **Strictly Pennine Dance Festival (Lawrence Batley Theatre)**  Our second successive performance which allowed the children to take to the stage in front of a ‘sold out’ theatre! From nervous and novice to confident performers is a magnificent reward and quite possibly the biggest thing some of these children will ever achieve. A PSP Dance instructor worked with an after school club to develop their routine, plus the children took ownership with some independent home and school practice.  **Bikes and Bikeability**  The Year 5s had a successful 2 weeks of road awareness bike training, leading to pupils travelling to school independently.  The school BMXs were serviced and got more use than the previous year – with more staff confident in BMX lessons. They were also used at lunchtimes, besides reward time for pupils.  **Playleaders**  These have been beneficial and successful this year. Danny Hermann (PENNINE SPORTS PARTNERSHIP) came back to review the play leaders’ performance and was very pleased with their input. It has given the play leaders more confidence, and the younger children have responded well to their pleasant and helpful playtime friends.  **Playtimes**  PENNINE SPORTS PARTNERSHIP input provided suggestions which we implemented, making for much more active play times; more diverse opportunities available, with more activities to cater for the children’s needs – resulting in happier play times. Project Sport also engaged with some of the more challenging children to help alleviate the risk of personality clashes. These activities proved popular and became a regular part of the school play times.  **Girls**  This is no longer a group which is considered unequal. They have had lots of opportunities to engage in sport this year, and they have really enjoyed doing just that. They are involved in all lunchtime activities, and likewise with the extra and inter school activities – there is never a shortage of volunteers wanting to participate.  **Overall**  On reflection, the school has had a very sporty year, with opportunities available for every child. Events have been varied and inclusive, while at the same time differentiated or isolated accordingly, to provide the necessary challenges to engage and enthuse the children. PE has had a much more structured approach this year, with pupils and adults engaging with the “Beyond the Physical” method; developing foundation skills such as run, jump, throw rather than isolated sports.  There has been many opportunities for children to get involved in extra-curricular and inter-school events, leading to happier, healthier and more sociable children. Different cohorts have been targeted to include all pupils, with pupil premium children being considered a primary target in order that they have many opportunities to engage in sport. GROW (Outdoor learning) has also been included in the Sports umbrella, which has proved popular with the less sporty children but ensures they are involved in active learning and enhancing their social skills. | The first year was a learning year but next year will be tweaked in order to manage it even better – with the purchase of several more items to ensure all units can be taught.  There still seems too little for the EYFS unit and I’m currently in dialogue with them to look at improving their package. Things have already improved on the website and they are offering to give some extra training to support their new PE units of learning.  We ran a successful cross-country club at the end of the year and plan to run this on a more regular basis, so will target some supportive staff to facilitate this next year.  The whole day (and prior) was a success. We need to work on distribution of prizes next year. If staffing is tight next year – with the money raised, it will be worth considering paying someone to come in for the day to group all the prizes. For next year also, there needs to be a stricter deadline on sponsorship returns.  Weather was an issue, but it was out of our control! After a month of sunshine, we had 3 weeks of heavy showers and rearranging the sports day wasn’t really practical as the final 2 weeks had similar forecasts every day – so we kept our fingers crossed and survived! NEXT YEAR, the date will be brought forward to shortly after the SATs - Wednesday 22nd May 2024. Roles & Responsibilities will also be assigned.  A more structured planning strategy for external sports events in 2023/24 will be trialed, so that there’s less “middle-men” and the administration runs more smoothly for all. We will also consider a more generic Risk Assessment for these events.  Continue to build on the success of this year – allowing opportunities for more children.  The bikes need more integration into the curriculum, which will be made possible with the encouraged recommendation by the Head Teacher to increase our PE time for the children. There will be a BMX House competition next year.  The Balance bikes for KS1 need to be serviced - lessons were hampered this year because they weren’t all safe to use. This is an important foundation prior to riding the BMXs in KS2.  Continue to build on the success of this year – allowing opportunities for more children.  More (and diverse) resources will be purchased for next year. Extra playground markings will be created during the summer – which will be useful in PE lessons but also at playtimes. Huddersfield Town’s “Primary Stars” will be involved in playtime support as well.  Keep building on the popularity of female participation, with pupil voice to keep them engaged in a wide variety of sporting opportunities.  More Pupil voice is needed to further support the positivity which is coming from the children.  This needs to be evidenced on paper form, besides using the Pupil Voice used on Seesaw.  Assessment recording sheets are available for the PE lessons, on the BtP webpages, but these need to be converted to active word documents for 2023/24, so all teachers can monitor with more accuracy.  Deeper monitoring of extra-curricular learners is needed to identify where gaps are – if certain groups or individuals need further encouragement to enjoy their PE more. Again, Pupil Voice will support this, as diverse/minority sports may be the key to their involvement. |

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below:  Year 6 July 2023 |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  **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 2023. | 65 |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 22 |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 14 |
| 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? | No |





**Action Plan and Budget Tracking**

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| **Academic Year:** 2023/24 |  | **Date Updated:** September 2023  **Autumn term Dec 19th**  **Spring term 19th April**  **Summer term 19th July** | |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | Total: |
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| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Sign up with Pennine Sport Partnership to work alongside specialty sports staff and local schools to engage in sports events, activities, training and enrichment | PE lead to have discussions with year group leaders and class teachers to identify curriculum areas to support, starting with an initial audit at the start of the school year. | **Many actions are covered under Pennine Sports Partnership (PENNINE SPORTS PARTNERSHIP)**  **£2386.00** |  | On going audit staff and use more sports specific coaches to target year groups (and sports), where they are needed most. |
| Sign up with Huddersfield Town Primary Stars | 2 x ½ days per week including lunch club and after school club  2 x PE Support session  2 x focus sport group SEMH | **Many actions are covered under this contract**  **£6500** |  | Staff and pupil audit to assess its success, and value. |
| Use of external coaches to support teachers deliver engaging and up to date PE lessons, to skill teachers; to improve Quality First Teaching and ensure all children receive high quality PE lessons. | * Teenie Tennis focus Year groups 2,4,6 * One 6 week block per class (2 classes per PM) * 18 weeks * Plus afterschool club | **PM Session for 2 groups @ £62.00 per afternoon.**  **£1116** |  | For the teachers to be encouraged to have discussions with the sports coach throughout and after the session so subsequent lessons are engaging and motivating for all pupils, with more confident and knowledgeable staff. |

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| Use support from the Pennine-Sports  Partnership (PENNINE SPORTS PARTNERSHIP) to promote active  playtimes. | PENNINE SPORTS PARTNERSHIP will train support staff and  lunchtime supervisors on how to  increase children’s activity levels at  break times.  For internal sports coach and PENNINE SPORTS PARTNERSHIP to train selected Year 5 playleaders and Year 6 Junior Sports leaders and KS1 Play Buddies | **Included in PENNINE SPORTS PARTNERSHIP** |  | Seek for more “Pupil Voice”. |
| To target and include specific groups of children- SEN, G&T, inactive children in PE. | To support SEN groups through the use of the inclusion coach as part of the PENNINE SPORTS PARTNERSHIP core services.  Increase number of inclusive resources to support sports as inclusive | **Included in PENNINE SPORTS PARTNERSHIP** |  | Provide even more diverse and engaging playtime equipment,  for a more creative and fulfilling playtime – possibly even incorporating classroom-type learning skills (eg Maths). |
| To engage more children in sport, through links with reading. | For a coach from PENNINE SPORTS PARTNERSHIP to read sports books with targeted, disengaged pupils in reading and sport.  To provide each class in school with a range of PE related books for their book corners- Junior Sports Leaders to support and monitor this. | **Included in PENNINE SPORTS PARTNERSHIP** |  | To use new library facility to display sports books and help to further engage the children. |
| To participate in the National School Sports Week, with other primary schools, in Summer Term | For 60 children from Year 4 to attend the National School Sports Week event at Leeds road, competing against approximately 60 schools, in Summer term. | **Included in PENNINE SPORTS PARTNERSHIP** |  | Seek Pupil voice feedback |
| For children to increase their activity levels in PE lessons. | New scheme  PENNINE SPORTS PARTNERSHIP Observations  Monitoring | **Included in PENNINE SPORTS PARTNERSHIP**  **Included in new scheme purchase** |  | Seek Pupil voice feedback |
| Increase and update playground markings (4 way hop scotch, race trail and world map). |  | **£3425.00** |  | Seek Pupil voice feedback  See staff feedback |

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| **Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement | | | |  |
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| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| A range of assemblies will be delivered by PENNINE SPORTS PARTNERSHIP, focusing on sporting values. E.g. sportsmanship, respect, teamwork etc. and active lifestyles. | Once a term, PENNINE SPORTS PARTNERSHIP will deliver assemblies in school to different year groups. | **Included in PENNINE SPORTS PARTNERSHIP** |  | Increased work and impact from house sports captains  PE lead to create more of the school’s own assemblies, linked to assembly themes and with shared purpose - One sports assembly per theme?  PE assemblies linked to core values |
| Increase family participation in sports. | Following Bikeability (Autumn 1) incite families to family riding scheme (Spring 1) | **Included in PENNINE SPORTS PARTNERSHIP** |  |  |
| Using Intra-school competitions to raise the profile of sports events run by the Pennine Sports Partnership | Organised by PENNINE SPORTS PARTNERSHIP over the year Cross country booked in for Autumn 1  Use Project Sport and GROW to support after school family engagements clubs (EEF evidences increased impact of families involved) | **Included in PENNINE SPORTS PARTNERSHIP** |  | Ongoing attendance register to ensure a range of pupils is targeted and whole school monitoring can be considered. |





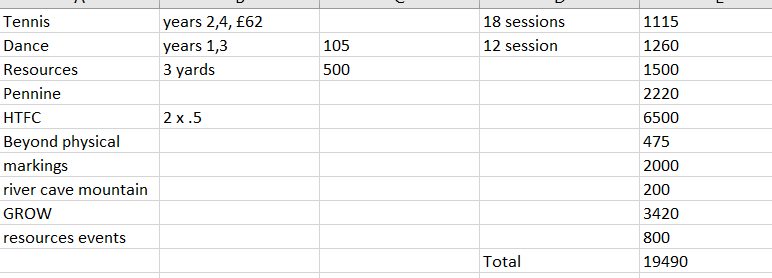
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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | |  |
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| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Sustained commitment to scheme (Beyond the Physical) | Initial training  Update of plans and progression documents  Ongoing Monitoring | £475.00 |  |  |
| Using external coaches to baseline pupils to inform future planning  Increasing staff confidence by working alongside skilled coaches for identified curriculum areas | PENNINE SPORTS PARTNERSHIP membership (see funding above)  External coaches ( see funding above) | **Included in PENNINE SPORTS PARTNERSHIP** |  |  |
| HTFC Primary Stars Lesson Support | ½ term support per year groups 1-6to link in with staff confidence and beyond the physical | Included in HTFC PS |  |  |
| ECT mentoring with Pennine sports Partnership | Team teaching  Model lessons and reviews | **Included in PENNINE SPORTS PARTNERSHIP** |  | PE lead to offer ongoing support if required |





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| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | |  |
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| School focus with clarity on intended  **impact on pupils:** | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| To offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. | Use of external coaches to offer range of activities (see below) |  |  | Increase number of clubs on offer  BMX-ing no longer part of long term lesson plan but needs increased use as an extra-curricular activity…  Ensure appropriate release so this can continue, and consider having differentiated clubs.  Continue to build on the popularity of sports on offer – listening to pupil voice and consider ‘alternative’ sports.  Increase number of after school clubs and house competitions, with added incentives for pupils to become more engaged in sport. |
|  | Bikeability Y5 | **Funded by the Department for Education.** | PENNINE SPORTS PARTNERSHIP confirmed that there is no cost for Bikeability – it is funded by the Department for Transport. |
|  | GROW to support outdoor learning – each class group to have 6 sessions over the year for targeted year group | **£190 daily rate**  **£1140 for half a term**  **TORAL 3420** | * **Aut 6 week Shade and Shelter** * **Spring Y5 Sow Grow Farm** * **Summer Y3 Plants nutrition green houses** |
| Pupils in y4,5,6 to be given chance to participate in river, cave mountain challenge | Maintain coaching award  Resources/equipment | **£1000** |  |
| Offer pupils range of outdoor sporting activities and resources to increase playtime/lunchtime activities | | | |
| Introduce different sports as after school clubs | After school clubs provided by sports specialists x2 per week for 36 weeks | **Included in HTC PS** |  |
| Lunch time active clubs | HTFC PS to support active playtimes x 2 days per week | **Included in HTC PS** |  |  |

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| **Key indicator 5:** Increased participation in competitive sport | | | |  |
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| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| * The sports coaches / teachers will run clubs that will be planned BEFORE an inter-school or intra-school competition. To train these children to have the skills and understanding of the sport to fully involve themselves in related competitions. * For all PE lessons to have an element of competition within them, to be inclusive for all children. * To use the PSP for increased links to inter-school competitions. * To use the internal sports coach to organise the school’s annual sports day in summer term, to enable all children to take part in competitive sport. | * Calendar of events for both external and internal events (in conjunction with the PSP), allowing opportunities for ALL pupils across KS1 and KS2. * Resourcing the events (e.g. Equipment and cover / prep time) * For the PE Lead to have discussions with teachers to support how to plan in-class competitions with each unit of PE. * Teachers to use Sports Ambassadors to support with facilitating House competitions. | PENNINE SPORTS PARTNERSHIP Included  **£800 resources**  £105 for PM session + club  12 weeks  + £1260 |  | An even greater push for all staff to embrace the sporting opportunities for our pupils.  Increase number of field events for KS2 pupils.  Increase number of mini bus drivers or cost out mini bus taxis to ensure attendance is possible  Identify dance teacher to support LBT performance group  Look further afield at other sporting options, to allow even more opportunities for children to showcase their ability. |



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