

St Thomas- Impact of Sports Premium funding 2020-21

Key achievements to date (2020-21):	Areas for further improvement and baseline evidence of need:
<p style="text-align: center;"><i>During Remote Learning</i></p> <ul style="list-style-type: none"> • During remote learning, the teachers planned and recorded a range of yoga and HITT PE lessons for the pupils to take part in, alongside being signposted to websites where activities could be managed at home. Our school PE Coordinator also shared a Covid-friendly activity pack for one-off sessions for ‘added bursts’ of activity. • Children in KS2 were challenged with delivering their own fitness lessons, for others to take part in on line including teachers! • Parental engagement of PE was supported through the introduction of online ‘keep fit’ classes, with many families being happy to record and share their efforts with their respective classes, online. <p style="text-align: center;"><i>In School</i></p> <ul style="list-style-type: none"> • The updated progressive skills-based approach to PE across the KS1 and KS2 curriculum has been embedded in PE lessons - children are now more confident in how PE skills can be applied across a range of sports. • Less confident teachers (and other adults), reported an increased understanding of how to teach sport related skills, progression in these skills and how to differentiate (using the STEP principle) to include and challenge children. • With use of the expertise of the PSP, along with the internal sports coaches funded by Sports Premium, teachers were supported in adapting PE lessons to ensure they are Covid compliant. This ensured that children still received high quality PE lessons, with maximum activity incorporated • Subsequent PE planning taught, after support from Sports Premium coaches and sessions, showed more detailed explanations used by the teachers (showing a growth in knowledge and skills). This was also evident in the progress made by pupils. • Every PE unit taught across the KS1 and KS2 year groups had an element of competition in the planning; ensuring EVERY CHILD in school took part in some form of competitive, class-based sport, with the exception of swimming, gymnastics and dance – which are performance-based. • When in school, all PE lessons were at least 80% active – down time reduced by allowing pupils to come to school in their PE kits on their designated days so active time has been maximised • Baseline testing has begun across Years 2 to 6. <p>Break times and lunchtimes remain highly active, through use of play-leaders and a more diverse sports equipment provision, despite Covid restrictions and often the need for ‘Class (or Year) bubbles’.</p>	<ul style="list-style-type: none"> • To identify gaps in PE skills and understanding gained from remote learning over the last two academic years. To use a catch-up style method of planning, where deficiencies are identified and gaps can be plugged. • To use the full range of Pennine Sports Partnership (PSP) core services, following covid restrictions, to improve sport provision in school, including intra and inter- school competitions, assemblies, PE assessments, inclusion, G&T support etc. • To further target ALL groups of children - SEN, PP, G&T, and inactive pupils in PE. • To consider an ‘energy club’ intervention for the most inactive children - to promote the importance of an active and healthy lifestyle. • To continue to promote more active playtimes and lunchtimes. • Following the re-introduction of school sports clubs, we will monitor club attendance. For PSP to share the benefits of joining a sports club in a whole school assembly to re-motivate children to increase their activity levels. • Baseline testing will be monitored to evidence improvement throughout the school, and help determine any symptoms which may need addressing. • A display board will promote and showcase all internal and external sporting events and achievements. • A display board will evidence progression across the year groups in each unit of P.E., for example dance. • To increase pupil confidence in leadership. Consider Y5 or Y6 children to be trained as Junior Sports Leaders, Play Leaders and establish PE Ambassadors from all year groups across school. • To further support teachers with progression across each year in KS2, using the new progressive skills-based approach to teaching PE. • To continue to support new teachers, the less confident, NQTs and RQTs within PE lessons, planning and assessment, to ensure consistency and a high level of PE teaching across school. • To continue to identify units of PE that require support in making them more engaging for all children and to support with the planning and delivery of these lessons.

Meeting national curriculum requirements for swimming and water safety (March 2020 due to no swimming 2020-21 because of covid restrictions)	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	71%

Academic Year: 2021/22	Total fund allocated: £19,529 Total spent £16,960	Date Updated: October 2021 Autumn term= red Spring term= orange Summer term= green		
Key indicator 1: The engagement of <u>all</u> 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:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Use of external coaches to support teachers deliver engaging and up to date PE lessons, to skill teachers to improve quality first teaching ensure all children receive high quality PE lessons 	<ul style="list-style-type: none"> PE lead to have discussions with year group leaders and class teachers to identify curriculum areas to support 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 <p>Tennis x 36 weeks (each year group 6 weeks)</p> <p>Rugby (Y3, Y6 Summer 2)</p> <p>Gymnastics (Y1,2,3) x6 weeks</p>	<p>£2232</p> <p>£500</p> <p>£540</p>		

<ul style="list-style-type: none"> • Use support form Pennine Sports Partnership to promote active playtimes. • For children to increase their activity levels in PE lessons. • To participate in the National School Sports Week, with other primary schools, in Summer term. • To engage more children in sport, through links with reading. • To target and include specific groups of children- SEN, G&T, inactive children in PE. 	<ul style="list-style-type: none"> • PSP will train support staff and lunchtime supervisors on how to increase children’s activity levels at break times. • For internal sports coach and PSP to train selected Year 5 playleaders and Year 6 Junior Sports leaders. • 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. • For a coach from PSP 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. • To support SEN groups through the use of the inclusion coach as part of the PSP core services. 	<p>PSP membership= £2,214.00</p>		
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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				
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> A range of assemblies will be delivered by PSP, focusing on sporting values. E.g. sportsmanship, respect, teamwork etc. and active lifestyles. Using Intra-school competitions to raise the profile of sports events ran by the Pennine Sports Partnership Increase family participation in sports. 	<ul style="list-style-type: none"> Once a term, PSP will deliver assemblies in school to different year groups. Organised by PSP over the year Use project sport and GROW to support after school family engagements clubs (EEF evidences increased impact ig families involved) 	PSP Membership (see above)		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Using external coaches to baseline pupils to inform future planning Increasing staff confidence by working alongside skilled coaches for identified curriculum areas Use PE lead to support year groups across school 	<p>PSP membership (see funding above)</p> <p>External coaches (see funding above)</p> <p>Supply x 6 days to release PE lead</p>	£1074		

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:
<ul style="list-style-type: none"> To offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. 	<ul style="list-style-type: none"> Use of external coaches to offer range of activities Bikability Y5 Balance Biking for Year 1&2 GROW to support outdoor learning – each class group to have 6 weeks of ½ day support linked to appropriate topic (Aut 1 Spring 2 Summer 1) 	£5400		
<ul style="list-style-type: none"> Pupils in y4,5,6 to be given chance to participate in river, cave mountain challenge 	Maintaining qualifications for internal instructors	£1000		
<ul style="list-style-type: none"> Offer pupils range of outdoor sporting activities and resources to increase playtime/lunchtime activities 	Audit and purchase resources			
<ul style="list-style-type: none"> Introduce different sports as after school clubs 	After school clubs provided by sports specialists x2 per week for 20 weeks	£2000		

Created by:

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Key indicator 5: Increased participation in competitive sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> The PSP will deliver Intra-school competitions through class-based lessons so that children can compete with other schools in the Pennine Sports Partnership. Inter school competitions Sports tournaments House competitions 	<ul style="list-style-type: none"> Calendar of events for both external and internal events. Resourcing the events (eg. Equipment and cover/prep time) 	£2000 resources		