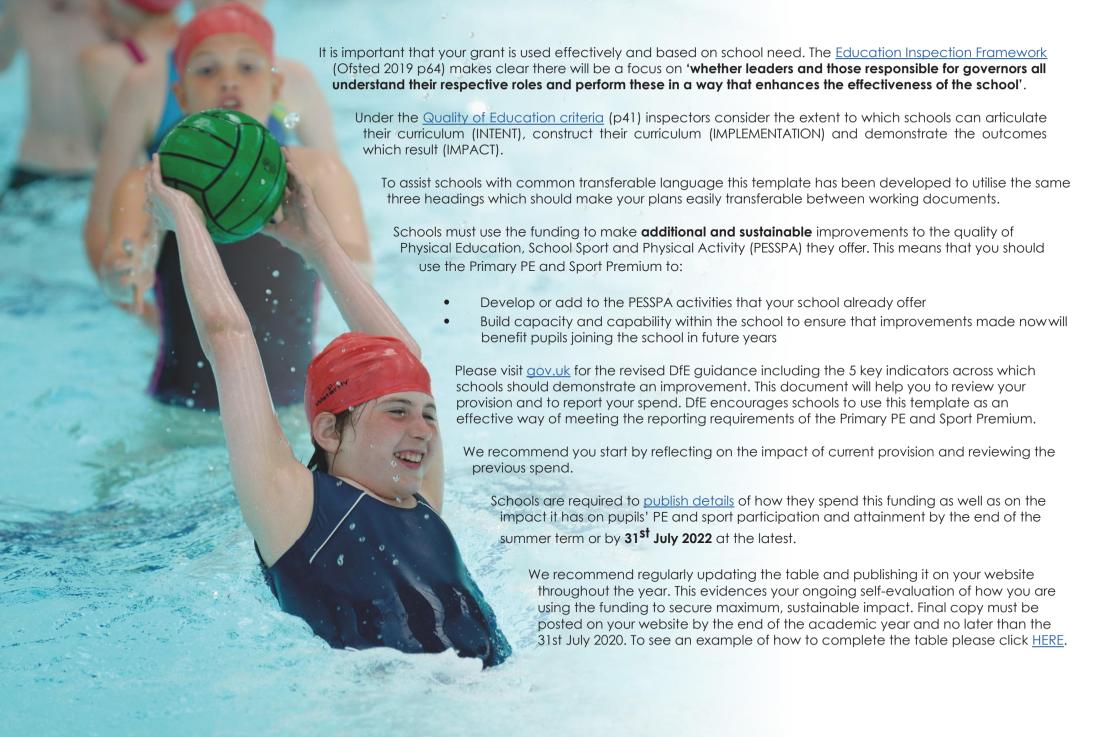


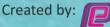
Evidencing the Impact of the Primary PE and Sport Premium

St Thomas More VCA 2021 - 22





















Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
 Achieved Platinum Games Mark; demonstrating the breadth of sport and participation across the school, with specific reference to developing pupils activeness. Developed the number of local sports club links offering extra curricular activity within school, with a plan to further develop next year. All staff received specialist CPD to develop pedagogy and strategies to develop engagement and skill development in PE. 	- Develop active travel as a school, encouraging families to find new

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	80%
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.	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	67%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	67%
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

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and

Academic Year: 2021/22	Total fund allocated: \pounds	Date Updated	:	
Key indicator 1: The engagement of gorimary school pupils undertake at least	Percentage of total allocation:			
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:
Increase physical activity over lunchtime. Delivered, where possible, by specific Sports coaches. Playground markings implemented to provide opportunities for pupils but also for staff to access to prepare activities for pupils. Resulting in	coaches to deliver -Improvement quality of activities delivered through lunchtime provision -CPD for TA staff -Action plans to be implemented and monitored	£2000	 Opportunities for all pupils to experience a range of sports and physical activities through lunchtimes. Links with local clubs developed to offer specific coaching. Staff CPD supported delivery of active play. Markings supported by school community. 	 Sports leaders and play buddies to be developed further. Rotation of equipment and sports available through extra curricular activities to reflect sporting calendar and pupil interests.
specifically planned physical activity Continue to deliver quality 2 hours of PE per week with additional provision were possible	-Staff development if required to led at playtimes and lunchtimes Monitoring by PE coordinator to ensure/check provision. Looking at progression across year and school		 Equipment for active play with specific links to engaging the least engaged supported active lunchtimes. All classes delivered 2hrs 	
	(Also linked to improved provision on		of PE each week, with support of PE specialist	











indicator 3)	mentoring.	
	J	
	 CPD delivered to support teachers to deliver 	
	teachers to deliver	
	curriculum following	
	curriculum, following progressive curriculum	
	progressive curriculum	
	plan.	
	pian.	













Key indicator 2: The profile of PESSPA	being raised across the school as a to	ool for whole sc	hool improvement	Percentage of total allocation:
				6%
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:
Achieving the Platinum Active Mark award to support the profile of PE and Sport across school. Currently 5 years of consecutive Gold held	Resources to be obtained to support in 'project' to move the school forward into making a significant impact wider than own provision. -Work as SLT/PE coordinator to focus on provision to support the achievement of 'next step' Moving to a wider impacting action		 Platinum Sports Mark achieved. Opportunities for active learning increased for all year groups. Pupil engagement in physical activity increased throughout school. 	- Develop opportunities of Compete and Develop opportunities for pupils competition, with particular focus on pupils who have not always had the opportunity to compete. - Range of opportunities to be developed, whole
Renew and improve Sports buddies and sports leaders to increase pupil leadership, increasing the profile of physical activity	Whole school focus on pupil leadership: -Review current provision -Access and implement training needed -Audit equipment in use, build resources where needed -Raise profile through assemblies/lunches etc.		 Sports Leaders set up to represent pupils across school. Sports Leaders regularly work with sports specialist to develop as play leaders within school Leaders developed competition with specific links to Commonwealth 	class opportunities that could support engagement to be considered. - Review and develop PE curriculum.
Children are accessing learning at the appropriate level. Review the benefit this may have on mental health and accessing wider school curriculum	PE leader to: -implement a new skills progression gridcomplete audit of skills taught in lessons -deliver whole school training on progressions -Undertake pupil voice on impact of PE (looking at profile of PESS across the school)		Games. - Whole school progression of skills implemented, pupils skill development is appropriate to ages and stages. - Pupils enjoy PE and consider it a strength.	











Key indicator 3: Increased confidence	e, knowledge and skills of all staff in to	eaching PE and	l sport	Percentage of total allocation:
				75%
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: To increase the standard of teaching and learning in Physical Education thus impacting positively on pupil	Make sure your actions to achieve are linked to your intentions: -Implementation of specialist PE teacher one day a week. Teaching all pupils throughout the year. Class	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?: - 92% of pupils working at the age related expectation.	Sustainability and suggested next steps: - Specific support to be considered, develop best use of PE specialist
achievement. Previously 88% of pupils were working at the expected			 Specialist support used to develop staff confidence in delivering PE, with regular opportunities to observe, team teach and be mentored in PE. Specialist alongside PE leader delivered CPD along best use of strategies for delivering PE in next step areas identified by staff. Hull Active school events attended to develop staff CPD. 	alongside PE Lead to audit needs of staff and deliver appropriate support Hull Active School active literacy and maths events to be attended with whole classes to support staff











				·~-
	1			6%
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:
Increase offer of provision outside of the curriculum to improve range of skills and experiences on offer. Increasing participation and progress of knowledge and skills. Provide opportunities for all pupils to have access to quality dance provision, in additional to 2 hours of quality P.E.	opinions regarding the offer of internal and external sports		 Partnerships with external clubs created to develop opportunities for developing provision, including local cricket and golf clubs. Sports leaders developed outdoor provision and clubs through pupil voice. Club timetable reviewed and adapted regularly. Gymnastics apparatus purchased for Gymnastic Club and staff CPD sought due to an increased interest in extra curricular gymnastics. 	- Further develop school/club links with clubs within the community Further Gymnastics CF to support use of equipment, due to high engagement Consider future spend on accessing new ventures and opportunities for children.
Seek opportunities for pupils never before experienced.	climbing, sailing etc.			

Key indicator 5: Increased participati	on in competitive sport			Percentage of total allocation:
				2%
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: To increase competitive sport in specific groups of pupils. Ensuring a	change to ensure these	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?: - Hull Active Schools competition sought and	Sustainability and suggested next steps: - Engage further in DEVELOP events and
wide range of pupils, including vulnerable groups, have the opportunity to compete inside and outside of school.	opportunities are wide ranging Monitor the groups attending activities. Is this an increasing trend on previous year? Target pupils missing/not accessing competitive sport and ensure plans are adapted to provide the appropriate opportunity -Join HAS (Hull Active Schools) to provide a program of competitive opportunities. Participating in as many as possible and tracking which pupil participate to ensure the impact is as wide hitting as possible. -Seek further competitive situations for pupils, across Trust, city areas and wider if possible. -PE coordinator to analysis which sports are experienced in a competitive nature. Attempt to plan a range of sport/activities to be explored in a competitive		opportunities for all pupils, specifically target pupils through inclusive and develop competitions. - Majority of pupils attended clubs this year, most pupils attended at least one afterschool club that included a range of sporting opportunities and competitions. - More pupils took part in competition out of school, all pupils took part in interschool competitions.	inclusion events to support more pupils to access competitions. - Ensure interschool competitions link with local and trust competitions.













Signed off by	
Head Teacher:	G Shaw
Date:	31st July 2022
Subject Leader:	K Illingworth
Date:	31st July 2022









