

Evidencing the Impact of the Primary PE and Sport Premium

St Thomas More VCA
2021 - 22



**ST THOMAS
MORE**
VC ACADEMY

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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **'whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school'**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31st July 2022** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Further increase the opportunities for all groups to engage an participate in extra-curricular sport and competition. - Support staff to increase active cross-curricular links to enhance the curriculum. - Develop active travel as a school, encouraging families to find new ways to travel to school.

Meeting national curriculum requirements for swimming and water safety.	
<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>	80%
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 evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021/22		Total fund allocated: £	Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				11%
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:
<p>Increase physical activity over lunchtime. Delivered, where possible, by specific Sports coaches.</p> <p>Playground markings implemented to provide opportunities for pupils but also for staff to access to prepare activities for pupils. Resulting in specifically planned physical activity</p> <p>Continue to deliver quality 2 hours of PE per week with additional provision were possible</p>	<p>-Identify popular activities and seek coaches to deliver</p> <p>-Improvement quality of activities delivered through lunchtime provision -CPD for TA staff -Action plans to be implemented and monitored</p> <p>-Quotes/plans for best quality of provision. -Implement alongside CPD for staff -Time to show pupils/sports leaders how to use.</p> <p>-Staff development if required to led at playtimes and lunchtimes</p> <p>Monitoring by PE coordinator to ensure/check provision. Looking at progression across year and school</p> <p>(Also linked to improved provision on</p>	£2000	<ul style="list-style-type: none"> - 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. - Equipment for active play with specific links to engaging the least engaged supported active lunchtimes. - All classes delivered 2hrs of PE each week, with support of PE specialist 	<ul style="list-style-type: none"> - 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.

	indicator 3)		mentoring. <ul style="list-style-type: none">- CPD delivered to support teachers to deliver curriculum, following progressive curriculum plan.	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school 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:
<p>Achieving the Platinum Active Mark award to support the profile of PE and Sport across school. Currently 5 years of consecutive Gold held</p> <p>Renew and improve Sports buddies and sports leaders to increase pupil leadership, increasing the profile of physical activity</p> <p>Children are accessing learning at the appropriate level. Review the benefit this may have on mental health and accessing wider school curriculum</p>	<p>Resources to be obtained to support in 'project' to move the school forward into making a significant impact wider than own provision.</p> <p>-Work as SLT/PE coordinator to focus on provision to support the achievement of 'next step' Moving to a wider impacting action</p> <p>Whole school focus on pupil leadership:</p> <p>-Review current provision</p> <p>-Access and implement training needed</p> <p>-Audit equipment in use, build resources where needed</p> <p>-Raise profile through assemblies/lunches etc.</p> <p>PE leader to:</p> <p>-implement a new skills progression grid.</p> <p>-complete audit of skills taught in lessons</p> <p>-deliver whole school training on progressions</p> <p>-Undertake pupil voice on impact of PE (looking at profile of PESS across the school)</p>	£1000	<ul style="list-style-type: none"> - Platinum Sports Mark achieved. - Opportunities for active learning increased for all year groups. - Pupil engagement in physical activity increased throughout school. - 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 Games. - Whole school progression of skills implemented, pupils skill development is appropriate to ages and stages. - Pupils enjoy PE and consider it a strength. 	<ul style="list-style-type: none"> - 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 class opportunities that could support engagement to be considered. - Review and develop PE curriculum.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:	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:
<p>To increase the standard of teaching and learning in Physical Education thus impacting positively on pupil achievement. Previously 88% of pupils were working at the expected standard with 18% working at greater depth. Through this enhancing teacher skill set, improve teacher confidence and quality assure assessments.</p> <p>(Continue to build on strong practice from previous year)</p>	<p>Implementation of specialist PE teacher one day a week. Teaching all pupils throughout the year. Class teachers present at all times and to use this as a CPD opportunities. Staff should be upskilled during the lesson with the focus on improving their own practice.</p> <p>Cycle of support includes:</p> <ul style="list-style-type: none"> -Team Planning -Peer observation -Team teaching/CPD -Lesson obs and feedback to move practice (repeat cycle) -Staff CPD time through meeting times. SLT/PE coordinator to lead -Teachers and teaching assistants to attend and feedback on impact of attended training session. Sought through 'Hull Active School' program. Shared wider with staff at meeting <p>CPD for all teachers provided by specialised PE teacher. Area of focus to meet teacher training needs</p>	£13000	<ul style="list-style-type: none"> - 92% of pupils working at the age related expectation. - 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. 	<ul style="list-style-type: none"> - Specific support to be considered, develop best use of PE specialist 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 who have previously received training to see this in practice.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				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:
<p>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.</p> <p>Provide opportunities for all pupils to have access to quality dance provision, in additional to 2 hours of quality P.E.</p> <p>Seek opportunities for pupils never before experienced.</p>	<p>-Undertake pupil voice to seek opinions regarding the offer of internal and external sports provision</p> <p>-Seek provision from coaches to bring new experiences into school, aim to meet a range of pupil groups</p> <p>-Review current provision and those provided by staff. Create timetable to meet the needs of pupils</p> <p>-Purchase new equipment if required</p> <p>Musical Theatre teacher to be appointed for 4 hours a week. All classes to receive at 8 weeks of dance based activities through musical theatre. (To be confirmed with availability)</p> <p>PE leader to organise either further lessons in different areas, e.g. rock climbing, sailing etc.</p>	£1000	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Further develop school/club links with clubs within the community. - Further Gymnastics CPD to support use of equipment, due to high engagement. - Consider future spend on accessing new ventures and opportunities for children.

Key indicator 5: Increased participation 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:	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 increase competitive sport in specific groups of pupils. Ensuring a wide range of pupils, including vulnerable groups, have the opportunity to compete inside and outside of school.	<p>Review and implement relevant change to ensure these opportunities are wide ranging</p> <p>Monitor the groups attending activities. Is this an increasing trend on previous year?</p> <p>Target pupils missing/not accessing competitive sport and ensure plans are adapted to provide the appropriate opportunity</p> <p>-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.</p> <p>-Seek further competitive situations for pupils, across Trust, city areas and wider if possible.</p> <p>-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 situation</p>	£420	<ul style="list-style-type: none"> - Hull Active Schools competition sought and 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. 	<ul style="list-style-type: none"> - Engage further in DEVELOP events and inclusion events to support more pupils to access competitions. - Ensure interschool competitions link with local and trust competitions.

Signed off by	
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Date:	31 st July 2022
Subject Leader:	K Illingworth
Date:	31 st July 2022