



St Thomas' CE Primary School



Evidencing the impact of the PE and Sport Premium

Amount of Grant Received	£	Amount of Grant Spent	£22,000	Date September 2020	Updated July 2021
RAG rated progress: <ul style="list-style-type: none"> • Red - needs addressing • Amber - addressing but further improvement needed • Green – achieving hg consistently 					

As a result of reviewing achievements to date in each of the 5 key indicators from DfE and considering priority areas for further development needs, the following 3 year action plan and impact report shows ongoing progress.

Meeting national curriculum requirements for swimming and water safety	
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?	68% (2019) DNF 2020 curriculum due to COVID
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	63% (2019) DNF 2020 curriculum due to COVID
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	68% (2019) DNF 2020 curriculum due to COVID
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?	Yes/ No

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

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	17/18	18/19	19/20	20/21
Additional opportunities for physical activity during the primary school day – curriculum	<ul style="list-style-type: none"> Active maths lessons Smile for a mile Maths on the move (Y3 and Y4) Forest Schools teacher employed and trained. 	<p>Maths budget used for Maths on the Move</p> <p>Increased for year 1 and year 3. Catch up budget used to fund this.</p> <p>Cost of Forest School teacher (2days per week) £6517</p>	<ul style="list-style-type: none"> Raising attainment levels in maths. Implemented from January 2018. Each class partakes in the mile run (3 laps of the football pitches at KS2, 10minutes at KS1) 2 / 3 times per week just before morning playtime. Class teacher to supervise. 2019-2020 children given incentive to beat their record time and receive Dojo's for this. Whole school will have the opportunity to take part in forest school sessions. With extra session 	<p>Creating a culture of active classrooms.</p> <p>Teachers are tracking children's times and they are rewarded with DOJO's when they improve on their previous time. (Incentive to keep running)</p>				

			being offered to less active children as interventions.						
Lunches & playtimes	<ul style="list-style-type: none"> Super 8 (Children requiring more active lunchtimes, regularly changed to ensure all under-active children are given the opportunity.) Lunchtime activities provided by midday supervisors and sports coaches. Lunchtime sports coaches employed at both sites for games/active opportunities at lunchtimes (Variety of games: cricket, hockey, football, tennis, Zumba, basketball) to keep all children active. 	<p>3 x weekly sessions at KS1 £120 x 38 = £4560</p> <p>5 x weekly sessions at KS2 £200 x 38 = £7600</p> <p>Total £12,160</p> <p>Underspend to fund 5 x weekly sessions at KS1 £120 x 38 = £7600</p> <p>New total £15200 (£3040 of underspend)</p> <p>Equipment cost for Super 8 £1431.50 Bishop Sport</p> <p>Total amount £4471.50</p>	<ul style="list-style-type: none"> Increased amount of children taking part in sport during lunchtimes. Children targeted to be part of 'Super 8' which has improved their activity and enjoyment levels. Structured lunchtimes to keep children occupied. Increased amount of sports knowledge being retaught at playtimes and lunchtimes. Increased amount of confidence for children to enjoy games with other classes. 	<p>Midday supervisors are now trained in playground games and games are set up each day and rotated with different children taking part for fairness.</p> <p>Children are able to play more independently as they have been taught the rules by the coaches during PE lessons or other lunchtimes.</p>					
Extra-curricular (Breakfast & After school clubs)	<ul style="list-style-type: none"> Zumba for UKS2 children during lunchtimes. Dancing during breakfast club at KS1 for all children to attend. (2x weekly) Wake up and shake up activities provided in the junior hall before 	<p>Costings sports coach for 15mins x5 Weekly (38 weeks per year)</p> <p>£18 per week x 38= £684</p> <p>Not happened due to covid</p>	<ul style="list-style-type: none"> Targeted children (inactive KS2 girls) attend the sessions on a Thursday during school which is delivered by a Zumba instructor. We have had an increased number 	<p>Funding will be used to ensure these sessions will continue next year.</p>					

	school. (3x weekly) A variety of activities are chosen by the sports coaches to ensure all children take part at least once or twice during the week. E.g. Dance, sports games, exercise games.		<p>of children attending the KS1 breakfast club dance.</p> <ul style="list-style-type: none"> • Different activities provided at KS2 has seen different children arriving early to take part in the session. • KS2 children enjoy coming to school to take part in the early morning activities. • Routine in the morning for those children that need occupying. 					
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Key indicator 2: Raising the profile of PE & Whole School Improvement

- 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:	17/18	18/19	19/20	20/21
Attendance & Punctuality	<ul style="list-style-type: none"> • Super 8 • SEND children involved in sporting competitions. • Children involved in sporting competitions (Manchester City/United sporting competition.) • Variety of football games for different 	<p>Lunchtime sports coaches, see above.</p> <p>Transport costing budget: £2000</p> <p>Not happened due to covid, underspend used to fund equipment and extra Super 8</p>	<ul style="list-style-type: none"> • Increased amount of children taking part in sport during lunchtimes. • Children targeted to be part of 'Super 8' which has improved their activity levels. • Routine of lessons reduces anxieties 	<p>Funding to be used to enable these groups to continue.</p> <p>Children are selected and changed depending on their needs throughout the year.</p> <p>Fewer instances of</p>				

	year groups (mixed & girls' teams)	coaches.	of children with lower confidence in PE.	poor behaviour in targeted groups.				
Behaviour & Attitudes to Learning	<ul style="list-style-type: none"> Active curriculum Whole school approach to rewarding physically active & sports achievements e.g. Collective Worship. Maths on the Move Active Maths 	Maths on the Move taken from Maths budget.	<ul style="list-style-type: none"> Active maths lessons seen in observations. Staff have observed good practice so they can improve their own. Improved understanding in children that have taken part in Maths on the Move. 	<p>Fewer instances of poor behaviour in targeted groups</p> <p>Pupil concentration, commitment & self-esteem enhanced</p> <p>Next steps: Whole school approach to rewarding physically active & sports achievements e.g. Collective Worship.</p>				
Improving Academic Achievement	<ul style="list-style-type: none"> Active curriculum Whole school approach to rewarding physically active & sports achievements e.g. assemblies Maths on the Move Active Maths 	Maths on the Move taken from Maths budget.	<ul style="list-style-type: none"> Improved understanding in children that have taken part in Maths on the Move. All teachers have given feedback via a teacher questionnaire on the Smile for a Mile. All said it has improved concentration within the classroom. 	<p>Staff make links across subjects & themes including PE.</p> <p>Teachers to plan Smile Mile into their weekly timetable 3x per week.</p> <p>Next steps: Whole school approach to rewarding physically active & sports achievements e.g. Collective Worship</p>				

Health & Well Being/SMSC	<ul style="list-style-type: none"> • Whole school approach to rewarding physically active & sports achievements e.g. Collective Worship • Celebrating success through newsletters, website & social media. • Smile mile. • Sports coaches delivering Zumba at lunchtime in the library area for those children who enjoy it. • Opportunity for children to take part in a variety of 'Start of the Day' activities in the hall with trained sports' coach. 		<ul style="list-style-type: none"> • All teachers have given feedback via a teacher questionnaire on the Smile for a Mile. All said it has improved concentration within the classroom. • Children bring in achievements gained outside of school and are allowed to show them in Collective Worship. 	<p>School values and ethos are complemented by sporting values.</p> <p>Next Steps: Whole school approach to rewarding physically active & sports achievements e.g. Collective Worship</p> <p>Achievements not announced in collective worship due to lack of competitions-ongoing next year.</p>				
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Key indicator 3: High Quality Teaching

- 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:	17/18	18/19	19/20	20/21
Review curriculum time allocation for Physical Education to ensure pupils meet National Curriculum outcomes. (minimum 2 hours of timetabled PE required to do this)	Ensure all pupils access 4x30 minute, 3 x 40 minute or 2 x 60 minute PE lessons a week. One session to be given from Sports Coach.	More outdoor sport has been done due to covid.	<ul style="list-style-type: none"> Pupil's consistently achieving NC outcomes. 	<ul style="list-style-type: none"> To look at how other curriculum areas and topics could support being more active. 				
Review the quality of teaching and consider best way of allocating CPD from Stockport Council, courses and other sources.	Refresher on using PE passport to ensure all teachers are confident teaching indoor PE. Give teachers the opportunity watch other members of staff/Sport coaches on the delivery of indoor PE		<ul style="list-style-type: none"> Staff access support to achieve and confidence to teach high quality lessons increased. Staff meeting given to all staff to re-introduce PE Passport and ensure correct topics are being taught. Timetable is collected from each year group. Lesson observations. 	<ul style="list-style-type: none"> To plan in a session for teachers to watch a lesson to develop CPD. Check timetables are being followed – PE coordinator to organize. 				
PE Coordinator allocated time for planning and review.	PE Coordinators to receive allocated time within the timetable to promote/ plan/ monitor PE.		<ul style="list-style-type: none"> PE coordinator file to contain all updates, changes and assessment. Performance management. 	<ul style="list-style-type: none"> Continue to update file with findings. Attend any CPD sessions that are available or 				

				required.				
Review supporting resources. Review of PE equipment to support quality delivery.	Annual reviews and ordering of equipment to ensure quality (worked with PSC to order new resources for PE lessons – basketball hoops, beanbags, dodgeballs and lighter footballs ordered this academic year.)	Underspend allocated to this.	<ul style="list-style-type: none"> High quality equipment is used to support high quality lessons. Ongoing review will provide further evidence of effective use of the funding, identify the added value of the funding and support areas of need to enhance overall provision. 	<p>More frequent lesson observations of PE staff and school teaching staff.</p> <p>Reviewing the equipment with whole staff input, not just PSC.</p>				
Targets relating to PE delivery being encouraged to form part of performance management	Teachers to have an indoor PE target as their classroom target on their performance management.		<ul style="list-style-type: none"> Teachers who require more CPD with any aspect of PE teaching to attend courses. Performance management targets. 	<ul style="list-style-type: none"> Make senior leadership team aware of the need for teachers to develop their skills of teaching indoor PE. 				
Develop an assessment programme for PE to monitor progress	Use Stockport assessment documents to assess games, gym and dance.		<ul style="list-style-type: none"> Assessment documents being completed by class teachers and saved onto to the shared area. All staff to complete the 	<ul style="list-style-type: none"> Coordinators to monitor the use and completion of assessment documents. Report to Governors termly with details from 				

			assessment with the Sports coaches input.	assessment.				
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Key indicator 4: Broader Range of Activities

- *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:	17/18	18/19	19/20	20/21
Review extra-curricular offer.	Develop offer to ensure each year group & gender are catered for e.g. festivals, health & activity weeks, school challenge, family challenge, School Games. Walk to school programme (Living Streets Travel Tracker)	Travel tracker – free charity.	<ul style="list-style-type: none"> • Family challenge was put out for families to compete. • More children coming to school using modes of transport other than the car. • Children receive badges on completion of a month with 1 walk to school a week, at least. 	<ul style="list-style-type: none"> • Run it again next year • Continue to encourage children to walk to school • Walk to school week 				
Review extra-curricular activity balance	Develop an offer to include a broad range of activities e.g. use Young Ambassadors, Change for Life Champions, JPL's, SCL	Not trained this year due to covid. But increase of activities at lunch time due to increased sports coaches.	<ul style="list-style-type: none"> • Sport Ambassadors' to be used at KS1 and KS2 in order to help other children with their fitness and confidence to teach a variety of lunchtime classes. 	<ul style="list-style-type: none"> • Continue to monitor sports ambassadors. • Continue to visit training with sports ambassadors. • Ensure all badges are completed with sports 				

				ambassadors.				
Review offers for SEND pupils.	Develop offer to be inclusive e.g. SSP SEND Programme.	Budget for transport: £2000. Not happened due to covid	High percentage of SEND children partaking in competitive sport. Variety of sports held at the local SEN school for children to visit and take part in games.	<ul style="list-style-type: none"> Time for behavior mentor and support staff to attend competitions Budget for transport 				

Key indicator 5: Competitive Sport

- 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:	17/18	18/19	19/20
Review School Games Participation including a cross section of children who represent school	<ul style="list-style-type: none"> Use SSP Competition Events Calendar to plan competition entries for year. Use new SSP booking system to enter events. Place table of events in staff room encouraging members of staff/TA's to sign up & volunteer to support events. Review children who have represented school in the past (PE Passport) & ensure a wider range of children get involved by choosing events to attract 	Budget for transport: £2000. Not happened due to covid. Extra in school activities have happened (biking, scooter day)	Higher % of children taking part in competitions. More staff members contributing to competitions programme. Increase in first time competitors – PE Passport.	Maintain higher levels of staffing, encouraging more staff to take responsibility for whole events so freeing up other staff to take on new events next year. Continue to visit CPD classes to ensure all documents are obtained for other games participation.			

	children who have not taken part before.							
Review competitive opportunities for SEND children.	<ul style="list-style-type: none"> Ensure SEND pupils are identified and supported to attend appropriate competition. 	Budget for transport: £2000.	Higher % of SEND pupils attending SSP competitions.	<ul style="list-style-type: none"> Time for behavior mentor and support staff to attend competitions. Budget for transport 				
Increase Level 1 competitive provision.	<ul style="list-style-type: none"> Review current Level 1 provision and participation rates. Plan a programme of Level 1 events to ensure ALL children in get the opportunity to access at least one competition across the year. Engage with SSP annual school challenge. 	Budget for transport: £2000.	<p>Higher % of SEND pupils attending SSP competitions.</p> <p>Higher % of children taking part in competition.</p> <p>More staff members contributing to competitions programme.</p> <p>Increase in first time competitors – PE Passport.</p>	<ul style="list-style-type: none"> Continue to stay in contact with provider of games for children to take part in. Join a variety of games for all children to join. Time for staff to take part in games with children. Budget transport for children to attend these games. 				
Book transport in advance to ensure no barriers to children attending competitions.	<ul style="list-style-type: none"> Review SSP competitions calendar and book all transport at the beginning of the term for events we wish to attend. 	£2000 given.	<p>Use of calendar to book visits to games in advance with transport and Business Manager.</p> <p>Increase in competition</p>	<ul style="list-style-type: none"> Time for staff to take part in games with children. Budget 				

			uptake.	transport for children to attend these games.				
Extending Competition Offer.	<ul style="list-style-type: none"> Consider establishing friendly competitions with neighboring school you can walk to. 	N/A	<p>Increase in competition uptake.</p> <p>SEN children take part in variety of games at the neighboring SEN school.</p>	<ul style="list-style-type: none"> Continue to talk to the other schools to give children opportunity to take part in friendly competitions. 				

30 Active Minutes Review

	Monday	Tuesday	Wednesday	Thursday	Friday
Reception	Go Noodle/Jump Start Jonny (5mins x2) Dough Disco (20 mins) Outdoor Provision games	Go Noodle/Jump Start Jonny (5mins x2) Scribble While you Wiggle (20 mins) Outdoor Provision games	Go Noodle/Jump Start Jonny (5mins x2) Scribble While you Wiggle (20 mins) Outdoor Provision games	Go Noodle/Jump Start Jonny (5mins x2) Write Dance (20 mins) Outdoor Provision games	Go Noodle/Jump Start Jonny (5mins x2) Dough Disco (20 mins) Outdoor Provision games
Year 1	Smile for a mile – 10 minutes Active lesson starter – maths games.	Phonics – word hunt – 20 minutes Go noodle – 10 minutes	Go noodle – 10 minutes. Active literacy – 10 mins.	Phonics – Move to the tricky word Active lesson starter – 10 minutes.	Go noodle – 10 minutes. Outdoor area – 20 minutes – swing ball, construction etc.
Year 2	Smile Mile 15mins Active Maths 15mins	Active Maths 15mins Charanga Active Music Lessons 15mins	Smile Mile 15mins Active Maths 15mins	Active Maths 15mins (PPA Day)	Smile Mile 15mins Active Maths 15mins
Year 3	Wake up shake up – 15 mins Brain Breaks – 10 mins Smile Mile – 15 mins	Brain Breaks – 15 mins Smile Mile – 15 mins	Wake up shake up – 15 mins Brain Breaks – 15 mins Charanga Active Music Lessons 20mins (PPA day)	Brain Breaks – 15 mins Smile Mile – 15 mins Active Maths Swimming Day	Wake up shake up – 15 mins Brain Breaks – 15 mins

Year 4	Wake up shake up – 15 mins Smile Mile (15 minutes)	Brain Breaks – 15 mins	Wake up shake up – 15 mins Smile Mile (15 minutes)	Swimming Day Charanga Active Music Lessons 20mins Brain Breaks – 10 mins (PPA Day)	Wake up shake up – 15 mins Smile Mile (15 minutes)
Year 5	Wake up shake up – 15 mins Smile Mile (15 minutes)	Charanga Active Music Lessons 20mins Brain Breaks – 10 mins (PPA Day)	Wake up shake up – 15 mins Smile Mile (15 minutes)	Brain Breaks – 15 mins Swimming Day	Wake up shake up – 15 mins Smile Mile (15 minutes)
Year 6	Wake up shake up – 15 mins Smile Mile (15 minutes)	Active Maths/ literacy (10 mins)	Wake up shake up – 15 mins Smile Mile (15 minutes)	Active Maths/ literacy (10 mins) Swimming Day	Wake up shake up – 15 mins Smile Mile (15 minutes) Charanga Active Music Lessons 20mins (PPA Day)

