

THRAPSTON PRIMARY SCHOOL

Evidencing the Impact of Primary PE and Sport Premium Funding



RESPECT, EMPATHY, AMBITION, COLLABORATION, HONESTY
INSPIRING AND ENABLING EVERY CHILD TO SHAPE THEIR WORLD

PE and School Sport Premium

The government in England is providing additional and substantial, ring-fenced funding to provide support to primary PE and school sport. This funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport, funding should be spend on improving the quality of physical education and sport for all children.

Vision - Government

All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport

Vision – School

Physical Education is essential part of a child’s development and education. To understand and accept competition is a vital life skill that will touch all children at some point, children need to process the emotions of associated with winning and losing as well as understanding that personal challenge and improving personal best is an extremely important part of everyday life.

Our vision is to instil a love of a healthy lifestyle through high quality PE lessons and via a range of extra-curricular activities.

We will aim to enable children to understand what a healthy lifestyle means including both physical and mental health through high quality connected curriculum that sits alongside and includes the PE curriculum.

Objectives

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that we should use the Primary PE and Sport Premium to

- 1) To develop or add to the PE and sport activities that our school already offers
- 2) Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining our school in future years
- 3) To ensure every child has the opportunity to participate in a wide variety of sporting and healthy lifestyle activities enabling them to lead healthy lifestyles and to compete at their personal best.

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
|---|--|
| <ul style="list-style-type: none"> • 94% of children in the school achieved expected at the end of academic year 22/23 • The school successfully works in partnership with NTFC who provide a range of activities for the pupils. • NFCT mentors are using sport to improve outcomes for children • Successful programme of CPD which supported newly appointed and less experienced/confident teachers | <ul style="list-style-type: none"> • Continue to develop a programme of additional sporting activities that children can actively engage in. • Continue to increase in the number of disadvantaged pupils participating insporting activities. |

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
|--|-----------------------------------|
| 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 children may swim in another year please report on their attainment on leaving primary school. | 78% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 78% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 78% |
| 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 students today and for the future.

| | | | | |
|--|---|-----------------------------------|---|---|
| Academic Year: 2022/23 | Initial allocation: £8288.00 Total fund: £19,830 | Date Updated: September 22 | | |
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity | | | | Percentage of total allocation: |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Provide a range of opportunities that encourage all pupils, particularly those who are disadvantaged, to engage in regular physical activity. Intended impact on Pupils: Children will know how to keep themselves fit and healthy; that they will have the skills to engage in whatever sport they would most like to engage in; that they will have the confidence to take part in team sports, that they will have the opportunity to engage in a range of organised and independent physical activities during school time. | In addition to at least two hours of PE a week, children should be offered and encouraged to take part in at least an additional 30-60 minutes of physical activity in school. <ul style="list-style-type: none"> • Timetabled sessions on the trim trail, • School to investigate the use of the 'Daily Mile' • Kettering Town Football Club to lead before school/lunchtime/ after school activities • Promote among the children the positive use of play equipment to be active at playtime. • PP lead to work alongside the SP lead to identify the % of PP children accessing active sessions and to understand and attempt to eradicate any barriers to access. | £6500 | Busy lunchtimes with pupils engaged in play Equipment used and respected at lunchtimes Pupils active and enjoying time outside. | Continuation of a range of activity clubs A continued investment in equipment that will encourage children to take part in a daily activity. |

| Key indicator 2: The profile of PE and Sport being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|--|---|--------------------|---|--|
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>To continue to Raise the profile of PE and Sports to a standard that the school achieves the Gold Mark standard.</p> <p>Sports Leader has dedicated release time to ensure action plan implementation</p> <p>Impact on Pupils: Increased awareness of the importance of PE for health and well- being.</p> | <ul style="list-style-type: none"> Continue to work alongside the Corby, Oundle and Thrapston Enhanced Plus support package to ensure the school the standards of the Gold Mark are met. Organise and run whole school visits from known athletes/sports persons. Showcase sporting achievements through social media and Class Dojo | £3500 | <p>Evidence to be gathered</p> <p>Offer specialist teacher CPD to staff, increased staff confidence when leading sporting sessions. Good quality learning in PE/sports sessions</p> <p>Increased participation in wider sports programmes, pupils understand the importance of PE</p> <p>Pupil surveys after sporting visits, pupils can identify steps they can take to support their achievements/well-being</p> | <p>Continued professional development for staff</p> <p>Yearly visits from known athletes/sporting persons</p> <p>Children to lead their participation in sporting activities</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|--|
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Staff use progress and attainment information to accurately plan for children's next steps in learning. The quality of teaching across all subject areas is at least good. Children make at least expected progress in lessons. Children are engaged and challenged in their learning and they reach standards of excellence across a range of skills over time through their PE lessons</p> | <ul style="list-style-type: none"> • CPD will be organised on a needs basis by the PE lead. • Ensure assessment in PE continues to be accurate and robust. Identify how evidence will be gathered to ensure progress in learning takes place. | <p>£2000</p> | <p>Evidence to be gathered and expected impact:</p> <p>Lesson observations and learning walk reviews to assess the effectiveness of the quality of teaching and learning</p> <p>Targeted CPD has a positive impact on the effectiveness of learning and progress</p> <p>Engagement in PE lessons, is excellent transferable skills learnt which could be used across the curriculum.</p> | <p>PE lessons in the school continue to show a good quality of education</p> <p>Increased progress for disadvantaged children</p> <p>A rolling programme of CPD is invested in and is available for all staff to support their needs</p> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation |
|--|---|--------------------|--|--|
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Increase the number and range of clubs and activities offered to pupils</p> <p>Impact on pupils: Opportunities to participate in a wider range of sporting activities. Growth of the number of pupils participating in competitive sporting events</p> | <ul style="list-style-type: none"> • Further increase the offer of before and after school clubs. • School staff provide additional physical activity opportunities. • Liaise with the Nene Centre and other local provisions to identify programmes that they can offer to the school. • Sports lead to analysis take up of groups across the school, identifying take up from different groups of children, identifying any barriers. | £5000 | <p>Evidence to be gathered and expected impact: Pupil voice activities to identify the range and ages of children participating in activities</p> <p>Calendar of event to identify the range of activities that are offered to children.</p> <p>Strengthen links with community groups to enable the school to provide a greater number of activities to participate in</p> | <p>Greater opportunities for pupils to take part in sporting activities</p> <p>Higher number of pupils participating in activities</p> |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|---|--------------------|--|--|
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Continue to provide opportunities for pupils to engage in organised sporting activities (inter-class and cross cluster), through the Oundle, Corby and Thrapston School Sports Partnership.</p> <p>Monitor the uptake of sports across vulnerable groups</p> <p>Intended impact on pupils: % of pupils participating in competitive clubs increases.</p> | <ul style="list-style-type: none"> • Provide children with competitive in house termly tournaments to prepare them for tournaments • Liaise with sports partnership provider to investigate the possibility that the school takes part in an increased number of tournaments. • Sports lead to work alongside PCT to identify children from vulnerable groups and encourage participation, understanding any barriers to this. | 2830 | <p>Evidence to be gathered</p> <p>Calendar of events, which show evidence of participation.</p> <p>For pupils: Experience of competition against self and others</p> <p>Understanding of how to work as a team within set and agreed rules.</p> <p>Confidence, enjoyment, sportsmanship.</p> | Greater opportunities for competitive sport across the school and wider cluster. |

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