

St Thomas- Impact of Sports Premium funding 2023-24

Key achievements to date (2023-24):	Areas for further improvement and baseline evidence of need:
<p>Embedding the new PE Curriculum package – Beyond the Physical. It was initially seen as an added resource to help manage lessons but it has now established itself as a solid Scheme of work with lots of successful lessons. Furthermore, the teachers remain enthusiastic with this new way of teaching P.E. leading to more engaged children - meeting all the objectives, and with lots of success. <i>Teacher Voice (and SENDCO) Jamie Steels; “It’s a great concept to cover so many more sports in the time we have, and it’s much more inclusive for the less able children.</i></p> <p>Whole school Cross-Country run. Teachers had notice of this event, our second one, so the whole school were ready to take part and it was another exciting and exhilarating event which was managed by the PE Lead, plus a member of the Pennine Sports Partnership Staff. From this we identified some G&T pupils to take part in local, inter-school, cross country events (Kirklees-wide) – an experience the children really enjoyed. An after-school running club followed the whole school event, for the next term.</p> <p>FOST Wacky Olympics Whole School Sponsored Event. The whole school took part with the aims of having fun, while raising sponsorship money to improve the children’s learning experience. Therefore, the £2000+ money raised will not only go towards improving play but also towards other experiences such as trips, equipment and resourcing. This was not just a fundraiser for the P.E. department but for the whole school in whatever areas are deemed essential to enhance children’s experiences at St Thomas. It exceeded our expectations and the extra PE the children did is always a positive!</p> <p>Sports Day. Another great sports day, enjoyed by all children and staff, and was attended by around 500 parents over the course of the 3 events (EYFS/KS1/KS2). The weather was kind and the newly planned format was a success throughout the day. All events ran almost to plan and there were smiles aplenty! The Sports Day was shortly after the SATs, and with more notice to the staff it made for better prepared children, and staff, to enable the smoother running of the day. An additional boost this year was a tuck-shop managed by the FOST team, for the parents, which generated a profitable amount to enhance the children’s learning and resourcing further (wherever necessary)! <i>Teacher Voice Lee Bradley (Inclusion Co-Ordinator); “That went really well today! It seemed very organised, well planned and loads of parents said it was the best Sports Day they’d been to.”</i></p> <p>Inter-School Sports events The school has taken part in several inter-school events, covering all year groups; an SEND Inclusion festival, whole year group inclusion sports, plus G&T events. All have received positive feedback from pupils and the supervising adults. Unfortunately, we lost the use of</p>	<p>Areas for further improvement and baseline evidence of need:</p> <p>This second year, using this web-based package, has continued to prove successful, with more in the EYFS unit than before and overall is a more comprehensive package. The website has expanded its units of learning, furthermore BtP support is always a quick reply away. However, as there has been several staff changes, further training may need considering. Managing the Units in the time available could also prove tight and will need honest assessments for each unit. A new staff audit (questionnaire) will be issued at the start of the next academic year (2024/2025)</p> <p>We ran a 2nd successful “whole school” cross-country event which again generated some good runners attending our out of school events. Encouraging staff to facilitate extra-curricular clubs remained a problematic situation this next year and therefore need to consider ways to support the children further. The Parent/Carer questionnaire will help with this, seeking further volunteers.</p> <p>The whole day was a success, with children having fun and lots of money was raised. Most families contributed generously but some didn’t contribute at all. Managing sponsorship needs considering next time, if we repeat this format. We also need to consider transparency when promoting incentives for the children.</p> <p>Roles & Responsibilities were assigned for the smoother running of the events, although it still needs tightening up – especially lower down school (up to Year 2). Play Leaders and House Sports Captains need to be utilised better, with a more detailed briefing prior to the day. Also, additional support at the very start of the day needs consideration as well, with on site staff (or students/volunteers) available to help with setting the day up. Also, if team sheets can be issued earlier then we could look at creating a ‘mini’ Sports-Day Programme</p> <p>Staffing has been problematic this year and being unable to release staff to supervise pupils has meant having to cancel our attendance to sporting events. Committing to events in advance had proved difficult because unexpected changes and challenges prevented us taking these opportunities.</p> <p>Hopefully, next year, the inter-school events won’t cross paths with the same problems as this year.</p> <p>The bikes still need more integration into the curriculum, which will hopefully be more</p>

the school minibus, which wasn't financially viable, but still managed to attend events with taxis or supportive parents – allowing pupils the opportunity to mix with different children from our network of schools – a great social opportunity besides enjoying sports.

Bikes and Bikeability

The Year 5s had a successful 2 weeks of road awareness bike training, leading to pupils travelling to school independently.

The school BMXs were serviced and have been used across different year groups besides small group intervention sessions with certain identified pupils.

Playleaders

These are always beneficial additions to our school make up, building links across the key stages as well as giving the pupils the skills to lead and manage their peers. Danny Hermann (PENNINE SPORTS PARTNERSHIP - PSP) trained the Y5 and Y6 children, giving these play leaders more confidence, and the younger children have responded well to their pleasant and helpful playtime friends.

Playtimes

Following last year's advice from the PSP; we've had much more active play times catering for more of the children's needs – resulting in happier play times. We purchased a HTAFC package that included 2 lunch times of structured activities with this extra adult - alongside the other games happening around the playgrounds. On the other days there are a wide variety of options for everyone to find something. This ranges from netball and badminton through to stilt walking and dressing up (acting/dancing). Hopscotch style markings, Relay race markings and a huge World map have been painted on to the KS2 playground to create even more learning and playing opportunities.

Overall

On reflection, the school has had another sporty year, with opportunities available for every child. Events have been varied and inclusive, while at the same time differentiated or isolated accordingly, to provide the necessary challenges to engage and enthuse the children. PE has built on last year's structured approach with the "Beyond the Physical" method; developing foundation skills such as lend, move, score rather than isolated sports.

There have been many opportunities for children to get involved in extra-curricular and inter-school events, leading to happier, healthier and more sociable children. Different cohorts have been targeted to include all pupils, with pupil premium children being considered a primary target in order that they have many opportunities to engage in sport. GROW (Outdoor learning) has also been included in the Sports umbrella, which has proved popular with the less sporty children but ensures they are involved in active learning and enhancing their social skills.

OSF (Outside

possible next year as our school is committing 1.5 hours PE per week rather than the single lesson. There will be a BMX House competition next year following an after-school BMX club. It was hoped that this would happen this year but staffing was again the issue.

The Balance bikes for KS1 were serviced but got limited use, again due to staffing. This is an important foundation prior to riding the BMXs in KS2 and need integrating within the KS1 curriculum (alongside the Beyond the Physical scheme of learning), using the skills of the trained teacher (for these bikes).

The children played an important role at playtimes but were not as successful as the previous year, with a few of the pupils dropping out and not taking their role responsibly enough. That said, it is a very responsible job which most can be justifiably proud of. Next year, the PE Lead and Inclusion Coordinator will mentor them more closely while at the same time allowing them more responsibility – including supporting the Sports Day events for the EYFS and KS1s.

It is so much nicer at playtimes now, with such an assortment of activities going on. However, this variety needs to be sustained in order that the children keep engaged with the range of choices available to them. The timetabling of activities will focus on diversifying more and more so that the daily footballers enjoy other games as well, rather than needing their football fix.

More Pupil voice is needed to further support the positivity which is coming from the children.

This needs to be evidenced on paper form, besides using the Pupil Voice used on Seesaw. The role of the PE Lead in 2024/25 should allow time for collection of these rather than rely on individual teaching staff.

The Teacher Assessment Spreadsheets now ensure that all teachers can monitor with more accuracy – breaking each unit down over the course of the year. This still needs prioritising alongside other subjects as it still needs completing to get the fuller picture.

Extra-curricular pupils need monitoring to ensure there are opportunities for all. Again, the PE Lead will be in a better position to offer more after-school clubs – but encouraging other staff to consider contributing would be an even better result. Certain groups or individuals need further encouragement to enjoy their PE more, and a start of year questionnaire with pupils will provide the responses needed to decide which clubs

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below: Year 6 July 2024
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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2023.	72
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	48
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	15
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

Academic Year: 2024/25		Date Updated: September 2024 Autumn term Dec 19th Spring term 19th April Summer term 19th July		
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:
These two contracts form the majority of our sports premium plan				
Sign up with Pennine Sport Partnership to work alongside specialty sports staff and local schools to engage in sports events, activities, training and enrichment	PE lead to have discussions with year group leaders and class teachers to identify curriculum areas to support, starting with an initial audit at the start of the school year.	Many actions are covered under Pennine Sports Partnership (PENNINE SPORTS PARTNERSHIP) £2386.00	See individual aspects below	On going audit staff and use more sports specific coaches to target year groups (and sports), where they are needed most.
Sign up with Huddersfield Town Primary Stars	5 X days per week including lunch club and after school club	Many actions are covered under this contract £20, 000 in full Part funded bt sports premium, 10, 000	See individual aspects below	Analysis of SEND need, physical and behavioral barriers Audit of support staff Grade 5 strengths and skills

<p>Use of external coaches to support teachers deliver engaging and up to date PE lessons, to skill teachers; to improve Quality First Teaching and ensure all children receive high quality PE lessons.</p>		<p>From above contract</p> <p>Every child Y2 – Y6 one session per week</p>	<p>The additional PPA PE lessons, delivered through HTAFC and supported by the school ETA, have significantly enhanced the skill set of support staff while increasing pupil activity levels.</p>	<p>For the teaching assistants 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, with more confident and knowledgeable staff. Skills transferable to support main PE lessons</p>
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Use support from the Pennine- Sports Partnership (PENNINE SPORTS PARTNERSHIP) to promote active playtimes.	PENNINE SPORTS PARTNERSHIP will train support staff and lunchtime supervisors on how to increase children’s activity levels at break times. For internal sports coach and PENNINE SPORTS PARTNERSHIP to train selected Year 5 playleaders and Year 6 Junior Sportsleaders and KS1 Play Buddies	Included in PENNINE SPORTS PARTNERSHIP		Seek for more “Pupil Voice” Repeated target due to new staff and will focus on Ks1 yard this year with rolling plan for next 3 years if all funding continues
To target and include specific groups of children- SEN, G&T, inactive children in PE.	To support SEN groups through the use of the inclusion coach as part of the Huddersfield Town Foundation Partnership core services. Increase number of inclusive resources to support sports as inclusive	Included in HFT Foundation Partnership	HTAFC have focused on supporting SEND pupils with high SEMH needs by using physical exercise as a key strategy for self-regulation. HTAFC have supported pupils with additional physical needs by promoting purposeful and active playtimes, aligned with SEND PD targets.	Liaise with SENCO to indefinitely needs, where possible include one grade 6 TA with the activity so an element of coaching and training is offered. Audit staff
To engage more children in sport, through links with reading.	For a coach from PENNINE SPORTS PARTNERSHIP 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.	Included in PENNINE SPORTS PARTNERSHIP		To use new library facility to display sports books and help to further engage the children.
To participate in the National School Sports Week, with other primary schools, in Summer Term	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.	Included in PENNINE SPORTS PARTNERSHIP		Seek Pupil voice feedback

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:
A range of assemblies will be delivered by PENNINE SPORTS PARTNERSHIP, focusing on sporting values. E.g. sportsmanship, respect, teamwork etc. and active lifestyles.	Once a term, PENNINE SPORTS PARTNERSHIP will deliver assemblies in school to different year groups.	Included in PENNINE SPORTS PARTNERSHIP		Increased work and impact from house sports captains PE lead to create more of the school's own assemblies, linked to assembly themes and with shared purpose - One sports assembly per term? PE assemblies linked to core values Liase with RE lead
Increase family participation in sports.	Following Bikeability (Autumn 1) incite families to family riding scheme (Spring 1)	Included in PENNINE SPORTS PARTNERSHIP	Year 5 pupils successfully participated in Bikeability training, equipping them with essential cycling skills, improving their confidence, and promoting safe, independent travel.	
Using Intra-school competitions to raise the profile of sports events run by the Pennine Sports Partnership	Organised by PENNINE SPORTS PARTNERSHIP over the year Cross country booked in for Autumn 1	Included in PENNINE SPORTS PARTNERSHIP		Ongoing attendance register to ensure a range of pupils is targeted and whole school monitoring can be considered.

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:
Sustained commitment to scheme (Beyond the Physical)	Initial training Update of plans and progression documents Ongoing Monitoring	£475.00	The use of the Beyond the Physical PE scheme has ensured progression, structure, and challenge in all lessons, leading to improved pupil engagement, skill development, and overall sports development	
Using external coaches to baseline pupils to inform future planning Increasing staff confidence by working alongside skilled coaches for identified curriculum areas	PENNINE SPORTS PARTNERSHIP membership (see funding above) External coaches (see funding above)	Included in PENNINE SPORTS PARTNERSHIP	Using external coaches to baseline pupils has provided valuable data to inform future planning, ensuring lessons are tailored to meet individual needs, address skill gaps, and support measurable progress in pupils' sports skills and overall physical development.	
Increase in PE curriculum time Increase confidence of TA	½ term support per year groups 1-6 to link in with staff confidence and beyond the physical	Included in HFT Foundation Partnership	The increase in PE curriculum time has provided greater opportunities for skill development and physical activity, while the enhanced confidence of TAs has enabled them to deliver more effective support	

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:
To offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.	Use of external coaches to offer range of activities (see below) X 5 after school clubs	Included in HFT Foundation Partnership	By offering a wider range of activities, including 15 clubs from September to December, more pupils have been engaged in physical activity both within and outside the curriculum. This has increased participation levels, supported skill development, and encouraged a more active and inclusive school environment.	Increase number of clubs on offer Audit need and interest BMX-ing no longer part of long term lesson plan but needs increased use as an extra-curricular activity...
	Bikeability Y5 PENNINE SPORTS PARTNERSHIP confirmed that there is no cost for Bikeability – it is funded by the Department for Transport.	Funded by the Department for Education.	Year 5 pupils successfully participated in Bikeability training, equipping them with essential cycling skills, improving their confidence, and promoting safe, independent travel.	Continue to build on the popularity of sports on offer – listening to pupil voice and consider ‘alternative’ sports.
Pupils in y4,5,6 to be given chance to participate in river, cave mountain challenge	Maintain coaching award Resources/equipment	£1000	(upto Dec 2024) Pupils in Years 4, 5, and 6 were given the opportunity to participate in outdoor weekend challenges, including river, cave, and mountain activities. This experience fostered teamwork, resilience, and problem-solving skills, while also encouraging a love for outdoor adventure and physical challenge.	Increase number of after school clubs and house competitions, with added incentives for pupils to become more engaged in sport.
Dance Coach	Join in strictly pennine Booked Jan- March			
Offer pupils range of outdoor sporting activities and resources to increase playtime/lunchtime activities				

Introduce different sports as after school clubs	After school clubs provided by sports specialists x 5 per week for 36 weeks	Included in HFT Foundation Partnership	By offering a wider range of activities, including 15 clubs from September to December, more pupils have been engaged in physical activity both within and outside the curriculum. This has increased participation levels, supported skill development, and encouraged a more active and inclusive school environment.	
Lunch time active clubs	HTFC PS to support focus group playtimes	Included in HFT Foundation Partnership	The HTAFC lunchtime sports club has increased pupil activity levels while also helping to moderate behavior, providing an opportunity for students to engage in positive, structured play, which has contributed to improved focus and conduct throughout the school day	

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 sports coaches / teachers will run clubs that will be planned BEFORE an inter-school or intra-school competition. To train these children to have the skills and understanding of the sport to fully involve themselves in related competitions. For all PE lessons to have an element of competition within them, to be inclusive for all children. To use the PSP for increased links to 	<ul style="list-style-type: none"> Calendar of events for both external and internal events (in conjunction with the PSP), allowing opportunities for ALL pupils across KS1 and KS2. Resourcing the events (e.g. Equipment and cover / prep time) For the PE Lead to have discussions with teachers to 	PENNINE SPORTS PARTNERSHIP Included		<p>An even greater push for all staff to embrace the sporting opportunities for our pupils.</p> <p>Increase number of field events for KS2 pupils.</p> <p>Increase number of mini bus drivers or cost out mini bus taxis to ensure attendance is possible</p> <p>Identify dance teacher to support LBT performance group</p>

<p>inter-school competitions.</p> <ul style="list-style-type: none"> To use the internal sports coach to organise the school's annual sports day in summer term, to enable all children to take part in competitive sport. 	<p>support how to plan in-class competitions with each unit of PE.</p> <ul style="list-style-type: none"> Teachers to use Sports Ambassadors to support with facilitating House competitions. 			<p>Look further afield at other sporting options, to allow even more opportunities for children to showcase their ability.</p>
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HTFC		10,000	contribution to cost		
Pennine Sports parne		2386			
Beyind Physical		475			
Dance	105 x 12	1260			
KS1 yard re	4000	4000			
		18121			
Total	19000	19000			
		870 TBC			