

St. Mary & St. Thomas Aquinas Catholic Primary School

Sports Premium 2021 - 2022

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"> • There is a greater range of school sports offered which appeal to all children. This allows all children to experience sports and activities that they would not normally experience. • There has been an increased confidence, knowledge and skills of staff in teaching PE and sport throughout the school. • The quality of overall provision has improved so that all teaching in this area is good and outstanding. • There has been much increased participation in after school sporting activities as well as in competitive sports. • Playtime facilities and resources have been improved which has facilitated more active play at lunchtime and break times. • Improved use of resources in EYFS such as Bikes and Trikes. • Greatly enhanced P.E. equipment stock providing high quality equipment across an increasing range of sports to facilitate more participation within P.E. lessons. • Greater use of the school grounds to introduce orienteering as part of the physical development. 	<ul style="list-style-type: none"> • Continued investment in resources for the teaching of P.E. Maintain a good level of high-quality equipment whilst broadening the resources so that we can continue to offer a wider range of sports. • Continued staff training and awareness of high-quality P.E. teaching. • Continued staff training for all staff including lunchtime supervisory staff in facilitating active playtimes and lunchtimes. • Build further on links with local sports clubs and coaches to encourage continued high take up of sports out of school hours. • Further improvement of fine and gross motor skills across a range of activities. • Further use Sports Premium to enhance children's mental health and wellbeing. • Continue to develop the outdoor areas to further target physical activity. • Ensure that the engagement of all pupils in regular physical activity amounts to at least 30 minutes throughout each day.

Academic Year: September 2021 to March 2022	Total fund carried over: £7,511.00	Date Updated: 22/03/2022	
<p>Key Indicator 1 – the engagement of all pupils in regular physical activity at least 30 minutes each day in school. Funds carried forward will also part fund the PE Co-ordinator and Sports Mentor role to:</p> <ul style="list-style-type: none"> - Support and advise teachers to deliver high quality PE lessons - Support lunchtime supervisors to facilitate high quality physical activity during lunch and break times - Coach and mentor those reluctant to access or struggling to access, through lack of fitness, weekly PE lessons - Act as a sporting role model to children across school; encouraging engagement with physical activity and sporting activity. - Developing outdoor activity centre for KS2 pupils on field. 			<p>Total Carry Over Funding: £7,511.00 now allocated</p>

Meeting national curriculum requirements for swimming and water safety.	Due to Covid – swimming lessons did not take place and are to be resumed from September 2021. These lessons will be prioritised to Year 6 pupils to ensure that all pupils are given the opportunity to gain 25 metres.
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 2022.	% pending
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% pending
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% pending
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?	This will be considered for the current Y6 pupils following an audit later in the Autumn term of 2022.

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: £18,109		Date Updated: July 2022	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					
					NEXT STEPS
Intent	Implementation Completed July 2021		Impact		
School focus with clarity on intended impact on pupils	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:	
Develop fitness for all year groups to increase the demand of physical activity in all PE sessions and to raise children’s fitness levels.	<ul style="list-style-type: none">PE leader to ensure children are receiving a varied, challenging but accessible fitness programme – ensure every child receives two PE sessions each week.	£0	Children are receiving a more varied range of PE activities by following the New PE Curriculum for each year group. Children are fitter and are aware of the benefits of physical activity.	Review the new PE Curriculum by July 2021, ensuring staff are confident to deliver the lessons and that we have all necessary equipment.	
Introduce Daily Mile walking/running route on KS2 yard (this activity should be in addition to existing PE activities.	<ul style="list-style-type: none">PE leader to develop safe route for mile route and put timetable together to ensure that all year groups are able to participate.	£2000 (Salary contribution)	KS2 children are encouraged by Class teachers to get involved in this. The children are keen to get moving in a variety of ways at break times (walk, run, skip etc).	Look at ways to help children record the number of laps easier.	
Children to have access to sporting opportunities/physical activities outside of formal PE lessons.	<ul style="list-style-type: none">Mr. P, alongside PE leader to organise and deliver CPD for lunchtime staff to ensure	£200	Improved behaviour and engagement in positive play at lunchtimes. Children are also	Survey children to find out what activities they would like to do at break times. Ensure	

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	<p>high quality opportunities for all children at lunchtime.</p> <ul style="list-style-type: none"> Mr. P to organise playground company to mark out both KS1 and KS2 yards to enable more physical activities during playtime and lunchtimes. 		<p>more active during lunch breaks. Lunch time supervisors and teachers are more confident and are encouraging physical activities at lunch and break times.</p> <p>Yard markings on both the KS1 and KS2 yards are being used at break times.</p>	<p>we have the knowledge and equipment to undertake these.</p>
<p>Access to high quality resources during PE lessons. Enough quantity of resources to enable access for all.</p>	<ul style="list-style-type: none"> Purchase of additional resources. PE leader to audit provision and impact. 	£1500	<p>Initial spend has ensured that all planned PE sessions have been fully resourced leading to greater participation and active minutes in lessons.</p>	<p>Audit and purchase equipment in line with new PE curriculum.</p>
<p>Access to high quality resources at play times and lunchtimes to facilitate active physical play.</p>	<ul style="list-style-type: none"> Purchase of extra playtime equipment. PE leader to audit provision and impact. 	£800	<p>Children more active at playtimes through a wider variety of equipment.</p>	<p>Continues monitoring of PE resources and develop purchasing plan to ensure all sports re adequately covered financially.</p> <p>Continued monitoring of playtime activities to ensure continued interest and participation</p>

Access to more high quality resources that facilitate active play in EYFS.	<ul style="list-style-type: none"> Further enhance the purchase of bikes and trikes to develop co-ordination skills in EYFS. Purchase of small mobile apparatus to further develop gross motor skills. 	£1500	Children are both more interested in being active and are then more active in EYFS.	
Staff training on active PE session (Post Covid-19) focus on learning strategies to increase pupils' participation in physical activity.	<ul style="list-style-type: none"> PE leader to provide CPD to all staff which will improve teacher knowledge and confidence. 	£2000 (supply costs)	Staff are more confident delivering PE and games. Children are more active during PE lessons and break times.	Active strategies embedded into lessons across all year groups throughout the school day.
Through outdoor learning and Forest School activities – develop orienteering course within school grounds. Staff to be trained and assessed in 'Firelighting', to be used during 'Forest School' activities.	<ul style="list-style-type: none"> Purchase specialist CPD and resources for orienteering from expert company. 	£1460.00	Children are fully engaged in physical activity in all weather conditions. All pupils involved in 30 minutes of activity every day. Impact can be measured by tracking performance in PE sessions as well as see how the increased fine motor activity impacts handwriting across school.	Review the new orienteering package across the school. Hold an orienteering competition.
Provide a rich and varied menu of activities for children to take part in via after school clubs. These will include opportunities not offered via PE Lessons.	<ul style="list-style-type: none"> Use external coaching Membership of Blaydon & District Football League Taster sessions 	£250	Links forged with local clubs. More children engaged in afterschool activities on the school premises.	Survey children to find out what activities they would like to be offered.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
Intent	Implementation		Impact	NEXT STEPS
Your school focus with clarity on intended impact on pupils:	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:
Children know of / have experience of sporting role models during their time at school.	<ul style="list-style-type: none"> • Employment of Sports Apprentice / PE leader to model and encourage children to engage with sport. • Sporting achievements given high profile within weekly school newsletter. • Explore opportunities for children to meet sports ambassadors. • Recruitment and development of sports organising crew (SSOC) and delivery of training to support the crew. 	£4,587 (towards salary costs)	<p>Children are keen to receive achievements for sport.</p> <p>SSOC work with PE lead to deliver and support sport and games in school.</p>	<p>Recruit and train new SSOC.</p> <p>Explore opportunities to meet sports ambassadors.</p>
Purchase LA SSP Core SLA	<ul style="list-style-type: none"> • PE leader to ensure that all classes and children take full advantage of SLA offer. 	£3606.00	More children are involved in GSSP activities.	Take part in more GSSP activities.

<p>Inspiration taken from Japan Olympics as a whole school topic for Summer term 2022 (carried on from previous year).</p> <p>PE is a regular feature of governor meetings to ensure it has a strong profile across school, it is seen as a key priority and is supporting pupil well being.</p> <p>Improve childrens' Emotional and Mental wellbeing through a mixture of teacher led and specialist visitor led workshops.</p> <p>Improves use of the Forest School area to support the curriculum and</p>	<ul style="list-style-type: none"> Focus on Olympic Values, sports and athletes to inspire children to take up sports. Plan curriculum in class work around Olympics. Plan experiential sporting activities in 2 weeks of active sports (School mini Olympics). PE and sport scheduled as regular feature of governor monitoring / committee meetings. Book series of workshops which focus on children's mental health. All children to improve concentration, health and mental wellbeing. Develop teacher expertise on delivering Wellbeing and mental health sessions. Accreditation from SSP 'Health and Wellbeing programme'. Purchase of additional equipment that will allow easier high quality access for 	<p>£500 towards associated costs.</p> <p>£1000</p> <p>£0</p> <p>£1850</p> <p>£160.00</p>	<p>Olympic fortnight to engage and excite children. Greater take up of sport both in and out of school with local clubs.</p> <p>Governors have a better understanding of what is happening in school to raise the profile of sport and well being in school.</p> <p>Children have regular opportunities to develop positive mental health and wellbeing in both the curriculum and the wider offer of the school.</p> <p>Forest school space is used more frequently in planned curriculum activities.</p>	<p>Evaluate to help formulate plan for next whole school sport week.</p> <p>Staff to observe sessions and apply some skills learnt in class sessions. Develop staff bank of resources to support teaching.</p> <p>Continue to develop the space to ensure it is purposeful and effective in supporting the</p>
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children's mental health and wellbeing.	all children to Forest school areas both as part of the curriculum and during play.			curriculum.
Pupils leading their own sports / school games / PE lessons / events.	<ul style="list-style-type: none"> Recruitment and development of sports organising crew (SSOC) and delivery of training to support the crew. Regular meetings and a rota of tasks and jobs. SSOC to develop and implement yard games, supported by teachers and lunch time staff. 		<p>Children on the yard are accessing a wider menu of break time activities.</p> <p>SSOC and PE Lead to deliver a programme of events and support school sports.</p>	Recruit and train SSOC, with support from GSSP.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
Intent	Implementation		Impact	NEXT STEPS
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:
PE is led by a subject leader with strong subject knowledge and up to date understanding of curriculum requirements.	<ul style="list-style-type: none"> PE leader to provide regular CPD for all staff. Identify relevant courses and ensure that identified staff are enrolled. PE leader to ensure that all PE planning and Curriculum is up to date and progressive throughout the school. PE lead to work with lunchtime staff to ensure high quality opportunities for all children at lunchtime. 	£2000 towards supply costs	<p>Better subject knowledge for teachers and teaching assistants.</p> <p>Increased confidence and better subject leadership skills enabling PE leader to lead professional learning for all staff.</p> <p>Increased confidence in lunchtime staff at delivering games.</p> <p>Children making expected or above expected progress.</p> <p>Achieve school games mark</p> <p>Safe delivery of PE and school sports.</p>	Audit of teaching staff PE skills and knowledge.
EYFS Teaching Assistant training	<ul style="list-style-type: none"> EYFS TA's to observe other settings and how they use resources to make the most of active play and PE 	£713.00	Adaptation and development of active play choices for EYFS children in our own setting.	Continue with the close links made with other schools and develop EYFS outdoor network to further enhance

Governors are kept informed so that they are able to offer challenge and scrutiny to ensure strong subject leadership; monitoring to ensure that all staff feel confident and to monitor Sports Premium spend.	<p>curriculum for EYFS children.</p> <ul style="list-style-type: none"> PE leader to provide written statement and action plan highlighting impact – 3 times each year to feed into full governors termly meetings. 	£0	<p>PE Action Plan.</p> <p>Report to governors.</p>	<p>provision and opportunities for EYFS children and settings.</p> <p>Review and update action plan.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Intent	Implementation		Impact	NEXT STEPS
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 operate a more diverse range of after school sporting opportunities for all pupils to access.</p> <p>Children are provided with opportunities to compete with themselves and other schools via an annual programme of events.</p> <p>Provide high quality equipment for children to use in both PE and / or break times.</p>	<ul style="list-style-type: none"> Draw upon experiences of school staff – as well as external suppliers to operate clubs such as: karate, street dance etc. Membership of Gateshead SSP allows all pupils to experience a wide range of activities and sports vis borough wide and cluster wide competitions and festivals. Audit and order appropriate equipment. A wide variety of equipment is available on both yards for children to use. A wide variety of 	<p>£0</p> <p>Already accounted for above</p> <p>£500</p>	<p>All children will be offered a broad range of after school activities (not only those delivered by the curriculum)</p> <p>PE leader will monitor attendance at sports after school clubs.</p> <p>Achieve School Games Award.</p> <p>Some children will be motivated to join coaching schemes and clubs in individual sports.</p> <p>Children are given a broader experience of a number of different sports.</p> <p>Children are active during break times.</p> <p>Children are fitter and aware of</p>	<p>Maintain a range of clubs to suit the needs of the school and look for providers who can offer alternative sports and activities.</p> <p>Review and timetable annual programme of events.</p> <p>Review and audit what equipment is available.</p>

	equipment is available to challenge children at a level appropriate to them.		the benefits of a healthy lifestyle.	
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Key indicator 5: Increased participation in competitive sport				
Intent	Implementation		Impact	NEXT STEPS
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:
Ensure that there is an element of competition in lessons, leading to an 'end of unit' inter year competition.	<ul style="list-style-type: none"> PE leader to ensure that this is detailed within updated schemes of work for all children across school. 	£50	All children in school have the opportunity to compete against their peers and children from other schools.	PE leader to ensure that all children have the opportunity to compete against other children.
Encourage children to take part in competitive sports both in and out of school.	<ul style="list-style-type: none"> PE lead to work with Gateshead SLA to format and agree competition dates/events etc. 	£0	Improved standards in a range of sporting activities.	
Ensure that all children are able to set goals and know their targets and how to achieve them.	<ul style="list-style-type: none"> Develop personal challenge activities for children to take part in. 	£100	Children recording their own personal challenge scores and improving these over time.	Review and update how the children record personal challenges.
To link some of the PE units directly to a competition calendar so that PE lessons can also serve as a means of training and selection for competitions.	<ul style="list-style-type: none"> PE Lead to liaise with class teachers around competitive sports calendar and discuss selection for competitions. 	£0	Achieve school Games Mark. All children have opportunity to take part in multi – sports events and festivals.	

Continues promotion of local sports clubs. Good children take up of sports outside of school.	<ul style="list-style-type: none"> PE leader to arrange visitors to speak at assemblies. 	£0	<p>Improved attitudes to PE and Sport increased.</p> <p>Children are more active.</p> <p>Improved fitness of children.</p>	Work closely with local clubs and coaches to promote the opportunities in the local area.
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