



Thornton Primary School Sports Premium

Review and Action Plan

July 2024

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PART 1: Review of 2023 -24 Sports Premium Impact

Key achievements until July 2024	Areas for further improvement and baseline evidence of need:
<p>Playtime activities have continued to work well with timetabled sessions. A mix of both boys and girls are taking part in different games and activities using different sports equipment.</p> <p>Active maths continues to be embedded across the school with an allocated slot, celebrating this (Motti) on Friday's celebration assembly. This continues to allow children from across the school to share what active maths activity they have been completing throughout the week.</p> <p>Year 6 participated in cycling proficiency (bikeability) again this year lasting 2 days, with 86% of children taking part. This was aided by the school being able to loan bikes (if required) to the children for those who did not have access.</p> <p>ME sports have continued to provide lunchtime sport provision to children across the school, focusing on different sports and physical activities.</p> <p>Thornton has continued using the Twinkl Move (PlanIt) scheme, which has been successful in incorporating different sports, and physical activities, focusing on the skills rather than focusing on the sport itself. This maintains greater coverage and increased consistency of delivery from teaching staff.</p> <p>The school has continued its participation in local participation and competitive sport through the use of HBSSPAN. The calendar sent out at the start of the year made it extremely useful in regards to participation and organisation of different sports throughout the academic year. These sports and activities were organised with both the intent of improving competitiveness and teamwork of primary aged children but also with the hope of increasing participation in all children in order to improve</p>	<p>Introduce and complete pupil questionnaires and surveys to monitor participation of sport and physical activity in school. Find out what other sports children would be interested in participating and purchase new equipment.</p> <p>With the use of new equipment, introduce new lunchtime activities that the children have never tried. This could allow sports such as badminton, netball, table tennis, for example, to be played during this time by children of all ages.</p> <p>Active maths was celebrated consistently through the previous academic year and should be a factor for getting pupils physically active in their maths lessons, again in the next school year. Continue subscription.</p> <p>Continue the utilisation of Sports Ambassadors in regards to assisting celebration assembly sports awards and other P.E. activities around the school.</p> <p>Continue celebrating children's out of school sporting achievements in celebration assembly (swimming badges, football trophies, gymnastic certificates, etc.) Ensure each year group has an opportunity to have their achievements celebrated each week. For example each year group can share their sporting certificates once every 6/7 weeks.</p> <p>Purchase new sports equipment using the sponsorship voucher from Bishopsports by the end of next academic year. Ensure this is completed by July 2025 otherwise the voucher will expire. The use of this voucher will aid the school in organising different sports through new equipment and encourage children to become more involved in sport and physical</p>

inclusivity. Some of this year's events included: hockey, basketball, football and dodgeball.

The children also participated in Let Girls Play football week in association with Leicester, Leicestershire and Rutland schools, organised by HBSSPAN. This was very successful again, and raised the profile of girl's football in school by setting challenges to children across the school (keepy uppies and toe taps) as well as a design your own football kit homework activity, where children were celebrated in assembly for their efforts.

The school was also visited by Team GB athlete Joel Fearon, who has competed for Great Britain at the winter Olympics as part of a bobsleigh team as well as a sprinter. He came to the school in partnership with Sports4Schools, who helped the school raise money for new school equipment. Children took part in an activity session with Joel and a sport activator and were then encouraged to ask family members and friends for sponsorship money in order to win prizes. This was a resounding success for both the school and the participating children and something the school will look to organise again in the future.

The Sports4Schools athlete visit resulted in the school achieving a sports equipment voucher of £1,168,54 to be used at Bishopsports.co.uk by the end of next academic year.

In July, the school played host to its second successive sports day for both KS1 and KS2 pupils. The children had the opportunity to participate in different competitive races in which to gain points for their school house team. Parents were also welcomed to the school, to watch their children compete. Feedback was very positive.

School Data: - PE Lessons (data taken from Otrack)

- 89.58% EXS – Whole School
- 85.37% EXS – Boys
- 92.73% EXS – Girls
- 75.00% EXS – PP
- 63.64% EXS – SEN

School Data: - Extracurricular Activities (Provided from HBSSPAN Events)

- 57 total children participated (43.18% of total school cohort)

activity.

Reemphasise the importance of participation in Active Travel. Increase its profile throughout the school. Active travel month will occur again next year. Seek out different initiatives to increase active travel such as a walking bus or prizes for those that travel actively to school throughout the month.

Ensure children who do not own a bike are able to take part in cycling proficiency – include on future questionnaires. Introduce bike loan earlier on in the year for pupils who have never owned a bike. Encourage cycle to school.

PE Lead to co-ordinate and introduce a greater variety of sports – for example archery, table tennis, dodgeball, etc., throughout the school.

The utilisation of ME sports during lunchtimes has been a resounding success and should be used in the next academic year with the support of Sports Ambassadors to help coaches teaching and improve confidence in Sports Ambassadors simultaneously.

Continue using members of staff to work alongside ME Sports to improve expertise, knowledge and teaching of PE at Thornton. This has worked well this year and should be maintained.

Communication and feedback from parents thoroughly the school has been good and the school is moving in a positive direction in regards to sport and PE taught at Thornton Primary School. This can be improved even further by the use of parent questionnaires in which to achieve another perspective and responses from parents of the children, here at the school.

continue allocation of funds to support transport to events.

<ul style="list-style-type: none"> - 29 boys (50.88%) - 28 girls (49.12%) - 6 SEND (10.53%) - 8 PP (14.04%) 	
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Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	66.7%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	66.7%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	66.7%
Schools can choose to use the Primary PE and Sport Premium to raise attainment in primary school swimming and water safety by funding top-up swimming sessions for those pupils that do not meet national curriculum requirements after they've completed core swimming lessons. Has the funding been used in this way?	No

PART 2 - Sports Premium Action Guidance 2024-25

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6.

Funding for 2024 to 2025

Schools, like Thornton, with 17 or more eligible pupils receive £16,000 and an additional payment of £10 per pupil. (**£17090** based on number on roll in January 24 census)

DfE advice on **How to use the PE and sport premium**

Schools must use the funding to make additional and sustainable improvements to the quality of PE, physical activity and sport they offer.

This means that we should use the premium to:

1. Develop or add to the PE, physical activity 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 the school in future years.

Schools should use the premium to secure improvements in the following 5 key indicators:

- Engagement of all pupils in regular physical activity
- The profile of PE and sport is raised across the school as a tool for 'whole school improvement'
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Broader experience of a range of sports and activities offered to all pupils
- Increased participation in competitive sport

The DfE has stipulated that we should not use our funding to:

- Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of core staffing budgets
- Teach the minimum requirements of the national curriculum - including those specified for swimming (or, in the case of academies and free schools, to teach your existing PE curriculum)
- Fund capital expenditure

PART 3 - Rationale behind Thornton Sports Premium Funding:

At Thornton Primary School, we will use the Sports Premium funding to:

- Improve the quality of teaching and learning of PE to all year groups across the school.
- Increase the range of activities on offer (especially outdoor and adventurous activities).
- Increase participation in intra-school competitions (and activities with other schools).
- Encourage more pupils to take up sport (including vulnerable pupils and those who are less active).
- Introduce daily activity opportunities and new clubs which will be led by staff across the academic year.
- Increase/improve resources in which teachers can use to increase the quality of their teaching of PE.

This will impact in the following ways

Improved staff knowledge and expertise leading to:

- Improved attendance of clubs/activities
- Improved behaviour for learning
- Raised self-esteem
- Improved mental health
- Increased sense of community and belonging (i.e. being part of teams)
- Increase fitness, reduce obesity
- Improved progress and outcomes in reading, writing and maths

Details with regard to funding

Total amount allocated for 2024/2025	£17090
How much carried over from this total fund into 2024/2025	£0
Total amount allocated for 2024/2025	£17090
Total amount of funding for 2024/2025	£17090

Part 4 - Action Plan and Budget tracking - Intended annual spend against the 5 key indicators including success criteria and evidence of impact we intend to use to evaluate pupils for today and for the future.

Academic Year: 2024 -25		Total fund allocated: £17090		Date Updated: July 2024	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – access to 60 mins of sport and physical activity per day. Recommendation of 30 minutes delivered during the school day (in line with the Chief Medical Officers guidelines which recommend an average of at least 60 minutes per day across the week).					Percentage of total allocation: 58.5%
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: £10,000	Evidence of impact: what do pupils now know and what can they now do? What has changed?		Sustainability and suggested next steps:
<ul style="list-style-type: none"> Promote and encourage a variety of sports and activities for the children to participate while in school both through PE lessons as well as lunchtime/breaktime activities. Aim to promote active daily initiative in order to promote health wellbeing and mental well-being through being active. Increase participation in active travel (active travel month being a key initiative). 	<ul style="list-style-type: none"> Ensure allocation of a member of staff to coordinate games and activities at lunchtimes in conjunction with the Sports Ambassadors Complete a questionnaire to the children to discover what games/activities/sports the children would like to participate in. Provide news/updates/information of upcoming games and activities happening within and out of the school to increase participation. Use of timetabling. Promote a greater range of sports within the school with the help of outside agencies/companies if required. ME sports to continue their lunchtime provision (1 day per week) Continue Active Maths (Motti) and celebrate this in celebration 	<ul style="list-style-type: none"> Lunchtime Games Supervisor/Sports Specialist member of staff/ME Sports Coach Equipment Certificates /medals Visitors in school to promote different activities Visitors in After- 	<ul style="list-style-type: none"> Majority of pupils (95%+) will join in organised active play activities during break/lunchtime. (observation, pupil questionnaire, termly monitoring) Identified least active pupils will join in by choice. (observation at break and lunchtimes/pupil questionnaires, termly monitoring) Certificates/medals achieved for participation both for sport in and out of school. Positive outcomes on health both physical and mentally – Pupil Well-being Questionnaire. 	<ul style="list-style-type: none"> Active playtimes will become well established. Active daily initiative will become embedded into the timetable. Encouragement of more pupils to participate in Active Travel to school. Uptake of cycling to school. Greater participation at P.E. after-school club. More children participating in lunchtime sports and activities. Greater confidence in riding a bike when it comes to Y6. 	

	<p>assembly each Friday.</p> <ul style="list-style-type: none"> • Active Travel Months to have a higher profile in school. Look into setting up walking bus. Promote Active Travel to school. • Continue cycling proficiency in Y6. Advertise the availability to loan the bike in Y5 rather than Y6 to ensure that all children feel confident when participating in bikeability in the summer term in Y6. • Purchase new equipment for lunchtime/after school club so that children who attend can try new sports that they haven't tried before. (netball, badminton, swingball, etc). • Development of KS1 lunchtime activity area. 	<p>School Club to promote different sports</p>	<ul style="list-style-type: none"> • Mental Health and well-being priorities as outlined by the DfE will be met. 	
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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:

5.85%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: £1000</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> Development of the role of the Sports Ambassadors working alongside Sports lunchtime Supervisor/PE Lead - learn new skills, lead activities, be role models to the rest of the school and encourage participation. 	<ul style="list-style-type: none"> Pupils to apply at the start of the year alongside School Ambassadors. Purchase of new equipment/sports kit. Pupils to promote their roles with the rest of the school. Sports Ambassadors to award participation certificates in celebration assembly. This will provide the Sports Ambassadors with a higher profile in school. Pupils work alongside ME Sports once per week. Pupils to become confident in setting up and running activities independently. Sports Ambassadors to play a key part in the organisation and set up of the KS1 and KS2 summer sports day. For the second half of lunchtime KS1 children will use the top playground. Sports Ambassadors to organise and monitor small activities/games in this space. This will help improve relationships between KS1 and KS2 children at breaks and lunchtimes. 	<ul style="list-style-type: none"> Sports equipment for pupils Badges, sweatshirts, caps 	<ul style="list-style-type: none"> Positive uptake of the roles in school. Increased numbers of pupils participating in playtime and lunchtime games. Positive pupil questionnaires - from both children carrying out the role and also participants. Pupils aspire to becoming future Sports Ambassadors and do the job well. Improved relationships and respect between children across the school (specifically between KS1 and KS2 children). Greater participation of KS1 pupils. 	<ul style="list-style-type: none"> Pupils will apply for this role in school every year. High profile responsibility as School Ambassadors are recognised throughout the school Pupils to train future Sports Ambassadors in the role. More responsibility in Celebration Assembly – inviting pupils to talk about out of school sporting involvement. Sports Ambassadors to discuss active maths and give our award (Motti) Potential sports star of the week award for those children that have excelled and exceeded sporting expectation that week.

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5.85%
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: £1,000	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Staff to acquire knowledge and expertise in the teaching of identified sports. CPD for Subject lead as well as Support Staff to aid lunchtimes and support in lessons. Broaden expertise of staff through wider professional development to be able to deliver a range of sports and extra-curricular activities confidently. Additional CPD for P.E. lead 	<ul style="list-style-type: none"> PE Subject Lead to attend P.E. CPD where relevant and share knowledge and expertise with staff members. Support staff training expenses. Release time for PE Subject lead to train/monitor teaching/out of school CPD opportunities. Provide an opportunity for members of staff to deliver a range of sports confidently both in school and after school. Use of ME Sport to deliver dance. Staff to observe lessons. 	<ul style="list-style-type: none"> CPD for support staff Release time for PE Lead 	<ul style="list-style-type: none"> Staff will have a greater understanding and confidence of the delivery of PE across the curriculum. Staff questionnaires, lesson observations. Key staff members will gain extra qualifications to develop their roles in school in terms of delivering a broader range of activities to pupils 	<ul style="list-style-type: none"> Key staff member to be able to cascade skills and knowledge to other members of staff. Broader range of activities available to pupils.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

11.7%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: £2000</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> • Introduce new sports and physical activities during PE curriculum time and after school (provided by both school and outside agencies) • Focus on encouraging participation from some of the least active pupils. • Focus on a mix of competitive and inclusive sport when deciding what extracurricular activities to participate in. 	<ul style="list-style-type: none"> • Introduce pupils to new sports they have not experienced previously by organising workshops, such as: archery, yoga, quidditch. Bring visitors in school. • Continue to encourage of girls football (measure at the start of the year how many girls participate if football then measure at the end of the year). • Ensure a group of identified pupils get the opportunity to participate in 'Let's Get Moving Festival • Organise a sponsorship event similar to last year's SportsforSchools athlete visit in which the children on the school raise funds by participating in sport. (e.g., fun run, colour run, reservoir run?). This will raise money for the school while also increasing 	<ul style="list-style-type: none"> • Workshops 	<ul style="list-style-type: none"> • Children will have experienced new activities and will have provided positive comments through questionnaire / survey responses. 	<ul style="list-style-type: none"> • New activities incorporated into lesson time/breaks/lunchtimes and requested by pupil choice. • Continue to build on new experiences through after school provision.

participation in sport and physical activity by all children within the school.

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:
18.08%

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: £3090	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To provide a wide variety of sports experiences and increase opportunity for competition within the local area. Ensure all children have equal opportunity to compete 	<ul style="list-style-type: none"> Continue membership of HBSSPAN. Careful selection of competitions in which to participate. Regular attendance of local meetings. Participation in extra activities to raise funds in addition to use of Sports premium funding to raise money for transport. Organise a school football team training slot for both the girls and boys football teams. 	<ul style="list-style-type: none"> Membership Transport Kit Equipment 	<ul style="list-style-type: none"> Pupils will experience a wide range of sporting activities and competition in the local area. Participation celebrated in assemblies through certificates and PowerPoint presentations. 	<ul style="list-style-type: none"> Build upon achievements year on year. Monitor participation particularly for groups of pupils.

This would have to be afterschool but would aid performance and competitiveness in the HBSSPAN boys/girls football league fixtures organised throughout the academic year.

- Purchase some mini goal posts to be set up down the bank for practice. (possible pitch markings as well).
- Purchase of new kit for competitions.