

The Galaxy Trust

Temple Hill Primary Academy Sports Premium Impact Statement 2021-2022

Key indicators to consider:

Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement (Physical Education, School Sport, Physical Activity)

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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

Key indicator 5: Increased participation in competitive sport

2021-2022 Budget allocation

£23,150

Total spent: £29035.39

Key achievements to date until July 2022:

- Qualified PE lessons from Allstars for all pupils in Y1-6.
- Introduced teachers teaching at least 1 30-minute lesson per week to increase teachers confidence and skill set when teaching PE.
- Joined Dartford District Schools Football Association providing events, clubs, CPD, resources across a range of sports.
- Introduced well-being activities such as yoga and meditation into the weekly timetable through Mindfulness Mondays in addition to the statutory requirements.
- Worked alongside the MHWB lead in the promotion of Wellbeing Wednesdays.
- CPD promoting better engagement in physical activity during break and lunch times.

Areas for further improvement and baseline evidence of need:

- To arrange whole school sporting activities and events throughout the year.
- Building on the success of Multi Sports Club, introduce an additional club to focus on children in reception (social skills, fine and gross motor skills)
- Update diet and fitness individual pupil assessment list and intervention actions
- Introduce and begin to track opportunities for physical activity beyond extra-curricular clubs. 30 minutes activity for every child every day.
- Identify children with sedentary lifestyles in each YG and target/monitor their activity.
- PE week/Healthy living week every year to raise the profile of PE.

- Purchased P.E equipment to allow children to experience a wide variety of sport and develop sporting skills.
- Weekly Mile across school field.
- Additional sensory and fine and gross motor skills sessions (BEAMS & Clever fingers) to close the gaps caused by COVID lockdowns last year.
- Joined DASCO, local school's consortium network as ongoing CPD opportunities and sharing good practice
- Staff netball, rounders, football and hockey workout sessions organised.
- Continue to introduce children to new sports through clubs, taster sessions, flyers from local clubs and events.
- Identified disadvantaged children's engagement in sport. Targeted low attendees to attend multi-sports club.
- Sedentary lifestyles intervention running in Year Groups 3-6 to promote healthy active lifestyles and support development of key skills.
- Begun development of subject specific vocabulary journey and knowledge organisers for each sport/topic taught each term.
- Introduction of weekly sporting star award as well as normal star of the week award to raise the profile of PE, sport and competition in the school.
- Promotion of girl's football and sport by arranging girls football friendlies with local schools.

- Staff Audit to all staff to gauge skill set – lead clubs or CPD based on their talent/sport.
- Drop in's / observations to support staff, develop confidence etc.
- Once a term – Teachers work alongside coaches to gain confidence and observe behaviour management techniques etc.
- Outside organisations to deliver CPD to teachers.
- Intra-school competition within school.
- Personal best challenges at break/lunch times.

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?

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.

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What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
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What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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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 <input type="checkbox"/>
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Academic Year: 2021/2022	Total fund allocated:	Actual money spent:	Date Updated: 20/7/22	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

Children to be self-sufficient in sporting activities during break and lunch time.	Sports coaches and Associate Teachers to monitor and model activities during break and lunch time games. Taught how to use equipment and implement rules safely.	£0		Children have been independently using the playground equipment to play sporting activities. There has been an increased interest in playing sport like football and basketball.	Train new year 6 children next year to become our young leaders during break and lunch times.
To target children who have low attendance to engage in more physical activity.	Creation and resourcing of invite only school sports clubs.	£0		Key children have been chosen by FLOs. Pupils have grown in confidence throughout the weeks.	This will continue for next year. Consider inviting siblings too or run 2 year groups on the same night to encourage more engagement/participation from parents.
To target children who had least access to physical activity during lockdown.	Sedentary lifestyles intervention running in Year Groups 3-6 to promote healthy active lifestyles and support development of key skills.	£0		Children's co-ordination and basic skills have improved helping them to access PE lessons confidently and build upon skills learnt in intervention with ease.	Continue intervention ran by Dartford Schools Football Association. Monitor/assess closely to measure impact and when children no longer require intervention etc.
To improve the access to outdoor fitness equipment during break and lunch time.	To ensure equipment is safe for use.	£0		Pupils have been able to access the outdoor fitness equipment all-year round. Pupil voice showed that children were enjoying using the apparatus.	Continue to encourage the use of outdoor fitness equipment during play times.
	To order more playtime equipment and storage	£5584.52		Increase in engagement and motivation from children to be involved in physical activity.	Continue to monitor the equipment and when it needs replenishing to

To increase engagement of all pupils in regular activity during playtimes and lunch times.	for each year group to use during playtimes.			ensure children maintain motivation and engagement.
To begin to support gross motor skill development in EYFS provision.	To order balance bikes.	£360	Balance Bikes have been ordered. Have not arrived in 2021-22 school year due to lack of stock.	Plan for storage. Plan for how these bikes will be used and train adults how to support children with these. Measure impact of these in next academic year.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

%

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Widen sports provision within the school through purchasing of new equipment.	Invest in new sports equipment.	£1608.95	Children have enjoyed the new sports and more children have joined our after-school clubs.
Children to be able to swim 25m by the end of Key Stage 2.	Swimming lessons taught at local swimming pool.	£5701.92	Continue to implement a wider variety of sports for the children to participate in.

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To raise the profile of sport participation and sporting achievements within the school.	To introduce the Galaxy Sporting Stars Certificate in weekly Star of the Week assemblies	£0	Children have enjoyed their sporting achievements being recognised in PE lessons and from out of school events/hobbies.	Conduct pupil voice about sporting stars certificates. Ask if the certificated have motivated children to become more involved in PE/Sport.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:

%

Intent	Implementation	Funding	Impact	Sustainability and suggested 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:
To improve participation of vulnerable groups in PE and develop CPD in wider support staff through PE coach mentoring and lesson participation	24 x 1 hourly weekly sessions for 33 weeks led by qualified coaches in partnership with teaching assistants from yrs. 1 to 6 (some sessions online)	£13300	Support staff CPD and mentoring has enabled staff to gain confidence when supporting PE lessons. This has enabled our vulnerable groups to participate in PE lessons and clubs. Provision for vulnerable groups has increased significantly.	Continue to support staff confidence and CPD to support vulnerable groups, in order to ensure continue engagement in PE.
To increase confidence, knowledge and skills of staff in teaching P.E and sport.	Kent and Medway Primary P.E CPD opportunities through DASCO subscription.	£480	Staff CPD has enabled staff to gain confidence and knowledge when teaching PE. This has also enabled pupils to develop confidence and self-esteem	Continue to expand on the relationships and offer opportunities for after school clubs and sporting events.

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			<p>allowing them to engage fully in sports.</p> <p>CPD has enabled PE lead to gain more knowledge about the curriculum, role and responsibilities required. This has enabled the PE lead to have a clearer vision for the future of PE, Sport and Physical Activity for the school and provided a network where they are able to share best practise and gain expert knowledge/expertise from other to implement.</p>	Continue to engage in CPD sessions to raise confidence in teaching PE within the school.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils **Percentage of total allocation:**

%

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:	<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>

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<p>To successfully integrate new sports across the setting and establish a new links with local agencies.</p>	<p>Kent Cricket run 'Engagement Day' for Years 4 & 5.</p>	<p>£0</p>	<p>Pupils now understand more about the game or cricket and have learned new transferrable skills that they can use in other sports. They have learnt cricket specific vocabulary which will facilitate their understanding and performance when attending cricket events or participating in cricket activities.</p>	<p>Liaise with Kent Cricket to organise more 'Engagement Days' for a wider variety of year groups. Make links with cricket clubs nearby more explicit during these days so that children interested can reach out to the club if they want to.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: %
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:</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>

<p>To increase participation in school sports to enable them to lead a more active lifestyle.</p>	<p>Children took part in the competitive events run by Dartford District Football club.</p>	<p>£2000</p>	<p>Children experienced representing their school and how tournaments/competitions are ran. Children have a better understanding of game play and competitiveness. Children who have not shown an interest in sport previously have become interested in participating in sport due to these events.</p>	<p>Continue to participate in a range of sports and competitive events led by DDFC next year as well as other organisations/opportunities. Encourage sporting activities outside of school and make children aware of sporting opportunities in the local area.</p>
<p>Establish collaborations with the county and local schools.</p>	<p>Made connections with DSTC PE department to support running of trust wide competitive event.</p>	<p>£0</p>	<p>Children were exposed to role models who inspire their future in PE/sport.</p>	<p>Build upon these relationships by asking for their support to run more trust wide events.</p>
<p>To train more staff to drive the minibus to attend competitive events.</p>	<p>PE lead to complete minibus driving course.</p>	<p>£0</p>	<p>PE lead is able to drive children to and from events therefore our children have been able to attend more tournaments or competitions due to this.</p>	<p>More adults (all-star coaches) to be able to drive the minibus to reduce the impact on teaching and learning and to be able to offer more support to attend more events for a wider variety of children.</p>

Date:	
Governor:	
Date:	

Signed off by	
Head Teacher:	Leon Dawson <i>LD Dawson</i>
Date:	20.07.21
Subject Leader:	Marnie Blackmore

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