

Temple Hill Primary Academy Sports Premium Impact Statement 2022-2023

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

2022-2023 Budget allocation

£23, 040

Total spent: £22,995.57

Key achievements to date until July 2023:

Qualified PE lessons from Allstars for all pupils in Y1-6 – cost £30,000- not taken from Sports Premium

- Continued development of 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.

Areas for further improvement and baseline evidence of need:

- Introduce and begin to track opportunities for physical activity beyond extra-curricular clubs. 30 minutes activity for every child every day.
- PE week/Healthy living week every year to raise the profile of PE.
- 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.

- Purchased P.E equipment to allow children to experience a wide variety of sport and develop sporting skills.
- Additional sensory and fine and gross motor skills sessions (BEAMS & Clever fingers) to close the gaps for our SEND children.
- Continue to introduce children to new sports through clubs, taster sessions, flyers from local clubs and events shared on Class Dojo
- Begun development of subject specific vocabulary journey and knowledge organisers for each sport/topic taught each term.
- Knowledge organisers including subject specific vocabulary used in each lesson to support teaching staff and children's understanding and progress.
- Continued 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.
- Attended a range of external events across the academic year with a range of year groups participating in different sports and activities for different purposes (e.g. competition, skill development, confidence development, engagement).

- Once every other term – Teachers have the opportunity to 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.
- Number of children participating in clubs and external competitions has been monitored this year and therefore will be able to set a target to improve overall participation, as well as participation within targeted groups e.g. SEND & PP. We will also be able to compare and measure progress in the next academic year against targets set and baseline of this academic year.

| Meeting national curriculum requirements for swimming and water safety. | |
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| 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. | 50% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 25% |

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| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 25% |
| 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 |

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| Academic Year: 2022/23 | Total fund allocated: | Actual money spent: | Date Updated: 31/7/23 | |
| 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 | | | | 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. |

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| To improve the access to outdoor fitness equipment during break and lunch time. | To ensure equipment is safe for use and used appropriately | £0 | Pupils have been able to access the outdoor fitness equipment all-year round. Pupil voice showed that children were enjoying using the apparatus. Weekly checks by site H&S team carried out. Regular H&S reminders in team briefing to ensure all staff are aware of their responsibility to risk assess. | Continue to encourage the use of outdoor fitness equipment during play times. Introduction of OPAL to improve the quality of children's active playtimes and lunchtimes. |
| To increase engagement of all pupils in regular activity during playtimes and lunch times. | To order more playtime equipment and storage for each year group to use during playtimes. | £221 | Increase in engagement and motivation from children to be involved in physical activity. | Continue to monitor the equipment and when it needs replenishing to ensure children maintain motivation and engagement. |
| To improve the quality and engagement in playtime and lunch time activity. | Invest in OPAL Scheme to support adults leading playtime activities. | £2,500 Sports Premium contribution towards £5,000 total cost of OPAL membership. | Process of implementing this has begun but is not measurable yet. | Continue to work with Assistant Head responsible for OPAL strategy and active playtimes. |
| To offer support and resources to staff to support pupils engagement in physical activity. | Join AFPE as a member | £269 | PE lead has accessed resource to seek guidance and for CPD purposes. | PE lead to share details with staff in next academic year so that all staff are able to access the wide range of resources and support. |

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 | | |
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| 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>Widen sports provision within the school through purchasing of new equipment.</p> <p>To raise the profile of sport participation and sporting achievements within the school.</p> <p>To improve the quality and engagement in playtime and lunch time activity.</p> | <p>Invest in new sports equipment.</p> <p>To introduce the Golden Thread Sporting Stars Certificate in weekly Star of the Week assemblies</p> <p>Invest in OPAL Scheme to support adults leading playtime activities.</p> <p>Order trim trail and arrange it's use for children within playtimes.</p> | <p>£2788.74</p> <p>£100</p> <p>Associated costs indicated previously</p> <p>£2999</p> | <p>Children have enjoyed the new sports and more children have joined our after-school clubs.</p> <p>Children have enjoyed their sporting achievements being recognised in PE lessons and from out of school events/hobbies.</p> <p>Process of implementing this has begun but is not measurable yet.</p> <p>Trim Trail was ordered at the end of the academic year</p> | <p>Further develop a wider variety of sports for the children to participate in.</p> <p>Conduct pupil voice about sporting stars certificates.</p> <p>Ask if the certificated have motivated children to become more involved in PE/Sport.</p> <p>Continue to work with Emily Gould regarding OPAL strategy and active playtimes.</p> |

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| To invest in resources/equipment/facilities to raise the profile of PESSPA in school. | | | therefore we will see its impact in the next academic year. | |
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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 | Impact | Sustainability and suggested next steps: |
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| 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? |
| To increase confidence, knowledge and skills of staff in teaching P.E and sport. | PE lead to be a part of DDPSS Affiliated Membership to seek support and advice with Primary PE. | £100 | Introduction of PE knowledge organisers and development of PE assessment. Children are able to confidently talk about their PE lessons, their learning within it and how they are able to improve. |
| To improve the quality and engagement in playtime and lunch time activity. Provide staff with the confidence, knowledge and skills to provide this. | Invest in OPAL Scheme to support adults leading playtime activities. Give staff training to be able to deliver activities successfully where they are able to make a positive impact on children's | £1029.80 | Scheme introduced at the end on the academic year. Will begin to measure impact in the next academic year. There are currently additional adult directed activities including archery and zoned areas for different games. |

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| <p>Improve teacher perceptions on PE and physical activity.</p> | <p>engagement and perspective on physical activity.</p> <p>Invest in new activities and equipment for staff and pupils to engage with.</p> | <p>£213.98</p> | <p>Resources bought to support OPAL scheme. Therefore, these have not been shared yet. Will begin to measure impact in the next academic year.</p> | |
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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 | | |
|--|---|---------------------------|--|---|
| <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> |

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| To improve the quality and engagement in playtime and lunch time activity. Provide a wide range of activities offered to pupils. | Invest in OPAL Scheme to support adults leading playtime activities. | £1029.80 | Scheme introduced at the end on the academic year. Will begin to measure impact in the next academic year. | Continue to support roll of the OPAL Scheme to support with children's access to these resources. Conduct a review of the quality of the resources children are using regularly to measure the impact they are having on the pupil's engagement and enjoyment. |
| | Order a wide range of resources and equipment for PE lessons and for children to use during play and lunch times. | £4856.05 | Generally children now have a positive perception of PE and physical activity in school. Children are beginning to become more engaged in physical activity during playtime and lunch times and show respect for resources they are using. | |

| Key indicator 5: Increased participation in competitive sport | | | | 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: |

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| <p>To increase participation in school sports to enable them to lead a more active lifestyle.</p> | <p>Join DDSFA Gold Affiliation for children to participate in external Football tournaments and competitions.</p> | <p>£6000</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>Selected pupils to attend a wide range of competitive external events.</p> | <p>£2,000</p> | <p>Some selected pupils participated in a wide range of competitive external events. Some of these were run within our alliance. There were a variety of sports e.g. swimming, athletics, football, netball. These children's experiences of sport have been broadened by seeing different facilities and engaged in competitive activities/events against different children that they wouldn't have the opportunity to do within school. Costs incurred included the running of the minibus and some staff overtime.</p> | <p>Look carefully at different groups of pupils representing our school and offer opportunities for competitive sport to more pupils.</p> |

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| <p>To run competitive events within school for children to participate in.</p> | <p>Order equipment for sports day.</p> | <p>£187</p> | <p>All pupil engaged in a competitive event. Each child represented their team – ‘Tremendous Temples’ Or ‘Heroic Hills’ to win the sports day trophy for their team. Children also participated in races where they were able to win a medal if they won.</p> | <p>Further increase opportunities for internal competition next year with the new house system.</p> |
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| Date: | |
| Governor: | |
| Date: | |

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| Signed off by | |
| Head Teacher: | Leon Dawson <i>LDawson</i> |
| Date: | 31.07.23 |
| Subject Leader: | Marnie Blackmore |

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