



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Thornhill Primary School  
Report for 2024 - 2025

Commissioned by



Department  
for Education

Created by



The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

## Review of previous year's spend and key achievements (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

### Reviewed progress towards indicators (23/24)

#### **Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school**

Introduction of PE Assessment and PPP Planning Scheme: Staff gained confidence in accessing and using the PPP planning system, including accessing and using knowledge organisers. Through CPD, they learned to assess and understand the tools provided, which is continuing to increase their confidence in teaching and assessing PE. The integration of assessment wheels helped staff deliver lessons that incorporated key vocabulary and skills in which children could begin to relate to. Additionally, the ability to adapt planning based on assessments allowed teachers to address gaps in children's skills and knowledge. This integration will continue into the next academic year as our staffing network increases and therefore more teachers will be made familiar with the planning and assessment systems.

PE Apprentice Support: Working alongside the PE Apprentice helped teachers improve their teaching practice. The apprentice supported in lessons, providing specific sports advice and modeling activities. This increased staff's confidence and ability to deliver high-quality PE lessons. There was an improvement to access to equipment and lessons were better prepared for. Smaller group work was identified and completed and TA's were also support to recognise various adaptations to activities within a lesson.

#### **Indicator 2: The profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement**

Lunchtime Activities: The introduction of more varied and structured lunchtime activities increased child engagement in physical exercise. Activity bags, training for support staff, and the use of reward points motivated children to participate. The involvement of Sports Ambassadors to support and monitor these activities encouraged more participation, leading to a more active playground where children met their daily physical activity goals, official roles were not established but this will be a target for 2024-25.

TA's were provided with training for playground activities and playground markings (via separate funding) increased the opportunities for children to participate in a variety of physical activities.

Stormbreaker Programme: This initiative encouraged physical movement while promoting mental well-being. It offered a structured way for children to engage in physical exercise throughout the day and made cross-curricular connections, reinforcing the importance of regular exercise. A whole-school approach will be targeted in 2024-25 as we are increasing in class numbers to become 3 form entry. (New staff will also receive training to enable all children access to Stormbreaker activities).

#### **Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport**

PE Assessment and PPP Planning Scheme: The structured approach to PE assessments helped raise the importance of PE across the school. Teachers became more confident in their delivery and children began understanding their skill progression, which highlighted the value of PE as part of their overall education.

PE Apprentice Support: Having an apprentice working across various year groups provided an additional layer of expertise, further raising the profile of PE and sport within the school. Their involvement in lessons, support for teachers, and increased coaching time with children elevated the quality of PE instruction.

Lunchtime Activities: Offering a range of physical activities during lunch breaks significantly raised the visibility of PE. Involvement in house competitions and regular pupil voice feedback emphasised PE's role in creating a more active and engaged playground. House competitions will be increased during 2024-25.

Competitions and Events: Organising house competitions at the end of PE units, as well as participating in external competitions, increased the excitement and visibility of PE. Hosting house events like sports day further embedded PE as an integral part of the school experience, ensuring all children were part of a team.

Stormbreaker Program: The use of Stormbreaker sessions to promote both mental and physical well-being showed how PE could support whole-school improvement beyond physical health, emphasizing a holistic approach to student development.

#### **Indicator 4: Broader experience of a range of sports and activities offered to all pupils**

PE Assessment and PPP Planning Scheme: The revised PE curriculum provided children with access to a broader range of sports and activities, ensuring a well-rounded experience in physical education. Teachers were able to adapt lessons based on assessments to ensure that all pupils developed the necessary skills and knowledge. Our curriculum overview is a working document and therefore, based on teacher and pupil voice feedback, some curriculum topics were changed.

Lunchtime Activities / extracurricular activities: The introduction of varied lunchtime activities meant that children had the opportunity to try a range of sports and physical activities. This broadened their experience outside of formal PE lessons, we also had external providers into the school to offer sessions – paddle ball, cricket, ???????

Competitions and Events: Organising a wider range of house competitions, along with external competitions like the School Games, exposed children to different sports and competitive experiences. This variety increased engagement from both active and less active children, giving everyone a chance to participate.

#### **Indicator 5: Increased participation in competitive sport**

Lunchtime Activities and House Competitions: The implementation of house competitions at the end of PE units and during lunchtime encouraged more children to engage in competitive sports. Token systems and house points incentivised participation, raising enthusiasm for school-based competitions.

External Competitions: The formation of teams like our dodgeball teams and participation in external competitions, such as those organised by the School Games, provided children with more opportunities to experience competitive sports outside of the school setting. Increasing the number of competitions attended from the previous year meant a higher percentage of children participated. This is a target that we will continue to work towards throughout 2024-25

### **PE & Sports Premium funding Academic year 2024/25**

Allocated amount:

£18,220

Actual spend:



<p><b>PE Apprentice to establish small group work for interventions to target 'less active' children, skill specific workshops, establish teams and identify / work with G&amp;T children or those who need to be challenged. (Lesson based roles)</b></p> <p>-Timetable to be established and teachers to work with to be identified. (This will be adapted throughout the year so all teachers receive a teaching unit with AT).</p> <p>-AT to support in lessons and the apprenticeship schedule will increase over time for her involvement and coaching time with the children.</p> <p>- All staff will remain working alongside AT to model teaching and gain specific sports advice for activities and adaptations to a lesson</p> <p><b>PE apprentice lunchtime responsibilities.</b></p> <p>-AT to be given shared responsibility along with SJ to develop house competitions during lunchtime. A specific day will be picked for each year group and AT will organise a range of different sports to be completed competitively. These points will then count towards house competitions/house winners.</p> <p>- PE apprentice to also provide some training to the group that is going to take part in the SGO competitions. SJ will inform them of the children going and a training session will be run prior to the event.</p>	<p>AT - specific groups of children identified by teacher.</p> <p>Monitored by SJ.</p> <p>Children for additional opportunities to participate.</p>	<p>1.Increase confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>3.The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>2.Engagement of all pupils in regular physical exercise</p> <p>3.The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>4. Broader experience of a range of sports and activities offered to all pupils.</p> <p>5. Increase participation in competitive sport</p>	<p>are best fitting our PE delivery.</p> <p>-This gives all staff (including Tas) a chance to see what good quality PE direction looks like which they can then use in their own practise. This in turn will impact the children's experience of good quality PE lessons.</p> <p>-Support to implementation of assessment base on AT experience and skills within a smaller group or with G&amp;T children.</p> <p><u>Sustainability:</u></p> <p>Continue to develop an apprentice, AT, with scope to future employment. New responsibilities and opportunities this year for group and individual ownership. Continued CPD for all staff to up level abilities and PE understanding which will be carried forward into their future practices and support making accurate assessments. Children will continue to have a wider variety of activities to participate in throughout the year.</p> <p>Continue to have an established active playground on both sites = more children meeting their daily physical goal and participating in sporting activities.</p>	<p>Cost of PPP pe planning continued: £474.00</p>
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<p><b>PE Ambassadors now established within each class</b>  <i>Children were voted in by their peers, 2 per class.</i>          -Their role will be to support PE lessons in terms of: organising equipment, setting up activities, coaching and supporting other children, having responsibility for the topic knowledge organisers and supporting the implementation of using these regularly (including the use of key vocabulary), gain class feedback to complete pupil voice questionnaires which will then impact the curriculum topic choices.</p> <p><b>Establish House Captain roles across Year 5 classes</b>  <i>Children were voted for, 2 per house.</i>          -House captains will be responsible for organising teams to attend house competitions run during lunch times (via AT).          -Competitions will be offered to all year groups throughout the year, schedule to be decided.          -House captains will collect team members and support the running of such competitions alongside AT.          -They will be responsible for gaining pupil feedback for future competitions.</p>	<p>Selected children - role models.</p>	<p>2.Engagement of all pupils in regular physical exercise</p> <p>3.The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>4. Broader experience of a range of sports and activities offered to all pupils.</p>	<p>-Continue to raise the profile of PE amongst children. Leaders to be visible and known across year groups to get others involved at lunchtime. Promoting PE and having fun by being active.          -Provide activities / sports that children wish to engage with (based on pupil feedback).          -Increase opportunities for children to be involved with sports in a coaching capacity          -Develop children’s leadership and responsibility skills.</p> <p><u>Sustainability:</u>          Successful leaders will promote future leadership roles – inspiring others to participate.          Raising the profile for younger year groups to want to be involved in lunchtime activities or future leadership roles.          Use of pupil voice and feedback to ensure we are providing what the children wish to engage with.</p>	
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<p><b>Increase the participation in competitions</b></p> <p>-To organise a house competition each month called the monthly challenge. This will be a short 10 minutes fun athletic break to create competition between houses and to allow all children to participate in an athletic event each month.</p> <p>-SJ to set up event and scoring sheets and then teachers to run with their class (along with AT if applicable).</p> <p>-Token boxes and tokens to be purchased and set up on both sites for children to be awarded HPs. <i>(These will need to be collected and counted by HCs and SJ)</i></p> <p>-Half-termly additional house competition to be run at lunchtime by AT. SJ to assist and set up and a different year will be involved each week.</p> <p>-PE ambassadors and HCs to be trained (via AT and SJ) to support the running of such events. <i>Daily Mile – daily activity / park and stride initiative / walking to school / scoot to school/ cycle to Santa challenges could be introduced and specific points throughout the year as additional incentives.</i></p> <p><b>SGO competitions</b></p> <p>-Selected competitions to be attended, aiming to providing at least 2 opportunities for KS1, KS2 and SEND each throughout the year. This is already up and running and events are planned in the calendar.</p> <p>-As mentioned above, AT to support training / preparation of such competition entries.</p>	<p>Children selected for competitions. SJ/staff attending events.</p> <p>Potentially cover staff.</p>	<p>3.The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>4. Broader experience of a range of sports and activities offered to all pupils.</p> <p>5. Increased participation in competitive sport</p>	<p>-Provide all children the opportunity to participate in competitive activities (house competitions, lunch time activities and SGO events).</p> <p>-Enable participation through officiating / coaching / leadership roles to promote participation.</p> <p>-Continue to raise the profile of house teams is key to encouraging pupil participation in varying house competitions.</p> <p>-A higher percentage of children to experience competitive sports outside of school via the School Games Competitions. – Increase participation / numbers for SGO competitions to develop an understanding of competitive sport.</p> <p><u>Sustainability:</u></p> <p>Continue to encourage competition links to external provides, encouraging children to uptake in sport outside of school.</p> <p>Continue to make community links to bring in club representatives. Possibility to offer after school coaching and clubs by utilising our hall space.</p>	<p>Minibus costs and travel arrangements to be discussed.</p>
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<p><b>Stormbreaker - continued</b></p> <p>-Sessions to be continued. The use of these activities is to prompt mental wellbeing through physical movement.</p> <p>-Steps to implement as a whole school approach: 1- all teachers and cover staff to have account details. (SR) 2 – CPD training for all staff 3 – LF to identify and SEND groups to be set up and organise this within the SEND schedule 4- Teachers to identify opportunities in timetables to complete sessions.</p>	<p>SR / SJ as subject leaders</p> <p>LF – SEND identification</p> <p>Teachers Cover teachers</p> <p>Children / invention groups</p>	<p>2.Engagement of all pupils in regular physical exercise</p> <p>3.The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>All staff now have Stormbreaker accounts. Staff to become familiar with the website. Staff training will enable more people to lead these activities and therefore utilise opportunities in the timetable to complete Stormbreaker sessions.</p> <p>Cross-curricular links in terms of PHSE, maths, science of the body etc.</p> <p>Stormbreaker certificates and awards to be shared in classes and could be evidenced within PHSE books to recognise class / children’s efforts across all groups involved.</p> <p><u>Sustainability:</u> Continuous access to online resources allows this to be an on-going and growing initiative.</p>	<p><i>Cost was covered in the previous budget and therefore resources will be transferred to future academic years.</i></p>
<p><b>Swimming -</b> <b>Year 4 - A and B class Autumn 2 and Spring 1</b> <b>Year 6 - top up booked for Summer 1.</b></p>		<p>2.Engagement of all pupils in regular physical exercise</p> <p>4. Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Walk to and from leisure centre with help from TA’s SR coaching to support with costs</p> <p>Assessments from 22-23 to be used to inform catch up sessions for yr5&amp;6</p>	<p>£2000</p>

## 2024/25 Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

*Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study*

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>		
<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>		

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>		
<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>		
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>		

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Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Stephanie Reed – PE lead, Maths lead, Years 2-6 lead, class teacher</i> <i>Sarah Jackson – PE lead, Year 3 lead, KS2 class teacher</i>
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