

Thornhill Primary School

PE and Sport Premium Funding Evaluation Form



The DfE Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to schools to make **additional and sustainable** improvements to the quality of PE, Sport and Physical Activity they provide. Funding decisions should be based on your school's needs and should be used to:

- Provide or improve equal access to sport and physical activity for boys and girls
- Ensure teachers have the relevant skills and knowledge to confidently teach PE in a structured way, prioritising CPD and training where needed

Schools need to make the most effective use of the premium. To best achieve this, spending should focus on making improvements in 5 key areas to assist in:

1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities
2. Increasing engagement of all pupils in regular physical activity and sporting activities
3. Raising the profile of PE and sport across the school, to support whole school improvement
4. Offering a broader and more equal experience of a range of sports and physical activities to all pupils
5. Increasing participation in competitive sport

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium and the impact it has had on pupils PE and sport participation and attainment is available on the school website by **31st July 2025**. Schools also have a responsibility to publish on their website the % of children who achieve the expectation for swimming by the end of Year 6.

You should not use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum – including those specified for swimming
- fund capital expenditure

| | |
|----------------------------------|------------|
| Academic Year: | 2024-2025 |
| Total Funding Allocation: | £18,220 |
| Actual Funding Spent: | £22,983.20 |

Review of last year 2024-2025

Prior to completing the form for this year, you should reflect and evaluate the impact of the funding in 2024 – 2025.

What went well? Didn't go well? And how do you know? What are the gaps for this upcoming year?

| Summary of key achievements from 2023 -2024 | Key Impact from 2023-2024 |
|--|--|
| <p>1.Increase confidence, knowledge and skills of all staff in teaching PE and sport. 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 modelling 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 TAs were also support to recognise various adaptations to activities within a lesson.</p> <p>2.Increase the engagement of pupils in regular exercise 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</p> | <p>This last year we have focused on the following 5 targets and these will continue to be our key indicators for the sporting year moving forward.</p> <ol style="list-style-type: none"> 1.Increase confidence, knowledge and skills of all staff in teaching PE and sport. 2.Increase the engagement of all pupils in regular physical exercise 3.The profile of PE and sport is raised across the school as a tool for whole school improvement 4. Broader experience of a range of sports and activities offered to all pupils. 5. Increase participation in competitive sport |

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.

TAs 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).

3.The profile of PE and sport is raised across the school as a tool for whole school improvement

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.

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 and an athlete visit for basketball (Chris Tawiah).

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.

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.

Evaluation Form 2024-2025

This form should be used as a planning tool in preparation for the completion of the statutory digital reporting tool in the summer 2025.

All spending of the funding must conform with the terms outlined in the Conditions of Grant Document published by the DfE

| Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities | | | Total allocation: 100%+ |
|---|--|---|--|
| Intent | Implementation | Allocated funding | Anticipated Impact and how sustainability will be achieved |
| <i>What do you want to achieve?</i> | <i>What are you going to do and who are you targeting?</i> | | <i>What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be? How will this become sustainable?</i> |
| <p><u>Embed the use of PE assessment alongside our PPP planning scheme.</u></p> <p>-Ensure all staff (including new staff) are confident in accessing PPP assessment wheels and knowledge organisers (via monitoring and supporting where necessary)</p> <p>-Staff CPD to assess and understand PPP assessment tools and how to implement them into the classroom. (All KO's are displayed in sports halls)</p> <p>- All staff, potentially with the support of AT, to implement assessment wheels into lessons, ensuring a final end of unit assessment is completed.</p> | <p>-All classes working with AT to have an identified sports / PE group that will be agreed with the teacher to target *less active *skill specific support of key or fundamental skills * a G&T group to extend and challenge children within their lessons based on PPP PE planning and our apprentice support.</p> <p>-PE leader to review implementation at the end of each half term to identify and support where necessary.</p> | <p>£457 – PE Planning website</p> <p>PE Apprentice Future Games £5,040.49</p> <p>Leadership salaries £13,358.09</p> | <p>Children will continue to develop an understanding of the skills and knowledge that they require based on each topic covered. These skills will begin to be transferred across the curriculum and into new year's learning based on the updated curriculum overview.</p> <p>-Assessment wheels will allow staff to identify G&T children and continue to develop their ability to have a clear progression of skills for specific children.</p> <p>-They will also be able to use this to support AT in working with identified children, activities can be adapted and children can be challenged.</p> <p><u>Sustainability:</u> PPP scheme has been purchased for 3 years to allow time for teachers to develop their practice and gain knowledge of PE planning and how to link it to assessments. We are now in our third year and teachers are showing familiarity of the scheme. Assessment resources align with our curriculum and therefore will be reflected upon throughout the year as to how they are best fitting our PE delivery.</p> |

What has been the actual impact / sustainability that you have seen? What **evidence** do you have to support this?

PPP PE planning has continued to support the delivery of high-quality PE lessons. It continued to create an engaging curriculum that was reviewed from our 2024/25 selection of topics. This was based on teacher feedback. The resources provided help both teachers and children to better understand the objectives, and with new members of staff, this has been a great support tool. It is evident from discussion and the monitoring of the use of PPE that more staff have become familiar with its layout and lessons from previous years. Assessment wheels have been implemented, all staff are developing their understanding and methods to fully implement these across all topics taught throughout the year. This is a focus that will be carried into 2025/26 with the sharing of good practice and via staff CPD sessions. Through the PPE membership, an increased uptake on the CPD that is offered through it will be utilised next year.

The role of our PE apprentice has had a significant impact on our G&T, less active and SEND children as identified group work has been allocated to her. Children have either received additional, smaller group work to develop fundamental skills or she has been able to stretch and challenge our more talented children. This has, at times, worked in line with the adapted planning and assessment wheels. Due to the increased staff knowledge and confidence to teach quality lessons, they have identified specific groups as they are more aware of the expectations within their year group and topics. Resources that align (via PPP PE planning) have created a more consistent approach to teaching, adapting and assessing within lessons. Our PE apprentice has developed her passion and drive for teaching via this role and will be joining our school as a full-time member of staff in the next academic year as a teaching assistant.

The leadership structure has offered a great foundation of support to share curriculum development ideas and practices via fortnightly meetings. Subject visions have been shared more effectively and in a timelier manner. Due to the effective and positive leadership development, school governors have become even more aware of the PE curriculum during the year.

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| | <p>Visits to offsite PE competitions also increased pupil satisfaction and participation.</p> <p>Bikeability for Year 4 and Year 6</p> | <p>No charge for bikeability.</p> | |
|--|--|-----------------------------------|--|

What has been the actual impact / sustainability that you have seen? What **evidence** do you have to support this?

The impact of increased engagement in sport has been felt across the whole school, not just in competitive events. More pupils are now actively participating in PE lessons, lunchtime activities, and some after-school clubs provided by external agencies. This wider enthusiasm for physical activity has contributed to improved focus, behaviour and wellbeing, particularly among pupils who were previously less active or disengaged.

We've seen pupils develop greater confidence and social skills, which has had a knock-on effect in the classroom. Based on staff feedback, they have noticed improvements in teamwork, perseverance and self-esteem — all of which support learning across the curriculum. Our PE Ambassadors and House Captains have begun to develop their role to promote events, lead warm-ups and encourage others to get involved.

A range of year groups are still accessing Stormbreakers within their timetables, as this has been previously funded, it is a tool that is promoted yearly. 95 Stormbreakers were completed. In order to sustain this initiative, new staff will receive training at the start of the 2025/26 year so that class groups are set up for our expanding school.

Staff CPD sessions, including staff that are involved in increasing engagement during lunch times, will continue to be completed in 2025/26. Monitoring of participation levels will also be developed and potentially assigned to PE ambassadors to increase their responsibilities. Practical sessions, particularly for lunch time activity zones will also be completed with review points throughout the year to adapt activities (increasing the number of activities on offer throughout the year) and to introduce additional house competitions.

| Raising the profile of PE and sport across the school, whole school to support whole improvement | | | Percentage of total allocation: |
|--|---|-------------------|--|
| Intent | Implementation | Allocated funding | Anticipated Impact and how sustainability will be achieved |
| <p>We will embed PE and sport into the heart of school life by celebrating achievements in assemblies, newsletters, and on display boards to promote a culture of pride and participation. Staff will be encouraged to link physical activity with other curriculum areas, showing its value beyond the playground or pitch. We will develop pupil leadership through roles like sports ambassadors, empowering children to champion active lifestyles. By making PE a shared priority across all year groups and involving families and the wider community in sporting events, we aim to strengthen engagement, boost attendance, and enhance pupils' overall wellbeing and learning outcomes.</p> | <p>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 for 2024-25.</p> <p>TAs 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.</p> | | <p>Raising the profile of PE and sport across the school is expected to improve pupils' attitudes toward physical activity, increase participation rates, and enhance confidence, resilience, and teamwork. A stronger emphasis on physical wellbeing will support improvements in behaviour, attendance, and overall academic performance, as children become more focused, energised, and motivated to learn. Staff will also feel more confident and invested in delivering high-quality PE lessons, contributing to a positive school culture.</p> <p>To ensure long-term impact, PE and sport will be embedded into the school development plan and regularly reviewed through pupil voice and staff feedback. Training and CPD for teachers will help maintain high standards of delivery. By developing student leadership roles, such as sports ambassadors or play leaders, we will create a legacy of pupil-led promotion of physical activity. Continued partnerships with local clubs and organisations will provide external support and enrich opportunities, ensuring PE and sport remain a valued and lasting part of school life.</p> |

What has been the actual impact / sustainability that you have seen? What **evidence** do you have to support this?

We have seen a clear and sustained impact in raising the profile of PE across the school. PE is now viewed as a valued and integral part of the curriculum, not just a weekly lesson. Pupils talk positively about their experiences in sport and physical activity, and there's a sense of pride in representing the school or being part of a club or team. Children will bring in medals from outside competitions that they have won and these are proudly talked about during our whole school assembly times. These celebrations embrace our values such as teamwork and resilience.

PE Ambassador roles (linking to leadership) have increased across the school. All classes have 2 ambassadors. House captains supported the set-up of Sports Day and will continue to be developed next year. Established roles and a rise in their profile will support the development of this target next year and previous House Captain will be in Year 6 and can mentor new Year 5 captains.

Evidence of this impact includes increased pupil participation in clubs and competitions, improved attitudes to PE recorded through verbal pupil voice, and strong attendance and enthusiasm during PE lessons. We have supported our SGO and local clubs who have contacted us to share details of activities outside of school, some of which have been attended by our children. We will continue to support this.

Sustainability has come from embedding PE in school life. This has been via the development of our curriculum overview but also through additional activities. Lunch time activity zones have significantly raised the PE profile, this is visually evident daily. Staff have worked alongside PE leads to develop zoned areas, staff feedback has supported the selection and adaptations of activities throughout the year. With this increased staff confidence and resources available for such activities, this will be continued into the next academic year.

We have created a culture where physical activity is celebrated, and where all pupils have access to high-quality experiences that go beyond the PE lesson.

| Offer a broader and more equal experience of a range of sports and physical activities to all pupils | | | Percentage of total allocation: |
|--|--|-------------------|---|
| Intent | Implementation | Allocated funding | Anticipated Impact and how sustainability will be achieved |
| It has always been our intent to offer a more equal and wide range of sports. This is why the PPP planning website is embedded in our curriculum. It already offers a wide range of sports and allows for progress across the year groups. | <i>What are you going to do and who are you targeting?</i> | | <i>What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be? How will this become sustainable?</i> |
| | <p>To offer a broader and more equal experience of sports and physical activities, we have already introduced PPP planning into our PE curriculum including less traditional options such as yoga, Muay Thai, dance, and alternative team games. We will use pupil voice to help shape our offer, ensuring it reflects the interests, abilities, and needs of all pupils.</p> <p>We are specifically targeting those who are less active, pupils with SEND, children who may lack confidence in sport, and those who have had fewer opportunities to participate in the past. By making our provision more inclusive and varied, we aim to engage every child in enjoyable physical activity and help them develop positive attitudes towards being active for life.</p> | | <p>We expect pupils to know that sport and physical activity come in many different forms — not just traditional team games — and that there is something for everyone to enjoy, regardless of ability or experience. They will understand the importance of being active for their physical and mental health and recognise that participation is about personal challenge, enjoyment, and teamwork, not just competition.</p> <p>We expect pupils to become more willing to try new activities, take greater ownership of their physical development, and participate more regularly in both PE lessons and extracurricular opportunities. They will also be more confident, resilient, and engaged with physical activity as a normal and enjoyable part of school life.</p> <p>We anticipate positive changes in pupil attitudes, with increased engagement from previously less-active children, more inclusive participation across all groups, and stronger social connections formed through shared activity.</p> |

What has been the actual impact / sustainability that you have seen? What **evidence** do you have to support this?

We have seen a clear impact from offering a broader and more inclusive range of sports and physical activities as more pupils are participating in PE and extracurricular clubs (provided by external agencies). This has included those who were previously disengaged or reluctant to take part. This has been supported by the range of sports on offer, as well as small group work sessions that our PE apprentice provides. Activities such as dance, yoga and Muay Thai have appealed to a wider range of interests and abilities, helping us reach pupils who may not have connected with traditional sports. This has been evidenced during celebration assemblies by the increased number of children sharing their success at martial arts competitions and clubs. Our connection to support external clubs has continued and we remain a host school for local clubs such as karate.

The competitions attended also supportive this initiative, some of the children selected to attend were also children who had been identified as needing to broaden their sporting experiences. Lunchtime zones provide a range of activities, which as mentioned above are sustainable with equipment already available and staff training to be completed in more detail next year. Activity markings have also supported independent engagement to move and be more active without the need to be within a team or led by an adult.

Going forwards, a review of the curriculum overview will be completed by both staff and children (via a staff audit and pupil voice) to align opinions of the topics covered throughout the year. The necessary adaptations will then be implemented for our 2025-26 curriculum overview.

| Increasing participation in competitive sport | | | Percentage of total allocation: |
|--|--|---|---|
| Intent | Implementation | Allocated funding | Anticipated Impact and how sustainability will be achieved |
| <i>What do you want to achieve?</i> | <i>What are you going to do and who are you targeting?</i> | Minibus £2680 Insurance £700 | <i>What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be? How will this become sustainable?</i> |
| <p>We aim to increase participation in competitive sport by working closely with our School Games Organiser (SGO) to identify and promote a wide range of inclusive events that cater to all ability levels. Through targeted communication, regular inter-school competitions, and developing after-school clubs linked to local sports networks, I will ensure more pupils have opportunities to represent the school, develop team spirit, and experience the benefits of competitive sport</p> | <p>We plan to broaden the range of competitive sporting opportunities by working with the SGO to access local tournaments, festivals, and School Games events. I will target pupils who are less active or have not previously represented the school, as well as those with existing sporting talent, to ensure all children have the chance to engage in competition. By offering both entry-level and more advanced opportunities, I aim to build confidence, teamwork, and a love of sport across all year groups.</p> <p>Swimming – Year 4 and Year 6</p> | £674.06 | <p>We expect pupils to develop a clearer understanding of what competitive sport involves, including teamwork, resilience, and fair play. They will know how to prepare for and participate in events, and gain confidence in representing the school. We expect them to take pride in their involvement, show increased motivation to take part, and seek further opportunities to compete.</p> <p>As a result, I anticipate a positive shift in attitudes toward sport, with higher levels of engagement across all ability groups — especially among those who were previously less active or hesitant to participate. It should also lead to improved physical and mental wellbeing, stronger peer relationships, and a more inclusive sporting culture in school.</p> <p>To ensure sustainability, we will continue to foster strong links with the SGO, local sports clubs, and staff, embedding competitive opportunities into the school calendar. We will also continue with a pupil sports crew or ambassador team to help promote events and encourage ongoing participation across year groups.</p> |

What has been the actual impact / sustainability that you have seen? What **evidence** do you have to support this?

The impact has been clear in both participation numbers and pupil attitudes. Since working closely with the SGO to broaden opportunities, we've seen a noticeable increase in the number of pupils taking part in competitions — including those who were previously disengaged or lacked confidence. Children who had never been to a sports hall before were now excited to take part in competitions.

Pupils now talk more positively about sport, show greater enthusiasm during PE lessons. Children thoroughly enjoyed the recent sports day and it reignited their love for team competition within the school houses, this was also recognised by all members of staff.

In terms of sustainability, our annual calendar now includes regular inter-school events coordinated with the SGO, and we've developed our staff capacity to support the attendance of competitive sport. We track participation data, and vary the children selected for such events; pupil feedback, which has been predominantly verbal this year, and celebrate club uptake to ensure we're reaching a wide range of children and continually building on our progress. Our participation records show a rise in the number of pupils involved in inter-school competitions, with improved gender balance and greater inclusion of pupils with SEND and lower confidence levels. Pupil voice surveys reflect increased enjoyment, pride in representing the school, and a better understanding of teamwork and sportsmanship.

Meeting National Curriculum Requirements for Swimming and Water Safety

| The pupil outcomes of the statements below <u>must</u> be reported on the school website for the current Year 6 cohort | Statistics | Further context Relative to local challenges |
|---|------------|--|
| What percentage of Year 6 pupils can swim competently, confidently and proficiently over a distance of at least 25 metres ? | 23.08% | Not all of Year 6 have gone swimming. The parents of some of the stronger swimmers did not see the need for them to go so they stayed back in school during these sessions |
| What percentage of Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 46.15% | |
| What percentage of Year 6 pupils can perform safe self-rescue in different water-based situations? | 53.85% | |
| Schools can choose to use their 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 | |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | NO | |

| Signed off by | | Date |
|---------------|---------------|-----------|
| PE Lead | Sarah Jackson | 30.9.2025 |
| Headteacher | Bernice Waite | 30.9.2025 |
| Governor | Steph Reed | 30.9.2025 |