

Thomas's Academy
Evidencing the Impact of Primary PE and Sports Premium
2017/18

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Appointment of Specialist PE Teacher • Development of improved PE curriculum • Improvement of PE resources • Increased access to broad range of specialist-taught PE – especially Dance • Pupils more engaged in PE – as evidenced in T&L reviews 	<ul style="list-style-type: none"> • New PE Teacher to develop closer links with TLDS to improve access to competitive sports opportunities • Full Curriculum Review for 2017/18 • Review of assessment approaches in PE

Action Planning and Budget Tracking

Academic Year: 2017/18	Total fund allocated: £10, 203	Date Updated: November 2017
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Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: £30,000 = 294%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Specialist PE teacher to deliver 2 hrs of quality PE lessons to every class each week.</p> <p>Specialist PE teacher to engage pupils during lunch-times in physical activity</p>	<ul style="list-style-type: none"> • Full review of PE curriculum • Review of Specialist Teacher Timetable to ensure impact during lunchtimes • Monitoring of PE lessons by SLT to focus on pupil engagement and maximizing % of lesson time pupils spend being physically active 	<ul style="list-style-type: none"> • Full Time PE teacher 	<ul style="list-style-type: none"> • PE teacher to outline new PE curriculum to SLT in December 2017 and to update Teaching Learning and Assessment Document • PE Timetables to be reviewed November 2017 • Monitoring of PE lessons to take place Spring 2018 	<ul style="list-style-type: none"> • PE teacher to be responsible for subject SEF and Action Plan for 2018/19

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation: £6000 = 58%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Sport / PE to be used as a tool to improve the School Development Priorities:</p> <p>1.Keep Calm and Create Beauty</p> <p>2.Engage pupils in their own learning</p> <ul style="list-style-type: none"> - By developing rich learning environments - By being transparent about learning goals - By focussing on Formative Assessment and on helping pupils to develop positive Learning Attitudes - By cracking collaborative learning in classrooms <p>3.Provide opportunities for fantastic writing (particularly for the boys)</p> <p>4.Develop the role of Parents as 'Partners in Learning'</p> <p>5.Enhance the use of digital technology as a tool for learning</p>	<ul style="list-style-type: none"> • Enrichment Weeks / TAPs events to be sports-focused (PE Teacher to meet with Deputy Head to plan) (SDP 4) • School Blog to include more PE posts, with some to be written by the pupils – link to School development Priority (SDP3) • Displays around the school to be used to raise the profile of PE and Sport (SDP 1 & 2) • Increased use of photography to celebrate PE (SDP 1 & 2) • Links to school cornerstones to be linked to sport during weekly celebration assemblies (SDP 2) • Improved pupil use of iPads to reflect on PE lessons – skills development, peer review etc. Link to School Development Priority (SDP5) 	<p>£ Included above</p> <p>£ No cost</p> <p>£ No cost</p> <p>£ 1000</p> <p>£ No cost</p> <p>£5000</p>	<ul style="list-style-type: none"> • Impact on pupils to be measured by a PE attitudinal pupil survey – baseline Autumn 2017, to be repeated July 2017 • Teaching and Learning reviews to focus on PE and the Learning Environment in Spring 2018 • School Development Priorities to be evaluated as part of whole-school self-assessment (see SEF) 	<ul style="list-style-type: none"> • PE teacher to be responsible for subject SEF and Action Plan for 2018/19

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: £2000 = 19%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>PE is taught by specialist staff at Thomas's Academy. All lessons are supported by at least one Learning Assistant and so the focus for 17/18 is on developing the confidence, knowledge and skills of these support staff.</p> <p>A new PE Teacher has been appointed Oct 2017, and so training and CPD is a key priority here too.</p>	<ul style="list-style-type: none"> • Training for Learning Assistants for PE lessons – to be run by PE teacher with support of Justin Aitkin TLDS Battersea • Increased links with TLDS Battersea to support CPD of PE Teacher • Links to be made with LA sports lead Callum Fairley re. Additional PE CPD opportunities • Full Staff Induction of new PE teacher re. Safeguarding expectations, Health and Safety, Policies etc. 	<ul style="list-style-type: none"> • Cover for PE teacher required to plan and deliver this training £1000 £ No cost £1000 £ No Cost 	<ul style="list-style-type: none"> • Monitoring of PE lessons to take place Spring 2018 focused areas outlined previously as well as on the impact of additional staff • PE teacher to be integrated into staff Performance Management 	<ul style="list-style-type: none"> • Written guidelines to be developed for support teachers in PE lessons • T&L reviews to continue PE focus • PE Subject SEF to be integrated into whole-school cycle of self-evaluation and action planning to help better integrate PE priorities into the school as a whole

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £1500 = 14%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>The link with Thomas's London Day Schools provides excellent opportunities to develop a broad range of sports activities. The focus for this year is to better co-ordinate these opportunities to ensure impact across all pupils.</p>	<ul style="list-style-type: none"> • Residential trips to be reviewed – archery, potholing, climbing, abseiling and orienteering currently offered • TLDS Dance teachers to continue to run Dance Workshops every half term for each class – opportunities for performance to be explored • Broad range of after-school clubs to be maintained – all staff to be encouraged to run PE clubs • Upbeat after-school dance club to receive raised profile – photos, video, performance • Weekend opportunities via upbeat to be better promoted to whole-school • TLDS Outdoor learning curriculum to be explored and integrated into Academy Curriculum as trial sessions at first • Options to be explored for some swimming groups to be led by our PE teacher to further impact on pupil progress 	<p>£ Covered by Pupil Premium</p> <p>£ No cost</p> <p>50 TA Hours = £1000</p> <p>£500</p> <p>£ No cost</p> <p>£ No cost</p>	<ul style="list-style-type: none"> • PE Teacher to attend Residential trip and to use school blog to evidence range of sporting opportunities • TLDS dance teachers to provide assessments of impact to PE teacher • PE subject SEF to include analysis of impact of after-school clubs as well as in-class PE Lessons • Review of PE assessment processes to be informed by Paul Wild – Head of Thomas's Outdoor • Impact of swimming to be better identified using new system below 	<ul style="list-style-type: none"> • PE teacher to be responsible for subject SEF and Action Plan for 2018/19 • Assessments from 2017/18 to be used as baseline for full implementation in Autumn 2018

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
The focus for 2017/18 is to better utilize existing links with the Local Authority Sports Team and with TLDS to maximize opportunities for Academy pupils to take part in competitive sport	<ul style="list-style-type: none"> • Maximise use of PE links within the LA – Mayors Cup • Maximise use of PE links with TLDS via Cross-School Subject Leader Meetings to identify key events within the annual calendar to which an Academy team could be trained and entered • Further develop Sports Day in association with the TLDS PE departments 	<p>£ Included Above</p> <p>£ No cost</p> <p>£ No cost</p>	<ul style="list-style-type: none"> • Impact on pupils to be measured by a PE attitudinal pupil survey – baseline Autumn 2017, to be repeated July 2017 • PE teacher to keep more detailed record of opportunities offered to all pupils throughout the year to ensure even spread of opportunities across groups and individuals. 	<ul style="list-style-type: none"> • Annual Calendar of Competitive Sports Fixtures to be developed for 2018/19

Meeting national curriculum requirements for swimming and water safety:

- Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming, however Thomas’s Academy does not use it in this way.
- Swimming is taught weekly in Y3 at Thomas’s Academy.
- Lessons are led by qualified instructors at a local leisure centre
- Previously, every KS2 class were taught in rotation over the year. The decision was made in 2015 to focus lesson on one year group only as the children needed a more significant period of time to make sufficient progress.
- A new assessment system based on the DfE suggested criteria below has been introduced in 2016/17

	Baseline Autumn 2017	Progress Measure Summer 2017
What percentage of pupils can swim competently, confidently and proficiently over a distance of at least 25m?	%	%
What percentage of pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%	%
What percentage of pupils can perform safe self-rescue in different water-based situations?	%	%