

# new wave federation

## PE and Sports Funding

Thomas Fairchild Community School  
Academic Year 2022-23



# Evidencing the Impact of the Sports Premium 2021/22

School	Thomas Fairchild Community School	Headteacher	Mr Matthew Trahair	Date	September 2022
<p>At Thomas Fairchild Community School, we know that PE is an integral part of our curriculum and as it is an essential part of a child's educational and personal development. We believe that the subject inspires all pupils to succeed and excel in physically-demanding activities and helps them to become confident in a way which supports a positive relationship with health and fitness throughout their lives. Therefore, we believe that our children should be physically active every day, whether through daily physical activity, PE lessons, breaktimes or extra-curricular activities.</p> <p>We aim to:</p> <ul style="list-style-type: none"> <li>- Develop sporting confidence, skills and knowledge.</li> <li>- Pursue sporting excellence.</li> <li>- Be proud of all physical achievements and participation.</li> <li>- Promote team-work, fair play and respect.</li> <li>- Educate children to improve health and wellbeing.</li> <li>- Provide quality opportunities for children to engage in sports outside of school hours.</li> </ul>					

Support for review and reflection - considering the five key indicators from DfE, what development needs are priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current needs and priorities for the future.

## Key achievements to date:

- Since beginning the partnership with New Wave Federation in 2021, sport, fitness and physical events have been at the forefront of our offer to pupils. This has been done through providing 2 hours of PE lessons for all classes with a specialist coach each week, offering a range of sporting and athletic after school clubs, and working with New Wave and Young Hackney to offer regular inter-school sports competitions.
- As a school we continue to prioritise the teaching of swimming due to previous year groups not having access to swimming lessons and learning this valuable life skill. This year, Year 4 will be prioritised for swimming and will join daily lessons for two weeks to ensure they really master this skill.
- We have restarted our regular attendance at a wide range of major external sporting and physical events including, Bike Around the Borough, and the Hackney Half Marathon.
- In June 2022, sports days in Shoreditch Park for preschool, reception, KS1 and KS2 enabled them to enjoy the competition and participation in whole school events alongside the parent community.
- Wide range of accessible and inclusive after school clubs that we provide have relaunched for this academic year including: football and invasion games, striking and fielding, the summer sports club, mini archery, frisbee, circus skills, smashing tennis, bike and cycling club, dance and musical theatre, ballet and tap.
- The school PE coach works with local football teams ensuring that children within school can expand their sporting experiences outside of school.
- Cooking as part of the curriculum promotes health and wellbeing. We attend Young Hackney healthy living festivals each year aimed at being 'sugar-smart'. We aim to make explicit the connection between mental health to the idea of healthy bodies. A number of staff have attended WAHMS training, which we intend to further develop through staff training to deliver a mindfulness programme to children.
- Bikeability sessions that are on-road, cycle training sessions delivered by Cycle Confident take place for KS2 pupils. Each year we can boast that around 20 children have reached the Level 2 accreditation for cycling on the road and the remaining children reach Level 1 and have off road experience. This is linked to our initiative on making sensible travel plans.
- Greater number of children involved in sporting activities at lunchtime through engagement with sports coaches and timetables that enable children of varying confidence and skill to participate in activities.
- We celebrate successes by signposting successful athletes in school celebration assemblies, the Headteacher's newsletter, sports display board, our school website and Twitter.

## Areas for further improvement and baseline evidence of need:

- Continue to develop tracking of pupil voice regarding participation in sporting activities to include questions around barriers to participation and to act accordingly to reduce those barriers.
- Continue to develop lunchtime and support staff to provide additional physical activities at these times.
- Implement Playground Friends system in which pupils apply to run particular games and activities at playtimes and receive training on this.
- Raise the profile of PE through the Primary Sports Leaders programme - make provision to challenge the more able athletes.
- Ensure children and families understand the importance of physical health to their mental wellbeing through 'Come Learn with Me' events.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	88%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	85%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	80%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No

## Action Plan and Budget Tracking

Capture your intended annual spend against the five key indicators.

Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2022/23	Total fund allocated: £18,175	Date Updated: September 2022		
<b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity</b>			Percentage of total allocation:	49%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• Sports coaches provide a range of sports activities at lunchtime and playtime to encourage engagement and activity at those times.</li> <li>• Lesson time with PE specialists will continue to be 2 hours each week for all classes.</li> <li>• Train external coaches and playground leaders to ensure that pupils are engaged by the activities on offer at playtimes and lunchtimes.</li> <li>• Continue to encourage physical activity at break time through an active playground leader system.</li> <li>• Recruit and support new Junior Road Safety roles to encourage pupils to travel to school actively by walking, cycling and scooting.</li> <li>• Embed regular small-group PE sessions for pupils with SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Lead Sports Coach to provide training for additional coaches to ensure delivering high-quality play activities every lunchtime and playtime.</li> <li>• Continue to use pupil voice to inform purchasing of new equipment and playground resources.</li> <li>• Further develop the role of playground leaders within each year group for a wider range of games to be played and for sporting role models to be created amongst pupils.</li> <li>• Coaches to run lunchtime physical activity stations and target children who may be reluctant to participate in physical activity.</li> <li>• Specific Nursery and Reception-focused games to encourage physical playtime activity from an early age.</li> <li>• Weekly KS1 SEND PE sessions develop fine and gross motor skills in a small group setting.</li> </ul>	<ul style="list-style-type: none"> <li>• £7,500 for Sports Coaches at lunchtime</li> <li>• £1,500 for additional equipment for playground</li> </ul>	<ul style="list-style-type: none"> <li>• More pupils are involved in physical activities at playtimes and lunchtimes.</li> <li>• A wide range of activities continue to be available in the playground</li> <li>• Pupil voice continues to show that the majority of pupils are engaging with activities run by professional sports coaches</li> <li>• Sports coaches have developed mentoring roles with key pupils to encourage participation with sporting activities, particularly pupils who may not have opportunities outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop the role of new year group playground friends through training and resourcing to encourage participation in physical activities at break time.</li> <li>• Work with the School Council on activities that increase motivation and participation.</li> <li>• Targeting those attaining below the expected standard performance.</li> </ul>

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:	0%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Celebration assembly to continue every week to ensure sporting participation and engagement is celebrated. Through assemblies, encourage all pupils to aspire to being involved in more sporting activities.</li> <li>A diverse range of sports people to be celebrated in lessons and assemblies as role models (including those from different backgrounds and those with disabilities).</li> <li>Books celebrating the achievements of sports personalities will be purchased for the school library.</li> <li>School signage will raise the profile of PE and Sport for all pupils, visitors and parents.</li> <li>A sports display to be updated and inclusive of sports team selection and achievements.</li> </ul>	<ul style="list-style-type: none"> <li>Dedicated section in assembly to celebrate achievements.</li> <li>Tweets, photos on newsletter and website of all sporting events.</li> <li>Sporting events and messages included in Trilby TV signage.</li> <li>Subject Lead to monitor the use of the display wall.</li> <li>Local athletes visit the school for talks and educational sessions.</li> <li>Increase the number of festivals and competitive fixtures attended by the school sports squads.</li> </ul>	<p>Negligible additional costs are incurred</p>	<ul style="list-style-type: none"> <li>Pupil and parent voice indicate awareness of sporting achievements.</li> <li>Greater well-being through sports reported by the children.</li> <li>Increased participation levels amongst the children.</li> <li>Engagement with a healthy and balanced diet.</li> <li>School teachers are now able to make specific comments on which sports have been undertaken by each child which is useful for their parent consultations and report writing.</li> </ul>	<ul style="list-style-type: none"> <li>Survey pupils and families on school's sports' provision</li> <li>Identify opportunities for new tournaments and competitions to encourage participation based on the interests of reluctant learners</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	13%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>In order to improve progress and achievement of all pupils the focus is on continuing to develop staff.</li> <li>Subject leads to attend cluster meetings to share good practice and develop action plans and monitoring cycle to ensure high quality provision for all pupils.</li> <li>PE Hub planning system and attainment system distributed to all staff members with PE Lead to act as a support- staff members to be more active in monitoring child progress.</li> </ul>	<ul style="list-style-type: none"> <li>PE lead and PE coach to provide further staff CPD (staff training sessions/training for ITTs and ECTs) on how to plan and develop the PE curriculum and bring it to life. Staff to deliver sessions independently based upon the new planning system.</li> <li>Federation lead coaches to provide further support and team teaching for coaches in school.</li> <li>Apply for membership of a professional body to support further professional development of staff.</li> <li>Coaches and Subject Lead to monitor staff usage of new planning and attainment systems.</li> </ul>	<p>£935 for professional body membership</p> <p>£1,500 for coach and PE Lead professional development</p>	<ul style="list-style-type: none"> <li>Increased confidence and developed subject leadership skills enabling the subject leader to lead CPD for all staff.</li> <li>Greater use of resources such as PE Hub to support teacher planning</li> <li>Leaders continue to be confident when undertaking lesson observations/team teaching, feedback and lead discussions have an impact on learning.</li> </ul>	<ul style="list-style-type: none"> <li>Make greater use of AfPE membership especially to develop support staff.</li> <li>Continue to utilise The PE Hub for engaging and dynamic planning support, especially for new teachers</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			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:
<ul style="list-style-type: none"> <li>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved- with an emphasis on engaging children at a younger development stage.</li> <li>Continue to maintain a school database on participation in clubs, events and competitions to allow the school to target those pupils who do not take up additional PE and Sport opportunities.</li> <li>Increase participation of pupils with identified SEND in physical activity.</li> <li>Develop in school 'personal best' to encourage pupils to improve their skills, times, distances etc so those pupils who are not competitive or engaging in physical activities have greater motivation to challenge themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Continue 'Personal Best' program for KS2 pupils and promote in headteacher's newsletter.</li> <li>Engage children at a younger development age, with a focus on EYFS and KS1.</li> <li>Through Young Hackney and other local groups, maximise the number of competitions, events and festivals entered, including:               <ul style="list-style-type: none"> <li>Year 3 Girls Mini Mermaids - being active, being confident, mindfulness</li> <li>Year 4 Sports Inspired Festival - exposing children to the fun element of sport - non competitive - just enjoying</li> <li>Hackney Cycle Club - Monthly cycle meet - racing, uphill cycle climb, cycle cross, visit to Vele park</li> <li>Hackney School Challenge at the Hackney Half 4,5,6 -Mile a week and finale at the Hackney Half</li> <li>Year 3 Young Hackney Personal Best - Top 12 children improving in times and distances over three weeks invited to the annual Person Best Celebration</li> </ul> </li> </ul>	<p>None, no additional costs are incurred as funding is secured locally.</p>	<ul style="list-style-type: none"> <li>56 Pupils participating in Hackney Half Marathon.</li> <li>36 pupils participate in Bike Around the Borough.</li> <li>Competitions for Tennis, Cross-country, Multi-sports etc.</li> <li>Additional festivals attended for pupils with EHCP for SEND.</li> <li>Dedicated additional sports coaching for pupils with complex SEND needs weekly.</li> <li>23 Year 3 pupils selected to compete in Personal Best – program to encourage children who are not necessarily engaged in physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>Use pupil voice to increase the range of activities on offer and therefore encourage more pupils to participate.</li> <li>Take pre and post feedback from children to assess their enjoyment and experience of the sports on offer.</li> </ul>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	38%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Develop a wide range of opportunities to try different sports through extra-curricular activities.</li> <li>Continue to increase participation and engagement in competitive sports through high profile sporting events including whole school sports days and cross-federation sporting events.</li> <li>Enrol in more Young Hackney 'festivals' which require no prior experience to give children a taster for competitive sports.</li> <li>Expand the range of activities available</li> </ul>	<ul style="list-style-type: none"> <li>Continue to enter high profile local competitions and initiatives e.g Bike Around the Borough, Hackney Half Marathon.</li> <li>Continue to ensure the variety and range of lessons and clubs available to children based on pupil voice.</li> <li>Continue to develop a partnership with the local community to develop participation e.g. Young Hackney.</li> <li>Publication through school's communication of additional physical activities available</li> </ul>	<p>£4,500 for ASC for competitive sports with coaches</p> <p>£2,400 for stadium hire, equipment and transport to sports days</p>	<ul style="list-style-type: none"> <li>Parent and pupil voice are very positive about the range of physical activities on offer through after school clubs with most clubs being oversubscribed and with a waiting list.</li> <li>There is an increase in the number of pupils that are participating in extra-curricular competitive sports.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on demand and waiting lists for physical activity ASC and adjust provision as needed.</li> <li>Explore opportunities to encourage reluctant and less confident boys and girls to attend a range of sports clubs, events and festivals.</li> <li>Further broaden pupils' range of opportunities to include even more</li> </ul>

<p>as extra-curricular clubs to encourage pupils to be more involved.</p> <ul style="list-style-type: none"> <li>• Signpost families to opportunities outside of school to engage in further activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrate participation inclusively in weekly sharing assemblies to motivate and inspire more pupils to participate</li> <li>• Pupil tracker will identify reluctant pupils that need encouragement or opportunity to participate</li> </ul>			<p>activities not covered within the curriculum e.g. lacrosse.</p>
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