

Primary Physical Education and Sport Funding Action Plan 2020-22
St Peters CE Academy, Alton – Updated February 2021

Amount of Grant Received – Year 2020-2021: £16,000 + £10 per pupil

Primary PE and sports premium key indicators of improvement:

Key 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

Key Indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement

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

Intent		Implementation				Impact
Area of Focus	Evidence of need	Action Plan	Who	Time Scale	Funding Breakdown	Success criteria & evidence record
<p>Curriculum</p> <p>Improve staff confidence and ability to teach PE as per identified needs.</p> <p>Develop additional members of staff in PE to support role of PE subject lead and create 'sports team' within school.</p> <p>To link and share ideas with other schools who value PE and Sport and are working on creative visions and outcomes for</p>	<p>Staff feedback from questionnaires</p> <p>Learning walks</p> <p>Conversations with Staff.</p> <p>Pupil voice</p>	<p>Revise curriculum planning, risk assessments and policies in light of Covid. Audit equipment and purchase new as necessary to enable 'safe' PE to take place.</p> <p>Risk assessments updated.</p> <p>Staff questionnaire completed and PE CPD needs mapped out based on staff feedback and monitoring activities conducted;</p> <p>- 1-1 support session for PE lead on action planning Jan 2021</p> <p>- PE Network meetings</p> <p>- TA to attend 3 day/ Level 5 qualification in PE specialism course and PE network meetings alongside PE lead.</p> <p>To use this knowledge to support existing co-ordinator in improving PE, sport and health across the school and support with extra curricular clubs and competitions</p> <p>Monitoring activities planned to judge impact of the spend – lesson observations, questionnaires etc</p>	<p>RW, A Bu, A Be</p> <p>A Bu, A Be</p> <p>A Bu</p> <p>RW, A Bu, A Be</p>	<p>Ongoing</p> <p>Spring 2 '21</p>	<p>Match funded support package? £600</p> <p>Level 5 qualification £950</p> <p>£300 2 days teacher release time</p> <p>£300 resources</p>	<p>Increased outcomes for pupils through improved pupils progress/ skill development/ enjoyment of lessons.</p> <p>Embedded planning, teaching and assessment system for PE lessons working well to support staff confidence, subject specific knowledge and therefore outcomes for pupils.</p> <p>School up-to-date with best practice ideas and requirement implications from Ofsted/ health and wellbeing and sport strategies around improving outcomes and opportunities for pupils in school.</p> <p>Updated and reviewed PE curriculum inspiring pupils to increase engagement and lifelong participation.</p> <p>Evidence: Lesson observations, planning documents, Learning walks, Staff feedback. Pupil and parent feedback. Staff performance management.</p>

<p>their pupils.</p> <p>To judge the effectiveness and impact of sports funding spend and action plan.</p> <p>Key Indicator 2 Key Indicator 3</p>		<p>Create new long term plan for PE curriculum with revised activities and opportunities presented on it.</p> <p>To liaise with other schools in the Saints Academy on curriculum design, action planning and use of the PE and sports funding.</p> <p>Meetings arranged and to be carried out via Teams. Planning shared and long term plan started. To be completed by the end of Spring 2.</p> <p>Pupil enrichment days planned as part of extended curriculum offer to inspire and engage pupils with new and exciting activities and also provide staff with CPD in additional areas....</p> <p>Planned in line with 50 things to do before you're 9. Commencing Spring 2 (21)</p>	<p>RW, A Bu, A Be</p>	<p>Summer '21</p>	<p>£750 - 3 days enrichment</p>	<p>Sustainability: Increased team of teachers and teaching assistants able to teach PE successfully and effectively.</p> <p>Pupils have developed a love of PE and feel confident to continue to participate with health and sport related activities in their future life. PE subject lead vision and strategy in continuing to move school forward towards desired outcomes. Other key stakeholders understanding and support behind the developments and change.</p> <p>PE embedded into whole school objectives/ vision and outcomes. Resources organised effectively to be used in future years.</p>
<p>Improve Health and wellbeing within school.</p> <p>Focus on promoting mental health and well-being strategies for the whole school community</p> <p>Develop lunchtimes to increase physical activity levels and engagement</p> <p>Develop forest school/ outdoor learning opportunities on school site.</p>	<p>Lesson observations of pupils struggling with stamina over sustained periods of time.</p> <p>Staffordshire school health profile</p> <p>Government obesity strategy: (30mins active in school 30mins at home)</p>	<p>Emotional Health and wellbeing</p> <p>Health and wellbeing of pupils and staff a priority area particularly in the wake of covid-19 break from school.</p> <p>All classes have had access to Relax Kids sessions throughout the year and teachers have gained ideas and strategies to use themselves in the classroom to help improve pupils' emotional wellbeing.</p> <p>Mindful awards completed and badges purchased – linked to Scouts awards</p> <p>Intervention sessions have been planned as interventions for targeted pupils to improve health, behaviour and engagement in lessons.</p> <p>Staff wellbeing looked at throughout school to ensure staff feel happy, confident and well and that this in turn is passed to pupils. Staff wellbeing questionnaire conducted. Staff encouraged to exercise</p> <p>Staff sharing strategies for how they keep fit and healthy with pupils as good role models.</p>	<p>RW, A Be</p>		<p>£1230 per term</p> <p>£75</p>	<p>Staff feel confident in using a range of resources and strategies to promote pupils physical and emotional health and well-being.</p> <p>These are used when needed within lessons at lunchtime and sent home as activities. Pupils feel confident is using these strategies to them to help them deal with emotional situations they may be experiencing.</p> <p>Intervention sessions for targeted pupils have impacted on their improved health, behaviour and engagement in lessons.</p> <p>Evidence: Pupil voice, staff feedback, parental feedback, newsletters, display, case study</p> <p>Sustainability: Staff and pupils will continue to use strategies for emotional health and well-being and these will be embedded into practice and have a long term impact on their ability to deal with challenging situations. Life skills developed will staff with pupils in future years</p>

<p>Continue to embed the amount of time pupils are physically active across the school day.</p> <p>Key Indicator 1 Key Indicator 4 Key Indicator 2</p>		<p><u>Lunchtimes</u> Train lunchtime staff and play leaders to lead different physical activity opportunities within bubbles in school. TBA for Summer 21 Sports leadership unit added onto PE curriculum to develop pupils' leadership skills. To be completed by Spring 2 Purchase any equipment to support lunchtime activity: including possibly a PA system.</p> <p>Golden Mile – daily running or walking</p> <p>Active Classrooms – 30 minutes per day in class using yoga kids, Go Noodle, Joe Wicks blasts.</p>	<p>RW, Abe, ABu</p>		<p>£75</p> <p>£200</p>	<p>and these opportunities within the curriculum will continue to be offered to pupils in future year groups.</p>
<p>Competition and Community</p> <p>To increase the awareness and engagement of parents in health and sports activities.</p> <p>Continue to offer a range of competitive opportunities for all pupils -both inter and intra.</p> <p>To increase links with community clubs and organisations.</p>	<p>- Audit of areas to develop from working through games mark criteria.</p>	<p>Set up termly/ weekly virtual competitions across the saints academy schools</p> <p>CH to send some competition ideas and schools to access free School games competition opportunities.</p> <p>Discuss with other SUAT schools about linking for virtual competitions and sharing ideas. PE Leads to complete a competition timetable and submit to SLT by the end of Spring 2.</p> <p>Consider looking at the criteria and applying for schools games mark.</p> <p>Signpost parents to PE and health activities that they can access at home and encourage them to share information on this.</p> <p>PE Lead to develop the PE section on the school website.</p>	<p>A Bu alongside EM and CB (PE co-ordinators at other schools)</p>			<p>Pupils developing and applying key life skills through their participation in PE and sport including trust, respect, teamwork and communication.</p> <p>Increased number of pupils participating in competitive opportunities and reporting increased enjoyment in these.</p> <p>Evidence: Lunchtime observations, Extracurricular registers, competition calendar and results. Staff feedback, pupils voice from school council.</p> <p>Sustainability: Calendar of events will be used in future years to help continue to provide opportunities for pupils. Areas improved through working towards school games mark criteria will also be sustained and built upon further in future years. Raised profile of health and well-being apparent to pupils and families will ensure a year on year involvement of pupils and encourage more pupils to join teams.</p>

Key Indicator 4: Key Indicator 5						
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Links to whole school development plan:

4. To maintain and build upon our current approach to mental health and wellbeing, educating staff and pupils on the importance of healthy minds and bodies and the impact of lifestyles and environment.

- Children and staff to be educated on the importance of healthy minds and bodies and the impact of lifestyles and environment through workshops, PSHE, CPD and assemblies/worship.
- Increase the variety of physical activities in addition to curriculum PE which support both physical performance and mental health to engage all children. Eg. Daily Mile, Yoga, Brain Gym, Go Noodle etc
- Strategies for both staff and pupils to assess and improve their wellbeing which will enhance a love of learning and a love of teaching.
- Increase the use of outdoor learning areas across all year groups.

<u>2021/22</u>	<u>2022/23</u>
<ul style="list-style-type: none"> • For staff to feel confident in delivering invasion and net and wall games by the end of the academic year. • Young leaders to be trained and leading lunchtime activities confidently and successfully. • Pupils’ emotional, social and mental health supported and enhanced through Relax Kids sessions and the use of Mindfulness books and 60 sensory minute activities. • Active Science to impact on the number of pupils reaching exceeding levels by the end of the academic year. • Pupil’s fitness levels increased due to the daily mile. 	<ul style="list-style-type: none"> • ABu trained successfully to level 5 in PE Leadership. • Forest School training completed and work in progress to create an area for this, resources purchased and risk assessments completed for all activities. • Swimming lessons to be offered again once a suitable pool and instructors have been sourced. • Young Leaders trained sufficiently to lead the training of the next cohort of YL. • Competitions planned for the academic year for all year groups and board consistently updated.

Swimming

School to sign up for school swimming charter and start to use resources and look for ways to improve swimming data and figures on number of pupils meeting minimum NC standards. School staff who attend swimming sessions to receive training on techniques.

Active learning

Run active learning twilight for staff to give ideas for embedding active learning in curriculum lessons and understanding the link from this to improving academic results.

Forest Schools

Develop a forest school area and organise sessions for pupils to take part in.

- Potentially train AB in forest school level 3 qualification.
- Forest school Cluster network meetings:
- Developing pupils life skills through PE course – 24th March .

Lunchtimes

Train lunchtime staff and play leaders to lead different physical activity opportunities within school.

Strategic development of lunchtimes package: Course and in school Audit/ action plan and training for lunchtime staff and play leaders.

Sports leadership unit added onto PE curriculum for all year 3/4 pupils.

Look at themed days so equipment and activities are on a rota. E.g. Move it Mondays, Wild Wednesday, Fit Friday. Introduce circuits, music, skipping hoola hoops on set days.

Purchase equipment to support lunchtime activity: PA system, Hoops, skipping ropes, cones.

Launch new ideas in a worship to children and staff to make them aware of the changes and opportunities.

Introduce mindful monster emotional health ideas for use at lunchtimes.