

Primary Physical Education and Sport Funding plan and Evaluation September 2020 to July 2022

St Peters CE Academy, Alton

Amount of Grant Received – Year 2020-2021: £16,000 + £10 per pupil
 Year 2021-2022: £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</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>Staff questionnaire completed and PE CPD needs mapped out based on staff feedback and monitoring activities conducted;</p> <ul style="list-style-type: none"> - 1-1 support session for PE lead on action planning Jan 2021 - PE Network meetings - TA to attend 3 day/ Level 5 qualification in PE specialism course and PE network meetings alongside PE lead. <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,</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 '22</p>	<p>Match funded support package? £600</p> <p>Level 5 qualification £950</p> <p>£250 resources</p> <p>£_466 3 days enrichment days</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</p>

<p>and outcomes for 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>questionnaires etc 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>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>RW, A Bu, A Be</p>	<p>Summer '21 – Achieved</p> <p>Autumn '21</p>		<p>management.</p> <p>Sustainability: Increased team of teachers and teaching assistants able to teach PE successfully and effectively. 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. 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 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>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 Staff sharing strategies for how they keep fit and healthy with pupils as good role models.</p>	<p>RW, A Be</p>	<p>Summer '22</p>	<p>£90 per half term for one afternoon – whole school</p> <p>£75 per week – nurture groups</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</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.</p> <p>Sports leadership unit added onto PE curriculum to develop pupils leadership skills.</p> <p>Purchase any equipment to support lunchtime activity: including possibly a PA system.</p> <p>Golden Mile – daily running or walking</p>	<p>RW, Abe, ABu</p>	<p>Spring '21</p> <p>Equipment purchased Summer 21 – monitor and purchase more as required</p>	<p>developed will staff with pupils in future years 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.</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>A Bu alongside EM and CB (PE co-ordinators at other schools)</p>	<p>Ongoing</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><u>Evidence:</u> Lunchtime observations, Extracurricular registers, competition calendar and results. Staff feedback, pupils voice from school council.</p> <p><u>Sustainability:</u> 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</p>

Key Indicator 4: Key Indicator 5						teams.
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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>
<p>Level 5 certificate in Primary School PE Specialism has been achieved Golden Mile is incorporated into daily timetable Relax Kids sessions have increased pupils' concentration by developing strategies to evoke calm and focus Staff have developed skills in teaching invasion games by team teaching with specialist coaches</p> <p>Summer '22 Evaluation:</p> <ul style="list-style-type: none"> • Children at St Peter's have enjoyed the range of sporting activities on offer to support returning fitness to pre-pandemic levels. • Children particularly enjoyed specialist gymnastics sessions using the equipment and expertise of staff at the Big Top centre. Parental feed back about these sessions was incredibly positive. • Post-pandemic competitive PE opportunities have been scarce for our children but they have enjoyed a selection of transition activities (KS2) which they have taken part in. We look to develop this to include activities for KS1 into the next academic year. • We have a robust approach for the mental health in place at St Peter's and this will continue to be a focus for our children and staff. Emerging from the pandemic our children have thrived because they have been able to employ strategies to benefit themselves and their friends as well as being able to confidently articulate their feelings. The children have learned from discreet lessons with Relax Kids and strategies teachers employ throughout the day 	<ul style="list-style-type: none"> • New PE Equipment storage shed to be purchased and furnished with shelving. • Audit of equipment and then investment in maintenance and new equipment to be a priority for the academic year to ensure safety for all. • Enrichment opportunities planned for the academic year to engage and motivate the children to keep playtimes and lunchtimes active. To include Relax Kids, Shooting Stars Circus Skills and Soccerstars. • PE Lead to forge links within SUAT and other local schools (federation and pyramid) to support competition and team game participation. To include development of self and/or in-school competition. • Federation focus (ADP) on mental health for all in school will see continuation of good practice, (Relax Kids, brain breaks etc) support parents, children and staff. Focus on keeping body healthy involves also keeping mind healthy. • PE Lead/ Soccer Stars to support new group of children to develop active lunchtimes.

because of CPD attended. Children requiring 1:1 or small group support in addition to these sessions will be able to access as required.	
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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 5 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 an assembly to children and staff to make them aware of the changes and opportunities.

Introduce mindful monster emotional health ideas for use at lunchtimes.