

Primary Physical Education and Sport Funding Action Plan 2022-23

All Saints Academy

Amount of Grant Received – £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 |
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| Area of Focus | Evidence of need | Action Plan | Who | Time Scale | Funding Breakdown | Success criteria & evidence record |
| <p>Curriculum</p> <p>Continue to 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>Staff questionnaire to be completed and PE CPD needs mapped out based on staff feedback and monitoring activities conducted;</p> <p>PE Lead to attend PE Network meetings.</p> <p>RW and EM 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>To liaise with other schools in the Saints Academies regarding an academy wide vision for PE and Sport.</p> | <p>ME</p> <p>ME</p> <p>ME, EM</p> <p>RW, A Bu, A Be, ME, CB</p> | <p>Ongoing</p> | <p>£600 – Accelerate Learning – Caroline Holder</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> |

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| <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>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. (Shooting Stars Circus Skills)</p> | EM, ME | 1 x day per term | £420 – Shooting Stars (poss) | <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>Continue with the focus on promoting mental health and well-being strategies for the whole school community</p> <p>Continue to develop lunchtimes to increase physical activity levels and engagement</p> <p>Develop forest school/ outdoor learning opportunities on school site.</p> | <p>Staff workload and mental health and wellbeing.</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>EYFS and KS1 will have access to Relax Kids sessions throughout the year and teachers to use ideas and strategies in the classroom to help improve pupils' emotional wellbeing.</p> <p>KS2 have access to Forest School in order to develop and enrich their well-being.</p> <p>Intervention sessions have been planned for targeted pupils to improve health, behaviour and engagement in lessons.</p> <p>Engage with the Wellbeing Charter that is being led by SUAT. Staff to complete wellbeing questionnaires in the Autumn 22 term. Action Plan to be adhered to and planned for over the 22/23 academic year.</p> <p>Lunchtimes Train sports leaders to lead different physical activity opportunities in school.</p> <p>Sports leadership unit added onto PE</p> | <p>RW, ME</p> <p>SL, AB</p> <p>RW, EM, ME</p> <p>ME</p> <p>ME</p> | | <p>£1260</p> <p>No Cost</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 and these opportunities within the curriculum</p> |

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| <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>curriculum to develop pupils' leadership skills.</p> <p>Purchase any equipment to support and replace broken equipment (including circus equipment) for lunchtime activities.</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 and Just Dance.</p> | <p>ME</p> <p>All</p> <p>All</p> | | <p>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>Key Indicator 4: Key Indicator 5</p> | <p>- Audit of areas to develop from working through games mark criteria.</p> | <p>Reengage with the School Games Organiser and access the free local competitions.</p> <p>Discuss with other SUAT schools about competitions and sharing ideas.</p> <p>PE Leads to complete a competition timetable and submit to SLT by the end of Spring 2 half term.</p> <p>Look at the criteria and apply 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>ME alongside ABu and CB (PE co-ordinators at other schools)</p> | <p>.</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> |

Links to Academy Development Plan 2022/23:

To work alongside the Trust in embracing the education staff wellbeing charter, evidencing our commitment to protecting, promoting and enhancing the wellbeing and mental health of everyone working at our academies.

- 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.

2022/23

- **ME to work with other SUAT PE leads to develop own CPD for leading PE.**
- **ME to train YL to help lead lunchtime activities and to be monitors responsible for play equipment.**
- **ME to train YL sufficiently to lead the training of the next cohort of YL.**
- **Work with coordinators across SUAT to organise competitions that the school can take part in.**

Lunchtimes

Train 'Young Leaders' to lead different physical activity opportunities within school.

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: Hoops, skipping ropes, cones, etc.

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