

Primary Physical Education and Sport Funding Action Plan 2022/23

Manor Primary School – Drayton Bassett

Amount of Grant Received – Year 2022/23: (£16,000 + £10pp = £16,800)

TOTAL FOR ACADEMIC YEAR 2022/23 = £16,800

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>Improving the quality of teaching and learning and curriculum for PE</p> <p>To continue to increase the quality of PE lessons being delivered and improve outcomes for children through staff CPD.</p>	<p>Conversations with Staff.</p> <p>Meeting with PE advisor.</p>	<p>Super coach – John (progressive sports) to continue to offer team teaching opportunities whereby staff can observe, and team teach alongside him to develop their confidence in teaching different PE activity areas.</p> <p>Members of staff who are moving year groups to gain general CPD for PE – possibly Level 5 qualification. PE lead to converse with staff and discuss possible options.</p> <p>Level 5 certificate in PE specialism, 9:15am – 3:30pm: Recommended by Ofsted and the</p>	<p>John L</p> <p>SR</p> <p>Jake L</p>	<p>Aut 2</p> <p>17th Oct, 6th</p>	<p>Total for Supercoach for year = £10,218</p> <p>£995</p>	<p>Updated and reviewed PE curriculum offer for pupils to increase engagement and lifelong participation.</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>Staff confidence and ability to teach high quality PE increases and embeds further and pupils as a result benefit from lessons that they enjoy more and in which they make better progress.</p> <p>Ideas other staff have gained will be there to be used in other lessons to enhance learning.</p> <p>Increased outcomes for pupils through</p>

<p>PE lead and Super Coach to work together termly to develop Super Coaches role in school as PE lead.</p>		<p>association for Physical Education as one of the top uses of the PE and sports funding this course will ensure delegates leave with a sound knowledge of PE. The course explores all aspects of good teaching pedagogy in PE from health and safety, curriculum design, planning, assessment and delivery. It will also improve subject specific knowledge in Gymnastics, Dance, Games, Athletics and Fundamental movement skills:</p> <p>Super coach and all those who teach PE to continue to use the Progressive Sports planning and assessing documents in school to inform teaching and learning alongside the curriculum map and PE progression of skills document.</p> <p>PE lead and super coach to spend time together to continue to develop the current planning and assessment document from Progressive Sports alongside the whole school curriculum map and progression of skills document.</p> <p>Super coach to continue to receive – resource management time, planning and assessment time, and intervention time regularly as part of his transitioning role as a PE lead in school.</p> <p>Super coach to consider the use of the AIR resources (gym, dance, games and athletics teaching cards) to support his teaching of the subject.</p> <p>PE lead and Super Coach review the chosen planning and assessment format periodically (Dec and April) and consider what if working well and what areas need to be developed.</p> <p>PE lead and Super Coach to continue to track children's health and wellbeing through conversations with children and surveys. John to then adapt intervention to meet these needs.</p>	<p>John L</p> <p>SR/John L</p>	<p>Dec 22 & 8th Feb, 12th May 23 – Venue TBC</p>	<p>improved pupil's progress/ skill development/ enjoyment of lessons.</p> <p>Staff work together to become support network resulting in increased opportunities for pupils and excellent role models who value PE in school.</p> <p>Increased number of pupils meeting national curriculum swimming requirements.</p> <p>Well-resourced subject with plenty of differentiated resources to support teaching and learning opportunities for pupils resulting in increased progress, enjoyment and involvement in lessons.</p> <p>Evidence: Lesson observations, planning documents, Learning walks, Staff feedback. Pupil and parent feedback. Staff performance management.</p> <p>Sustainability: Increased team of teachers able to teach PE successfully and effectively. Pupil 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 now embedded into whole school objectives/ vision and outcomes. Resources organised effectively to be used in future years.</p>
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<p>To continue to offer opportunities for pupils to swim regular and meet the national expected standard by the time they leave school.</p> <p>Key Indicator 1 Key Indicator 2 Key Indicator 3</p>		<p>PE lead and Super Coach to attend: Preparing for a Deep Dive in PE, 9.15am – 3.30pm, This course will take you through all you need to know about preparing for a deep dive in PE. Not only for the benefit of being Ofsted ready this course will help you ensure you are getting the most out of the opportunities in PE in your school and it is the best it can be.</p> <p>PE lead and super coach to complete audit of PE teaching and learning materials. PE lead and super coach to purchase/ and replace PE teaching and learning materials and equipment to ensure there is enough equipment for all pupils to use within lessons which will continue to increase and improve both fitness levels and skill development.</p> <p>PE lead and Super Coach to attend a consultant support session on writing sports funding impact report and to action plan for the next academic year: date?</p> <p>PE lead to find an alternative swimming opportunities for YRS 3 + 4 to complete their swimming lessons, e.g. local high schools.</p> <p>PE lead to investigate a pop up swimming pool for all children to use KS1 – KS2 to gain water confidence and basic water skills ahead of swimming lessons in Year 3 + 4.</p> <p>PE lead to organise catch up swimming due pupils not being able to attend due to COVID implications to ensure all pupils are meeting the national standard by the end of Year 6.</p>	<p>SR</p> <p>SR/John L</p> <p>SR</p> <p>SR</p>	<p>Monday 26th September 2022</p> <p>July 2023 TBC</p> <p>Aut 1</p> <p>Summer</p>	<p>£125</p> <p>250</p> <p>£3600</p>	
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<p>Key Indicator 4</p>					
<p>Health / Whole school improvement/ Wider School Impact</p> <p>To continue to raise the profile and showcase the importance and benefits of PE, health and well-being for pupils.</p>	<p>Monitoring activities.</p> <p>Performance management.</p> <p>School development plan.</p> <p>New government obesity strategy (2016)</p> <p>National curriculum health guidelines</p> <p>Staffordshire school health profile.</p>	<p>Super Coach to continue to update the PE/sports board which displays up to date key messages and sources of encouragement around PE, health and well-being for pupils.</p> <p>Super Coach to continue update a staff, governors and pupil sporting selfies which identify what physical/ health and well-being activities school members participate in as part of their lives and why (to be displayed on PE/sports board).</p> <p>PE lead and Super Coach embed 'PE counsellors' where a select number of chosen children to discuss ideas around PE/healthy lifestyles with the PE lead once a term. The PE lead is then to consider and embed these ideas where appropriate.</p>			<p>Pupils and parents understand the value of PE and health and are committed to meeting recommendations.</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>Increased enjoyment in PE and lessons with linked physical activity.</p> <p>Increased self -esteem and confidence of pupils and staff.</p> <p>Increased fitness of pupils through taking part in additional activities offered throughout the school day.</p> <p>Pupils can talk about the benefits of the outdoor and forest school activities they have taken part in.</p>

<p>To continue to increase and embed opportunities for pupils to be physically active at other times during the day.</p>		<p>PE lead to reconsider and establish an expectation for mindfulness activities in the school day / week and set the expectation with staff in regards to when / where / how.</p> <p>To continue to take part in national Mental Health days/ weeks including having members of the community in to talk about different jobs and skills to support this.</p> <p>Super Coach to continue to give awards in his PE lessons to reward good sporting behaviour and achievement.</p> <p>Staff who teach PE to consider giving a 'Star of the Week' award relating to PE once a term.</p> <p>PE lead to reconsider purchasing Moki Bands to track the children physical activity throughout the day and provide teachers and PE lead with this data to plan for next steps and reward/ motivate the children in regards to being physical active.</p> <p>Super Coach to continue to offer 'pupil enrichment days' – 'WOW DAYS' where children can participate in enrichment activities which enthuse and encourage alternative physical activities including: Glow in the dark dodge ball + nurf battles + common worth games etc.</p> <p>PE lead to reconsider a movement routine to be performed at the beginning of each day. It could potentially be called Groovy Groovers and be done straight after registration or lunch.</p> <p>PE lead to continue to embedded the daily mile routine into the school day in September and share with parents (currently at the beginning of the day when pupils arrive).</p>				<p>Pupils know how to get involved in and participate in a more involved way with the outdoor and forest school activities they have taken part in.</p> <p>Staff members trained in forest school qualification can team teach and support other staff in the delivery of outdoor and forest school activities.</p> <p>Evidence: Pupil voice, staff feedback, parental feedback, newsletters, display, case study</p> <p>Sustainability: Staff and pupils learnt strategies for emotional health and well-being will be embedded into practice and have a long term impact on their ability to deal with challenging situations.</p>
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<p>To continue to embed playground council (children) to lead activities at playtimes lunchtimes on the playground.</p> <p>To continue to offer CPD and networking opportunities to</p>		<p>KS2 staff to continue to offer KS2 an exercise break in the PM where they partake in physical activity for a given period of time – including the daily mile.</p> <p>PE lead to watch and share active learning video with staff to allow staff to begin to think about active learning opportunities in other areas of the curriculum, e.g. maths and English. Allow staff to discuss opportunities where they think 'active' learning could be used to enhance other curriculum areas, e.g. maths starters / mini plenaries / plenaries. Share the sensory snack idea / brain break idea as a way to 're-boot' children's brains during lesson to improve concentration.</p> <p>PE lead to consider links to whole school development plan and set expectations with staff.</p> <p>Super coach to continue to embed and lead playground leaders (pupils who can set up and lead physical activities during break times and lunchtimes.)</p> <p>Super coach to continue to develop playground and 'zoning' opportunities where children can lead and play games.</p> <p>PE lead and Super coach to purchase new equipment for children to use at breaktimes and lunchtimes.</p> <p>Super Coach to continue to train playground leaders to create/adapt challenges for pupils to participate in during break times and lunchtimes.</p> <p>Miranda to continue to attend termly Forest School Network meetings and annual conference – see information below:</p>			<p>Thursday 13th</p>	
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<p>members of staff who plan and deliver forest schools and outdoor learning activities in school.</p> <p>To continue to embed forest school and outdoor learning opportunities into the curriculum.</p> <p>Key Indicator 1 Key Indicator 2 Key Indicator 4</p>		<p><i>Forest School & Outdoor learning Conference 2022 – 9.00-16.00 Following on from the success of our first conference last year this event brings you the latest updates and share best practice ideas from across the country.</i></p> <p>PE lead / head and Miranda to consider forest school and outdoor learning offer and begin to plan for cross - curricular opportunities with other staff whereby other curriculum areas can be taught through forest school and outdoor learning.</p> <p>Miranda and staff to have the opportunity to work together to plan for cross curricular links and development.</p> <p>Miranda (TA) to continue to Y1,3 + 5 for 9/10/12 week block of half a day each week.</p> <p>EY pupils to continue to access outdoor learning opportunities in the forest school area. This area to be developed further to encourage outdoor and adventurous learning.</p> <p>PE lead and Miranda to continue to plan and implement the development of the woodland area in the farmers field which is used for forest schools.</p>	MV	£195	October 2022	
<p>Competition / enrichment / clubs</p> <p>To continue to allow every child, regardless of gender or ability, to have an opportunity to represent the school and take part in at least once by the end of KS2.</p>	<p>Competition results.</p> <p>Pupil voice.</p> <p>School Games Mark</p>	<p>PE lead to continue to communicate with the SGO to organise which competitions that the children will participate in and why.</p> <p>PE lead to continue to update the calendar of sporting events, put together throughout the year, including intra competitions & clubs on offer.</p> <p>PE lead to continue to update and maintain towards Gold School Games PE award – go for platinum.</p> <p>Super Coach to continue to organise a</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>School to maintain Gold School Games Award.</p> <p>Evidence: Lunchtime observations, Extracurricular registers, competition calendar</p>

<p>To continue to offer clubs which encourage and provide pupils with alternative sporting opportunities.</p> <p>Key Indicator 5</p>		<p>tournament or performance at the end of each unit of work where children can 'show off' their learnt skills.</p> <p>PE lead and JIM (SGO) to discuss and enter the Sports for All event aiming to including all pupils (including those from vulnerable groups, e.g. PP and SEND).</p> <p>PE lead to organise transport to events when needed.</p> <p>PE lead and Super Coach to continue to monitor pupil's participation in current clubs and consider alternative opportunities for children after or before school. Complete pupil voice to establish children's thoughts and interests. Super coach, and extra coach once a week, to then provide clubs after school and at lunchtimes to meet the children's interests.</p>	<p>SR</p> <p>JL</p>	<p>£400</p> <p>£1485</p>	<p>Each Thursday</p>	<p>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>
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