

**Primary Physical Education and Sport Funding Action Plan 2023/24**  
**Manor Primary School – Drayton Bassett**  
*(Reviewed and RAG rated with swimming outcomes added July 2024)*

Amount of Grant Received – Year 2023/24: (£16,000 + £10pp = £16,800)

**TOTAL FOR ACADEMIC YEAR 2023/24 = £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><b>Improving the quality of teaching and learning and curriculum for PE</b></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 (Qualified teacher from Progressive Sports) – to continue to offer team teaching opportunities whereby staff can observe, and team teach alongside her to develop their confidence in teaching different PE activity areas.</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. [Assessment needs to be in line with Trust method – carried over]</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>PE lead and Super Coach review the chosen planning and assessment format periodically (Dec and April) and consider what is 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>John L</p> <p>SR/John L</p> <p>John L</p>	<p>Aut 2</p>	<p>Total for Supercoach for year = £11,500</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 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><b>Evidence:</b> Lesson observations, planning documents, Learning walks, Staff feedback. Pupil and parent feedback. Staff performance management.</p>
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<p>PE lead and Super Coach to work together termly to develop Super Coaches role in school as PE lead.</p> <p><b>Key Indicator 1</b> <b>Key Indicator 2</b> <b>Key Indicator 3</b> <b>Key Indicator 4</b></p>		<p>Purchase access to Association for PE to allow staff access to advice and updates.</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>SR</p> <p>SR/JL</p>		<p>£55</p> <p>£500</p>	<p><b>Sustainability:</b> 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>
<p><b>Health / Whole school improvement/ Wider School Impact</b></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 to update 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). [Display board has been changed to other subjects on rotation- revisit next year]</p> <p>PE lead and Super Coach embed 'Sports Leaders' 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</p>	<p>JL</p> <p>JL</p> <p>JL</p>		<p>£25 for materials</p> <p>£25 for materials</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>To continue to embed playground council (children) to lead activities at playtimes lunchtimes on the playground.</p>		<p>ideas where appropriate.</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.[Mindfulness where the need arises has been used well but not consistently for all due to time constraints and other priorities]</p> <p>Super Coach to continue to give awards in his PE lessons to reward good sporting behaviour and achievement.</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 + nerf battles + Olympic games etc.</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>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. [This has been sporadic with wet weather, other priorities for use of time, etc]</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>JL/SR</p> <p>JL</p> <p>JL</p> <p>JL</p> <p>JL/SR</p> <p>JL</p> <p>JL</p>		<p>£500</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><b>Evidence:</b> Pupil voice, staff feedback, parent feedback, newsletters, display, case study</p> <p><b>Sustainability:</b> 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 offer CPD and networking opportunities to 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><b>Key Indicator 1</b> <b>Key Indicator 2</b> <b>Key Indicator 4</b></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 liaise with sports leaders and 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>Forest School Lead to continue to attend annual conference</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 take 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. Resources bought to enrich provision.</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. Buy resources to enrich provision.</p>	<p>JL</p> <p>MV</p> <p>MV</p> <p>MV</p> <p>HC</p> <p>MV</p>		<p>£200</p> <p>£200</p> <p>£200</p>	
<p><b>Competition / enrichment / clubs</b></p> <p>To continue to allow every child, regardless of gender or ability, to have an opportunity to represent the</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 &amp; clubs on offer.</p> <p>PE lead to continue to update and maintain</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>school and take part at least once by the end of KS2</p> <p>To continue to offer clubs which encourage and provide pupils with alternative sporting opportunities.</p> <p><b>Key Indicator 5</b></p>		<p>towards Gold School Games PE award – go for platinum.</p> <p>Super Coach to continue to organise a 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>leading to Platinum.</p> <p><b>Evidence:</b> Lunchtime observations, Extracurricular registers, competition calendar and results. Staff feedback, pupils voice from school council.</p> <p><b>Sustainability:</b> 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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### Swimming Data

<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>90%</p>	<p>We provide swimming for Year 3 and Year 4 children so this is historical data for our current Year 6 based on what children could do at that point and what they tell us now.</p>
<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>90%</p>	
<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>90%</p>	