

Academic Year: 2023 2024		Total fund allocated: £17,740		Date Updated: Sept 2023	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					%
Intent		Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?
The Headteacher and PE coordinator see PE and sport as a high priority area. The school recognise the ability of PE and sport in school to raise the achievement levels of all pupils.		Through PE sessions, sports events, active lunchtime promotion of active events, wake and shake, active times in class		£2280 (MDA)	
Children to be more active and be provided with additional opportunities to explore new sporting activities.		Termly blocks of forest school across Y1 and Y2. Classes will participate in an afternoon session for the equivalent of two terms across the year. These sessions will be run by school forest school practitioners within school. 2 staff members for sessions. EYFS weekly sessions with each class-2 members of staff (FS practitioner teacher/TA)		£5016 (£2888 /£2128)	
Forest school sessions to continue across the school for all pupils.				£2000	
A range of fun, exciting and high quality after school fitness & sports clubs are held to increase pupil enjoyment & engagement.		Full range of coach led clubs held after school for all year groups across the school		Funded places if eligible	
Ensure a range of personal sporting/fitness challenges throughout the school year				£1000	
Provide a range of equipment for an active break time		Purchase a range of equipment to increase activity at break times/lunchtimes			
Full of Beans ‘Super Beans’ programme				£400	

-To show children how they can support each other, manage their own behaviour and get help for themselves or their friends when they need it, realise the importance of physical activity and the effect it has on mental health	Identified Y2 children to be taught a specific programme with an emphasis on pupil well-being designed to include a mix of discussion, teamwork and physical activity. Self-development, wellbeing and physical activity will be promoted throughout. This will also encourage more participation in PE sessions and support transition from infant to juniors.			
<b>Key indicator 2: The profile of Physical Education School Sport Physical Activity (PESSPA) being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: %
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<b>The Headteacher and PE coordinator see PE and sport as a high priority area. The school recognise the ability of PE and sport in school to raise the achievement levels of all pupils. Celebration time within classes to highlight achievements of pupils who have taken part in either representing the school or in games (e.g. dance competitions, club awards)</b>	Ensure all staff are celebrating talents in and outside of the classroom			
<b>School Council to have a voice about PE provision and active play/play leaders</b>	Regular meetings Agendas/ actions	Teacher time used for meetings		
<b>Assemblies held with Sports focus celebrating a range of sporting events throughout the year and a focus on</b>	PE lead to create assemblies to be shared across the school	Teacher time		

<div>diversity within sport</div> <div>Promotion of after school clubs and continuation of increasing number of physical activity clubs available to F2-Y2</div> <div>Promotion of tennis and tennis roadshow taster for Reception-Year 2</div> <div>Tennis sessions Y1 LTA summer term</div> <div>Health Week Annual Autumn term</div> <div>Subject Leader CPD</div> <div>Play leaders to be introduced in Y2 and to provide support across the school</div>	<div>Flyers, letters, communication with parents/ families</div> <div>Promotion of tennis Timetabled</div> <div>Flyers, letters, communication with parents/ families, classes, assemblies</div> <div>Promotion of healthy body and healthy mind Additional speed agility exercises-time comparisons Healthy eating promoted Mindfulness though Jigsaw PSHE</div> <div>Use of MAT to provide CPD for subject leader Reports to Governors-link governor, action plan and impact Regular emails updating staff about PE / sporting events and areas for development. Utilisation of assessments to target specific individuals e.g. motor skills PE/Sports events used to raise profile of the physical activity</div> <div>Following the success of previous year, playleaders for to introduced earlier in the year. Applications, allocation on roles, equipment and time to train the cohort. Meetings for all involved Y2 pupils to apply for the position of play leader, access training and</div>	<div>Coaches Funding places for specific families</div> <div>£200</div> <div>£500</div> <div>£600</div>		
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	promote active play at lunchtime in F2 and Y1/2 playground.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
The intent, implementation and impact of the PE curriculum is a high priority. The curriculum is progressive and sequenced carefully. Staff training and monitoring of lessons will take place to ensure that all lessons in school are of high quality. Equipment will be purchased, when required.	<p>PE Lead to be given curriculum lead time to plan in additional opportunities for monitoring/coaching.</p> <p>An audit of PE equipment will take place. Any PE equipment that needs replacing or updating will be purchased.</p> <p>Formulation of P.E. action plan based on reviewed outcomes. Improved skills across all elements of physical education. Sharing of best practice – increase in depth P.E. subject knowledge and expertise.</p> <p>Excellent planning and challenge. Provide detailed assessments and target setting through the use of AfL strategies and ongoing observations/dialogue. Accurate and precise target setting for individuals and groups. Secure understanding of how to measure pupils' progress accurately in PE. Provide quality CPD for staff particular focus around vocabulary -extension/definitions/</p>	£1000		



<p><b>New equipment purchased for use across the school</b></p>	<p>Renew indoor and outdoor equipment to ensure full coverage of curriculum</p> <p>Develop new skills to develop gross motor and specific PE objectives, play leaders equipment</p>	<p>£700</p>		
<p><b>Learn to scoot session held for all F2-Y2 pupils by trained staff</b></p>	<p>To promote active travel, all children to have training in how to scoot safely and confidently. Trained staff to deliver the sessions within school time</p>	<p>£2250</p>		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<b>Organise and participate in infant cluster sporting competitions</b>	Provide PE lead with non-contact time to liaise with other schools and sporting venues during the organisation of inter-school competitions and games. Run sporting competitions with other schools Children will be able to participate in inter-school sporting competitions Pupils will be provided with opportunities to take part in larger sporting experiences through competitive sporting events within the local area. MAT speed bounce, Concordia games Y2 pupils, sports days with HBJs involvement	£500		