

Academic Year: 2023 2024	Total fund allocated: £17,740	Date Updated: Sept-July 2023/2024		
Key indicator 1: The engagement of <u>all</u> 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?	Sustainability and suggested next steps:
<p>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.</p> <p>Children to be more active and be provided with additional opportunities to explore new sporting activities.</p> <p>Forest school sessions across the school for all pupils.</p>	<p>Through PE sessions, sports events, active lunchtime promotion of active events, wake and shake, active times in class</p> <p>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)</p>	<p>£2500</p> <p>£3720</p> <p>£3240</p> <p>£700</p>	<p>Increase in children engaged in physical activities at lunchtime. Wake and Shake participation has increased and MDA leading creates a fun atmosphere which the children respond positively to.</p> <p>Forest School has a developmental ethos and has developed pupil's self confidence, self-esteem, risk taking, independence and decision making skills together with developing their social and communication skills through hands on experiences in a natural setting. These experiences include free play, creative and imaginative activities, fire lighting, using tools and physical activities together with curriculum linked activities to give a depth of knowledge.</p>	<p>Continue to improve activities at playtime</p> <p>Forest school to be continued to planned for all children in school - Eyfs- Ks1</p>

<p>A range of fun, exciting and high quality after school fitness & sports clubs are held to increase pupil enjoyment & engagement. Ensure a range of personal sporting/fitness challenges throughout the school year</p>	<p>Full range of coach led clubs held after school for all year groups across the school. Orienteering club Y1 Eco club x2 Y2</p>	<p>£1000</p>	<p>A variety of after school clubs offered and an introduction to different activities provided. Good uptake for new classes such as cheer leading and mini Olympics. Participants always engaged and having fun whilst participating in physical activities. The offer was highly subscribed and tailored to the interests of the children. Head coach attended assemblies which increased engagement.</p>	<p>Continue to offer wide variety of active clubs for pupils</p>
<p>Provide a range of equipment for an active break time</p>	<p>Purchase a range of equipment to increase activity at break times/lunchtimes</p>			
<p>Full of Beans ‘Super Beans’ programme -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</p>	<p>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.</p>	<p>£500</p>	<p>The children were confident to participate in the small group activities and this led to increased confidence within PE sessions. Pupil voice indicated there was an increase in the pupil’s ability to discuss the importance of physical and mental health.</p>	<p>Continue with this for next Y2 cohort to support with transition</p>
		<p>£500</p>		

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				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:
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)	Ensure all staff are celebrating talents in and outside of the classroom		Children continue to access a wide range of physical activities outside of schools and the children share the activities they do and recommend them to peers.	Continue to promote and celebrate talents and achievements
School Council to have a voice about PE provision and active play/play leaders	Regular meetings Agendas/ actions	£200	Year 2 pupils suggested separate playtimes from Year 1 to enable more space on the playground. Another suggestion to be explored was whether the field could be timetabled for either year 1 or two each day when dry. Both of these will be explored next academic year.	More emphasis on this focus next year with council members and link with RRS
Assemblies held with Sports focus celebrating a range of sporting events throughout the year and a focus on diversity within sport	PE lead to create assemblies to be shared across the school	£200	A variety of assemblies planned and delivered linked to football, gymnastics and rugby. Emphasis on sports for all and how adaptations are made to sports to enable all people to join in and enjoy them.	Brilliant resource to use following year with slight adaptations

<p>Promotion of after school clubs and continuation of increasing number of physical activity clubs available to F2-Y2</p>	<p>Flyers, letters, communication with parents/ families</p>		<p>Children demonstrated an understanding that sport is for all members of the community.</p>	
<p>Promotion of tennis and tennis roadshow taster for Reception-</p>	<p>Promotion of tennis Timetabled</p>			
<p>Tennis sessions Y1 LTA summer term</p>	<p>Flyers, letters, communication with parents/ families, classes, assemblies</p>		<p>Tennis roadshow attended by all F2 with a high uptake to pursue lessons outside of school.</p>	<p>Due to popularity continue to promote tennis next year</p>
<p>Health Week Annual Autumn term</p>	<p>Promotion of healthy body and healthy mind Additional speed agility exercises-time comparisons Healthy eating promoted Mindfulness through Jigsaw PSHE</p>			
<p>Subject Leader</p>	<p>Use of MAT to provide support for subject leader Reports to Governors-link governor, action plan and impact Utilisation of assessments to target</p>	<p>£300</p>	<p>Monitoring of floor books</p>	<p>Explore variety curriculums next year</p>

<p>Play leaders to be introduced in Y2 and to provide support across the school</p>	<p>specific individuals e.g. motor skills PE/Sports events used to raise profile of the physical activity</p> <p>Following the success of previous year, playleaders to be introduced earlier in the year. Applications, allocation on roles, equipment/storage and time to train the cohort. Meetings for all involved</p> <p>Y2 pupils to apply for the position of play leader, access training and promote active play at lunchtime in F2 and Y1/2 playground.</p>	<p>£1000</p> <p>£200</p>	<p>A successful Play Leaders year with Y2 pupils having more opportunities to lead, support and encourage the younger pupils and therefore developing their team work skills. The younger pupils had more opportunities to engage in structured play with play leader support. Increase in pupils involved in active play resulting in a decrease in behaviour incidents.</p>	<p>Continue next year as sp successful this year</p>
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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 use curriculum lead time to plan 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. Secure understanding of how to measure pupils’ progress accurately in PE. Provide quality CPD for staff particular focus around vocabulary - extension/definitions/ sticky knowledge</p> <p>Continue to use the planned</p>	£500	<p>Audit took place and equipment replaced resulting in successful delivery of PE lessons .</p> <p>The introduction of floor books to evidence PE knowledge and skills impacted on the pupils being able to talk about what they had learnt in more detail than in the previous year. The children used subject specific vocabulary e.g tuck shape, travelling, when discussing the pictures from throughout the year. <i>Monitoring of floor books and how well the children could talk about their learning took place 3 times during the academic year</i></p>	<p>More time planned into next year for monitoring and auditing provision</p> <p>Explore CPD for staff next year</p>

<p>To continue to provide existing staff with both training and resources to help them teach PE and sport more effectively</p>	<p>curriculum so children/staff continue to benefit from structured plans and use of school's own assessment procedure. Increased subject knowledge across the whole PE curriculum. Planning will continue to be enhanced through detailed units of work relevant to the overall school curriculum</p>			
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Additional achievements: F2-Y2 pupils to take part tennis roadshow sessions within school Provide tennis tuition from a qualified tennis coach Y1 pupils New equipment purchased for use</p>	<p>Promotion within/outside of school Children taught new skills by coaches to enhance school curriculum Children will have the opportunity to begin to learn how to use equipment to play tennis. Children will improve their hand/eye co-ordination and their striking and receiving skills. They will develop their ability to work with others and enjoy a new recreational sport. Their physical and emotional development will improve. Renew indoor and outdoor equipment to ensure full coverage of curriculum</p>	<p>Staff time £300 £400</p>	<p>All year 1 pupils participated in a 5 week block of tennis sessions. Pupil voice indicated enjoyment with a high number now participating in sessions outside of school. 91%year 1 pupils achieving ARE for striking and net games unit</p>	

<p>across the school</p>	<p>Develop new skills to develop gross motor and specific PE objectives, play leaders equipment</p>			
<p>Learn to scoot session held for all F2 pupils by trained staff</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>£488</p>	<p>All F2 pupils participated in a Learn to Scoot session. Increase in safety awareness and confidence to scoot outside of school.</p>	<p>Continue next and explore learn to bike for older pupils</p> <p>Planned for next year</p>
<p>Y2 children to participate in residential visit and experience many new adventurous activities</p>	<p>All chn invited to attend Funded places for PP pupils Two part day activities for all pupils additional active time use of variety of areas within the centre</p>	<p>£1000</p>	<p>83/87 pupils attended Funded places taken climbing, abseiling, river crossing, orienteering, fire making, very positive pupils/ parent voice new activities/ confidence/self esteem</p>	<p>Planned and to be stronger impact next year</p>
<p>Mental health and wellbeing support for pupils</p>	<p>Time to plan. implement and evaluate the support across the school for all pupils related to mental health and wellbeing Profile of MH raised this academic year</p>	<p>£500</p>	<p>More families accessed MH support this year Workshops, assemblies and interventions well participated and positive pupil voice -</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:
Organise and participate in infant cluster sporting competitions	<p>Provide PE lead with time to liaise with other schools and sporting venues during the organisation of inter-school competitions and games. Run sporting competitions with other schools</p> <p>Children will be able to participate in inter-school sporting competitions</p> <p>Pupils will be provided with opportunities to take part in larger sporting experiences through competitive sporting events within the local area.</p> <p>Y2 pupils involved in B&B Y2/3 football tournament</p>	£500	<p>Competitive sports day planned by PE Lead. Each year group took part in 8 events where active participation was a focus. PE lead planned and ran three sports days over two days.</p> <p>Football tournament for Y2 pupils. Following a series of Y2 football trials which were well attended, a team of 9 was selected. Training sessions took place prior to the tournament with a focus on team work and respect. A school kit was created. Pupils and parents thoroughly enjoyed the tournament and the successes of the team were celebrated in assembly to motivate others.</p>	Continue with inter schools competitions next year and exploring ways with KS1 - local/MAT