

# PE and School Sport Action Plan

## South Tawton Primary School 2021 – 2022



**Background** - The primary school sport premium investment goes direct to primary school Head Teachers and is designed to support improvements in the quality and depth of PE and school sport. In 2017/18 the amount schools receive each year has doubled.

**Key Indicators** - The Department for Education vision is that all pupils leaving primary school are physically literate and have the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport. The objective is to achieve self-sustaining improvement in the quality of PE and sport that delivers high quality provision of a balanced and holistic PE and school sport offer. There are 5 key indicators that schools should expect to see improvement across:

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
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

**Funding** - Individual schools will receive circa £16K –17K per annum (depending on the number of pupils) which they can use to support these outcomes through various options including; release of staff for CPD, employing specialists to work alongside teachers, cluster work with other schools and partnerships, transport, equipment, hall and pool hire etc.

Created by:  association for Physical Education  YOUTH SPORT TRUST

Supported by:   SPORT ENGLAND  CSPN  UK COACHING  UK active More people  
More active  
More often

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

| Key achievements to date:   | Areas for further improvement and baseline evidence of need:  |
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| <p>Real PE has begun being implemented across both key stages and on-going staff training continues to be provided</p> <p>Whole school staff trained in using RealPE to plan and teach lessons.</p> <p>Real PE fully resourced and stored in easily accessible location.</p> <p>All children beginning to make progress from personal starting point</p> <p>Daily Dash – this has had a clear impact on children’s fitness levels and was clearly noticeable during sports day. In each KS2 class, all children chose to give it a go.</p> <p>Go Noodle used in classes to help meet the requirement of 30 minutes physical activity a day.</p> <p>Daily aerobics is led by year 6 children at the start of assembly to ensure all children are physically active during the day.</p> | <p>Gymnastics and dance training for all teaching staff - as part of RealPE legacy.</p> <p>New staff to be trained (Year 4 teacher)</p> <p>Assessment of PE to established and implemented throughout the school to impact future planning</p> <p>Use of funding for ‘top-up’ swimming lessons and life-saving skills.</p> <p>All children across the school to have the opportunity to participate in ‘different’ sports or activities e.g. outdoor adventure or circus.</p> |

| Meeting national curriculum requirements for swimming and water safety  | Please complete all of the below: |
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| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.</p> | Date unavailable – Covid 19       |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>  | Date unavailable – Covid 19       |

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| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | Data unavailable – Covid 19   |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way? | Yes/No<br><br>Intended to, but lessons couldn't take place due to lockdown. |

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

| Academic Year: 2021/22  | Total fund allocated: £17900   | Date Updated: November 21  |  |  |
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| <b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school |  |                            |  | Percentage of total allocation:<br>% see below   |
| School focus with clarity on intended <b>impact on pupils:</b>  | Actions to achieve:  | Funding allocated:         | Evidence and impact:   | Sustainability and suggested next steps:   |
| Real Leaders – part of Real Legacy  | For Year 5 children to complete Real Leaders training                                  | Included as part of RealPE | All KS1 children will take part in at least 2, year 5 led, active sessions during the week.    | Monitor which children participate and target those not participating as much.   |
| Real Leaders Festival   | For Year 5 to lead an active festival, for KS1 children, at the end of their training. |                            | All Year 5 children will encourage physical activity during the school week.                   | Monitor the success of Real Leaders through questionnaires and feedback from Year 5.   |
| Use of interactive programmes such as Go Noodle, Jumpstart Johnny and Cosmic Kids Yoga in classes across the school.  | Most classes signed up and using programme.  | Free                       | Children took part in several physical activities during the lockdowns – evidenced on website. | Questionnaire for teachers to monitor how many active breaks are taking place per week and for how long following return to normal school routine.                 |
| Morning aerobics before assembly every morning.   | Continue to help organise Year 3 children to lead aerobics with RE for whole school.   |                            | For younger children to experience leading, develop confidence and become increasingly active. | Ensure that different children are given the opportunity to lead the aerobics. Encourage those that are less active using different workout styles such as boxing. |

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| Daily Dash   | Continue with daily run. Ensure all children are in suitable footwear.  |                                | Children are becoming increasingly more confident and able to run further in the given time.<br>Sports day indicated a much higher level of involvement in middle/long distance races.<br>Children actively expressing a desire to run and take part in the daily dash. | Set personal challenges for children. E.g. number of laps completed during Daily Dash.<br>Possible introduction of reward system as added incentive.<br>Suggestion carried over from previous year due to Covid |
| Climbing structure (school field) and goal ends (Year 2/6 playground) installed  | Timetable the use of the climbing structure for all classes to use throughout the year.<br>Risk assessment completed.                   | £14000 (taken from underspend) | Children are participating in more exploratory play and participating in a wider range of sports on the Year 2/6 playground.  | Feedback from staff and pupils.<br>Possibility of incorporating it's use into Real Leader sessions  |
| <b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement                              |   |                                |   | Percentage of total allocation:   |
| School focus with clarity on intended <b>impact on pupils:</b>   | Actions to achieve:   | Funding allocated:             | Evidence and impact:  | Sustainability and suggested next steps:  |
| Real PE  | Assess the impact Real PE is having across the school – impact report.  | See below                      | Feedback from staff and pupils on quality of lessons and skills taught – impact report to make comparison between before and after introducing Real PE.   | Continue to observe Real PE across the school and provide training for any new members of teaching staff  |
| Staff hoodies/sweatshirts for new staff to model the correct uniform for PE, build a positive whole-school ethos and reflect school colour theme | Hoodies and polos ordered – awaiting arrival  | £239                           | Staff have received the new hoodies and polos well and wear them during all PE lessons.   | Continue to develop whole school ethos of the correct kits and encourage children to wear the correct PE kit.   |
| Saints FC Coaches provide specialist coaching across a range of sports for all classes across the school. Teachers                               | Discuss planning with teachers, and the sports, they would like taught throughout the year.<br>Create timetable for the year to provide | £6156.00 TBC                   | Range of sports taught across the school. Feedback from Saints FC coaches and children. Staff observe and participate in high quality PE lessons and begin applying skills to   | Planning and assessment to be provided by Saints FC coaches. Feedback from class teachers and children.   |

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| <p>to observe throughout the year as part of their PE CPD.</p>  | <p>continuity for classes. Feedback from staff and pupils is very good.</p>                                 |            | <p>their own lessons.</p>  |   |
| <p>Real Legacy package continuing to be rolled out across the school.<br/>Supporting families to become more physically active and also encourage their children to be active also.</p> | <p>Kate Chaplin to continue working with staff and families to help raise PE profile across the school.</p> | <p>TBC</p> | <p>Key KS1 children are encouraged to take part in physical activity through the Real Play after school club</p> | <p>Parents to be invited in to work with their children and encourage physical activity at home also.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport |  |                               |   | Percentage of total allocation:   |
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|   |  |                               |   | % inc above   |
| School focus with clarity on intended impact on pupils:   | Actions to achieve:  | Funding allocated:            | Evidence and impact:  | Sustainability and suggested next steps:  |
| Real PE training/in-school support  | Organised dates with Kate Chaplin to train new members of staff in the teaching of RealPE and support HR with starting the Real Play after school club<br><br>Hayley has started the club with selected KS1 children | Included in priced for RealPE | Take regular feedback from staff on their lessons. Complete lessons observations.<br><br>Children attend regularly (some every week) and show positive attitudes towards activity and good behaviour. | LG to receive online training for Real PE<br><br>Parents to be invited in to develop positive home/school ethos for sport/physical activity |
| Real Gym training for staff<br>(Carried over due to Covid)  | Online staff training for all teaching staff.<br>Kate Chaplin to provide model/teach collaboratively Real Gym units across the school  |                               | Staff will feel more confident with teaching Real Gym and there will be clear progress of Gym schools throughout the school.  | Monitor the teaching of Real Gym across the school.   |
| Real Dance training for staff   | Online staff training for all teaching staff.<br>Kate Chaplin to provide model/teach collaboratively Real Dance units across the school  |                               | Staff will feel more confident with teaching Real Gym and there will be clear progress of Gym schools throughout the school.  | Monitor the teaching of Real Gym across the school.   |
| Assessment of attainment and progress in PE (Carried over due to Covid)                           | Make staff aware of assessment methods and tables and how to use them.   |                               | Children should be aware of their progress during a PE unit.  | Make assessment materials available to all staff. Add assessment methods to the PE  |



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| Real Foundations   | Kate Chaplin led staff meeting on assessment wheel.<br>Teachers completed baseline assessment for their classes.<br><br>Real Foundations now being used to teach PE in Reception class.  |  | Staff able to identify areas the require further development.<br>Progress highlighted across the school in all areas of Real PE.<br><br>Progression from EYFS to year 6 can now be shown.  | display<br><br>Feedback from S.C and S.S   |
| <b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils   |  |  |  | Percentage of total allocation:<br>50%   |
| School focus with clarity on intended <b>impact on pupils:</b>   | Actions to achieve:  | Funding allocated:   | Evidence and impact:   | Sustainability and suggested next steps:   |
| RealPlay<br>(Carried over from previous academic year due to Covid lockdown)<br><br>Year 6 children to take part in swimming top-up lessons or life-saving/self-rescue. (Carried over from previous academic year due to Covid lockdown) | Identify key (10), inactive groups/families<br>Run sessions with the children during school time.<br>After school club for both parents and children to understand how to use the resources<br><br>Contact the leisure centre to arrange dates for the additional lesson and confirm cost. | Included in cost of RealPE<br><br>£900? + Bus<br><br>Travel expenses TBC | Targeting inactive families.<br>Take feedback from parents.<br>Complete active questionnaire before and after RealPlay.<br><br>Aim for all year 6 children to be able to swim a minimum of 25m by the time they go to secondary.<br>Feedback from coaches and staff.<br>Collect percentage of children who can perform safe self-rescue. | Adult to lead groups and training for children<br><br>Miss Rowe has agreed to lead club for focus families.<br><br>Leisure centre contacted – awaiting reply to arrange sessions |

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| <p>Missed swimming lessons for Years 2, 3 and 4.</p> <p>Children across the school to participate in a wider range of physical/adventurous activities such as those suggested below:<br/> Year R and 1 - circus skills<br/> Year 2 – Scooters skills and proficiency<br/> Year 3 and 4 - Climbing and abseiling<br/> Year 5 - Orienteering<br/> Year 6 - Paddle boarding<br/> Carried over from previous year due to Covid Lockdown</p> | <p>Transport for classes to swimming</p> <p>Check with SM is this is possible in current circumstances<br/> Circus skills:<br/> Scooters:<br/> Climbing/Abseiling:<br/> Orienteering:<br/> Paddle boarding:</p> | <p>£500 (additional PTA funding?)</p> | <p>Feedback from staff and pupils</p>  | <p>Keep contact details for future use.</p>                     |
| <p>OCRA membership – provides the children with various sporting festivals and competitions across both KS1 and KS2 including inter-school football and netball matches (buses provided so all children are able to attended these matches).</p>  | <p>Ensure all staff has a copy of the events calendar.</p>  | <p>£1800<br/>£400</p>                 | <p>Feedback from SENCo, staff and pupils</p>   | <p>Monitor percentage of children involved in competitions.</p> |
| <p>OCRA sports calendar</p>   | <p>Dates given to all teachers – support provided to arrange teams, travel etc</p>  | <p>Inc in OCRA membership</p>         |  |   |
| <p>Saints KS1 multi skills after school club<br/> Saints KS2 football after school club</p>   | <p>Club made available to KS1 children<br/> Club made available to KS2 children</p>   | <p>Payment made by parents</p>        | <p>Feedback from children and parents - percentage increase in children participating in sports clubs?</p> | <p>Monitor attendance of clubs across year groups.</p>          |
| <p>OCRA KS2 football after school club<br/><br/> Year 6 girls rugby</p>   | <p>Club made available to Year 5/6 children (max 12 children)</p>   | <p>£30 per week</p>                   | <p>Monitor attendance of the club</p>  |   |

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| Staff led after school sports clubs  | Club led by parent/rugby coach   | Volunteer - free           | Autumn – Real Play Year KS1<br>Netball Year 5/6<br>Hockey Year 5/6<br>Cross Country Year 4/5/6  |  |
| Provide a shed for outdoor PE equipment so all staff and children have easy access to equipment for a wide range of lessons and sporting activities. | Source shed and arrange installation   | £400 - £500                | Monitor use of equipment by staff and children.   | Organise equipment for each term so it is available for all staff. |
| <b>Key indicator 5: Increased participation in competitive sports</b>  |  |                            |   | Percentage of total allocation:                                    |
|  |  |                            |   | % inc above  |
| School focus with clarity on intended <b>impact on pupils:</b>   | Actions to achieve:  | Funding allocated:         | Evidence and impact:  | Sustainability and suggested next steps:                           |
| OCRA membership  | Dates to be given to appropriate staff member. Children given the opportunity to attend each event for their year group. | As above                   | Staff questionnaires<br>Calculate percentage of children participating in competitive sport. Aim for at least 75% participating in a minimum of 2 competitive sports. |  |
| Real Leaders   | See above  | Inc in Real Legacy package | Percentage of children taking part in physical activity before YSL beginning and after.   |  |
| OCRA sports competitions   | See above  |                            | Feedback from SENCo, staff and pupils   |  |

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