

# Primary Physical Education and Sport Funding Action Plan 2021/22

## Springfield School

Amount of Grant Received– Year 2021-2022 £16,000 + £10 per pupil + £\_\_\_\_\_ carry forward from last year.

### 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
<b>PE Curriculum &amp; improving the quality of teaching and learning.</b>  To embed staff confidence in the delivery of high quality lessons with a clear skill based focus  To upskill new PE leader to enable them to strategically lead improvements in the subject.  Increase competitive	Staff feedback from questionnaires  Learning walks  Conversations with Staff.  Pupil voice  Government guidelines around covid-19  School development plan	Following situation with Covid last year and adapted lesson situation a priority this year is to continue to look and improve the delivery of high quality and varied PE lessons to meet the needs of all pupils.  Staff audit conducted and then CPD mapped to support this: -Courses..... - Differentiation in PE (carried over from last year) -In school support throughout the year (demo lessons/ team teaching)  Due to the retirement of the headteacher and previous PE lead – training and support for new PE subject leader in place including: - 1-1 sessions in the Autumn, Spring and Summer term - PE network meetings: 21 <sup>st</sup> Sept 21, 25 <sup>th</sup> Jan, & 10 <sup>th</sup> May 22 - <b>Level 5 and Level 6 qualifications in PE specialism and PE subject</b>				Through the delivery of well-planned lessons, an engaging curriculum and high quality teaching pupils have continued to make good progress in lessons and develop their physical skills, knowledge and independence.  Pupils feedback on their enjoyment and engagement in lessons and this continues to grow so that all pupils have positive experiences, improved self esteem, knowledge of the importance of being active and staying healthy and a love of PE.  School, new PE lead and other members of staff remain up to date with latest guidance and best practice in the subject through sharing ideas and this ensure the best possible impact and outcomes for pupils.  Through competitive opportunities and enrichment days pupils have learnt new skills



<p>opportunities available to pupils.</p> <p>Improve staff subject specific knowledge in swimming and increase number of pupils meeting recommendations.</p> <p><b>Links to;</b>  <b>Key Indicator 3</b>  <b>Key Indicator 2</b>  <b>Key Indicator 5</b></p>		<p><b>leadership?</b></p> <ul style="list-style-type: none"> <li>- PE conference place – 15.6.22</li> <li>- Special School PE network –14.3.22.</li> </ul> <p>Look at opportunities to add competition into PE lessons through my personal best challenges, end of unit game situations, intra school competitions, Paralympic enrichment day.</p> <p>Monitoring activities planned to judge impact of the spend – lesson observations, questionnaires etc</p> <p>Re introduce swimming session when safe to do so and assess needs of the pupils at this point. Think of ways to support pupils with activities that they haven't done for a while and how these can be continued out of school with guidance/ ideas for parents.</p>			<p>and have had the opportunity to see others points of view and perspectives. They have improved their confidence and self-esteem through beating their own scores and trying their best.</p> <p>Pupils enjoy swimming activities, understand water safety, feel confident in the water and are making good progress with their skills.</p> <p><b>Evidence:</b> Lesson observations, planning documents, Learning walks, Staff feedback. Pupil and parent feedback. Staff performance management PE policy and risk assessments.</p> <p><b>Sustainability:</b> PE remains a well-managed and well led subject with PE leader being confident in their knowledge and ability to ensure high quality outcomes for the school. Staff delivery and confidence to teach high quality PE remains high so that future pupils benefit from well taught lessons and the positive outcomes that come from this. Key stakeholders of the school understand and support the subject and this has become part of the whole school ethos and is something that is highly valued</p>
<p><b>Raising the profile of health &amp; wellbeing and the development of life skills.</b></p> <p>Improve pupils emotional health and well-being.</p> <p>Build upon and support pupils to develop key life skills that build upon home</p>	<p>Lesson observations of pupils struggling with stamina over sustained periods of time.</p> <p>New curriculum health guidelines</p> <p>Staffordshire school health profile</p>	<p>Following the continued disruption of the covid-19 situation this area continues to be a priority area and focus in school.</p> <p><b>Emotional Health and Wellbeing</b></p> <p>Continue to look at the many opportunities to promote both pupils and staff physical and emotional health and well-being in school through:</p> <ul style="list-style-type: none"> <li>-Staff wellbeing programme.</li> <li>- Daily physical activity opportunities.</li> <li>-Using yoga and mindfulness activities introduced last year (cosmic yoga, relax kids, mindful monsters).</li> <li>- Activities at informal times such as lunch and breaktimes.</li> <li>- Share ideas around this in staff meeting slots</li> </ul>			<p>Staff feel confident in using a range of resources and strategies to promote pupils physical and emotional health and well-being. These are used when needed within lessons at lunchtime and sent home as activities. Pupils feel confident is using these strategies to them to help them deal with emotional situations they may be experiencing..</p> <p>Through participation in regular outdoor learning activities pupils have developed a love of the outdoors and nature and are developing their life skills including trust, respect, teamwork and communication.</p> <p>Parents feel involved in the school and their</p>

<p>learning activities that have taken place whilst pupils have been in lockdown.</p> <p>Engage with parents on activities that can be continued at home for health and wellbeing.</p> <p><b>Key Indicator 1</b> <b>Key Indicator 4</b> <b>Key Indicator 5</b></p>	<p>New government obesity strategy: (30mins active in school 30mins at home)</p> <p>Lunchtime audit and observations</p>	<p><b>Forest Schools</b> Organise a staff meeting to try look at ways of incorporating more outdoor learning opportunities and potentially develop forest school activities/ area &amp; site</p> <p>- Consider getting a member of staff Forest school level 3 trained -MU?</p> <p>Link to other outdoor learning opportunities being offered within school such as gardening area,</p> <p><b>Active learning</b> Develop further active learning opportunities in lessons ideas to look at what works well and how to continue to use this to develop core skills in English, Maths &amp; Science.</p> <p>Re-introduce active learning homework bags to be sent home.</p> <p>Re-visit active learning in lessons to look at where it is working well and further strategies and guidance that can be given to staff.</p>				<p>child's education and are actively supporting learning and health through activities they do at home and in the community.</p> <p>Personal best challenges give pupils increased motivation and sense of achievement.</p> <p>Active learning in English and Maths activities are improving engagement in lessons and pupils increased knowledge and understanding of the subjects.</p> <p><b>Evidence:</b> Pupil voice, staff feedback, parental feedback, newsletters, display, case study</p> <p><b>Sustainability:</b> Staff and pupils will continue to use strategies for emotional health and well-being and these will be embedded into practice and have a long term impact on their ability to deal with challenging situations. Life skills developed will staff with pupils in future years and these opportunities within the curriculum will continue to be offered to pupils in suture year groups.</p>
<p><b>Links to whole school development plan:</b></p>						
<p><b>2022/23</b></p> <p>To increase links with community clubs and organisations.</p>				<p><b>2023/24</b></p>		