**Kingsfield First School**

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**Primary Physical Education and Sport Funding Action Plan**

**2024/2025**

**What is the PE and Sports Premium Funding?**

The government is providing funding of over £450 million per annum for academic years 2013-2020 to provide new, substantial primary school sport funding. This funding is being jointly provided by the Departments for education, Health and Culture, Media and Sport and will see money going directly to primary school head teachers to spend on improving the quality of sport and PE for all their children.

The sport funding can only be spent on sport and PE provision in schools.

**Purpose of funding**

Schools have to spend the sport funding on improving provision of PE and sport but they will have the freedom to choose how they do this.

The vision for the Primary PE and Sport Premium**: ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE:** To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision that will live on well beyond the Primary PE and Sport Premium funding.

**Primary PE and sports premium key indicators of improvement:**

**Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.**

**Key Indicator 2: Engagement of all pupils in regular physical activity.**

**Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement.**

**Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.**

**Key Indicator 5: Increased participation in competitive sport.**

**Amount of Grant Received** – Year 2024 - 2025: £17740 – 17445.05

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| **Intent** | | **Implementation** | | | | **Impact** |
| **Area of Focus** | **Evidence of need** | **Action Plan** | **Who** | **Time Scale** | **Funding**  **Breakdown** | Success Criteria &  Evidence record |
| **Staff CPD to improve the quality of teaching and learning in PE**  To monitor PE lessons and staff confidence and ability to teach PE and plan further support and training as needed  To develop skills of new PE lead to effectively lead subject  To complete Dance CPD to improve teaching and learning in school to build upon work done last year and focus on staff confidence to teach and lead lessons.  Audit PE equipment and purchase any new and additional items needed to deliver PE curriculum effectively  **Links to:**  **Key Indicator 1**  **Key Indicator 3**  **Key Indicator 2**  **Key Indicator 4**  **Key Indicator 5** | Staff feedback from questionnaires  Learning walks  Conversations with Staff.  Pupil voice  New government requirements on reporting swimming figures. | Audit development needs of staff by sending email questionnaire and having personal discussions about activities in PE and using information from monitoring activities; - during staff meeting  PE CPD package needs planned for the year based on this information.  **PE lead package:**   * **PE network meetings:** 26th Sept, 22nd Jan and 29th April (Virtual PE Networks: 16th Oct, 28th Jan and 22nd May) * **PE conference:** 11th June 2025 * **1-1 sessions:** TBC to be used in spring for RF for afPE mark   **BF (ECT):**   * 3 day PE course for RF– 8th Oct, 11th Nov 24 & 3rd Feb 25 - St Peters, Hixon, ST18 0PS   Roll out Non-participant lanyards in place for pupils to try out different roles and responsibilities when they are not able to physically take part in PE lessons. Use these also to explore different sporting roles and careers.  **Whole school training – booked**  4 day in school support package for Dance organised to up skill members of staff   * Day 1 afternoon with PE lead followed by Whole staff twilight * Day 2 – Demo lessons * Day 3 – Team teaching * Day 4 – Team teaching/ observations   Audit PE equipment and order new items that may be needed to ensure pupils all have access to enough equipment, relevant resources and items that support adaptive teaching.(including PA system) | KA | Throughout the year  Throughout the year  Summer | PE lead package £995  Maintain equipment £923.20 (mercury sports)  £0 non participant lanyards  £1101.85  equipment costs  £235 PA  system  3 day course: £495  4 day Dance: £1750 | Staff confidence and ability to teach high quality PE continues to increase and they feel confident following new curriculum and using planning and assessment system. Pupils as a result benefit from lessons that they enjoy more, and in which make good progress.  There is an increased number of pupils meeting or exceeding the national curriculum expectations in PE and pupils have shown determination in achieving these skills.  There are few non participants in PE lessons but those who for whatever reason are unable to physically participate are given a range of different tasks and roles to involve them in the learning.  New equipment that has been purchased which has enabled all pupils to access high quality equipment to engage them in lessons and practice and improve their physical skills. A range of equipment is available for adaptive teaching as and when it’s needed. Effective storage has been sorted which means that teachers and pupils can quickly get what is needed and lessons run smoothly maximising the time for pupils to get started and be active.  **Evidence:** Lesson observations, planning documents, pupil voice, Learning walks, Staff feedback, PE action plan, PE lead performance management document. Swimming tracker and end of KS2 results.  **Sustainability**: Staff knowledge and confidence is built upon to continue to teach high quality lessons. Quality of PE curriculum and wider opportunities is recognised and rewarded. Resources purchased are used to support pupils knowledge and understanding. These improvements and the legacy to last in future years. Changed attitudes and perceptions towards the difference PE can make will lead to higher outcomes and opportunities for pupils in school. |
| **Early Years PE**  To look at improvements to Early years PE to gain key fundamental movements skills and enjoyment of PE early on  To improve physical development provision in the early years and increase opportunities for pupils to develop physical literacy skills. |  | **Early Years PE**  Concentrate on improving pupils physical literacy skills right from early years through PE scheme of learning, lunchtime opportunities, clubs and enrichment days.  Carly, Chloe and Harriet (ECT)  Early Years Physical Development – Off to The Best Start! (9:15am-3:30pm): Day Course: Wednesday 20th November 2024 @ Leasowes Primary, ST17 0HT  PE lead to go into early years to observe how PD/PE is taught and look at ways in which knowledge and expertise can be shared. Have discussion around curriculum/ progression of skills and expectations. |  | Autumn | £350 course | Early years pupils get the best start in physical development and learn the fundamental skills well. They are able to apply these skills and knowledge in different contexts and actively choose to take part in physical activity in their continuous provision. |
| **PE Curriculum Developments**  To review current PE curriculum overview to meet needs of pupils.  **Links to:**  **Key Indicator 1**  **Key Indicator 3**  **Key Indicator 4** |  | Share revised map with staff so that they are clear on delivery, how it fits together and how they can help pupils make good progress,  Over the year PE lead to check in with staff on how useful the scheme has been and continue to offer support. |  | Autumn  Spring | £0 | PE curriculum has been recently reviewed to ensure there is a range of activities on offer for pupils to provide them with both breadth and depth in their learning. Pupil progression is carefully mapped out and staff are all confident in what they are delivering and how to get pupils to gain the most out of PE lessons. Pupils all report they enjoy PE and are learning a range of skills both physically and socially. There is plenty of equipment and resources readily available for pupils to use within lessons and this support to stretch and challenge their learning. |
| **ICT in PE**  To use ICT within PE lessons effectively  **Key Indicator 1**  **Key Indicator 3** | Lesson observation | Embed the use of ICT within PE lessons by using the screen in the hall and/ or I pads in lessons (where appropriate) so that pupils benefit from visual aids in their PE lessons.  Staff training session organised on effective use of ICT in PE.- booked and scheduled  Bank of resources collected so that teachers can access these and use within lessons to show pupils expectations and ideas and can be used as comparatives if needed. | KA | Spring | £300 | Resources and visual aids make expectations clear for pupils and enables modelling so that pupils make better progress and have a clearer understanding. Staff are confident in using Ipads as a way to assessment and gain evidence. |
| **Health and safety in PE**  To update all health and safety related paperwork for PE in line with changes from the Safe practice in PE and schools sport book 2024.  To ensure all members of staff and pupils are aware of and following health and safety in PE guidance.  **Key Indicator 1**  **Key Indicator 3** | Health and safety audit and guidance  Safe practice in PE and schools sport update  Staff survey  Pupil voice | Attend health and safety briefing course –to get updated with changes to safe practice in PE and school sport.  Online Course: Wednesday 16th October 2024, 9.30-12.00 Cost with afPE membership & book: £295  To review paperwork related to safety in PE: PE policy, risk assessments and update these as needed.  Run a staff meeting to highlight any key changes and information to the rest of the staff. To explore ways in which they can pass on information to pupils within lessons and make them more health and safety aware and able to manage risk.  To look at how information is communicated with parents around safety in PE. Update newsletters, pupil information booklets and website. | KA/RF | Autumn  Autumn term  Through year | £295  Autumn 2 | Staff are all updated on latest health and safety in PE information. They are aware of school PE policy and risk assessments and actively contribute to these and follow guidance in lesson. This results in pupils accessing safe, well planned lessons that they can gain the most from. Pupils are actively taught safety pointers and can speak knowledgably about these. They consider risk themselves and take action to make changes if needed.  **Evidence:** Lesson observations, lesson planning and evaluations, health and safety documentation.  **Sustainability**: Staff will continue to use these resources and involve pupils in learning about risk in the future so that lessons remain safe. |
| **To raise the profile and importance of PESSPA across the school**  To create a whole school vision for PE  To raise awareness with parents and school community through sports and other communications.  To get national recognition for the good work of the school (afPE quality mark/ / School Games) and achievements in PE  **Key Indicator 1**  **Key Indicator 3** | Staff voice  PE data  Parents questionnaires  Pupil questionnaires | Create a shared vision for PE and the impact it can have on pupils within staff meeting to make it a collaborative document representative of the school and raise the profile of PE.  Send out governor, parent and staff questionnaires to collate ideas and conduct pupil voice to gain their views also.  Update school website for PE with information documents, the importance of PE and ways to be active as a family. Regularly share information in newsletters related to this.  Look into gaining accreditation for school for achievements in PESSPA.  AfPE Quality Mark application  <https://www.afpe.org.uk/page/afPE_Quality_Mark>  Share information and get other staff members to help gather evidence which will then help to raise the profile of PE across the school.  Once achieved share information with parents, governors and on school website.  PE lead to conduct monitoring activities in PE;   * Lesson observations * Pupil voice * Staff questionnaires * Planning scrutiny * Data collection   To use this information to triangulate evidence and gain an understanding of the quality of teaching and learning in PE, what impact has been made and where the improvement focus needs to be in the future, |  | Throughout the year to gain evidence | £0 | School has achieved the afPE quality mark which is recognised by the department for education as having very good practice in PE within the school. The process has supported the school to identify existing strengths and areas to develop over the next few years. This has both quality assured practice and outcomes for pupils within school and resulted in a clear strategy for future improvement and impact. |
| **Improving health, fitness and independence**  To look at opportunities to develop pupils understanding of living a healthy life and increase their fitness levels.  **Key Indicator 1**  **Key Indicator 2**  **Key Indicator 3**  **Key Indicator 4** | Government  obesity strategy: (30mins active in school 30mins at home)  Pupil voice  Parental feedback  Staff questionnaire | Plan linked enrichment days to support learning   * Sports week (June)   Try new sports/ activities and ways to be physically active and discuss with pupils the many ways to meet health recommendations within Sports week. – booked  Enhance play ground markings and playground equipment to encourage children’s fitness and skill development. Pupils will then be trained by staff in how to use them effectively.  Improve independence during play times and lunchtime through training the KS2 children as mini medics. – booked and being rescheduled | **KA / PE consultant** | June 2025  Autumn 1 | 6 day package £2500  £4294.95 play ground markings – max spend  £2000 playtime toys - £1750 spent | Increased awareness of health recommendations and number of pupils meeting the 30mins within school and 30mins at home.  Pupils have a good knowledge of how to stay healthy and what contributes to a healthy active lifestyle. They are using this and applying to everyday situations and during playtime and lunchtime. |
| **Active travel**  To promote more active/healthy ways of travelling to school.  To improve pollution and air quality outside school.  **Key Indicator 2**  **Key Indicator 3** | -audit of active travel  WOW to walk | Engage with Walk to School Month in October through social media and promoting active travel. - Monitor active travel and create reward system for promoting active travel throughout the month.  <https://www.livingstreets.org.uk/get-involved/international-walk-to-school-month/>  Visit <https://www.livingstreets.org.uk/walk-to-school/primary-schools/> to see resources and support for promoting walk to school- funding for travel tracker  Engage with “Walk to School Week” in May using INTOwalkingstaffs resources and social media to promote active travel  Look into funding for bikeability level 1training in our area  <https://www.bikeability.org.uk/>  All yeat 4 to have opportunity to complete bikebility level one | **KA** | Autumn 1 | £0 | All children who participated in Bikeability passed Level 1 which has increased both their skills and safety awareness on the road. Children were also encouraged to increase the use of their bikes outside of school. As a result alongside the walk to school initiative 5 children chose to cycle, walk or drive and stride to school as their method of transport. |
| **To increase opportunities for pupils to compete and perform,**  Take pupils to competition and festival opportunities outside of school.  Go for school games marks award with SGO  Continue to offer a range of competitive opportunities for all pupils.  **Key Indicator 4:**  **Key Indicator 5** | - Audit of areas to develop from working through games mark criteria. | Talk to PE lead at middle school to look at how the PE curriculums feeds into each other and support pupils lifelong love of PE and the development of their skills.  Organise opportunities for pupils to attend festival/ competition/ performance at next school.  **Competition**  Liase with local School Games Organiser for support in participation in local competitions.  Look at reviewing school games mark and opportunities for the school to get involved in competitions to inspire the pupils.  <https://www.yourschoolgames.com/about/school-games-mark/>  Continue to build in opportunities for little competitions in PE lessons through my personal best challenges and end of unit game situations  Introduce MAT/ trust competitions and visits  to encourage engagement in competition and build in possible intra competitions | **KA** | Throughout the year | £2500 – find out how much | Audit as part of the school games mark has identified areas that can be improved and added to enhance the current offer for pupils with regards to competition and inclusion.  Pupils developing and applying key life skills through their participation in PE and sport including trust, respect, teamwork and communication.  Increased number of pupils participating in competitive opportunities and reporting increased enjoyment in these. School achieving school games mark award  **Evidence:** Lunchtime observations, Extracurricular registers, competition calendar and results. Staff feedback, pupils voice from school council.  **Sustainability**: 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. |
| **To make links with community clubs to signpost pupils on activities to be involved in outside school**  To increase links with community clubs and organisations.  **Key Indicator 4**  **Key Indicator 5** |  | Find out what other clubs pupils do outside of school and look at the potential of making links with these to signpost more pupils to these.  Enrichment days during Sport week to be made available to all students for ‘alternative’ sports to promote a wider range of physical activities..- booked  Look at opportunities for local clubs to come into school   * Wheelchair basket ball * ASM Coaching   Signpost parents to these clubs and invite sports clubs, secondary schools scouts or any other groups into school to give presentations and demonstrations to the children to inspire them |  |  | £0 | Pupils have had the chance to experience new activities that they can continue with outside of school through direct links with community clubs. Pupils enjoyed learning new skills and meeting new people as part of these opportunities and a number of pupils have reported going on to join these external clubs and attending regularly outside of school. |
| **Links to whole school development plan:** | | | | | | |
| **Ideas for 2025/ 26** | | | **Ideas for 2026/27** | | | |