

All Saints' CofE Primary School Physical Education (PE) and Physical Activity (PA) Action Plan

PE Coordinator's Name: Amun Quaynor

Date Updated: 28th March 2024

Agreed by Head Teacher - Angela Filsell

Signed: _____

Agreed by Governor - Nathalie Love

Signed: _____

Intent statement:

At All Saints' Church of England Primary School, our Physical Education (PE) curriculum is designed with a holistic approach, aiming to nurture the physical, social, and emotional well-being of our students. Our intent is not only to foster a love for physical activity but also to instil values that seamlessly integrate into everyday life, guided by the principles of our school's ethos. Our PE curriculum prioritizes the development of fundamental movement skills, coordination, and physical fitness. Through a diverse range of activities, we seek to enhance each child's physical capabilities, promoting a healthy and active lifestyle from an early age. We are committed to providing a PE curriculum that is inclusive and celebrates diversity. Students will engage in activities that cater to different abilities and interests, fostering an environment where every child feels valued and encouraged to participate. Beyond physical skills, our PE curriculum places a strong emphasis on character development, constantly trying to mould our students into the best people they can be. Teamwork, resilience, and leadership are woven into our lessons, empowering students with essential life skills that extend far beyond the sports field.

Aligned with the ethos of All Saints Church of England Primary School, our PE curriculum integrates Christian and moral values into its teachings. Love, Koinonia, Endurance and Compassion are integral components, creating an environment where students learn to appreciate the worth of every individual. Physical education at All Saints' extends beyond the classroom, encouraging students to engage with the local community through sports events, charity initiatives, and collaborative projects. We believe in fostering a sense of responsibility and connection to the wider world and we aim to contribute to the development of well-rounded individuals. Our curriculum not only focuses on physical skills but also on the mental and emotional aspects of each child, promoting a sense of self-awareness and positive mental health. PE at All Saints' Primary School is designed to go beyond the traditional boundaries of physical education. It is a key component in the holistic development of our students, imparting skills, values, and a genuine passion for a healthy, active, and socially responsible lifestyle.

All Saints' CofE will improve teacher's confidence and subject knowledge by:

- Auditing current confidence and skill level
- Further embedding the MSSP PE curriculum
- Providing CPD on identified areas
- Creating a subject knowledge resource file
- To implement the 30:30 programme to ensure pupils have the opportunity to be active away from their standard PE lessons throughout the day.
- Link Science learning to understand the importance of nutrition and body health
- Encourage 'Maths of the Day' Initiative to be taught in all classrooms and PE lessons, across the school.
- Teach resilience and growth mind set through Jigsaw lessons (PSHE).

Aims

1. PE Curriculum (PPESP Key Indicator: 1)

Provision of at least 2 hours (150 minutes of Physical Development for EYFS) of progressive, active and engaging curriculum PE per week (across 2 separate lessons on different days) for all children.

2. Physical Activity (PPESP Key Indicator: 1)

All children are enthused and able to be physically active for at least 60 minutes per day (minimum 30 mins within school time) with particular attention to those from disadvantaged backgrounds and those that are currently less active.

3. Whole School Ethos (PPESP Key Indicator: 2)

Raise the profile of and celebrate sport, PE, physical activity, play and wellbeing across the ethos of the whole school. Ensuring that all adults adopt a positive ethos to the delivery of sessions and the management of competitive activities. Encouraging children and enabling them to 'play their way' and enjoy taking part, to develop a lifelong love of being active.

4. Range of Activity (PPESP Key Indicator: 4)

Children have access to and enjoy a range of different sports, physical activities, leadership opportunities and unstructured play.

5. Competitions (PPESP Key Indicator: 5)

All children are able to represent their school, take part in and enjoy competitive sport at a level that best suits their experience, knowledge and ability in a safe, welcoming and positive environment that encourages a growth mindset and opportunities to learn and grow.

6. Swimming (PPESP Key Indicator: N/A)

All children are able to be safe in the water and develop as competent swimmers.

7. Workforce Development (PPESP Key Indicator: 3)

All staff and volunteers receive the training and support to enable and inspire them to deliver our aims effectively.

What we do well:

- Achieved Silver Sports Mark for 2022/23
- Placed Third in the Refspect Leadership board from the 2022/23 academic year.
- Development and implementation of PE curriculum and PE provision.
- Continued increased participation and improvement in borough competitions and events.
- Increased opportunities of after school clubs and lunchtime activities that promote physical activity, targeting PP children.
- The MSSP scheme of work for PE has been integrated into the classroom and PE lessons.
- Enabled a greater focus on children's range and ability of basic skills within PE through CPD for teaching staff.
- Work well alongside MSSP in delivering the PE curriculum in our school.

Key areas we will develop further:

- Additional training for teachers to increase confidence in teaching PE in the classroom.
- To implement a successful Year 5 Sports Leadership program available to all students at lunchtime.
- To incorporate dance successfully into the PE Curriculum.
- Further embed and teach resilience and growth mind-set through jigsaw lessons (PSHE).
- To further develop LTA's PE subject knowledge.
- To achieve Gold Sports Mark Award in the year 23/24

Action Plan 2023/24

Carried over funding from the Primary PE and Sport Premium (PPESP): £3,000.00

Allocated funding from the Primary PE and Sport Premium (PPESP): £25,170.00

This spending report must be available online at all times and should be updated regularly.

Schools must use the PPESP funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that we should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

1. PE Curriculum - Provision of at least 120 minutes of progressive, active and engaging curriculum PE per week (across 2 separate lessons on different days) for <u>all</u> children. (PPESP Key Indicator: 1)					
Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	REVIEW <ul style="list-style-type: none">• What was the outcome/impact for your pupils?• Next steps?• How will you sustain this?
All children have at least 120 minutes of PE across at least 2 separate lessons, on different days.	<ul style="list-style-type: none">- Use of Merton School Sports partnership PE curriculum to deliver high quality PE to all classes.- Implementation of Merton PE scheme and relevant training for all staff.	Evidence of increased level of physical skill and endurance and children's comprehension of major skill sets and necessary sporting attributes.	£14,000	£14,000	

An effective curriculum map and MSSP scheme of work is in place.	- Staff development focusing on delivering the PE scheme and practical application.	Children responding well to the curriculum with noticeable improvements in skills and development.	£110.70	£110.70	
PE lessons are observed as good or better and meet the National Curriculum expectations.	- Regular teacher observations during class PE lessons including enriched feedback and guidance in areas of need.	Evidence of high quality implemented PE lessons.	N/A	£600	
Effective measurement of pupils' progression is in place across school.	- Specialist PE Coach to share assessment information with teachers.	Regular formative and summative assessment results.	N/A	N/A	
Children are consulted with and enjoy their PE lessons.	- Feedback from children in regards to their current skills being learnt and next steps. - Pupil voice surveys	Noticeable improvement in participation and skill development.	N/A	N/A	

2. Physical Activity - All children are enthused and able to be physically active for at least 60 minutes per day (minimum 30 mins within school time) with particular attention to those from disadvantaged backgrounds and those that are currently less active. (PPESP Key Indicator: 1)

Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	REVIEW <ul style="list-style-type: none"> • What was the outcome/impact for your pupils? • Next steps? • How will you sustain this?
Less active children are identified and targeted. Barriers are removed to help them engage more in a healthy and active lifestyle (this can be	- Find out from staff who their less active children are.	A lower number of less active children upon review. Staff to identify if they have seen	£400	N/A	

through after school and lunchtime clubs)	<ul style="list-style-type: none"> - Establish a lunchtime club using year 6 leaders to lead physical activity. - Observation on Year 6 classes during leadership training - A percentage of after school clubs that are offered are active based. - Offer places to less active children for the active afterschool clubs. 	an improvement in their less active children.			
Clubs and activities are enjoyable and available for <u>all</u> children to access including children with SEND.	<ul style="list-style-type: none"> - Ensure there are a variety of clubs and activities for all children to participate in. - PE Coach to run 2 active clubs each week across the school - Visit clubs across the school regularly and gain information from pupil voice feedback. 	<p>Monitor the interest of parents and children at the beginning of each half term.</p> <p>Pupil voice surveys</p>	N/A	N/A	
Clubs are varied, of a good quality and meet the gold standard in the MSSM.	See above.	See above.	N/A	N/A	
Children are given regular opportunities across each school day to be active in 'brain break' activities E.g. Maths of the Day, just dance, cosmic yoga and outside brain breaks.	<ul style="list-style-type: none"> - Educate staff on classroom ideas for lesson breaks and how to adapt activities to include these physical lesson breaks. 	Children more engaged in classroom experiences.	N/A	N/A	

	<p>- Promote active activities during the day's lessons.</p> <p>- Educate staff on the benefits of active brain breaks in the classroom.</p>				
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3. Whole School Ethos - Raise the profile of and celebrate sport, PE, physical activity, play and wellbeing across the ethos of the whole school. Highlighting the importance of respecting others, positive attitudes and fair play. Utilise physical activity to contribute to the positive mental health and well-being of children. (PPESP Key Indicator: 2)

Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	REVIEW <ul style="list-style-type: none"> What was the outcome/impact for your pupils? Next steps? How will you sustain this?
Health and wellbeing is promoted across the school and the 'Healthy Schools London' accreditation is obtained.	<p>- Healthy living and Healthy eating information is shared to parents and taught through PE & Science lessons in the curriculum.</p> <p>- Schedule planning time with the Science leadership team.</p>	'Healthy School London' Accreditation achieved.	N/A	N/A	
There are cross curricular links in place and utilised with PE and other subjects and active classrooms are encouraged.	<p>- Plan and implement cross curricular.</p> <p>- Schedule planning time with the Science leadership team.</p>	See a cross curricular link in children's work books.	N/A	N/A	

	- Schedule planning time with PSHCE leadership team.				
Staff are encouraged to consider themselves as active, healthy and sporty role models. Staff demonstrate a positive attitude towards PE and Sport at all times.	- Educate staff involved in the delivery of PE lessons and to encourage staff to wear appropriate clothing when conducting PE lessons.	Evidence of staff participating in PE lessons/lunchtime/after school clubs with children.	£200	£200	
Fair play, sportsmanship and respect are promoted and expected across the school with the Refspect campaign/awards being utilised during PE lessons and intra house competitions.	- All children read, sign and adhere to the Refspect campaign. - Staff training on the Refspect campaign - Refspect Certificates allocated weekly during collective worship to students that display correct values.	Hearing the language of respect being used around the school and seeing fair play take place in both student and adult led activities.	N/A	N/A	
Sporting achievement, effort and progress is regularly celebrated across the school.	- Hold a whole school assembly to promote the Refspect campaign. - Sporting achievements acknowledge and rewarded at whole school assemblies. - Awards for sporting achievement and effort.	Monitor amount of sporting certificates being awarded during collective worships. Tournament certificates handed out at the collective worship following the competition.	N/A	N/A	
Children are taught resilience through sport, PE and PSHE and links to emotional and mental health and wellbeing including	- Plan and implement growth mind set lessons throughout PE and PSHCE lessons.	Collect lesson plans from staff teaching resilience and growth mind set (PSHE). Also	N/A	N/A	

<p>coping with stress and performance are considered in the curriculum and promoted throughout the school day.</p>	<p>- Schedule planning time with the PSHCE leadership team.</p>	<p>set up role playing scenarios for the children to practise these skills.</p>			
<p>The school website (including the school twitter and Instagram accounts) displays and promotes the sporting ethos of the school and opportunities available to all children effectively.</p>	<p>- Maintain website and twitter account with up to date sporting information and share reports and competition information on the website and other forms of social media.</p>	<p>Improved impact of positive PE experiences on the website through photo galleries.</p>	N/A	N/A	
<p>School staff and governors are fully aware of and ensure the implementation of the plans and policies for PE and PA.</p>	<p>- Share Action Plan with Governors and then the rest of the teaching staff.</p>	<p>Put the Action Plan forward to Governors and staff through meetings and staff development afternoons.</p>	N/A	N/A	

<p>4. Range of Activity - Children have access to and enjoy a range of different sports, physical activities, leadership opportunities and unstructured play. (PPESP Key Indicator: 4)</p>					
Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	REVIEW <ul style="list-style-type: none"> • What was the outcome/impact for your pupils? • Next steps? • How will you sustain this?
<p>Clubs are varied, of a good quality and meet the gold standard in the MSSM.</p>	<p>- Ensure there are a variety of clubs and activities for all children to participate in.</p>	<p>Monitor the interest of parents and children throughout each half term.</p>	N/A	N/A	

<p>A leadership programme is in place for <u>all</u> Year 6s (initial training session delivered by specialist PE coach then children partake in a 6-unit programme).</p>	<p>- Create rewards for outstanding leaders and rewards for children actively participating.</p>	<p>Sporting achievements assembly planned for end of summer term.</p>	<p>£50</p>	<p>£50</p>	
<p>Sports leaders promote healthy and active lifestyles and fair play and are able to volunteer during lunch time targeting less active children.</p>	<p>- All sports leaders adhere to the Refspect code of conduct and consistently run regular lunch time clubs.</p>	<p>Increase in student involvement during clubs, displaying sportsmanship behaviour.</p>	<p>N/A</p>	<p>N/A</p>	
<p>Gifted and talented pupils in PE and sport (including those with SEND) are recognised by teachers. Support is provided to signpost them to find progression pathways both within and out of school.</p>	<p>- Enter Inclusive competitions and ensure clubs and all PE lessons are suitable for all children.</p> <p>- Liaise with external clubs/squads to ensure suitable children are able to progress in their sporting area.</p>	<p>High attendance at tournaments and clubs.</p>	<p>N/A</p>	<p>N/A</p>	
<p>Playgrounds and other facilities provide a stimulating and practical space for children to be active through unstructured play and take part in PE and sport with suitable equipment to ensure a good range of activities.</p>	<p>- Increase in student physical activity during lunchtimes, break times and PE lessons.</p>	<p>Student survey of physical activity during school hours.</p>	<p>N/A</p>	<p>£200</p>	

5. Competitions - Children are able to take part in and enjoy competitive sport. (PPESP Key Indicator: 5)

Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	REVIEW <ul style="list-style-type: none"> • What was the outcome/impact for your pupils? • Next steps? • How will you sustain this?
School games day (sports day) delivered which engages <u>all</u> children in the school.	- Plan an annual sports day during the summer term which involves stage specific activities.	Increased participation from children across all years.	£300	£200	success.
Intra comp programme in place for <u>all</u> children to meet the MSSM gold standard.	- PE Coordinator to create competitions calendar and ensure try out opportunities and information are available to all. - Training sessions run in the lead up to competitions to ensure skills are up to standard.	Significant increase in amount of children participating in try outs and registering interest in sporting competitions.	N/A	N/A	
Entry to inter school competitions and festivals takes place to meet the MSSM gold standard.	- Time allocated to the PE Coordinator to book a range of tournament spots; conduct after school training sessions for children involved and to attend tournaments.	Monitor participation levels for each inter school competition and festival - Compare to last year.	N/A	£4160	
All children including those with SEND are able to represent their school and compete at inter competitions and festivals.	- Enter Inclusive competitions and ensure clubs and all PE lessons are suitable for all children.	High attendance at tournaments and clubs.	N/A	N/A	

Pupils, teachers and accompanying parents understand the rules, etiquette and formats for each sport. Children are given opportunities to practice before the competition.	- All parties involved sign the Refspect agreement and increase the number of training opportunities before competitions.	Significant improvement in achievements at borough competitions.	N/A	N/A	
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6. Swimming - All children are able to be safe in the water and develop as competent swimmers. (PPESP Key Indicator: N/A)					
Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	REVIEW <ul style="list-style-type: none"> • What was the outcome/impact for your pupils? • Next steps? • How will you sustain this?
A swimming plan is in place to track and improve swimming ability.	- Swimming instructors provide teachers with assessment information	Increase in ability percentages in comparison to previous years.	£200	N/A	
All children will receive 30 lessons during KS2. 72% can swim 25m at the end of the swim programme. 70% can use a range of strokes effectively at the end of the swim programme. 60% can perform safe self-rescue in different water based situations at the end of the swim programme.	- Children in year 4 partake in 10 days of comprehensive swimming lessons for 60 minutes a day (37 students).	Gather evidence off the assessment sheets from GLL.	£6300	£6300	

Provide a Top Up swimming programme to ensure less confident and less able swimmers are able to progress to meet the NC expectations at the end of the school's standard curriculum swimming programme.	<ul style="list-style-type: none"> - Provide opportunity for children to partake in Top Up swimming lessons. - 18 Year 6 students to participate in 5 days of comprehensive swimming lessons for 60 minutes a day. 	Increase in ability percentages in comparison to previous years.	£750	N/A	
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7. Workforce Development - All staff and volunteers receive training and support to enable and inspire them to deliver our aims effectively. (PPESP Key Indicator: 3)					
Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	REVIEW <ul style="list-style-type: none"> What was the outcome/impact for your pupils? Next steps? How will you sustain this?
The PE Coordinator is leading 'good' PE effectively and confidently across the whole school.	<ul style="list-style-type: none"> - Conduct demonstration lessons; regular PE lesson observations and ongoing support and guidance to all staff and students. 	Increase in participation and sporting achievements across the school.	N/A	N/A	
Teachers' training and development needs have been audited and met to a gold standard in the MSSM. PE lessons are observed regularly to ensure high quality PE is embedded across the school.	<ul style="list-style-type: none"> - PE Coordinator to conduct regular lesson observations. - Specialist PE coach to run teacher PD sessions to increase confidence in teaching PE. - MSSP to offer ECT training to increase confidence in teaching PE 	All children engaged in PE lessons and teachers are more confident in adapting to suit class needs.	£400	£600	

<p>Inclusive sport forms part of PE planning and delivery. Pupils' needs are known and teachers feel confident to deliver inclusive PE lessons and clubs, making any adaptations as required.</p>	<p>- Teacher feedback from lesson observations focusing on adapting activities to suit needs and abilities.</p>	<p>All children engaged in PE lessons and teachers more confident in adapting to suit class needs.</p>	<p>N/A</p>	<p>N/A</p>	
<p>Staff, volunteers and governors are provided the training they need to support our schools aims around PE, PA and sport.</p>	<p>- Share Action plan and PE/PA Policy to all parties</p>	<p>Increased level of involvement from volunteers and Governing bodies during tournaments/sports days etc.</p>	<p>N/A</p>	<p>£200</p>	
<p>Staff understand how physical activity can contribute to the positive mental health of students.</p>	<p>- Staff meeting on the benefits of regular PA and PE for children (Link with PSHE curriculum).</p>	<p>Implementing and modelling healthy and active lifestyles.</p>	<p>N/A</p>	<p>N/A</p>	