

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

---

PE Coordinator's Name: Emily Southward

Date Updated: 25<sup>th</sup> November 2022 Reviewed July 2023

Agreed by Head Teacher - Angela Filsell

Signed: \_\_\_\_\_

Agreed by Governor -

Signed: \_\_\_\_\_

---

## Intent statement:

At All Saints' Church of England School, we are committed to creating an environment that aims to inspire an active generation to enjoy PE, show compassion in PE, to encourage each other and to achieve their best. We provide a safe and supportive environment for all children to flourish in an increasing range of different physical activities, which is essential in supporting their physical, emotional, spiritual and social development and well-being.

At All Saints' we deliver an active, varied and stimulating physical education program to ensure that all children progress physically through an inspiring and fully inclusive PE curriculum. All children, no matter their advantages or disadvantages, have the opportunity to enjoy being physically active and maintain a healthy lifestyle. We aim for children to adopt a positive outlook and believe the Christian Values of Koinonia, Compassion, Endurance and Resilience are the some of the keys to success within PE lessons, activities and inter-school tournaments.

The aim of our Physical Education curriculum is to promote physical activity inside and outside of the classroom; healthy lifestyles at school and at home; and to reduce the percentage of children becoming overweight and inactive. Children are taught to observe and produce the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators.

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, 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 100 minutes (50 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. 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.
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)  
Children are able to take part in and enjoy competitive sport.
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 Gold Sports Mark for the 5<sup>th</sup> time 2021/22.
- 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.
- Increased students participation in tournaments in KS2.
- Sports Day participation has increased dramatically.
- Inclusion of all students in PE lessons and extracurricular activities.

**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 ensure implementation of EYFS PE curriculum.

## Action Plan 2022/23

Carried over funding from the Primary PE and Sport Premium (PPESP): **£3000**

Allocated funding from the Primary PE and Sport Premium (PPESP): **£21,429**

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 100 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"> <li>• What was the outcome/impact for your pupils?</li> <li>• Next steps?</li> <li>• How will you sustain this?</li> </ul>
All children have at least 100 minutes of PE across at least 2 separate lessons, on different days.	<ul style="list-style-type: none"> <li>- Use of Merton School Sports partnership PE curriculum to deliver high quality PE to all classes.</li> <li>- Implementation of Merton PE scheme and relevant training for all staff.</li> </ul>	Evidence of increased level of physical skill and endurance and children's comprehension of major skill sets and necessary sporting attributes.	£12,632.10	£12,632.10	All children in EYS, KS1 and KS2 participated in over 100 minutes of PE across the week. These sessions were both coach and teacher led. This resulted in an increase in students' skills and endurance levels, which helped All Saints' to enter a higher number of tournaments.
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	£110.70	£110.70	Children enjoyed and participated in a variety of sports and there was a noticeable improvement in skills in KS2 compared to when in the younger years.

		improvements in skills and development.			
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.			Pe-coordinator observed and monitored PE lessons. The lessons were in line with the NC and met standards.
Effective measurement of pupils' progression is in place across school.	- Request specialist coach from MSSP to share assessment information with teachers.	Regular formative and summative assessment results.	£2140/ year MSSP affiliation	£2140	<p>Scheme of work provided by MSSP tailored to our schools' needs is used as a formative assessment tool.</p> <p>PE is reported on students end of year reports, teachers are guided with progression through assessments at the end of each unit.</p>
Children are consulted with and enjoy their PE lessons.	<p>- Feedback from children in regards to their current skills being learnt and next steps.</p> <p>- Pupil voice surveys</p>	Noticeable improvement in participation and skill development.			<p>Pupil voices showed that children across all year levels are enjoying participating and are engaged in PE lessons.</p> <p>There has been a significant increase in children in KS2 wanting to try out and represent All Saints' at inter-school tournaments, which shows PE has a big profile across the school/students.</p>

**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"> <li>What was the outcome/impact for your pupils?</li> <li>Next steps?</li> <li>How will you sustain this?</li> </ul>
<p>Less active children are identified and targeted.</p> <p>Barriers are removed to help them engage more in a healthy and active lifestyle (this can be through after school and lunchtime clubs).</p>	<ul style="list-style-type: none"> <li>- Find out from staff who their less active children are.</li> <li>- Establish a lunchtime club using year 5 leaders to lead physical activity.</li> <li>- Observation on Year 5 classes during leadership training.</li> <li>- A percentage of after school clubs that are offered are active based.</li> <li>- Offer places to less active children for the active afterschool clubs.</li> </ul>	<p>A lower number of less active children upon review.</p> <p>Staff to identify if they they have seen an improvement in their less active children.</p>			<p>The number of targeted children has decreased since the initial years after covid. Which means the number of fewer active children is continuing to decrease.</p> <p>Year 5 children run lunchtime clubs which encourages the other children to be more active during lunchtimes.</p> <p>Physically active after school clubs are offered. PP, SEND and targeted children are prioritised to help keep them active.</p>
<p>Clubs and activities are enjoyable and available for <u>all</u> children to access including children with SEND.</p>	<ul style="list-style-type: none"> <li>- Ensure there are a variety of clubs and activities for all children to participate in.</li> <li>- Visit clubs across the school regularly and gain information from pupil voice feedback.</li> </ul>	<p>Monitor the interest of parents and children at the beginning of each half term.</p> <p>Pupil voice surveys</p>			<p>All children have access to the afterschool clubs. Physically active after school clubs are offered. PP, SEND and targeted children are prioritised to help keep them active.</p>
<p>Clubs are varied, of a good quality and meet the gold standard in the MSSM.</p>	<p>See above.</p>	<p>See above.</p>			<p>See above</p>

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"> <li>- Continue to implement Active 30:30 initiative and physical literacy and numeracy.</li> <li>- PE lead to research and attend training on physical literacy and numeracy.</li> <li>- Educate staff on the benefits of active brain breaks in the classroom.</li> </ul>	<p>Children more engaged in classroom experiences.</p> <p>An increase in physical activity in classrooms.</p>			We have a whole school approach of using active brain breaks in the classroom. Teachers have been updated and given resources for best practice for active brain breaks.
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**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	<b>REVIEW</b> <ul style="list-style-type: none"> <li>• What was the outcome/impact for your pupils?</li> <li>• Next steps?</li> <li>• How will you sustain this?</li> </ul>
Health and wellbeing is promoted across the school and the 'Healthy Schools London' accreditation is obtained.	<ul style="list-style-type: none"> <li>- Healthy living and Healthy eating information is shared to parents and taught through PE &amp; Science lessons in the curriculum.</li> <li>- Schedule planning time with the Science and PSHE leadership team.</li> </ul>	'Healthy School London' Accreditation achieved.			Deferred
Staff are encouraged to consider themselves as active, healthy and sporty role models.	- Educate staff involved in the delivery of clubs and to encourage staff to wear	Evidence of staff participating in PE lessons/lunchtime/after			Staff are educated on being physically active and being role models to the students in PE lessons. LTA's are

Staff demonstrate a positive attitude towards PE and Sport at all times.	appropriate clothing when conducting PE lessons.  -Encourage staff to be active with their class.	school clubs with children.			encouraged to be involved in lessons with the children to model physical activity. Healthy lunches and school dinners are promoted by staff.
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	Hearing the language of respect being used around the school and seeing fair play take place in both student and adult led activities.			All children and staff are aware of the Refsepect campaign and ensure it is present in all lessons.
Sporting achievement, effort and progress is regularly celebrated across the school.	- Sporting achievements acknowledge and rewarded at whole school assemblies.	Monitor amount of sporting certificates being awarded during assemblies.  Tournament certificates handed out at the next assembly following the competition.			Sporting achievements and certificates are given out each Friday during our 'Good Work' Collective Worship.
Children are taught resilience through sport, PE and PSHE and links to emotional and mental health and wellbeing including coping with stress and performance are considered in the curriculum and promoted throughout the school day.	- Plan and implement growth mind set lessons throughout PE and PSHE lessons.	Collect lesson plans from staff teaching resilience and growth mind set (PSHE). Also set up role playing scenarios for the children to practise these skills.			See above



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.	- 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.	Improved impact of positive PE experiences on the website through photo galleries.			PE section of the website is updated regularly.
School staff and governors are fully aware of and ensure the implementation of the plans and policies for PE and PA.	- Share Action Plan with Governors and then the rest of the teaching staff.	Put the Action Plan forward to Governors and staff through meetings and staff development afternoons.			Action plan shared and implemented by PE coordinator, staff and governors.

**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)

Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	<b>REVIEW</b> <ul style="list-style-type: none"> <li>What was the outcome/impact for your pupils?</li> <li>Next steps?</li> <li>How will you sustain this?</li> </ul>
Clubs are varied, of a good quality and meet the gold standard in the MSSM.	- Ensure there are a variety of clubs and activities for all children to participate in.	Monitor the interest of parents and children at the beginning of each half term.			Clubs are offered are varied between staff undertaking and outside providers. Clubs during the warmer months are outdoor sporting clubs.
A leadership programme is in place for <u>all</u> Year 5s (initial training session delivered by	- Create rewards for outstanding leaders and	Sporting achievements assembly planned for end of summer term.	£50	£50	Sports leaders are utilised and are good role models for the children in the school.

MSSP then children partake in a 6 unit programme).	rewards for children actively participating.				
Sports leaders promote healthy and active lifestyles and fair play and are able to volunteer during lunch time / breakfast clubs targeting less active children.	- All sports leaders adhere to the Refspect code of conduct and consistently run regular lunch time clubs.	Increase in student involvement during clubs, displaying sportsmanship behaviour.			See above
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.	- Enter Inclusive competitions and ensure clubs and all PE lessons are suitable for all children.  - Liaise with external clubs/squads to ensure suitable children are able to progress in their sporting area.	High attendance at tournaments and clubs.			
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.	- Increase in student physical activity during lunchtimes, break times and PE lessons.	Student survey of physical activity during school hours.  Updates playtime equipment for play and lunch times.	£200	£200	Playground equipment is updated when it needs to be. Pupil voice is taken for the children to choose and have a say in what equipment is provided. Equipment is rotated based on the sports being done in PE lessons, so children can utilise their skills being taught.

**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	<b>REVIEW</b> <ul style="list-style-type: none"> <li>What was the outcome/impact for your pupils?</li> <li>Next steps?</li> <li>How will you sustain this?</li> </ul>
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	Sports days for all children are delivered yearly with great 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.			All children have the opportunities to represent the school at different events. Training afternoons are run to help children with their skills and confidence before the day of the tournament.
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.	£2140/ year MSSP affiliation	£2160	See above
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.			See above
Pupils, teachers and accompanying parents understand the rules, etiquette	- All parties involved sign the Refspect agreement and increase the number of	Significant improvement in			See above

and formats for each sport. Children are given opportunities to practice before the competition.	training opportunities before competitions.	achievements at borough competitions.			
--------------------------------------------------------------------------------------------------	---------------------------------------------	---------------------------------------	--	--	--

**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"> <li>What was the outcome/impact for your pupils?</li> <li>Next steps?</li> <li>How will you sustain this?</li> </ul>
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.			
<p>All Year 4 children will receive 20 swimming lessons during KS2.</p> <p><b>72%</b> can swim 25m at the end of the swim programme.</p> <p><b>70%</b> can use a range of strokes effectively at the end of the swim programme.</p> <p><b>60%</b> can perform safe self-rescue in different water based situations at the end of the swim programme.</p>	- Children in year 4 partake in 10 days of comprehensive swimming lessons for 60 minutes a day.	Gather evidence off the assessment sheets from GLL.	<b>£1500 per 10 days</b>	<b>£3000</b>	<p>22% can swim 25m at the end of the swim programme.</p> <p>22% can use a range of strokes effectively at the end of the swim programme.</p> <p>22% can perform safe self-rescue in different water based situations at the end of the swim programme.</p> <p>35 children will receive top up swimming lessons in 2023/2024 school year.</p>

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.	- Provide opportunity for year 5 children to partake in Top Up swimming lessons.	Increase in ability percentages in comparison to previous years.	£750 per 5 days	£1500	<p>25% can swim 25m at the end of the swim programme.</p> <p>60% can use a range of strokes effectively at the end of the swim programme.</p> <p>75% can perform safe self-rescue in different water based situations at the end of the swim programme.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------	------------------------------------------------------------------	-----------------	-------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**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	<b>REVIEW</b> <ul style="list-style-type: none"> <li>What was the outcome/impact for your pupils?</li> <li>Next steps?</li> <li>How will you sustain this?</li> </ul>
The PE Coordinator is leading 'good' PE effectively and confidently across the whole school.	- 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.	£600	£600	
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.	<p>- PE Coordinator to conduct regular lesson observations.</p> <p>- MSSP to run teacher PD sessions to increase confidence in teaching PE.</p>	All children engaged in PE lessons and teachers are more confident in adapting to suit class needs.	£600	£600	

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.	- Teacher feedback from lesson observations focusing on adapting activities to suit needs and abilities.	All children engaged in PE lessons and teachers more confident in adapting to suit class needs.			
Staff, volunteers and governors are provided the training they need to support our schools aims around PE, PA and sport.	- Share Action plan and PE/PA Policy to all parties	Increased level of involvement from volunteers and Governing bodies during tournaments/sports days etc.			
Staff understand how physical activity can contribute to the positive mental health of students.	- Staff meeting on the benefits of regular PA and PE for children (Link with PSHE curriculum).	Implementing and modelling healthy and active lifestyles.			