

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

PE Coordinator's Name: Rene Ghassibe

Date Updated: 29th November, 2019

Agreed by Senior Management – Angela Filsell

Signed: _____

Agreed by Governor – Allison Scandrett

Signed: _____

Vision

At All Saints Church of England School we are committed to ensuring that all of our pupils are given the opportunity to achieve their best and be ready for each stage of their education, regardless of advantage or disadvantage. We encourage every child to engage in physical activity; to inspire and promote healthy lifestyles and fitness and to reduce the percentage of pupils who are overweight. We will endeavour to apply and maintain the Gold Sports Mark by following the set criteria. 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 from Year 4 and onwards 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 award
- Development and implementation of PE curriculum and PE provision
- Increased participation and improvement in borough competitions
- Achieved the Refspect award from 6 borough competitions in the 2018/19 academic year
- Increased opportunities at after school clubs and lunchtime activities
- New and improved outdoor spaces/equipment to enhance sporting opportunities

Key areas we will develop further:

- Increase opportunities for children to be active within school time (30:30, Maths of the Day activities etc.)
- Additional training for teachers to increase confidence in teaching gymnastics
- Achieve Healthy Schools London accreditation

Action Plan 2019/20

Allocated funding from the Primary PE and Sport Premium (PPESP: £18,360)

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"> • What was the outcome/impact for your pupils? • Next steps? • How will you sustain this?
All children have at least 100 minutes of PE across at least 2 separate lessons, on different days.	- Use of Merton PE 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.	£14,440	N/A	
An effective curriculum map and 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.	£200	N/A	

PE lessons are observed as good or better and meet the 2014 NC 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.	- Request specialist coach from MSSP to share assessment information with teachers.	Regular formative and summative assessment results.	N/A	£600	
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 may be via C4L clubs or similar).	- Find out from staff who their less active children are. Establish a lunch time club using year 5 leaders to lead physical activity. - Observation on Year 5 classes during leadership training	A lower number of less active children upon review.	£400	N/A	.
Physical Activity is mapped and ensures all children are able to	-PE Coordinator to collect termly timetables from staff	Evidence from timetables.	N/A	N/A	

meet the 30 minutes in school minimum guidance.	and to ensure lunch time clubs is accessible to all. - Consistent review of the 30:30 initiative.				
Clubs and activities are enjoyable and available for <u>all</u> children to access including children with SEND.	- Ensure there are a variety of clubs and activities for all children to participate in. - Visit clubs across the school regularly and gain information from pupil voice feedback.	Monitor the interest of parents and children at the beginning of each half term.	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	
There are regular opportunities in the school day for children to be active such as brain breaks, Maths of the Day/active classrooms, wake up shake up.	- 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	

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?
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Health and wellbeing is promoted across the school and the 'Healthy Schools London' accreditation is obtained.	<ul style="list-style-type: none"> - Healthy living and Healthy eating information is shared to parents and taught through PE & Science lessons in the curriculum. - Schedule planning time with the Science leadership team. 	'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.	<ul style="list-style-type: none"> - Plan and implement cross curricular. - Schedule planning time with the Science leadership team. projects. 	See a cross curricular link in children's work books.	N/A	N/A	
Staff are encouraged to consider themselves as active, healthy and sporty role models. For example taking part in staff circuit training in view of parents and pupils and demonstrating a positive attitude towards PE and Sport at all times.	<ul style="list-style-type: none"> - Educate staff involved in the delivery of clubs 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	N/A	
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.	<ul style="list-style-type: none"> - 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.	N/A	N/A	
Sporting achievement, effort and progress is regularly celebrated across the school.	<ul style="list-style-type: none"> - Hold a whole school assembly to promote the Refspect campaign. 	Monitor amount of sporting certificates being awarded during assemblies.	N/A	N/A	

	- Head teachers award for sporting achievement and effort.				
Children are taught resilience through sport, PE and PA 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 PSHCE lessons. - Schedule planning time with the PSHCE leadership team.	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.	N/A	N/A	
The school website (including the school twitter account) 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.	N/A	N/A	
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 by December 2019.	Put the Action Plan forward to Governors and staff through meetings and staff development afternoons.	N/A	N/A	

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	REVIEW <ul style="list-style-type: none"> • What was the outcome/impact for your pupils? • Next steps? • How will you sustain this?
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.	N/A	N/A	
External coaches are deployed to increase the range of clubs available for children and to provide further links to community clubs.	- Book MSSP coaches for after school clubs for the school year.	Monitor the interest of children attending and ensure the club provides a range of activities for the children to partake in.	N/A	N/A	
A leadership programme is in place for <u>all</u> Year 5s (initial training session delivered by MSSP then children partake in a 6 unit programme).	- Create rewards for outstanding leaders and rewards for children actively participating.	Sporting achievements assembly planned for end of summer term.	N/A	£50	
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.	N/A	N/A	
Keen sports leaders (Yr 5/6) are selected to be part of the MSSP (or similar) leadership academy where they can access additional opportunities to learn, lead and volunteer in sport and physical activity (with parental consent).	- Outstanding sports leaders to be rewarded by participating in a sports leader day.	Monitor the participation levels and leadership skills from the lunchtime clubs etc.	N/A	N/A	

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.	High attendance at tournaments and clubs.	N/A	N/A	
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.	N/A	N/A	

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.	N/A	£200	
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.	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	

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
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 2018.	£200	N/A	<ul style="list-style-type: none"> • What was the outcome/impact for your pupils? • Next steps? • How will you sustain this?
All children will receive 30 lessons during KS2.	- Children in year 4 partake in weekly swimming sessions	Gather evidence off the assessment sheets from GLL.	N/A	N/A	

<p>72% can swim 25m at the end of the swim programme.</p> <p>70% can use a range of strokes effectively at the end of the swim programme.</p> <p>60% can perform safe self-rescue in different water based situations at the end of the swim programme.</p>					<p>69% of children swam 25m when completed the programme at the end of the academic year 2019.</p> <p>67% of children can use a range of strokes effectively when completed the programme at the end of the academic year 2019.</p> <p>53% of children can perform safe self-rescue when completed the programme at the end of the academic year 2019.</p>
<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.</p>	<p>- Provide opportunity for children to partake in Top Up swimming lessons.</p>	<p>Increase in ability percentages in comparison to 2018/19.</p>	<p>N/A</p>	<p>N/A</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	REVIEW <ul style="list-style-type: none"> What was the outcome/impact for your pupils? Next steps? How will you sustain this?
<p>The PE Coordinator is leading 'good' PE effectively and confidently across the whole school.</p>	<p>- Conduct demonstration lessons; regular PE lesson observations and ongoing support and guidance to all staff and students.</p>	<p>Increase in participation and sporting achievements across the school.</p>	<p>N/A</p>	<p>£600</p>	

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.	- PE Coordinator to conduct regular lesson observations	All children engaged in PE lessons and teachers are more confident in adapting to suit class needs.	N/A	£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.	N/A	N/A	
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.	N/A	£200	
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.	N/A	N/A	