



# Primary Physical Education and Sport Funding Action Plan 2023/ 24

## Castle Primary School



**Amount of Grant Received**– Year 2023-2024 £16,000 + £10 per pupil = £16,780.

**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 and How	Time Scale	Funding Breakdown	Success criteria & evidence record
<p><b>PE Curriculum &amp; improving the quality of teaching and learning.</b></p> <p>To embed staff confidence in the delivery of high-quality lessons with a clear skill-based focus</p> <p>Increase competitive opportunities available to pupils.</p> <p>Improve staff subject specific knowledge in</p>	<p>Staff feedback from questionnaires</p> <p>Learning walks</p> <p>Conversations with Staff.</p> <p>Pupil voice</p> <p>Government guidelines around covid-19</p> <p>School development plan</p>	<p><b>PE Curriculum</b></p> <p>PE schemes downloaded and now needs to be reviewed and embedded to check it is supporting teacher delivery and pupil enjoyment and progress in lessons.</p> <p>PE lead to monitor effectiveness of PE teaching and support teachers through staff meetings and team teaching so that staff are clear on what a high-quality PE lesson looks like and feel confident to use planning flexibly – inputting their own ideas when appropriate.</p> <p>Complete staff questionnaire to assess whether staff are happy and confident in delivery of different areas</p> <p>CPD for the year mapped to support this:</p> <p><b>PE lead:</b> 1-1 sessions: 24.11.23 PE conference: 12<sup>th</sup> June</p> <p><b>Other staff:</b></p>	<p><b>MA through subject monitoring and conversations with staff</b></p> <p><b>MA and all staff who teach the subject. Take time to team teach and observe</b></p> <p><b>MA to give questionnaire to staff</b></p> <p><b>JM &amp; MA to discuss if funding can be used for the CPD.</b></p>	<p>Autumn 2</p> <p>Summer 2</p> <p>Spring 2</p>	<p>£1500 to release MA</p> <p>PE equipment - £1000</p> <p>£1200 ASM Sports afterschool club</p> <p>£1170 Active Maths and English subscription</p> <p>£400 – consultant cost</p>	<p>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.</p> <p>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.</p> <p>School, 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.</p> <p>Pupils enjoy swimming activities, understand water safety, feel confident in the water and</p>

<p>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>Early years off to the best start course – 31<sup>st</sup> January  Games and athletics – Alec (or 2-day dance?)</p> <p><b>Swimming</b>  To review current swimming provision and speak to swimming provider about making a link with a specific instructor who knows the children and can better monitor progress.</p> <p>Focus on teaching 3<sup>rd</sup> element of national curriculum requirements around pupils being able to self- safe rescue to ensure ALL pupils know how to do this.</p> <ul style="list-style-type: none"> <li>- Chat to the swimming provider about improvements that can be made to make this a priority.</li> <li>- Look at ways of teaching pupils water safety information</li> </ul>	<p><b>MA and Biddulph Leisure Centre instructor.</b></p>	<p>Spring 2</p>		<p>are making good progress with their skills.</p> <p><b>Evidence:</b> Lesson observations, planning documents, Learning walks, Staff feedback. Pupil 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 pupil's emotional health and well-being.</p> <p>Build upon and support pupils to develop key life skills</p> <p>Engage with parents on activities that can be continued at home for health and wellbeing.</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>New government obesity strategy: (30mins active in school 30mins at</p>	<p><b>Improving pupil's health and fitness</b>  School to buy into Amavon scheme which will help to track pupil's strength, speed, co-ordination, flexibility and agility</p> <p>Based on results from the testing to use this then to target activities pupils need to improve on and work with teachers to include elements of these within PE lesson or set up activities for the children to practice at lunchtimes.</p> <p>To use this tool and resources to then speak to pupils and encourage them to improve the areas they need.</p> <p>To liaise with parents on results of the scheme so that they can practice and support pupils on aspects they need.</p> <p>Look at national weeks and themed days to take part in to help raise the profile of this area.</p>	<p><b>MA to complete the assessment and share with parents</b></p> <p><b>MA &amp; staff who teach PE made aware of LA children.</b></p> <p><b>MA and children</b></p> <p>MA and parents</p> <p>MA and all staff</p>	<p>Spring 1</p> <p>Spring 1</p> <p>Spring 2</p> <p>Spring 1</p> <p>Ongoing</p>	<p>£850 for food for cooking lessons</p> <p>£510 Amaven subscription</p> <p>£2000 SWANNS counselling</p> <p>£300 Next Steps training</p> <p>Play Therapy £1000</p> <p>Residential £500</p> <p>Forest school equipment - £100</p>	<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 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</p>

Key Indicator 1  
Key Indicator 4  
Key Indicator 5

home)  
Lunchtime  
audit and  
observations

**Emotional Health and Wellbeing**  
Continue to look at the many opportunities to promote both pupils and staff physical and emotional health and well-being in school through:  
- Daily physical activity opportunities (active learning throughout curriculum and outdoors, quality playtimes)  
- Activities at informal times such as lunch and breaktimes. Pupil voice survey to find interests.  
- Share ideas and resources around this throughout school

Next Steps training – two members of staff trained to deliver targeted sessions for students who need support with their mental well-being.

Play therapy and counselling to support children with their well-being.

**Outdoor Learning/ Forest School activities**

Develop outdoor area to make it more accessible for pupils and staff to use in other curriculum lessons.

Have forest school as part of a Friday afternoon carousel of activities.

Take students to a residential stay at Condover Hall (subsidise and pay for students who need support with payments).

**Lunchtimes**  
Organise training for play leaders who will then support in leading, running and organising different activities at lunchtimes for other pupils.

Organise boxes of equipment to make it easy for children to practice key fundamental movement skills and develop creativity around use of equipment.

MA and sports  
ambassadors

Autumn 1

MA and staff – speak to staff to see if I can support them with their well-being

Spring 2

Speak to JM for if this can be budgeted for.

Spring 1

JM & MA discussion around new outdoor equipment.

Spring 2

Speak to JM for if this can be budgeted for.

Spring 2

achievement.

Active learning activities are improving engagement in lessons and pupils increased knowledge and understanding of the subjects.

Children who have completed Next Steps intervention have made improvements to their well-being.

Through counselling and play therapy, targeted students will be supported with their well-being.

**Evidence:** Pupil voice, staff feedback, parental feedback, newsletters, display, case study

**Sustainability:** 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.

		Enrichment days planned to support children's enthusiasm for being active at lunchtime and teach them new skills and activities they can then do independently: Positive playground games				
<p><b>Competition &amp; community</b></p> <p>Map opportunities to take pupils to competition and festival opportunities outside of school.</p> <p>Go for school games marks award with SGO.</p> <p><b>Key Indicator 1</b> <b>Key Indicator 4</b> <b>Key Indicator 5</b></p>		<p><b>Competitions and community</b></p> <p>Look at school games mark criteria and chat to SGO about what may be achievable for the school with regards the school games mark award.</p> <p>Look at the different competitions available through Newcastle, moorlands and Congleton and choose which we want to attend as a school.</p> <p>To encourage engagement in competition and build in possible intra competitions.</p> <p>Continue to build in opportunities for little competitions in PE lessons and lunchtimes through my personal best challenges and end of unit game situations.</p> <p>Look at opportunities for less sporty/ less able pupils and also younger KS1 pupils to get involved in clubs and competitions within school.</p>	<p><b>MA and Carl</b></p> <p><b>MA</b></p> <p><b>MA – on Friday afternoon</b></p> <p><b>MA</b></p> <p><b>MA</b></p>	<p><b>Summer 1</b></p> <p><b>Autumn 1</b></p> <p><b>Ongoing</b></p> <p><b>Summer 1</b></p> <p><b>Autumn 1</b></p>	<p>£120 on trophies and medals</p> <p>£1500 ECP membership</p> <p>£250 Newcastle School Games</p> <p>£200 fuel used to get to the location of competitions</p>	<p>Through taking part in competitive activities pupils are developing their understanding of how to deal with their emotions and also developing life skills such as trust, respect, teamwork and communication.</p> <p>Pupils 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>Many opportunities to participate in competitive intra competition in a wide range of sports.</p> <p>Pupils given opportunity to represent the school and compete against students from other schools.</p> <p><b>Evidence:</b> Pupil voice, staff feedback, parental feedback, newsletters, display, achieved gold status in School Gams criteria and photographic evidence.</p> <p><b>Sustainability:</b> Calendar of events will be used in future years to help continue to provide opportunities for pupils. 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 clubs</p>

**Links to whole school development plan:**

- Outdoor learning
- Health & well-being (mental health)

**2024/25**

Train another member of staff to do the level 3 forest school leader qualification

Attend health and safety update.

**2025/26**

Achieve Platinum status for Games Mark.