PE Action Plan “Intelligence and skills can only function at the peak of their capacity when the body is healthy and strong” John F Kennedy



**Action Plan and Budget Tracking**

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

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| **Academic Year:** 2021/22 | **Total fund allocated: £17,136 plus £7017.71 carried forward from 20/21** | **Date Updated: 29.07.2022** | |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | |
| Percentage of total spent:  36.6% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| To increase child engagement in sports activities during break times.  To target children that have low engagement in physical activity and aim to increase their engagement at break times.  To focus on KS1 physical activity at break times.  To introduce more active learning into the wider curriculum.  To provide a wider range of equipment that can be used for different clubs and activities at break times to ensure more active play. | Questionnaire given to children that looks at their opinions of break times and the sports they currently play. The questionnaire will also allow children to suggest sports that they would like to see more of or introduce to break times.  Afternoon break reintroduced in KS2 to allow for more active time in the school day.  Break time staff to identify ‘less active’ children at break times.  Identified children’s questionnaires will be particularly focused on to encourage them to be more physically active.  Look into different structures that are KS1 appropriate.  To get KS1 children’s opinions on what they would like to see on the grass.  To look at effective ways to use the space where the old trim trail is.  To research different providers that can aid teachers in making their curriculum more active.  To ensure that the head teacher and subject coordinator have up to date knowledge in order to support staff in the next academic year.  A wider range of equipment will be purchased focusing on the children interests to encourage more active breaks and better equipment for active clubs. | Free  Free  £8495  £416.05  £1223.08 | Children were asked about their opinions on break time activities.  A rota was devised to help improve football engagement at break times (year group allocations).  A range of different sports (suggested by the children) were introduced to lunch time breaks e.g. basketball, gold and tennis.  Key stages are separated on the yards to allow for age appropriate play and activities.  The children who don’t usually get involved with physical activity at breaks were targeted during questioning. The sports and/or activities they suggested were implemented into the rota.  Last academic year we introduced the gym equipment. This equipment has been very successful amongst our KS2 pupils however, the equipment is less suitable for the KS1 children. We have therefore designed a new playground structure that will be added to our school field. The structure focuses on hand-eye coordination and development of motor skills for younger children.  Teachers have been asked to think about different elements of the curriculum where learning could be more active.  Head teacher and PE coordinator attended some training on an active curriculum focus.  Head teacher and PE coordinator have gone through ideas and aim to provide staff training in the next academic year.  Much more equipment out at breaks has increased the amount of children participating in active play at breaks.  Equipment is also being used during lesson time and teachers have put a higher focus on active learning.   * Maypole * Crash mats * Play equipment * Netballs * Active play targeted equipment |  |
| **Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | Percentage of total spent: |
| 15.8% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| To track and evidence assessment and progress effectively through school.  *This target has been carried over to 2021/2022 due to covid*  To use a sporting focus to improve English standards in KS2  To use a sporting focus to improve maths standards in KS2  To have creative and well researched sessions in PSHE that prepare children for life and its challenges  To have better use of PE lesson time.  To provide more active forest school sessions. | Implementation of the Lancashire PE passport app (Glen Swindlehurst).  Provide staff training on the use of the app.  Termly staff meetings and data-looks to ensure staff confidence and usage of the app during PE time.  Fleetwood Town Trust to provide ‘Reading Stars’, an intervention that uses football as a focus to engage low ability and/or struggling children.  Fleetwood’s town to also provide PSHE related materials about healthy mindset.  Fleetwood Town Trust to provide ‘Maths Stars’, an intervention that uses football as a focus to engage low ability and/or struggling children  Life Education bus to visit all year groups in school.  All Life Education bus sessions are to focus on keeping the body healthy and/or having a healthy lifestyle.  It was highlighted that children spent too long getting changed for PE and were missing valuable lesson time. New PE hoodies are to be worn (that match school uniform) on PE days so that children look smart and can stay in kit all day.  Forest school sessions will have a focus on developing fine and gross motor skills.  Activities will be planned with physical activity in mind as the key focus. | PE coordinator trained (no cost)  £2500    £423  £1455.36 | Staff will begin using the app as a form of assessment and tracking of PE through school. *Long term*  PE coordinator gave staff training on the use of the PE passport app with a particular focus on assessment. All staff have trialed a half term using the app for assessment. A staff meeting was held to collect staff thoughts and/or issues. All issues will be addressed and dealt with before the next academic year.  A small group of year 6 took place in Fleetwood Town Trust’s reading intervention. Their reading level was assessed before and after the intervention to measure progress. All children made progress although they may still be below expectation. The children were also involved in discussions regarding their feelings towards reading both before and after the intervention. Half of the children had more positive attitudes towards reading.  A small group of year 6 took place in Fleetwood Town Trust’s maths intervention. Their maths level was assessed before and after the intervention to measure progress. All children (other than 1) made progress although they may still be below expectation. The one child who did not make progress was absent from several sessions. The children were also involved in discussions regarding their feelings towards maths both before and after the intervention. All of the children said they had an improved confidence in maths after the sessions.  A staff meeting will be held by The Life Education Bus to ensure that staff are using the resources effectively and are planning and teaching to the expected standard. The meeting had a particular focus on how PSHE can teach children about keeping the body healthy and/or having a healthy lifestyle.  Children are now getting the maximum time spent on their PE sessions. This has been particularly noticed in KS1 where they were previously accessing half of the allotted time.  Forest sessions are now planned with a focus on physical activity and movement.  KS1 sessions focus on fine motor throughout to help develop hand eye coordination skills. Activities such as using tools and crafting.  KS2 has a greater focus in gross motor and movement. Activities include sports, building and moving. |  |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total spent |
| 12.2% |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| To improve the quality of PE lessons through and improved confidence in delivery by staff.  *This target has been carried over to 2021/2022 due to covid*  To improve confidence and skills when planning and delivering a range of PE lessons. | Questionnaire will be given to staff to identify key areas that staff lack confidence in and to further identify which members of staff feel they need more support.  PE subject leader to discuss PE with different children from school to hear their opinions of PE and to look at their understanding of the subject.  Staff training will be provided for any members of staff who are lacking confidence and feel they need further support. (Team teaching?)  PE coordinator to observe PE lessons in school to identify key strengths and areas for improvement.  Professional development for PE subject leader  Regular staff meetings lead by PE leader that enable staff to share expertise and support each other.    Fleetwood Town to provide team-teach style lessons. Will start by heavily supporting and will gradually offer less support as teachers grow in confidence. They will share expertise and help guide the teacher through the process. | FREE  £3380 | PE subject leader to be given subject leader time. This will allow subject leader to track, monitor and plan progression.  To be monitored next school year. | Subject leader was given subject leader time. This time was used effectively for the tracking, monitoring and planning of progression.  This will be monitored over the next school year.  Staff confidence will be looked at to measure the impact. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total spent: |
| 23.5% |
| School focus with clarity on intended  **impact on pupils:** | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| Additional achievements:  To provide to children with sporting experience that go above and beyond the national curriculum.  To provide after-school sporting opportunities (some will be subsidized to encourage more children to participate).  To ensure that ALL pupils are given opportunities to get involved in extra-curricular sporting activities.  *This target has been carried over to 2021/2022 due to covid*  To offer year 6 a broad range of activities on a residential trip to Lockerbie. | Sporting companies and staff will provide different activities throughout the year across all age groups.  Dance  (Laura Sandham school of dance)  Data will be analysed to highlight any children who haven’t participated in an extracurricular sporting club. These children will be given the chance to pick an activity they would be interested in trying. We will then look at booking in these clubs and subsidising the cost.  Trip to Lockerbie arranged for June 2022.  All year 6’s to be involved (except one).  Physical activities to be planned for the child who is not attending.  Tree tops nets activity transport to be paid for for year 6 | £2000    £1463  £2975  Families fund  £56.49 | Children have been able to experience the following areas of sport:   * Tennis * Cricket * Athletics * Basketball * Multiskills * Football * Netball * Balance bikes   Children were able to access the following areas of dance (lower income families will be able to attend more frequently due to school subsidising the cost)   * Cheerleading * Street dance * Trending talents * Adult street dance * Acro sessions   Children highlighted that they wanted to see more football opportunities at school. We introduced a new football team into school that has weekly training and competes against other school.  Netball was highlighted by children and parents. We implemented a new netball squad that train weekly and have competed against other schools and in tournaments.  Cricket was highlighted by children. We had weekly after-school cricket club run by an external provider for a term.  While at Lockerbie the children were able to access a range of different activities:   * Ziplining * Obstacle courses * Climbing walls * Rafting * Absailing   The children loved their time here and many of them highlighted the rafting as their favorite activity. |  |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 11.9% |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| To enter a range of different, inter sport competitions.  To enter a range of different intra sport competition. | To apply for competitions in a range of different sports.  To look at modes of transport to allow for as many children to participate as possible (particular focus on PP and disadvantaged children).  To look at ways of promoting competition within school  Update equipment to allow for better on-site competition | £317.87 (dance including costumes)  £1440 (transport to competitions)  £59.96 (netball & football kit)  £1110  £378.34 | * Dance competition (Blackpool Tower Ballroom) * Celebration of music * Football matches against several local schools * Netball competitions against several local schools * Netball gala tournament * Multi-skills year 3/4 event (Millfield High School) * Quad kids athletics competition year 5 (Cardinal Allen High School) * Beach festival (St Annes beach) * Gymnastic showcase (year 6) * Netball competitions * Football matches * Sports day (family groups) * Sport base talent show auditions * Sport based talent show performances |  |

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year? | 68.5% |
| What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | 79% |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? | 100% |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way? | Yes/No |