

### Physical Education, School Sports & Physical Activity at Kirkham and Wesham Primary School 2022-2023.

Current position: This year we have followed the guidance from the DFE and AfPE, and assessed our own risk assessment, to ensure a safe PE curriculum, school sport and physical activity opportunities have been provided for all pupils

We have achieved this by:

- ensuring two hours high quality PE continues to be provided to all children, and Physical activity remain at the heart of the curriculum.
- ensuring teaching staff feel supported and confident in delivering PE after two years of disruption and supported where necessary.
- inspiring children to strive to achieve their full potential both in and out of school and continuing to embed the knowledge & understanding of the importance of leading a life-long healthy lifestyle.

Total amount carried over from 2021/22	-
Total amount allocated for 2022/23	£17,730
Total amount expected 2023/2024 (provisional)	£18,990

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
<p>N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p><b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p> <p>Please see note above</p>	86% (26 pupils)
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	73%. (22 pupils)
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	86%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/ <u>No</u>

## 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 pupils today and for the future.

Academic Year: 2022/23		Total fund allocated: £10730	Date Updated: July 2023	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 60 minutes of physical activity a day in school				Percentage of total allocation:
				60%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To maximise the time children are being physically active through creative delivery of other curriculum areas.	It is a priority to get children being physically active during traditionally classroom based subjects. As a whole staff, look at ways to take daily learning outside and become practical, especially in EYFS & KS1 where children have not had the same opportunities to be develop gross motor skills.		Coaches have supported lessons and CPD to ensure maximum time, skills and energy are being used in core PE lessons. Release time allowed subject leaders have looked at ways in which they can embed physical activity into every day practice, with a particular focus in Maths & English. All staff have stated they are planning for deliberate opportunities for children to be physically active in their learning and have stated this is happening much more frequently than previously.	Continue to work with subject leaders and teaching staff to ensure learning stays physically active where possible.  Introduce lesson breaks to support energising pupils in-between / during lessons (am & pm)

To improve children's gross motor and maximise practice of fundamental movement skills in Early Years and KS1.	Children must be given the opportunity to practice fundamental movement skills each and every day as well as gross motor skills. The EYFS environment & provision, both indoors & outdoors, and order new resources to improve and enhance provision.  SEND pupils to be supported in some ABC activities daily.		Resources ordered ready to be placed in provision.  Key pupils identified and supported in all sessions.	Continue to audit indoor and outdoor provision in EYFS and KS1 and add to where necessary to enhance and improve opportunities for practice of FMS. Use baseline assessment to assess progress. Monitor baseline stored on PE passport. Liaise with KS2 staff to look for opportunities to implement this for those children who may not have secured FMS, or may need support from sensory due to SEND.
To provide school water bottle for every pupil as part of our aim to highlight the importance of leading a healthy lifestyle.	Source & buy water bottles with the school logo on.		Children regularly drinking water and understanding the importance of keeping hydrated as part of leading a healthy lifestyle.	Repeat each year.
To offer great access to physical activity and exercise at playtimes	Playground developed with exercise equipment		Children activity increased and coordination improved	Look at opportunities for KS1 yard. Increased staff CDP knowledge of 'Traditional games' to support break times.

Key indicator 2: The profile of physical activity raised across the school as a tool for whole school improvement				Percentage of total allocation:
				15%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

To ensure children have access to two hours high quality PE lessons each week during school closures.	Teachers to be supported by external coaches during school closures to ensure high quality PE is being taught consistently and to a high standard.		Children continued to access 2 hours PE lessons each week. TAs supported the coaches in these sessions and as a result were upskilled during this time. Teacher taught with coaches to support their CPD. PE Passport used to collect some evidence.	Teaching staff to lead on PE sessions, supported by TA & coach.  PE passport to be continually used and used correctly. <ul style="list-style-type: none"> <li>Evidence wk1/6</li> <li>Assessment</li> <li>Attendance / kit.</li> </ul>
To embed Physical Education knowledge across other subjects to raise the profile of the PE across the curriculum.	Work with subject leaders to make links between PE and their subject. Work specifically with DT, PSHE & Science leaders.		A number of links have been identified and have been adapted on the curriculum map to allow for PE to be interwoven in other subjects. Ongoing links and planning to be thought of. More links to outdoor classroom.	Pupils voice needs to be checked to see how / if links are made between PE & other subjects.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				13%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To regain confidence in teaching staff when delivering PE.	Coaches and sports specialists to team teach lessons along-side the class teacher using Lancashire Plans on PE passport.  Activities and CPD support to teachers to share fun, creative		All children are experiencing 2 hours of quality PE provision. Observations demonstrate that teachers have moved forward in their own development. Training and in-school support is helping them to provide quality learning opportunities. More monitoring and evidence on PE	Use of coaches will decrease Teachers have identified their own areas of improvement.  PE passport CPD available on line or through PE lead.

	game opportunities, in lessons or for break times.		passport collected.	
To increase confidence of TAs in delivering lunch time and extra-curricular clubs.	-1 x Teaching assistant to work alongside coaches to develop skills and increase confidence with a view to lead extra-curricular activities.		TAs are team involved on a weekly basis a wide range of extra-curricular clubs. TAs are able to transfer these skills to deliver additional clubs to maximise the breadth of activities on offer. Support Coach at lunch with games.	TA to work with PALs (Y6) to set up an activity club to support other pupils.
To implement the PE Passport as an assessment tool.	Buy i-pads for each class to use for PE assessment. Buy projector to allow video to be used effectively to support learning during PE lessons.		Training for PE Passport occurred being built upon next year. IT infrastructure in place and being used. PE passport to be revisited as CDP to staff.	Continue targeted CPD

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				10%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To offer a wide range of activities to engage maximum participation in physical activity across all year groups.	Plan for a variety of extra-curricular activities to be delivered to year group, in school and competitive clubs.		Increased range of clubs offered through out year supported by staff and coaches, more diverse that previous and targeted to ensure opportunities for all. Some 'identified' pupils have made a club / activity for extra curricular clubs.	Continue to use pupil voice to plan for extra-curricular clubs.  Use PE passport to support, monitor and assist in the monitoring pupils in / out of clubs.

and the opportunity to use a variety of skills and participate in competition.			competitive which they said made them excited to hopefully start going to competitions again next year.	groups could access. Perhaps have a focus on risk taking & perseverance.
To ensure all Year 6 children can access a range of adventurous activities as part of the annual visit to Hothersall Lodge	Annual residential visit planned for year 6 pupils.		Children enjoyed a day of outdoor & adventurous activities which provided variable challenges. Key skills were mastered and confidence, risk taking and perseverance were a key focus.	To continue to provide this experience for all Year 6 children. To expand their experiences.
Staff to have access to equipment that is appropriate to age and ability which will allow for differentiation in lessons and all areas of the PE curriculum and extra-curricular activities to be delivered.	Audit and replenishment of resources throughout the year.  Use the playground gym equipment to support active breaks.		Appropriate equipment has meant children have accessed a broad and engaging curriculum and have been able to use equipment appropriate to their age and ability.	Continue audit and replenishment.  Monitor the outdoor gym equipment use.



Key indicator 5: Increased participation in competitive sport.				Percentage of total allocation:
				2%
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Partake in competitive local competitions.</p>	<p>School attended all available inter school opportunities.</p>		<p>Profile of sports raised, due to successful performance in competitions leading to more uptake in the extra curricular clubs offered. (school games, Carr hill tournaments)</p>	<p>Build on successes of the year.  Record pupils on clubs with evidence and PE passport.</p>