

# Primary Physical Education and Sport Funding Action Plan 2024-25

St. John's First School



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2024/2025

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## What is the PE and Sports Premium Funding?

The government is providing funding of over £450 million per annum for academic years 2013-2020 to provide new, substantial primary school sport funding. This funding is being jointly provided by the Departments for education, Health and Culture, Media and Sport and will see money going directly to primary school head teachers to spend on improving the quality of sport and PE for all their children. The sport funding can only be spent on sport and PE provision in schools.

### **Purpose of funding**

Schools have to spend the sport funding on improving provision of PE and sport but they will have the freedom to choose how they do this.

The vision for the Primary PE and Sport Premium: **ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE**: To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision that will live on well beyond the Primary PE and Sport Premium funding.

### **Primary PE and sports premium key indicators of improvement:**

**Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.**

**Key Indicator 2: Engagement of all pupils in regular physical activity.**

**Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement.**

**Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.**

**Key Indicator 5: Increased participation in competitive sport.**

# Primary Physical Education and Sport Funding Action Plan 2024-25

Amount of Grant Received – Year 2024 - 2025: £1600 + £10 per pupil

Intent		Implementation				Impact
Area of Focus	Evidence of need	Action Plan	Who	Time Scale	Funding Breakdown	Success Criteria & Evidence record
<p><b>Staff CPD to improve the quality of teaching and learning in PE</b></p> <p>To monitor PE lessons and staff confidence and ability to teach PE and plan further support and training as needed</p> <p>To develop skills of new PE lead to effectively lead subject</p> <p>To complete CPD to improve teaching and learning in school to build upon work done last year and focus on staff confidence to teach and lead lessons.</p> <p><b>Key Indicator 1</b></p> <p><b>Key Indicator 3</b></p> <p><b>Key Indicator 2</b></p> <p><b>Key Indicator 4</b></p> <p><b>Key Indicator 5</b></p>	<p>Staff feedback from questionnaires</p> <p>Learning walks</p> <p>Conversations with Staff.</p> <p>Pupil voice</p> <p>New government requirements on reporting swimming figures.</p>	<p>Audit development needs of staff by sending email questionnaire and having personal discussions about activities in PE and using information from monitoring activities;</p> <p>PE CPD package needs planned for the year based on this information.</p> <p><b>PE lead package:</b></p> <ul style="list-style-type: none"> <li>- <b>PE network meetings:</b> Thurs 26<sup>th</sup> Sept, Virtual PE Networks: Tues 28<sup>th</sup> Jan and Thurs 22<sup>nd</sup> May</li> <li>- <b>PE conference:</b> 11<sup>th</sup> June 2025</li> <li>- <b>1-1 sessions:</b></li> <li>- Fri 11<sup>th</sup> October (Moddershall Oaks)</li> <li>- Thurs 13<sup>th</sup> Feb (Dobbies 1:1)</li> <li>- Tues 15<sup>th</sup> July (Dobbies 1:1)</li> </ul> <p><b>Other staff:</b></p> <p>Taking Dance to the Next Level, (9:15am-3:30pm):</p> <p>Cost £350 2 Day Course: Tuesday 4th Feb &amp; Thurs 20th March 2025, @ Willows Primary, Lichfield, WS13 7NU</p> <ul style="list-style-type: none"> <li>- <b>Forest school first aid (Katie, Cath)</b></li> <li>- <b>Health and safety (Clare)</b></li> <li>- <b>Forest School L3 (Clare)</b></li> </ul>			<p>PE support package with ALS: £3950.00 in depth package</p>	<p>Staff confidence and ability to teach high quality PE continues to increase and they feel confident following new curriculum and using planning and assessment system. Pupils as a result benefit from lessons that they enjoy more, and in which make good progress.</p> <p>There is an increased number of pupils meeting or exceeding the national curriculum expectations in PE and pupils have shown determination in achieving these skills. .</p> <p><b>Evidence:</b> Lesson observations, planning documents, pupil voice, Learning walks, Staff feedback, PE action plan, PE lead performance management document. Swimming tracker and end of KS2 results.</p> <p><b>Sustainability:</b> Staff knowledge and confidence is built upon to continue to teach high quality lessons. Quality of PE curriculum and wider opportunities is recognised and rewarded. Resources purchased are used to support pupils knowledge and understanding. These improvements and the legacy to last in future years. Changed attitudes and perceptions towards the difference PE can make will lead to higher outcomes and opportunities for pupils in school.</p>

## Primary Physical Education and Sport Funding Action Plan 2024-25

<p><b>Health and safety in PE</b></p> <p>To update all health and safety related paperwork for PE in line with changes from the Safe practice in PE and schools sport book 2024.</p> <p>To ensure all members of staff and pupils are aware of and following health and safety in PE guidance.</p> <p><b>Key Indicator 1</b> <b>Key Indicator 3</b></p>	<p>Health and safety audit and guidance</p> <p>Safe practice in PE and schools sport update</p> <p>Staff survey</p> <p>Pupil voice</p>	<p>Attend health and safety briefing course –to get updated with changes to safe practice in PE and school sport. <a href="#">Health and Safety Update: With a new health and safety book launched for 2024.</a> <a href="#">Online Course: Wednesday 16th October 2024, 9.30-12.00</a></p> <p>To review paperwork related to safety in PE: PE policy, risk assessments and update these as needed.</p> <p>Run a staff meeting to highlight any key changes and information to the rest of the staff. To explore ways in which they can pass on information to pupils within lessons and make them more health and safety aware and able to manage risk.</p> <p>To look at how information is communicated with parents around safety in PE. Update newsletters, pupil information booklets and website.</p> <p>Create health and safety posters/ display within school to raise awareness of key points and guidance.</p>		<p>16.10.24</p> <p>-CT to watch in PPA</p> <p>Autumn term</p> <p>Autumn 2</p> <p>Through year</p>	<p>Part of package above</p>	<p>Staff are all updated on latest health and safety in PE information. They are aware of school PE policy and risk assessments and actively contribute to these and follow guidance in lesson. This results in pupils accessing safe, well planned lessons that they can gain the most from. Pupils are actively taught safety pointers and can speak knowledgably about these. They consider risk themselves and take action to make changes if needed.</p> <p><b>Evidence:</b> Lesson observations, lesson planning and evaluations, health and safety documentation.</p> <p><b>Sustainability:</b> Staff will continue to use these resources and involve pupils in learning about risk in the future so that lessons remain safe.</p>
<p><b>Forest Schools, Outdoor learning and Sustainability</b></p> <p>Develop forest school and outdoor learning opportunities as part of the school curriculum offer.</p> <p>Embed and enhance use of</p>		<p><b>Developing Forest School Provision</b> Get a member of staff (or members of staff) Forest school Level 3 trained to enable them to run sessions for targeted pupils as interventions/ all pupils across the school learning skills including; den building, foraging, lighting fires, using tools, cooking, games and crafts.</p> <p><b>Forest school leader level 3 course:</b> <a href="#">Or 18th, 19th, 25th, 26th March and 1st, 8th and 9th April 2025 Staffordshire based.</a></p> <p>Continue with forest school CPD as per requirements of the training to ensure skills and safety are up to date:</p>		<p>5<sup>th</sup> March 6<sup>th</sup> March 12<sup>th</sup> March 19<sup>th</sup> March 26<sup>th</sup> March First Aid – 30<sup>th</sup> April and 1<sup>st</sup> May</p> <p>7<sup>th</sup> May 8<sup>th</sup> May Wolesely</p>	<p>£1095 forest school level 3 qualification.</p>	<p>Through participation in inspiring and exciting forest school and outdoor learning opportunities pupils have developed a love of the outdoors and nature and learning to look after their world and environment..</p> <p>Time in the area has also helped to improve their emotional health and sense of wellbeing and they are calmer and better able to channel their energy.</p> <p>Through activities on offer both in PE and outdoor learning they are developing their understanding of how to deal with their emotions and also developing life skills such</p>

## Primary Physical Education and Sport Funding Action Plan 2024-25

<p>outdoor learning activities across the school.</p> <p>Support pupils to develop key life skills that they can use in other lessons.</p> <p>Look at sustainable practices within school and how to teach pupils ways in which they can look after the world and environment.</p> <p><b>Key Indicator 1</b>  <b>Key Indicator 2</b>  <b>Key Indicator 3</b>  <b>Key Indicator 4</b></p>		<p>Develop outdoor areas in school so they can be used more regularly within lessons and at lunch and break times. Providing pupils with more opportunities to connect and appreciate nature.</p>				<p>as trust, respect, teamwork and communication.</p> <p>The extension of some of these activities and also the development of other physical activities on offer at lunchtimes has enabled pupils to gain greater benefits and have been the perfect chance to grow independence , self esteem, improve their fitness and social skills</p> <p><b>Evidence:</b> Pupil voice, staff feedback, parental feedback, newsletters, display, case studies and photographic evidence.</p> <p><b>Sustainability:</b> Areas developed will continue to be used and developed in the future. Both staff and pupils will be able to use strategies for emotional health and well-being and life skills developed which will have a long term impact on their wellbeing and 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</p>
<p><b>Lunchtimes</b></p> <p>To develop lunchtime provision to enable pupils to increase physical activity levels, improve their physical skills, develop independent learning, social and leadership skills,</p>	<p>Government obesity strategy: (30mins active in school 30mins at home)</p> <p>school health data</p> <p>Pupil voice</p>	<p><b>Lunchtimes,</b></p> <p>To develop lunchtime provision to enable pupils to increase physical activity levels, improve their physical skills, develop independent learning, social and leadership skills.</p> <p>Conduct pupil voice to listen to the types of activities pupils enjoy and follow up on ways to incorporate these into lunchtimes</p> <p>Speak to lunchtime staff to identify strengths, weaknesses and opportunities to improve lunchtimes.</p>				<p>The development of physical activities on offer at lunchtimes has increased overall activity levels at lunchtimes and has enabled pupils to gain a range of skills and benefits including improved physical health and skills development, enhanced social skills and emotional wellbeing.</p> <p>The extension of some of these activities and also the development of other physical activities on offer at lunchtimes has enabled pupils to gain greater benefits and have been</p>

## Primary Physical Education and Sport Funding Action Plan 2024-25

<p>Conduct pupil voice to listen to the types of activities pupils enjoy and follow up on ways to incorporate this.</p> <p>Improve pupils physical activity levels through structured lunchtimes and active learning within lessons</p> <p><b>Key Indicator 1</b> <b>Key Indicator 3</b> <b>Key Indicator 2</b> <b>Key Indicator 4</b> <b>Key Indicator 5</b></p>	<p>Parental feedback</p> <p>Staff questionnaire</p> <p>Data on behaviour and attendance.</p> <p>First aid incident reports</p>	<p>Develop a system for lunchtimes: Zones Areas/ with areas and activities for pupils to take part in that link to other curriculum areas.</p> <p>Deliver playground games as a unit within PE lessons to teach pupils new games to do and embed playground rules/ charter.</p> <p>Train lunchtime staff to follow this up and encourage pupils to play these and teach them other games to do at lunchtimes Train pupils as playground leaders to lead and run activities and encourage and support other pupils.</p> <p>Print posters with playground games and put them up outside for pupils to use and inspire them</p> <ul style="list-style-type: none"> <li>- Positive words</li> <li>- 9 things to do cards</li> <li>- Personal best challenges</li> <li>- Fitness circuit</li> </ul> <p>Organise equipment and zones and stations that can be used by pupils at lunch and breaktimes to encourage activity and also for them to develop their skills.</p> <p>Develop a stage area on playground for children to dance and perform at lunchtimes. Provide dance resource bag and outdoor speaker. Launch this with Enrichment Day in January.</p> <p>CT and LW to train children in using forest school area safely at lunchtimes. Purchase Large Parts obstacle course to use in forest schools at lunchtime.</p>				<p>the perfect chance to grow independence , self esteem, improve their fitness and social skills</p> <p>New equipment that has been purchased which has enabled all pupils to access high quality equipment to engage them in lessons and practice and improve their physical skills. A range of equipment is available for adaptive teaching as and when it's needed. Effective storage has been sorted which means that teachers and pupils can quickly get what is needed and lessons run smoothly maximising the time for pupils to get started and be active.</p> <p><b>Evidence:</b> Lunchtime observations, LTS feedback, pupil voice, staff feedback,</p> <p><b>Sustainability</b> Opportunities available at lunchtimes will continue and we will look at other ways to enhance, grow and continue to improve this valuable time available for pupils.</p>
<p><b>Active learning to improve whole</b></p>		<p><b>Active learning across the curriculum</b> Expand active learning opportunities within other curriculum subject areas to ensure pupils and being kept active and engaged as part of the 30/30mins recommended.</p>			<p>£2500 6 day enrichment day package</p>	<p>The curriculum has been enhanced through a range of enrichment and themed days. Through these opportunities pupils have practically explored ideas and themes in depth</p>

## Primary Physical Education and Sport Funding Action Plan 2024-25

<p><b>school outcomes</b></p> <p>Look at and plan for ways in which PE can have an impact on other subjects and areas across the school to inspire and engage pupils and support them to meet their 60 active minutes</p> <p>Raise the profile of other subjects within school by combining them with physical activity and PE linked curriculum.</p> <p>Improve pupils physical activity levels through active learning within lessons.</p> <p><b>Key Indicator 1</b> <b>Key Indicator 2</b> <b>Key Indicator 3</b></p>		<p>Look at ways to support staff on active learning across the curriculum through cross curricular learning opportunities,</p> <p>Active enrichment days planned each term:  <b>Autumn –</b>  <b>Rocktopus Maths - Wednesday 2<sup>nd</sup> October writing (circus skills) Thurs 7<sup>th</sup> November RE/peaceful place - Thurs 28<sup>th</sup> November</b></p> <p><b>Spring – dance/lunchtimes/stage/cheer Wed 15<sup>th</sup> Jan art attack – 10<sup>th</sup> April</b></p> <p><b>Summer –</b>  <b>Maths Thurs 8<sup>th</sup> May RE/dance – 17<sup>th</sup> June (school sports week)</b></p> <p>Continue to share ideas throughout the year on ways in which this has been successful</p> <p><u>Writing Link</u></p> <ul style="list-style-type: none"> <li>- 9 things to do cards used to develop pupil gross motor skills</li> <li>- Pupils to use PE/ sport to write for a purpose – e.g. competition reports, Interviews or health leaflets.</li> </ul> <p><u>Reading link</u></p> <ul style="list-style-type: none"> <li>- Get pupils involved in reading more within PE and outside of PE</li> </ul> <p><b>Within lessons:</b> Looking at and reading from posters (vocabulary/ health and safety), teaching cards (AIR resources) to get tips on their own technique and to evaluate others. TOPs/ activity cards to set up own sports or games</p> <p><b>Out of lessons:</b> Develop library of ‘sport’ topics/books to engage and inspire reluctant readers. Give points and responsibilities for pupils sharing information and stories of thigs they’ve read within discussions. Reading</p>				<p>and had chance to creatively express their views and opinions, work with others to collaborate and consider their views and opinions.</p> <p>Increased attainment and enjoyment within other curriculum subjects through active learning opportunities delivered..</p> <p>Activities pupils have taken part in have inspired them and they enjoy taking part and being physically active,</p> <p><b><u>Sustainability</u></b>          Enriched curriculum days will continue to planned to inspire pupils curiosity and give them practical opportunities to explore their skills and learning.</p>
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## Primary Physical Education and Sport Funding Action Plan 2024-25

		activity cards and challenges to complete at lunchtimes				
<p><b>Spirituality</b></p> <p>Incorporate spirituality within school to enhance sense of self, belonging and confidence</p> <p><b>Key Indicator 1</b> <b>Key Indicator 4</b> <b>Key Indicator 5</b></p>	<p>Pupil voice</p> <p>Parental feedback</p>	<p>Develop outdoor learning space to incorporate spirituality in outdoor areas. This may include a designated quiet space to develop area, adding resources such as;</p> <ul style="list-style-type: none"> <li>- Waterproof cushions to sit on</li> <li>- Calming musical instruments</li> <li>- Art resources for mindful colouring (clipboards) and singing</li> <li>- Hymns to encourage group singing</li> <li>- Gardening resources for planting seeds, possibly sunflowers</li> <li>- Introduce a 'chatter box' with thought provoking questions where children may be encouraged to pull a question card and consider answers with a friend</li> <li>- Quote about spirituality</li> <li>- Scripture from The Bible</li> <li>- Laminated responses from children in school 'What is Spirituality?'</li> <li>- Inspiring images with thought provoking questions (perhaps display book or laminated on display)</li> <li>- Sensory liquid timers</li> <li>- Buckets with natural art resources (pebbles, stones, sticks to make picture frames, bricks, moss, bark)</li> <li>- -Enrichment Day RE/Peaceful Place 28<sup>th</sup> November.</li> </ul>				<p>Developing confidence working with their peers in an outdoor environment.</p> <p>Children learning to understand themselves and their place in the world, as well as being able to identify their strengths and work on any weaknesses, therefore improving self-confidence.</p> <p>Opportunities to develop social skills and being able to challenge themselves and improve self-esteem and confidence.</p> <p>Caring for one another and the community (plus animals and insects)</p> <p>Provoking questions about core values and self-beliefs.</p> <p>Feeling good about themselves can result in happier children that are calmer and more ready to learn.</p>
<p><b>To increase opportunities for pupils to compete and perform,</b></p> <p>Take pupils to competition and</p>	<p>- Audit of areas to develop from working through games mark criteria.</p>	<p><b>Competition</b></p> <p>Liase with local School Games Organiser for support in participation in local competitions.</p> <p>Look at school games mark and opportunities for the school to get involved in competitions to inspire the pupils.</p> <p><a href="https://www.yourschoolgames.com/about/school-games-mark/">https://www.yourschoolgames.com/about/school-games-mark/</a></p>				<p>Audit as part of the school games mark has identified areas that can be improved and added to enhance the current offer for pupils with regards to competition and inclusion.</p> <p>Pupils developing and applying key life skills through their participation in PE and sport</p>

## Primary Physical Education and Sport Funding Action Plan 2024-25

<p>festival opportunities outside of school.</p> <p>Go for school games marks award with SGO</p> <p>Continue to offer a range of competitive opportunities for all pupils.</p> <p><b>Key Indicator 4:</b> <b>Key Indicator 5</b></p>		<p>Register the school to take part in the National Sports Week 2025 to coincide with sports week in school</p> <p>My personal best challenges integrated into lunchtimes and breaktimes to keep pupils engaged and motivated in learning and developing skills.</p> <p>Continue to build in opportunities for little competitions in PE lessons through my personal best challenges and end of unit game situations</p> <p>Introduce MAT/ trust competitions and visits To encourage engagement in competition and build in possible intra competitions</p> <p>Audit of staff and pupils linked to Sports Days and activities- what can we do better?</p>				<p>including trust, respect, teamwork and communication.</p> <p>Increased number of pupils participating in competitive opportunities and reporting increased enjoyment in these. School achieving school games mark award</p> <p><b>Evidence:</b> Lunchtime observations, Extracurricular registers, competition calendar and results. Staff feedback, pupils voice from school council.</p> <p><b>Sustainability:</b> Calendar of events will be used in future years to help continue to provide opportunities for pupils. Areas improved through working towards school games mark criteria will also be sustained and built upon further in future years. 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 teams.</p>
<p><b>Inclusion and equality</b></p> <p>To ensure the PE curriculum is inclusive and there are a range of opportunities for pupils of all abilities.</p> <p>To target pupils with SEND to engage in interventions/ clubs/ festivals to develop their skills and improve their perceptions and enjoyment of PESSPA.</p>		<p>To complete school games inclusive health check on website and look at the results of this and areas for school to make improvements.</p> <p>Identify pupils who need physical interventions to help develop their PE skills, train TA's up to support these pupils within lesson, in clubs or intervention sessions. Send activities home for pupils to practice and work on with parents also.</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>Organise Paralympic/ inclusive sports enrichment day/ festival within school or block of learning on the curriculum and discuss. Raise the profile of Paralympic athletes and</p>				<p>As a result of inclusive opportunities on offer all pupils have engaged in some form of competition or performance based activity this year. Feedback from pupils has been really positive and many have talked about 'key' moments of enjoyment and achievement. Many have expressed an interest in continuing with sports and activities.</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>Pupils have learnt tolerance and have a greater empathy and appreciation for others</p>

## Primary Physical Education and Sport Funding Action Plan 2024-25

<p>To allow every child, regardless of gender or ability, to have an opportunity to represent the school at least once by the end of KS2.</p> <p>Increase awareness of BAME athletes and sports stars as role models</p> <p>Introduce a resource of posters and information cards within a display or to be used in lessons</p> <p><b>Key Indicator 1</b> <b>Key Indicator 4</b> <b>Key Indicator 5</b></p>		<p>their journeys in sport. Identifying key barriers they faced and skills they showed to overcome these; resilience, bravery, determination.</p> <p>Build into lessons examples of BAME athletes demonstrating skills from the lesson.</p> <p>Make a resource to support teachers with pictures and information about BAME Athletes that can be used as a display or within lessons by staff.</p> <p>For black history month look at:</p> <ul style="list-style-type: none"> <li>- Wangari Maathai and planting trees and making seed bombs (In Forest School sessions)</li> <li>- Tribal dances from around the world and traditions such as Hakka (In PE lessons)</li> <li>- Black athlete role models and celebrating their sports</li> </ul>				<p>through inclusive sports unit and enrichment experiences.</p> <p>Children are exposed to BAME athletes as role models for sport. Pupils are inspired through use of visual aids and teacher conversations with a range of diverse athletes and knowing about their achievements.</p> <p><b>Evidence:</b> Observations, Extracurricular registers, competition calendar and results. Staff feedback, pupils voice from school council.</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>
<p><b>To make links with parents and governors to engage pupils in physical activity</b></p> <p>To increase the awareness and engagement of parents in health</p>		<p>Further increase engagement and involvement with parents through: offering parent workshops, inviting them to observe/ join in with lessons and sharing ideas on newsletter.</p> <p>Share information with parents on PE, Sport and Activity as much as possible. Suggest ways in which they can support the school/ be involved e.g.</p> <ul style="list-style-type: none"> <li>- Taking their children to the swimming pool to develop water confidence</li> <li>- Sharing a favourite playground game</li> <li>-</li> </ul>				<p>Parental engagement improved and parents being more physically active with their children at home.</p> <p>Many pupils have joined after school clubs and have joined clubs in the community or report back that they spend 'active time' as a family.</p>

## Primary Physical Education and Sport Funding Action Plan 2024-25

and sports activities.  Key Indicator 4 Key Indicator 5						
Links to whole school development plan:						
Ideas for 2025/ 26			Ideas for 2026/27			