

**THINGWALL PRIMARY SCHOOL – PE ACTION PLAN Review 2021\_22**

It is important that your grant is used effectively and based on school need. The Education Inspection Framework (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the Quality of Education criteria (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

* Develop or add to the PESSPA activities that your school already offer
* Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
* The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.



Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to publish details of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click HERE.



Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

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| Key achievements to date until July 2022: | Areas for further improvement and baseline evidence of need: 2022\_23 |
| -Premier Sports coaching staff continue to deliver physical education to children and teaching staff’s proficiency has continued to improve.  - Our development plan to increase the range of after school and before school sports clubs, open to all children has continued post COVID and a full range of clubs has been provided for pupils across the school. Judo Education has extended provision, running a weekly club throughout the year. Some pupils have joined an external judo club as a result and are now competing regularly.  - Throughout the year, pupils competed in interschool sport competitions (cross country, football) and other intra school competitions including netball and rounders.  - Pupils took part in 2 very successful sports days (for FS2/Infants and Juniors). Activities provided both competitive and non-competitive activities  - MSE led a number of sessions for years 5 and 6 developing ‘bushcraft’ skills, team building and military drill.  - Year 5 pupils experienced a range of outdoor activities including basic forest skills at an outward bound centre and Year 6 attended a 5 day residential, enjoying a wide range of outdoor pursuits including climbing, abseiling, archery, canoeing, biking, orienteering and a range of team building activities.  - We have introduced use of the Daily Mile to increase pupils’ fitness levels.  - Provision of enrichment activities/days such as Freddie Fit and Tai Chi.  - Lunchtime leads have worked with Year 6 pupils who in turn have supported the development of play with the younger pupils at lunchtimes.  - The schools PE equipment has been improved and extended to cater for a wider range of sporting opportunities.  - Improvements to the school grounds have included new playground markings to enhance outdoor play and PE lessons. | Premier Sports will no longer be operating from September 2022. The PE Coordinator will ensure that PE coverage remains at current levels and support CPD.  - To ensure that at least 35% of pupils attend extra-curricular sporting activities. The percentage of pupils taking part will be monitored from September 2022.  - Promote SEN and Pupil Premium pupils’ attendance at clubs and (aim for above 50% attendance)  -To include two opportunities for pupils to take part in a personal challenge activity; these may be made available as part of our outdoor adventure programmes.  -To continue and extend the opportunities for pupils to take part in extra-curricular competition (both competitive and non-competitive) - at least 4 opportunities during the year and using external specialist providers, where appropriate.  -To continue with PE lesson observations/support to ensure progression and quality physical education.  -To provide additional break time and lunchtime mini activities run by Play Leaders. Monitor to promote increased pupil participation during lunchtime, and ensure that children are physically active during the school day.  - Broaden intra and inter school competitions to ensure pupils have competitive opportunities (set up timetable for Intra school and consult School Games Organiser for Inter School competitions).  -To continue to promote the visibility of PE achievement in the school through VLE, noticeboards, display areas.  -To identify opportunities for engaging children who are less active across school (additional sporting exercise without competition) |

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

**Total amount carried forward from 2020/2021 £ none**

**+ Total amount for this academic year 2021/2022 £ 17704**

**= Total to be spent and reported on or by 31st July 22 £ 17704**

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| Meeting national curriculum requirements for swimming and water safety.  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 transfer to the pool when school swimming restarts.  **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.** | To be completed April 2022 |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  **N.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 2021.  Please see note above. | 87% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  Please see note above. | 87% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 74% |
| 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? | No |

**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.

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| **Academic Year:** 2021/22 | **Total fund allocated:** £ | **Date Updated: from Sept 2021** | |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
|  |
| **Intent** | **Implementation** | | **Impact** | 90% (%) |
| 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: |
| Introduce further sporting/physical activity opportunities. Deliver through coaching staff, play leaders, midday supervisors and Year 6 pupils  . | Weekly liaison with Premier Sports. Also using external provider; Judo Education.  Reintroduced before and after-school clubs through Premier Sports and a range of other providers.  Worked with Premier Sport to embed Daily Mile for classes  Continued to use ‘Wake up, Shake up’ and ‘Five-a-day Fitness’. Also, extended mindfulness during the day through Jigsaw PSHE.  Developed role of Y6 Play Leaders to work alongside Midday Supervisors, developing active play.  Provided storage and purchased new lunchtime equipment.  Developed outdoor environment and increased range of activities available for pupils via wall and floor games and various court markings for PE. | £15,960  £2500 +  (Fundraising through PTA, POTS) | Evidence – observations and discussions with pupils and staff show an increase in opportunities for pupils to engage in more active playtimes. Increased opportunities for pupils’ creative play.  Before and after school clubs provide further opportunities for pupils to enjoy physical activity during the school day.  Daily mile gets all pupils outside and exercising each day. Pupils challenge themselves to complete more laps and are highly motivated when they achieve their goals.  Pupils are enjoying increased pupil physical and mental wellbeing and are better able to focus in lessons.  Increased the life of the equipment, enabling safe storage. Also, easier to monitor quality and quantity of equipment levels. | Monitor to ensure that high quality (and quantity) of provision continues in the absence of Premier Sports.  Continue to offer training and refresh, embed and develop staff skills.  Use School Games Active Recovery Hub for ideas. Explore Jenny Mosely.  Continue to offer a wide range of activities encouraging all pupils to increase physical and mental fitness. Monitor attendance of all pupils at clubs. Continue to promote pupil involvement.  Review costing structure for clubs  Review ease of access to PE equipment at back of hall – separate playtime equipment from PE teaching resources.  Train pupils to look store equipment properly and to take care of it. Replace equipment annually, as required.  Host sports’ fixtures. |
| **Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement** | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** | \*\*Part of Premier Sports Cost |
| 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: |
| Promote the schools’ sporting success, inspiring others to join in, developing a positive ‘Can do’ attitude.  Continue to increase opportunities for competitive and non-competitive sport and activities including working with specialist coaches (subject to COVID restrictions)  Monitor and measure the impact of physical activity on fitness levels  Develop a love of the outdoors and explore opportunities for outward bound activities developing links to the whole school curriculum. | Celebrated pupil sporting achievements in assemblies, on the sport notice board, VLE and on Twitter.  See website ‘Association for Physical Education’  Introduced new activities (Judo Educations providing an after school club every week.  As part of playground improvement programme this year, we now have new ‘beep test’ markings on playground.  School visits included 2 residential trips to Burwardsley and Min y Don Outward Bound Centres this year. MSE led a series of sessions developing ‘bushcraft’ skills, military discipline and first aid | Part of £15,960  cost for employing Premier Sport | Evidence: increase in sporting reports on newsletters, social media posts including Twitter and celebrations in assemblies  Wider range of activities made available to pupils to develop skills and knowledge and to inspire enthusiasm and love for sport and physical activity.  Improved level of fitness and participation in active sessions, increasing focus and concentration in all lessons  60 pupils experienced a range of new outward bound activities developing increased self-confidence, greater physical and mental fitness.  Pupils enjoyed being out in the natural environment and developed a greater awareness for the environment.  Pupils developed and practised survival skills, gaining Level 1 First Aid qualifications. | Improve use of assessment using ‘whole school skills progression sheet’. Measure levels of progress against identified skills and use data to inform provision  Continue to promote and celebrate sport, raising its profile within the school.  Maintain links with specialist coaches to enhance the quality of provision in the future. e.g. fencing and archery. Also Cheshire Cricket Club)  Reintroduce (beep test) and use certificates to reward progress.  Pupils take these new experiences and develop skills to enjoy a range of outdoor activities in the future  Explore possible Forest School visits for FS2 and KS1. |

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| **Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed? |  |
| consolidate through practice: |  |  |  |  |
| Staff are confident and have necessary knowledge and skills to deliver quality lessons | Provided opportunities for Premier Sports to support the effectiveness of teacher/teaching assistant sessions thereby ensuring that high standards have been maintained.  Premier Sports to support staff with the organisation and delivery of intra-school competitions during PE sessions, and help to set up activities to measure improvements against a range of ‘personal bests’. These to be timetabled throughout the year. | Part of £15,960  cost for employing Premier Sport | Staff updated their knowledge and skills and new staff show increased confidence.  Some use of made of video recordings to provide evidence.  Staff and pupils engage enthusiastically in PE lessons | Staff knowledge and confidence developed to enhance quality and quantity of provision.  Continue to use and analyse video evidence for improvement. |
| **Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** | No additional cost |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Provide increased opportunities for all pupils to experience and enjoy a wide range of activities developing active and healthy lifestyles | Continued to offer a wide range of sporting possibilities, both inside and outside of school hours, to ensure that pupils develop active and healthy lifestyles. Promoted clubs via the VLE/Twitter/mail drop.  Residential Visits and MSE sessions introduced pupils in Years 5 and 6 to a wide range of outdoor pursuits and ‘bushcraft’ activities.  More active playtimes making use of playground leaders and new markings has encouraged pupils to be more active.  Weekly gardening club in summer term and Eco Projects provided further opportunities for pupils to be active outdoors.  Use TOPS Sportsability materials to ensure that all sporting activities are made inclusive to all children-differentiation according to SEN. | Part of £15,960  cost for employing Premier Sport  Plus MSE  £3300 | Evidence: lesson planning, timetables for extracurricular and enrichment activities  Photographs and video.  Greater numbers of pupils getting involved with physical activity, enjoying a wide range of activities both indoors and outside.  Children showing a greater interest in the natural world exploring and been more physical in the process.  Improved levels of fitness across the school.  All pupils enjoying access to a varied sporting programme. | Establish links for future use.  Explore introduction of Bike-it Breakfasts and Bikeability.  Introduce ‘Forest School’ activities for younger pupils.  Increased opportunities for all pupils to enjoy activities with access for all e.g. sitting volleyball  Explore ways to develop a more inclusive sports day.  Measure increased fitness levels using Beep Test. |

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| **Key indicator 5: Increased participation in competitive sport** | | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** | | No additional cost |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has | |  |
| what they need to learn and to |  |  | changed? | |  |
| consolidate through practice: |  |  |  | |  |
| Increase the number and breadth or competitions available both in and out of school. | Established contacts with other schools’ PE Coordinators for matches and to share links and ideas for future development.  Increased intra school competitions and competing house vs house and class vs class.  Supported pupils struggling to cope with disappointment. Rewarded pupils in special assembly showing ‘excellent sporting behaviour’ across the academic year.  Used the Youth Sports Trust Inclusion materials to ensure that Intra School competitions can be accessed by all pupils.  Set up netball courts and football posts.  School Sports Days, included a mix of competitive/non-competitive activities and were well liked by all. | Part of £15,960  cost for employing Premier Sport  PTA funding | | Evidence: competition entry forms, registers of attendees, social media, VLE, newsletters, and noticeboard to promote and inform.  Pupils more motivated and keen to be involved in matches. They are enjoying competition; enhanced teamwork, commitment, determination, perseverance, discipline and more positive sporting behaviour.  Ability to host intra and inter  school competitions.  A fun event for the school community to come together to celebrate all that is good in sport. | Use Wirral Games forum to organise sporting competitions across the school.  Explore award schemes to encourage pupils to achieve personal bests. Develop strategies to help pupils cope with disappointment of losing or failing to achieve targets.  Extend intra school competitions using best times, scores, distances etc to motivate and promote.  Purchase new football posts  Continue to use and explore Youth Sports Trust materials to extend provision for all.  Improved facilities to be maintained for future use. |

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| Signed off by | |
| Head Teacher: | D. Evans |
| Date: | 12.07.22 |
| Subject Leader: | J Yardley |
| Date: | 12.07.22 |
| Governor: | G Lester |
| Date: | 13.07.22 |