

Our Core Purpose:

We are committed to providing an exciting learning experience rooted in Christian values, enabling all children to be the best they can be.

Community and Living Well Together

We all need each other. Well being

IMPACT (WHAT)

Belonging

Friendship

The Health of our pupils and the community

Teamwork is encouraged, highlighted and celebrated to children.

Awareness of health and safety aspects in PE and school sport

Awareness of how to stay fit and healthy

Active children – at least 30 minutes each day – active links made with other curriculum areas

Children and community are provided with opportunities and supported in making healthy choices

Improving the health and well being of children, parents, staff and wider community

Dignity and Respect

Everyone matters. God loves us no matter how small

IMPACT (WHAT)

Respect

Links to the wider community

Opportunities for all children to take part in a competitive sports event within school

Opportunities for all children to develop skills

Children will take part in a range of competitions outside of school

Good links to local clubs so children see opportunities outside of school

Encourage a love of sport

Celebration of sports achievements both within and outside of school

Respect for teammates, competitors, referees and the sport is modelled, encouraged and celebrated.

Enrichment activities - respecting others through using the local area/community /church/residential visit. Bikeability training teaches children to respect the highway code.

Hope and Aspiration

Love and forgiveness is always there. New start for all. We can aim high. Be the best we can be.

Forgiveness

Courage

Our pupils will leave this school

With fundamental skills in PE and ability to apply these

With an understanding of the importance of health and fitness to continue this through their lives

Having experienced a wide variety of sport

With chances to compete and have positive memories of sport both within and outside of school, and both individually and as part of a team

Having had the opportunity to take a leading role in sporting activities

With resilience, self-confidence and self-belief

Knowing what they do well, and having the confidence to continue to do this in the future

Being proud of their skills, achievements and attitude to sport.

INTENT (WHY)

Excited About Learning 2025 vision for PE

Wisdom, Knowledge and Skills

IMPLEMENT (HOW)

Never give up on learning. Using knowledge well. BUT ethics as well as wisdom.

Perseverance

The curriculum will look like

Two sessions of quality PE lessons per week, where pupils are active for 90% of the time

A variety of sports and activities provided to all key stages (Including swimming being taught within KS2)

Sports are chosen for each year group in order to capture their interest whilst also targeting any skills which are less refined

Pupils enjoyment of PE and physical activities is enhanced

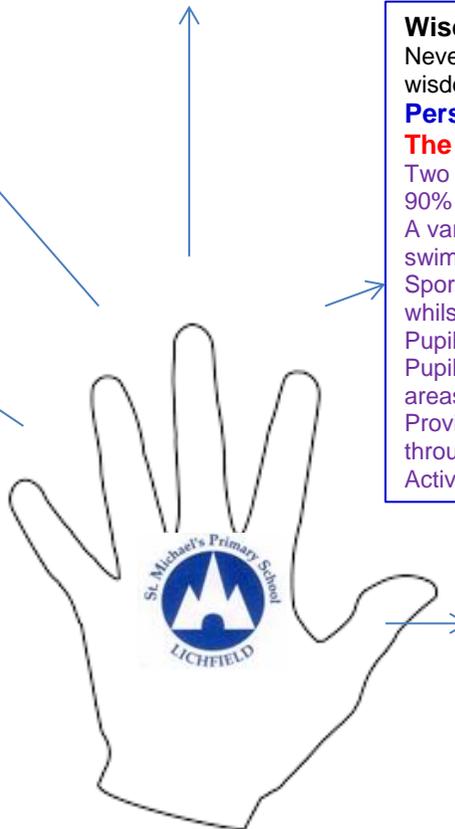
Pupils develop fundamental skills that can be transferred across different areas of the curriculum

Provide opportunities to revisit / embed skills, whilst also being progressive through the school

Active learning is applied within curriculum areas outside of PE lessons

God who connects and underpins the other four Our Vision:

- Do things the 'St Michael's Way
- Unique, valued individuals achieving together
- Effective 2-way communication
- St Michael's: an asset to the community
- Resource, create, innovate



Primary Physical Education and Sport Funding Action Plan 2020 21

St. Michael's Primary School

Amount of Grant Received (estimated) – Year 2020-2021: £18,100

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.

It is expected that schools will see an improvement against the following 5 key indicators:

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 (Why we are doing it)	Action Plan	Who	Time Scale	Funding Breakdown	Success Criteria/Impact and Evidence record
<p>To raise whole school attainment</p> <p>Use PE as a tool to raise whole school attainment.</p> <p>To involve parents and carers in their children's learning.</p> <p>Key Indicator 2</p> <p>Key Indicator 1</p>	<p>Staff questionnaires</p>	<p>To review use of active learning strategies currently being used within different classes in school with a focus on supporting Y1 and 2 broadening the range of strategies used. This has been carried over from 2020-21 due to COVID restrictions.</p> <p>To implement a new play leader strategy (this is planned and ready to start in September once year groups are mixing at lunchtime). Identified year 5 and 6 children to lead playtime games with younger children at lunchtimes. Use of a colour coded plan to identify what type of activities are lead in which areas by which children. RL to offer support in implementing this on a Tuesday lunchtime whilst children and lunchtime supervisors become familiar with the system. Equipment for this to be reorganised and easily accessible to play leaders.</p> <p>Continue to develop a bank of resources for the nail trail that link to other areas of the curriculum that staff can use to make their lessons more physically active and engaging.</p> <ul style="list-style-type: none"> • ½ day consultant support around OAA <p>This is an ongoing action; as we use the nail trail more as a school, more resources will be available for future year groups.</p>	<p>RL</p> <p>RL, AH</p> <p>MH, RL, Subject leads</p>	<p>Ongoing</p> <p>Sept 2021</p> <p>Ongoing</p>	<p>Free</p> <p>Minimal cost to produce a display £30</p> <p>£250</p>	<p>Increase in pupils meeting age related expectations in PE due to ongoing physical activity opportunities. Use PE as a tool for raising whole school attainment and evidence this through the YST tracker and audit tool.</p> <p>To have an outdoor adventurous resource that can be utilised both in different curriculum areas and at lunchtimes. All staff will be confident in using and modifying resources to enable all classes to access outdoor and adventurous activities.</p> <p>Evidence: Lesson observations, planning documents, Learning walks, Staff feedback, pupil voice.</p> <p>Sustainability: A love of physical activity and PE is an ethos throughout the school for years to come. Active learning is a part of everyday lessons. PE lead and other staff have increased knowledge for future years resulting in increased range of ideas. TAs more confident to lead physical interventions. Children who have been a part of targeted interventions to have a life-long love of sports. As a school, we will have a bank of resources to utilise to get children active across the curriculum.</p>

<p>PE Curriculum</p> <p>To further increase and embed staff confidence and ability to teach PE as per identified needs on audit.</p> <p>To develop PE team who have the Level 5 qualifications in PE specialism to provide good role models and support to other teachers within their phase.</p> <p>Key Indicator 3</p> <p>Key Indicator 4</p> <p>Key Indicator 1</p> <p>Key Indicator 2</p>	<p>Staff feedback from questionnaires (carried over from prior to COVID lockdowns as little opportunities for CPD)</p> <p>Learning walks</p> <p>Conversations with Staff.</p> <p>Pupil voice</p>	<p>PE CPD needs for the year based on staff feedback and monitoring activities conducted (some have been carried over from last year due to COVID restrictions):</p> <ul style="list-style-type: none"> - Level 5 qualification course for 2-3 staff carried over -Attendance at PE Network meetings, throughout the year at The Willows - Attendance at PE Conference - Forest school network meetings School based training -Effective use of our nail trail -Embedding active learning into our curriculum <p>Staff attending courses to cascade relevant information in staff meetings.</p> <p>Our organisation and allocation of school swimming has been restructured for the new school year. Having identified a large proportion of children who could already swim prior to their school swimming lessons in Year 3, we have decided to target non-swimmers. Years 5 and 6 will be assessed in September, the non-swimmers will continue to go swimming until Christmas. During these swimming sessions, the rest of Years 5 and 6 will take part in PE sessions in school. Following Christmas, this will be replicated in Years 3 and 4. After the first year, we will only need to assess any new starters and Year 3 children, as we will have records of who could swim 25m previously.</p> <p>Due to COVID restrictions, we have been unable to go swimming since March 2020.</p> <p>Whilst children have been coming to school in PE kits during the COVID pandemic, staff have reported smoother transitions to PE lessons and therefore more time spent doing PE, meaning children are more physically active. Therefore, we will continue to ask children to come to school in PE kits, with the addition of a school hoody in their house team colour.</p>	<p>RL, all staff</p> <p>JF and CD (possible NA)</p> <p>All Staff</p> <p>RL, KS2 staff</p> <p>RL, SM</p>	<p>Ongoing</p> <p>See course offer for dates and venues</p> <p>Ongoing</p> <p>Sept 2021 onwards</p> <p>Sept 2021 Onwards</p>	<p>Level 5 £950 (paid for last year)</p> <p>£200</p> <p>£175</p> <p>£200</p> <p>FREE</p> <p>Cost covered by parents</p>	<p>Increased confidence of teachers in teaching and assessing PE resulting in an increase in pupils meeting age related expectations in PE.</p> <p>Opportunities to share good practise to learn from each other within and outside of school for the PE lead and other staff. More outdoor adventurous activities to be available to children across the whole school with staff more skilled and confident in leading outdoor adventurous activities. More resources available for outdoor adventurous activities and active learning opportunities in school already tailored to our school site.</p> <p>More time spent by children accessing the PE curriculum as they will not need to spend time changing into or looking for PE kit.</p> <p>Evidence: Lesson observations, planning documents, Learning walks, Staff feedback, number of children able to swim 25m unaided, increased physical activity in school.</p> <p>Sustainability: PE lead and other staff have increased knowledge for future years resulting in increased range of ideas and strategies for engaging children with physical activities. The school has a curriculum provision that suits the needs of its pupils, including a wide range of sports and a well-planned swimming provision.</p>
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<p>Competition and Community</p> <p>To increase the awareness and engagement of parents in health and sports activities.</p> <p>Continue to offer a range of competitive opportunities for all pupils.</p> <p>Key Indicator 4:</p> <p>Key Indicator 5</p>	<p>Pupil voice</p> <p>Conversations with staff</p> <p>Feedback from parents</p>	<p>To reinstate our wide range of extra-curricular sports available to children.</p> <ul style="list-style-type: none"> Reach out to staff to organise a schedule of clubs throughout the year – communicate this with the school office Share information about clubs with children and parents Schedule clubs so that where possible they lead up to a tournament or competition children can take part in. <p>To encourage children to take part in competitive sports representing the school.</p> <p>Continue to offer competitive sports in school; during PE lessons, and on Sports Day.</p>	<p>RL, All Staff</p>	<p>Ongoing</p>	<p>No Cost</p>	<p>Participating in competitive sport will help children to understand the importance of learning the rules of the game. This will also promote further sporting skills including team work, perseverance and respect.</p> <p>Evidence: Participation in intra-school competitions.</p> <p>Sustainability: Children will foster a life-long love of sport. They will be proud to represent their school and to show off their achievements.</p>
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<p>Health and Wellbeing</p> <p>Raise profile of the impact physical activity can have on attainment within the school and wider community.</p> <p>Increase engagement and understanding of parents in meeting the '30mins' activity at home.</p> <p>Key Indicator 1</p> <p>Key Indicator 2</p> <p>Key Indicator 3</p> <p>Key Indicator 4</p>	<p>New curriculum health guidelines</p> <p>Staffordshire school health profile</p> <p>NCMP figures.</p> <p>New government obesity strategy criteria</p>	<p>Continue to build on ways in which the school can meet recommendations from government obesity strategy and 30mins activity within the school day and 30mins activity at home such as continuing the staff challenge at home which is filmed with no equipment, or the virtual personal best competitions.</p> <p>Continue to share the importance of health and physical activity with pupils, staff and parents through newsletters, new Instagram account, twitter, assemblies and signposting to opportunities.</p> <p>Participate in Living Street's Walk to School Week</p> <p>Look into 'Walk on Wednesday' – promote via new school Instagram/Twitter account</p> <p>Continue to promote the use of Calmbrain within school, and consider how we could develop this with individual children.</p> <p>St Michaels quest books- continue to make use of these to celebrate all aspects of the St. Michael's curriculum</p> <p>Health and wellbeing, in particular mental health and wellbeing, continues to be a high priority in school due to the uncertainty of the past year, so many of these actions have been carried over.</p>	<p>All staff</p> <p>RL</p> <p>RL</p> <p>RL</p> <p>JW</p> <p>All classes</p>	<p>Ongoing</p> <p>Ongoing</p> <p>May 2022</p> <p>Ongoing</p> <p>Ongoing</p>	<p>FREE</p> <p>Within PE release time</p> <p>FREE</p> <p>See website</p>	<p>Increased awareness of health recommendations in all stakeholder and raising numbers of pupils meeting these. Increased engagement of parents within the school and increased number of pupils meeting 30mins of physical activity within school and 30mins outside of school.</p> <p>Further increased awareness of emotional wellbeing within school particularly from pupils themselves knowing which strategies suit them.</p> <p>Evidence: Pupil voice, staff feedback, parental feedback, newsletters, display, case study</p> <p>Sustainability: Healthy and sustainable travel to and from school, encouragement of personal best and other initiatives will continue to support healthy life style choices. Teachers knowledge and ideas of teaching other curriculum subjects in an active way will continue. The wellbeing champions system will be repeated each year after initial set up</p>
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