

### Our Core Purpose:

We are committed to provided 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.

#### INTENT (WHY)

#### 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.

## 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 offer a broad, balanced and progressive curriculum

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 2024-25

## St. Michael's Primary School

**Amount of Grant Received (estimated)** – Year 2024-2025: £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  |
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| Area of Focus  | Evidence of need<br>(Why we are doing it)   | Action Plan   | Who  | Time Scale                                   | Funding Breakdown   | Success Criteria/Impact and Evidence record   |
| <p><b>To raise whole school attainment</b><br/>Use PE as a tool to raise whole school attainment.</p> <p>Use PE as a tool to equip children with the life skills needed for adolescence and adulthood.</p> <p>Utilise the Learning Futures initiative to enhance PE lessons</p> <p><b>Key Indicator 2</b><br/><b>Key Indicator 1</b></p> | <p>As part of ATLP, our Year 6 children spend a week in France. The first cohort who experienced this shared concerns around home-sickness.</p> <p>Each child in school has a 1:1 device. We must ensure these are used to the best of their ability to enhance learning.</p> | <p>To continue to identify ways in which PE can be used as a tool to raise whole school attainment, through making the curriculum active where possible.</p> <p>Review, refine and develop our provision of on and off site residential activities for children in school. As a result of the COVID pandemic, many of our children have not spent time away from their parents overnight so are reluctant to do so. This is our first year of a full complement of KS2 residential:<br/>Year 3: 1 night overnight stay on school site<br/>Year 4: 2 night arts residential (including dance) to Ingestre Hall<br/>Year 5: 4 night outdoor adventurous residential to Standon Bowers<br/>Year 6: 4 night residential to Paris</p> <p>Make use of iPads in PE lessons to allow children to self-assess their performances in order to identify areas for improvement. Explore which apps could be downloaded for children to assess their "form".</p> | <p><b>Class teachers</b></p> <p><b>RL, AH, SLT, Relevant year group staff (KS2)</b></p> <p><b>RL, JC, Class teachers</b></p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <p>Funding for some resources as necessary.</p> <p>To be funded by parents. Funding for low income families to be support by PP funding and Sports Premium funding.</p> <p>Possible purchase of apps.</p> | <p>More opportunities for active learning will boost attainment.</p> <p>Build children's resilience and confidence and reduce their anxieties about leaving parents. Increase children's independence and autonomy.</p> <p><b>Evidence:</b> Lesson observations, planning documents, Learning walks, Staff feedback, pupil voice.</p> <p><b>Sustainability:</b> CPD for new staff will continue to develop our school staff's confidence in PE. This will become embedded in school life.</p> |

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| <p><b>PE Curriculum</b></p> <p>To further develop and embed a progressive PE curriculum across school.</p> <p><b>Key Indicator 3</b></p> <p><b>Key Indicator 4</b></p> <p><b>Key Indicator 1</b></p> <p><b>Key Indicator 2</b></p> | <p>Staff feedback from questionnaires</p> <p>SLT curriculum reviews</p> <p>Learning walks</p> <p>Conversations with Staff.</p> <p>Pupil voice</p> | <p>EYFS team and leaders to work on refining the PE curriculum on offer in Reception to ensure children are given the strongest start.</p> <p>Swimming is offered to children in Years 3 and 4. Children attend an hour-long swimming lesson weekly for the whole Autumn term in Year 4 and the first Spring half term in Year 3. This year we are visiting a new site for swimming lessons, so this provision will be reviewed regularly.</p> <p>Review the impact of our PE curriculum to ensure that all staff are teaching the right knowledge and skills at the right time. Through learning walks, pupil conferencing and curriculum reviews.</p> | <p><b>RL, JC, RM, NA, RP</b></p> <p><b>RL, JC, CD, JM, RG</b></p> <p><b>JC and SLT</b></p> | <p>Ongoing</p> <p>Autumn and Spring Term</p> <p>Ongoing</p> | <p>Renewed equipment may need to be purchased. If so, each relevant year group team to store these in their classrooms to ensure they are always easily accessible.</p> | <p>More streamlined progression of skills in PE will mean that children are making rapid progress in PE each year. Children will enter each year group with the skills required to access the curriculum.</p> <p>More effective allocation of school swimming will mean more children being able to swim.</p> <p><b>Evidence:</b> Lesson observations, planning documents, Learning walks, Staff feedback, number of children able to swim 25m unaided, increased physical activity in school.</p> <p><b>Sustainability:</b> 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><b>Competition and Community</b></p> <p>Continue to offer a range of competitive opportunities for all pupils.</p> <p>To form relationships with local clubs to provide further opportunities for children.</p> <p><b>Key Indicator 4:</b></p> <p><b>Key Indicator 5</b></p> | <p>Pupil voice</p> <p>Conversations with staff</p> <p>Feedback from parents</p> | <p>Engage in competitive sports with other school both in the local area and as part of the ATLP from the start of the school year. Include in this continuing the links we have made with North Hub ATLP schools including the first North Hub Olympics.</p> <p>Ensure there is an element of competition within school in our current PE provision.</p> | <p><b>JC, CD, staff leading teams.</b></p> <p><b>JC and RL</b></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><b>Evidence:</b> Participation in intra-school and inter-school competitions.</p> <p><b>Sustainability:</b> 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><b>Health and Wellbeing</b></p> <p>Raise profile of the impact physical activity can have on attainment within the school and wider community.</p> <p>Increase engagement in active games at lunchtimes.</p> <p><b>Key Indicator 1</b></p> <p><b>Key Indicator 2</b></p> <p><b>Key Indicator 3</b></p> <p><b>Key Indicator 4</b></p> | <p>New curriculum health guidelines</p> <p>Staffordshire school health profile.</p> <p>New government obesity strategy criteria</p> <p>Behaviour review suggests children need some direction to their play at lunchtimes.</p> | <p>Participate in Living Street’s Walk to School Week</p> <p>Continue to teach children about healthy bodies and healthy minds through the PSHE curriculum and use of My Happy Mind</p> <p>Inspire to provide active sessions at lunchtimes. They will run sessions for two classes of pupils each lunchtime. They will also advise play leaders as to activities they can lead with other classes. Investigate expanding the lunchtime supervision team.</p> <p>Investigate the “Ways to Wellbeing” award from Entrust to celebrate our personal development of children.</p> | <p><b>JC</b></p> <p><b>RP, AH, class teachers</b></p> <p><b>RL, AC, lunchtime staff, play leaders, staff willing to run clubs</b></p> <p><b>JC, RP, RL, AH</b></p> | <p>Ongoing</p> | <p>To be confirmed.</p> <p>£7961.85</p> <p>Possible resources.</p> <p>Training for lunchtime staff.</p> | <p>Further increased awareness of emotional wellbeing within school particularly from pupils themselves knowing which strategies suit them.</p> <p>Further development of outdoor spaces in school.</p> <p>More active children in school and reduced behaviour issues at lunchtimes. More ownership of lunchtimes on play leaders</p> <p><b>Evidence:</b> Pupil voice, staff feedback, parental feedback, newsletters, display, case study</p> <p><b>Sustainability:</b> Healthy and sustainable travel to and from school, encouragement of personal best and other initiatives will continue to support healthy life style choices.</p> |
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| <p><b>Curriculum and Extra-Curricular activities</b></p> <p>Increased opportunities for children to participate in extra-curricular clubs and try new sports.</p> <p>Increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics</p> <p><b>Key Indicator 1</b></p> <p><b>Key Indicator 2</b></p> <p><b>Key Indicator 3</b></p> <p><b>Key Indicator 4</b></p> | <p>Long-term planning</p> <p>Termly sports reports</p> <p>Conversations with staff</p> <p>Parent questionnaire feedback</p> | <p>Recruit PE ambassadors from Y6 to support with raising the profile of PE across the school.</p> <p>Continue to support teaching staff in implementing the revamped PE curriculum so that all children are making progress in PE.</p> <p>Continue to offer a wide range of extra-curricular clubs.</p> | <p><b>JC/Y6 team</b></p> <p><b>JC, class teachers</b></p> | <p>Autumn term</p> | <p>Raising the profile of PE across school will ensure all children are actively engaged in a love for sport.</p> <p><b>Evidence:</b> Learning walks, Staff feedback, pupil voice, pupil engagement with playground markings, use of the school garden, ease of access to PE equipment.</p> <p><b>Sustainability:</b> Starting a cycle of PE ambassadors will give younger children aspirations to take on that role in Year 6. Further development of staff's forest school skills will have a long lasting impact on the school.</p> |
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