 St Wilfrid’s C of E School Action Plan for P.E. 2021-2022

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 2021: | Areas of development for 2021-2022 |
| * Achieving the School Games Gold award 3 times in a row.
* The introduction of the school running track and trim trail, which is used to help children accomplish the exercise required each day.
* All KS2 children taking part in school swimming.
* Assessment of Fundamental Movement Skills from EYFS to Year 2 providing data that then is used to plan effectively.
* Teachers received CPD.
* Orienteering units of work purchased and school grounds mapped to encourage all children to take part in physical activity- staff also have been trained in the delivery of the scheme.
* Expert coaches used to deliver lessons and clubs alongside teachers.
* P.E. app purchased to help the delivery and assessment of P.E. in all Key Stages.
 | * CPD for staff will be identified and then this will be provided- especially staff new to school.
* Extra-curricular clubs – Covid had a high impact on the provision of clubs and extra-curricular activity. We will work on re-introducing them and encourage participation.
* A large part of the budget from last year has been used to improve school playgrounds, the work on these will be taking place during this academic year.
* FMS will continue to be a priority for EYFS, Y1, Y2 and if needed following initial assessments Y3.
* Continue to provide children with an understanding of inclusive sports.
* Continue partnership with other schools through Lancaster schools’ network and the Lancs and Heysham SSN, when restrictions allow we aim to re-introduce the provision of competitive sports for children in a range of activities.
* Sustain links with wider curriculum, particularly social, spiritual, moral and cultural skills.
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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. |  |
| 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. | 97% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 97% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | The children did not perform safe self-rescue due to Covid |
| 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? | Yes/No |



 Yearly swimming report



**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:** £18350 | **Date Updated: 10.10.21** |  |
| **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** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and aboutwhat they need to learn and toconsolidate 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: |
| Reintroduction of our daily run around our track. Every child in KS2 is aiming to complete a marathon- they will have their own personal record card to add to each time they have run a lap of the track. We have calculated that 156 laps of the track equate to the length of a marathon- when they complete this milestone they will receive a certificate in celebration worship. Each class in KS1 will also be aiming to run 156 laps of the track, but will do it as a whole class. This will take at least 1 half term to achieve.Both KS1 and KS2 playgrounds are being improved this year and we will also purchase new equipment which can be used at playtimes, aimed at promoting the improvement and practise of Fundamental movement skills.Children across KS1 including Reception will receive cycle skill sessions this year to help promote exercise at home. | Teachers will timetable and allocate 20 minutes per day to the run, which will help every child to achieve 30 minutes of physical activity per day.Equipment will be purchased and teachers will demonstrate how to use new resources properly.Once restrictions allow we will train some Y5 children to be Young leaders, they will help to implement the new games in KS1.An expert coach will be brought in to teach children to ride their bikes without stabilisers. Those who already can will have skill sessions. |  £0£2000 for equipment+ TBC for improvements to playgrounds£600 | All children will be participating in the marathon challenge and will understand that it is counting towards their 30 minutes of physical activity which is required per day. This should have a positive impact on both physical and mental well-being.Children will use the new equipment provided to help them improve their Fundamental Movement skills including throwing and catching both underarm and overarm. This will help them to become more confident.Children will ride a bike confidently, promoting the use of bikes and exercise outside of school. | Next steps- to promote running as a hobby which can be taken up in extra curricular clubs and as a hobby outside of school.We will have regular meetings with the young leaders to ascertain the impact of the new equipment.Bike to school week including breakfast. |
| **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** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and aboutwhat they need to learn and toconsolidate 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: |
| At St Wilfrid’s we know that P.E. is such an important part of not only our children’s lives but every member of our school family; helping with both physical and mental well-being. We love celebrating achievements in celebration worship and plan to reintroduce our termly raffle to entice children into participating in extra-curricular activity. We also continue to buy into the Lancashire SSN which provides us with CPD for staff and important links with other local schools.  | We will once again buy into the SSN and as restrictions ease begin to participate in competitive events. Staff will also indicate any CPD they would like to receive. | £1800 | All pupils will know the importance of physical activity and why it is required to help our well-being. Once clubs begin again children will be encouraged to participate and benefit.  | Continued participation in the SSN means that we are well supported by our SSCO’S and as restrictions ease children will once again have lots of opportunity for participation in sports/competition. |

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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: |  |  |  |  |
| CPD for staff will be identified especially staff new to school. + Fundamental Movement skills continues to be a priority therefore CPD will be provided.  | Training will be facilitated accordingly. | Some training will be provided by the SSN. Others allocation TBC | Staff will have been given up to date training on the provision of P.E. within their year group. | Staff who have attended training will feedback to other staff- A club for FMS in KS1 will be run from spring half term. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | 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: |  |  |  |  |
| Additional achievements:As a result of restrictions lifting we are able to re-introduce extra-curricular activities to each year group. We will send a survey round each class to ascertain the types of clubs they would like to see on offer and provide accordingly. | Initially we will provide Rugby coaching for Y3 and 4 after school and Y5 will also have the same coaching in curriculum time. Y5 and 6 will have football coaching and Y1 and 2 FMS fitness training. | £2500 | Club registers and uptake. | As restrictions ease keep introducing different/new clubs. |

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| **Key indicator 5:** Increased participation in competitive 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: |  |  |  |  |
| Our aim is to begin to enter the children into inter school competition during this academic year. We wish to be as inclusive as possible encouraging as many children as possible to take part. | When we are allowed we will sign up for competitions. | Vehicle hire (TBC) | Children will have had the opportunity to represent school in a competitive way (something which due to Covid restrictions we have not had the opportunity to do for a while)  | Competitions. |

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| Signed off by |
| Head Teacher: | Claire Weymouth |
| Date: | 14.10.21 |
| Subject Leader: | Kate Long |
| Date: | 12.10.21 |
| Governor: | Paul Jarvis |
| Date: | 01.12.21 |