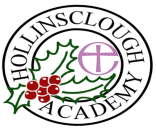
**Hollinsclough Academy**



**Primary Physical Education and Sport Funding Action Plan**

**2024/2025**

**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.**

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

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| --- | --- | --- | --- | --- | --- | --- |
| **Intent** | | **Implementation** | | | | **Impact** |
| **Area of Focus** | **Evidence of need** | **Action Plan** | **Who** | **Time Scale** | **Funding**  **Breakdown** | Success Criteria &  Evidence record |
| **Staff CPD to improve the quality of teaching and learning in PE**  To monitor PE lessons and staff confidence and ability to teach PE and plan further support and training as needed  To develop skills of PE leads to effectively lead subject  To complete staff 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.  To look at improvements to PE so that pupils gain key fundamental movements skills and enjoyment of PE early on  Audit PE equipment and purchase any new and additional items needed to deliver PE curriculum effectively  **Links to:**  **Key Indicator 1**  **Key Indicator 3**  **Key Indicator 2**  **Key Indicator 4**  **Key Indicator 5** | Staff feedback from questionnaires  Learning walks  Conversations with Staff.  Pupil voice  New government requirements on reporting swimming figures. | Audit development needs of staff by sending email questionnaire and having personal discussions about activities in PE and using information from monitoring activities;  PE CPD package needs planned for the year based on this information.  **PE lead package:**   * **TMPF PE network meeting Sessions:** * 25th Sept all day at Manifold * 28th Jan after school at Bishop Rawle * 11th July afternoon at Moddershall * **PE conference:** 11th June 2025   Ask other staff about any other CPD needs that would then allow them to delivery extra curricular clubs.  Review current PE curriculum overview map for depth and breadth of learning and progression for pupils.  Share revised map with staff and ASM so that they are clear on delivery, how it fits together and how they can help pupils make good progress  **Home learning links for flexi students**  Packs given to parent with I can statements and ideas for PE and swimming  Look into cards/ equipment packs for parents to use at home to cover National curriculum PE with pupils in own time.  Audit PE equipment and order new items that may be needed to ensure pupils all have access to enough equipment, relevant resources and items that support adaptive teaching. |  |  | PE support package with ALS:  £600.  Courses from £95-£175  £\_\_\_\_ equipment costs | 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.  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.  There are few non participants in PE lessons but those who for whatever reason are unable to physically participate are given a range of different tasks and roles to involve them in the learning.  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.  **Evidence:** 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.  **Sustainability**: 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. |
| **Swimming**  To improve the number of pupils meeting end of key stage swimming requirements.  To improve pupils knowledge and confidence around water safety.  To excite, engage and motivate pupils in swimming and water based activities  **Key Indicator 1**  **Key Indicator 3**  **Key Indicator 2**  **Key Indicator 4**  **Key Indicator 5** |  | Review current swimming provision and data on number of pupils meeting end of KS2 requirements.  Consider ways to improve figures through:   * Swimming CPD for staff who attend sessions. * Resources * Organise booster sessions for any Y5/6 pupils needing additional sessions. * Link with local leisure centre to pay for booster session slots for pupils needing it. * Organise some family fun at the pool sessions for EY/ KS1 pupils to attend to give ideas for developing early water confidence.   Look at ways to develop 3rd element of NC requirements around improving pupils understanding of water safety and to perform safe self-rescue in different water-based situations.  Make swimming information booklets to send out with pupils to prepare them for KS2 swimming lessons.  Sign up to become a swimming charter school. Look at teaching resources and certificates as part of this scheme and how they can be implemented. |  |  |  | There is an increased number of pupils meeting national curriculum swimming requirements.  Pupils are able to swim a minimum of 25m with many people able to swim further than this. They have developed their stroke technique and most importantly pupils understand how to be safe around water and basic survival techniques if they get into trouble.  **Evidence** Swimming data gained from provider, observations of lessons, pupil voice. Parent feedback  **Sustainability**  Pupils have learnt the skills they need from PE and swimming to be able to stay safe and remain active and healthy. They see the value of learning to swim and how this can contribute to their safety in and around water. Many pupils see swimming as an enjoyable activity that they want to continue with. |
| **Health and safety in PE**  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.  To ensure all members of staff and pupils are aware of and following health and safety in PE guidance.  **Key Indicator 1**  **Key Indicator 3** | Health and safety audit and guidance  Safe practice in PE and schools sport update  Staff survey  Pupil voice | PE Lead for TMPF to attend health and safety briefing course –to get updated with changes to safe practice in PE and school sport.  Health and Safety Update: With a new health and safety book launched for 2024. Cost £95  Online Course: Wednesday 16th October 2024, 9.30-12.00 Cost with afPE membership & book: £295  To review paperwork related to safety in PE on behalf of the trust schools: PE policy, risk assessments and update these as needed.  Disseminate information in network 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.  To look at how information is communicated with parents around safety in PE. Update newsletters, pupil information booklets and website.  Create health and safety posters/ display within school to raise awareness of key points and guidance. |  |  | 16.10.24  Autumn term  Autumn 2  Through year | 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.  **Evidence:** Lesson observations, lesson planning and evaluations, health and safety documentation.  **Sustainability**: Staff will continue to use these resources and involve pupils in learning about risk in the future so that lessons remain safe. |
| **Forest Schools, Outdoor learning and Sustainability**  Develop forest school and outdoor learning opportunities as part of the school curriculum offer.  Embed and enhance use of outdoor learning activities across the school.  Support pupils to develop key life skills that they can use in other lessons.  Look at sustainable practices within school and how to teach pupils ways in which they can look after the world and environment.  **Key Indicator 1**  **Key Indicator 2**  **Key Indicator 3**  **Key Indicator 4** |  | **Forest school Leader Package:**  Forest School, Outdoor Learning & Sustainability Conference 2024, (9:00am-4.00pm). Thursday 10th October 2024, @ Wolseley Bridge, ST17 0WT  Forest school network meetings.  Thursday 12th September,- Outwoods Primary, DE13 0AS,  Wednesday 12th February, Cheadle Primary, ST10 1EN,  Wednesday 21st May, New Ford Academy, ST6 1PY    Staff to continue to use ideas for outdoor learning opportunities from training and enrichment days delivered last year to build an exciting curriculum that utilises the outdoor space.  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.  **Sustainability agenda**  Look at ideas on how cross-curricular areas can work together to provide meaningful learning activities within and beyond the classroom to increase children’s awareness of caring for the environment and sustainability.  Invite pupils to attend Staffordshire’s annual invertebrate fair at Staffs Uni – March 2025  Purchase litter pickers for pupils to use at lunchtimes.  Invite local speakers into school to talk to pupils about topical events.  Look at ideas on how cross-curricular areas can work together to provide meaningful learning activities within and beyond the classroom to increase children’s awareness of caring for the environment and sustainability. |  |  | £500 Forest school leader package | 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..  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.  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 as trust, respect, teamwork and communication.  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  **Evidence:** Pupil voice, staff feedback, parental feedback, newsletters, display, case studies and photographic evidence.  **Sustainability**: 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 |
| **Lunchtimes**  To develop lunchtime provision to enable pupils to increase physical activity levels, improve their physical skills, develop independent learning, social and leadership skills,  Conduct pupil voice to listen to the types of activities pupils enjoy and follow up on ways to incorporate this.  Improve pupils physical activity levels through structured lunchtimes and active learning within lessons  **Key Indicator 1**  **Key Indicator 3**  **Key Indicator 2**  **Key Indicator 4**  **Key Indicator 5** | Government  obesity strategy: (30mins active in school 30mins at home)  school health data  Pupil voice  Parental feedback  Staff questionnaire  Data on behaviour and attendance.  First aid incident reports | **Lunchtimes,**  To develop lunchtime provision to enable pupils to increase physical activity levels, improve their physical skills, develop independent learning, social and leadership skills.  Conduct pupil voice to listen to the types of activities pupils enjoy and follow up on ways to incorporate these into lunchtimes  Speak to lunchtime staff to identify strengths, weaknesses and opportunities to improve lunchtimes.  Strategic Development of Lunchtimes course, (1:00pm-3:00pm): 1/2 Day Course: Thursday 6th March 2025, @ Westwood First School, Leek, ST13 8DL  Cost £95  **Lunchtime development Package 1: £1250**  Audit session: Date TBC  Training Day: Date TBC  Follow up training/ support day: Date TBC  Following training decide on and develop a system for lunchtimes: Zones Areas/ Themed Days/ Free flow with areas and activities for pupils to take part in that link to other curriculum areas.  Deliver playground games as a unit within PE lessons to teach pupils new games to do and embed playground rules/ charter.  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.  Organise whole school assembly or do class assembly to launch new lunchtime opportunities and discuss playground rules  Print posters with playground games and put them up outside for pupils to use and inspire them   * Positive words * 9 things to do cards * Personal best challenges * Fitness circuit   Collect favourite games ideas from parents and other members of the community and combine with staff and pupil favourite games to make a school booklet of activities to do at lunchtimes. Invite parents in to lunchtimes to assist/ volunteer on a day to come and share their game.  Organise boxes of equipment with 9 things to do cards to make it easy for children to practice key fundamental movement skills.  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.  Ask for donations of equipment to use in some of the areas/ zones for lunchtimes e.g small world play/ dressing up  Organise a fund raiser (sponsored hula hoop/ skip/ fitness day) to raise money for new lunchtime play equipment. Allow pupils to then have an amount per class to purchase new equipment and use this to talk to them about looking after and respecting the equipment to make it last. |  |  | £\_\_\_ teacher release time  £95 course cost with resources  £1250 lunchtime package cost  £\_\_\_\_\_\_ Equipment costs | 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.  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  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.  **Evidence:** Lunchtime observations, LTS feedback, pupil voice, staff feedback,  **Sustainability**  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. |
| **Emotional Health & Wellbeing**  Improve pupils emotional health and well-being and link to whole school improvements.  Through staff attending Level 4 qualification in improving pupils emotional health and wellbeing in PE and look at ways in which pupils self esteem and confidence can be built up within lessons and other interactions  **Key Indicator 1 Key Indicator 4**  **Key Indicator 5** | Lesson observations of pupils struggling with stamina over sustained periods of time.  Staffordshire school health profile  Government  obesity strategy: (30mins active in school 30mins at home)  . | **Emotional health and wellbeing**  Continue to develop opportunities to promote both pupils physical and emotional health and well-being in school;  PSHE lead (or other member of staff) to attend health and wellbeing network meetings, share ideas with rest of the staff and action ideas through planned activities: 14th November 2024 (Achieving 60 active minutes in your school day), 4th March (Supporting an inclusive school environment) and 2nd Jul 2025 (PSHE and PE links across your whole curriculum). £75 per session or £180 for 3  Continue working on pupils understanding of their thoughts and feelings and how to manage these through working with the mind gig programme and resources.  Staff training session:  Trial weekly 10min videos (and optional 30min activity around this)  Members of staff to attend Level 4 in improving pupils emotional health and wellbeing in PE and look at ways in which pupils self esteem and confidence can be built up within lessons and other interactions  Level 4 Qualification in improving pupils emotional health and wellbeing through PE Course dates: 17th October, 6th March and 10th July Cost £495 |  |  | £650  Mind gig package of training and support resources | As a result of emotional health and wellbeing initiatives pupils are more aware of their emotions, how to express these and how to deal with different situations that occur. Pupils actively practice strategies that support their wellbeing such as being physically active, being more mindful and connecting with others  **Sustainability**  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. |
| **Improving health and fitness**  To look at opportunities to develop pupils understanding of living a healthy life and increase their fitness levels.  **Key Indicator 1**  **Key Indicator 2**  **Key Indicator 3**  **Key Indicator 4** | Government  obesity strategy: (30mins active in school 30mins at home)  school health data  Pupil voice  Parental feedback  Staff questionnaire | Review PE curriculum and explicitly plan for discreet unit of work aimed at improving pupils fitness levels and developing their knowledge of how to stay fit and healthy.  Look at links to what it is taught in the science curriculum and where there may be an overlap or joint learning opportunities could enhance understanding.  Take part in national fitness day – 21st September and run fitness based circuits for pupils to take part in/ boot camp/ dance fitness/ FS challenges.  Plan linked enrichment days to support learning around this:   * Science and PE active curriculum day. * Healthy eating day * Skipping week – (April) * Sports week (June)   Try new sports/ activities and ways to be physically active and discuss with pupils the many ways to meet health recommendations.  Pupils to interview other members of the school community and make posters (other pupils, staff, parents and governors) about how they meet health recommendations and the different ways this can be achieved.  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. |  |  |  | Increased awareness of health recommendations and number of pupils meeting the 30mins within school and 30mins at home.  Pupils have a good knowledge of how to stay healthy and what contributes to a healthy active lifestyle. They are using this and applying to everyday situations |
| **Active learning to improve whole school outcomes**  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  Raise the profile of other subjects within school by combining them with physical activity and PE linked curriculum.  Improve pupils physical activity levels through active learning within lessons.  **Key Indicator 1**  **Key Indicator 2**  **Key Indicator 3** |  | **Active learning across the curriculum**  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.  Look at ways to support staff on active learning across the curriculum through cross curricular learning opportunities,  Active enrichment days planned each term:  **e.g.Autumn -** Teamwork and collaboration – whole school (PSHE) – 26th October   * The world around me (Geography) – 14th November   **Spring –** Mini medics first aid – Y1/2 (PSHE) – 31st January   * World book day dance – Whole school – any books (English) – 4th March   **Summer –** Self esteem and confidence - whole school (PSHE) – 12th April   * Great fire of London – half day each class– Y2 (History) – 23rd May   Continue to share ideas throughout the year on ways in which this has been successful  **Writing Link**   * 9 things to do cards used to develop pupil gross motor skills * Pupils to use PE/ sport to write for a purpose – e.g. competition reports, Interviews or health leaflets. * Look at the YST Active literacy packs/ Accelerate learning with links to gross motor skill   **Reading link**   * Get pupils involved in reading more within PE and outside of PE   **Within lessons**: 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  **Out of lessons:** 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 activity cards and challenges to complete at lunchtimes |  |  | £2500 6 day enrichment day package  0r £4500 12 day enrichment package | 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 and had chance to creatively express their views and opinions, work with others to collaborate and consider their views and opinions.  Increased attainment and enjoyment within other curriculum subjects through active learning opportunities delivered..  Activities pupils have taken part in have inspired them and they enjoy taking part and being physically active,  **Sustainability**  Enriched curriculum days will continue to planned to inspire pupils curiosity and give them practical opportunities to explore their skills and learning. |
| **Active travel**  To promote more active/healthy ways of travelling to school.  To improve pollution and air quality outside school.  **Key Indicator 2**  **Key Indicator 3** | -audit of active travel | Share the School Run Revolution pdf guide with new starters [INTO-New-Families-Brochure.pdf (staffordshire.gov.uk)](https://www.staffordshire.gov.uk/Education/School-Transport/Under-16/Mainstream-Travel/Not-eligible/Active-School-Travel/INTO-New-Families-Brochure.pdf)  Look into setting up a Walking Bus Scheme with support from [walking.bus@staffordshire.gov.uk](mailto:walking.bus@staffordshire.gov.uk)  Look into “park and stride” scheme with support from [into@staffordshire.gov.uk](mailto:into@staffordshire.gov.uk) and use guide to help set up <https://www.livingstreets.org.uk/media/nrgfargx/park-stride-guide.pdf>  Engage with Walk to School Month in October through social media and promoting active travel. - Monitor active travel and create reward system for promoting active travel throughout the month.  <https://www.livingstreets.org.uk/get-involved/international-walk-to-school-month/>  Visit <https://www.livingstreets.org.uk/walk-to-school/primary-schools/> to see resources and support for promoting walk to school- funding for travel tracker  Contact Road Safety Education Officers for  further road safety education resources and visit  the “THINK!” website to find resources surrounding Be Bright Be Seen and general road  safety.  Enagage with Sustrans “Big Walk and Wheel” in April <https://www.sustrans.org.uk/>  Share active travel games from <https://www.sustrans.org.uk/campaigns/fun-games-to-play-on-an-active-school-run/>  Engage with “Walk to School Week” in May using INTOwalkingstaffs resources and social media to promote active travel  Look into signing up to <https://modeshiftstars.org/about/> to create action plan for active travel and gain accreditation  Consider having “active travel week” , similar to current “walk to school week” integrated more into the school calendar- one week per term/half term   * Children to receive a raffle ticket for each week they achieve 3/4 times active travel to school. * Each half term the raffle is drawn and one winner per phase receives a prize (active bundle of skipping rope, bat and ball etc)   Look into funding for bikeability level 1, 2, 3 training in our area  <https://www.bikeability.org.uk/>  Create a group of Active Travel Ambassadors taking action (could be school council members) to promote active travel   * Posters * Assemblies * Walk to school week   Look at “Air Aware Staffordshire” to promote children campaign and lead initiatives to reduce air pollution around school. Contact [AirAware@staffordshire.gov.uk](mailto:AirAware@staffordshire.gov.uk)  Get involved in Clean Air Day in June |  |  |  | All children who participated in Bikeability passed Level 2 which has increased both their skills and safety awareness on the road. Children were also encouraged to increase the use of their bikes outside of school. As a result alongside the walk to school initiative 5 UKS2 children chose to cycle to school as their method of transport. |
| **Spirituality**  Incorporate spirituality within school to enhance sense of self, belonging and confidence  **Key Indicator 1 Key Indicator 4**  **Key Indicator 5** | Pupil voice  Parental feedback | Develop outdoor learning space to incorporate spirituality in outdoor areas. This may include a designated quite space to develop area, adding resources such as;   * Waterproof cushions to sit on * Large sunshade * Calming musical instruments * Art resources for mindful colouring (clipboards) and singing * Hymns to encourage group singing * Gardening resources for planting seeds, possibly sunflowers * Bug hunt equipment * Chalks and pavement/concrete spaces * Introduce a ‘chatter box’ with thought provoking questions where children may be encourage to pull a question card and consider answers with a friend * Quote about spirituality * Scripture from The Bible * Laminated responses from children in school ‘What is Spirituality?’ * Inspiring images with thought provoking questions (perhaps display book or laminated on display) * Sensory liquid timers * Buckets with natural art resources (pebbles, stones, sticks to make picture frames, bricks, moss, bark)   Book enrichment days to develop and enhance spirituality within school. These may include   * Dance with instruments/dance scarves or ribbons * Listening to music and playing drums or noddle rhythm * Forest school nature day * Outdoor art and expression of feelings * Caring for nature (how to care for Gods creatures) * Outdoor PSHE caring for one another * Team building and resilience, the power of not giving up * Growth mindset activities |  |  |  | Developing confidence working with their peers in an outdoor environment.  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.  Opportunities to develop social skills and being able to challenge themselves and improve self-esteem and confidence.  Caring for one another and the community (plus animals and insects)  Provoking questions about core values and self-beliefs.  Feeling good about themselves can result in happier children that are calmer and more ready to learn. |
| **To increase opportunities for pupils to compete and perform,**  Take pupils to competition and festival opportunities outside of school.  Go for school games marks award with SGO  Continue to offer a range of competitive opportunities for all pupils.  **Key Indicator 4:**  **Key Indicator 5** | - Audit of areas to develop from working through games mark criteria. | **Competition**  Check understanding of games rules and techniques for delivering various game-based activities in school.  Games Rules and Understanding, (9:15am-3:30pm): Cost £175 Day Course: Monday 30th September 2024, @ Leasowes Primary School, Stafford, ST17 0HT  Audit delivery of athletics across the school- not just preparation for sports day.  Exploring Athletics (9:15am-3:30pm): Cost £175 Day Course: Tuesday 8th April 2025, @ Leasowes Primary School, Stafford, ST17 0HT  Liaise with local School Games Organiser for support in participation in local competitions.  Look at reviewing school games mark and opportunities for the school to get involved in competitions to inspire the pupils.  <https://www.yourschoolgames.com/about/school-games-mark/>  Register the school to take part in the National Sports Week 2025 to coincide with sports week in school  My personal best challenges integrated into lunchtimes and breaktimes to keep pupils engaged and motivated in learning and developing skills.  Continue to build in opportunities for little competitions in PE lessons through my personal best challenges and end of unit game situations  Encourage engagement in competitive opportunities with a variety of schools and partnerships.  **Introduce MAT/ trust competitions and visits**  **Engage in School Games competitions:**   * Sport for all * Mixed football competition   See Zoe Harp for dates  **Arrange some virtual competitions for pupils to take part in:**  Autumn Term: Athletics  Spring Term:  Summer Term:  Audit of staff and pupils linked to Sports Days and activities- what can we do better? |  |  |  | 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.  Pupils developing and applying key life skills through their participation in PE and sport including trust, respect, teamwork and communication.  Increased number of pupils participating in competitive opportunities and reporting increased enjoyment in these. School achieving school games mark award  **Evidence:** Lunchtime observations, Extracurricular registers, competition calendar and results. Staff feedback, pupils voice from school council.  **Sustainability**: 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. |
| **Inclusion and equality**  To ensure the PE curriculum is inclusive and there are a range of opportunities for pupils of all abilities.  To target pupils with SEND to engage in interventions/ clubs/ festivals to develop their skills and improve their perceptions and enjoyment of PESSPA.  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.  Increase awareness of BAME athletes and sports stars as role models  Introduce a resource of posters and information cards within a display or to be used in lessons  **Key Indicator 1**  **Key Indicator 4**  **Key Indicator 5** |  | To complete school games inclusive health check on website and look at the results of this and areas for school to make improvements.  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.  Look at opportunities for less sporty/ less able pupils and also younger KS1 pupils to get involved in clubs and competitions within school.  Purchase equipment to support inclusive sports such as boccia, new age curling, goalball, archery, golf  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 their journeys in sport. Identifying key barriers they faced and skills they showed to overcome these; resilience, bravery, determination.  Build into lessons examples of BAME athletes demonstrating skills from the lesson.  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.  Enrichment Day organized for black history month looking at:  - Wangari Maathai and planting trees and making seed bombs  - Tribal dances from around the world and traditions such as Hakka  - Black athlete role models and celebrating their sports |  |  |  | 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.  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.  Pupils have learnt tolerance and have a greater empathy and appreciation for others through inclusive sports unit and enrichment experiences.  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.  **Evidence:** Observations, Extracurricular registers, competition calendar and results. Staff feedback, pupils voice from school council.  **Sustainability**: 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 |
| **To make links with parents to engage pupils in physical activity**  To increase the awareness and engagement of parents in health and sports activities.  **Key Indicator 4**  **Key Indicator 5** |  | Further increase engagement and involvement with parents through: offering parent workshops, inviting them to observe/ join in with lessons and sharing ideas in half termly newsletters and on the website.  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.   * Taking their children to the swimming pool to develop water confidence * Sharing a favourite playground game * Getting them involved in fundraisers * Donating equipment.   Enrichment days to be made available to all students for ‘alternative’ sports to promote a wider range of physical activities. Ask school council for ideas.  **Mondays/ Fridays**  Look at opportunities to visit local clubs/ activities and invite parents to these as well.   * Dilhorne farm school * Skating club * Sailing/ rowing club * Bowls |  |  |  | Parental engagement improved and parents being more physically active with their children at home.  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. |
| **To make links with community clubs to signpost pupils on activities to be involved in outside school**  To increase links with community clubs and organisations.  **Key Indicator 4**  **Key Indicator 5** |  | Find out what other clubs pupils do outside of school and look at the potential of making links with these to signpost more pupils to these.  Enrichment days to be made available to all students for ‘alternative’ sports to promote a wider range of physical activities. Ask school council for ideas.  Look at opportunities to visit local clubs/ activities and invite parents to these as well.   * Skating club * Sailing/ rowing club * Bowls   Signpost parents to these clubs and invite sports clubs, secondary schools scouts or any other groups into school to give presentations and demonstrations to the children to inspire them |  |  |  | Pupils have had the chance to experience new activities that they can continue with outside of school through direct links with community clubs. Pupils enjoyed learning new skills and meeting new people as part of these opportunities and a number of pupils have reported going on to join these external clubs and attending regularly outside of school. |
| **Links to whole school development plan:** | | | | | | |
| **Ideas for 2025/ 26** | | | **Ideas for 2026/27** | | | |