



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

PE ACTION PLAN 2020 - 2021

Schools receive funding to make additional and sustainable improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. We received £17,748 for 2020-2021 and £8265 was carried forward from 2019/2020 to help increase the percentages of children meeting the national curriculum requirements for swimming and water safety. It should be used for Primary PE and Sport Premium to:

- Develop or add to the PESPA 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
- Autumn Spring Summer

| Improve percentages of pupils meeting national curriculum requirements for swimming and water safety | Impact |
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| Fund top up lessons for pupils in Y6 who did not meet the NC requirements Year 6 children who did not meet the requirements will continue to go to top up swimming lessons. 66% of Year 6 children passed the NC requirements. | 75% of pupils attending will meet NC standard for swimming 25m 75% of pupils attending will meet NC standard for using a range of strokes effectively 75% of pupils attending will meet NC standard for safe self-rescue High schools have been informed about children who did not meet the swimming requirements. Year 6, 5, 4 and 3 to go swimming next |

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| | year starting with the oldest children. |
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| Academic Year: 2020/21 | Total fund allocated: £26013 | Date Updated: 13/07/21 | | |
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Increase percentage of pupils who are active throughout break times. | Baseline of inactive pupils from staff and pupils. Lunch time staff to lead a variety of different games and encourage children to join in. | | After lockdown staff observed children's activity levels at break times. Most children in school were active at these times. Staff asked non-active children how we could help them to be more active. Several children asked for skipping ropes and sound systems to dance at break and lunch times. Skipping ropes and sound systems have been purchased. Staff have reported that the children are now more active and are skipping/ dancing at breaktimes. | Baseline children's physical activity levels in September and ask inactive children what they would like to increase physical activity. |

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| <p>Target less active pupils in order to engage them with a wider range of activity.</p> | <p>Buddies when possible Pupil voice - Speak to the children to see what would help to make them more active at playtimes.</p> <p>Look into ways to make early years children more active.</p> <p>Staff to monitor children's activity levels and ask any inactive children what school could do to help them be active.</p> <p>Ask pupils who don't attend a club outside of school – ask them what clubs they would like. Look into running these clubs when possible.</p> | | | <p>Restart buddy scheme when possible.</p> |
| <p>All children to be active during the day within lessons (includes daily mile,</p> | <p>Class teachers' timetable of physical activity during the week.</p> | | <p>In December all children completed the Lakeland Lapland</p> | <p>Physical Activity Logs to be in place in September for each class to record their physical</p> |

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| <p>Go noodle, yoga etc).</p> | <p>Each class to record and monitor physical activity levels.</p> | | <p>Virtual Run. In teams children ran 145 miles over 12 days. This encouraged children to be active.</p> <p>Class Teachers have physical activity timetables in place. Classes record their classes activity levels on them each week. Physical active log in place in all classes to ensure all classes are active during the day.</p> <p>Classes are continuing to monitor their daily physical activity by using class logs. Class logs show that physical activity is happening in classes during learning time.</p> | <p>activity on.</p> |
| <p>Encourage more children to ride a bike and do so safely.</p> | <p>Book Bikeability sessions targeting reception, year 1, year 4, 5 and 6 children when possible Cycle to school week, supply leaflets for local activities</p> | | <p>Bikeability sessions have been booked for Summer 2. A bike rack has been fitted to the front of school to encourage more active travel.</p> <p>Bikeability sessions to take place in Summer 2 for years 4 and 6.</p> <p>A letter was sent out to parents asking them to encourage their child to ride a bike safely.</p> | <p>Bikeability has been booked in for years 4, 5 and 6 for next</p> |

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| <p>Active travel to school encouraged.</p> | <p>Baseline of how children get to school. Record daily how children travel to school.</p> | | <p>Children are being encouraged to cycle to school through the living streets active schools challenge. This has increased the amount of children cycling to school. In March 26 journeys to school were recorded via bike. In May 49 journeys took place by bike and in June 51 journeys took place via bike.</p> <p>Classes are recording how they get to school. The baseline shows that 46% of children active travel to school. In October this increased to 54%, November 59%, and December 55%. These all increased from the baseline therefore more children are completing active journeys. In Autumn term 56% of journeys recorded were active. Out of the journeys recorded 3100 were active compared with 2386 that were non-active.</p> <p>In March/ April 1994 trips were</p> | <p>year.</p> <p>Active travel scheme to be used next year.</p> |
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| | | | <p>active compared to 1145 non active trips. Therefore 60% of recorded trips were active. This is an increase on Autumn term. 74 badges were awarded in this time for active travel to school.</p> <p>In May 2022 journeys were recorded as active compared to 734 non-active trips. Therefore 73% of trips were active, an increase on April. 91 children received a badge for active travel to school in May.</p> <p>In June 1961 journeys were recorded as active and 737 recorded as non-active. 73% of trips were active, In June 86 children got a badge for active travel.</p> | |
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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 0% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |

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| <p>Improve behaviour within and out of class time. (school values – responsibility, respect, resilience, cooperation, confidence, compassion)</p> | <p>Real PE core strength activities. Ask children what they would like in the playground to be more active. Buddies to model and teach these values through games to younger children. Staff to model and teach these values to children throughout daily life including when playing games with them.</p> | <p>As above</p> | <p>After lockdown staff observed children's activity levels at break times. Most children in school were active at these times. Staff asked non-active children how we could help them to be more active. Several children asked for skipping ropes and sound systems to dance at break and lunch times. Skipping ropes and sound systems have been purchased. Staff have reported that the children are now more active and are skipping/ dancing at breaktimes.</p> | <p>Play equipment will be in place for future children to play with to increase their activity levels.</p> <p>Next year continue to monitor children's activity levels and ask any inactive children what school could do to help them be active.</p> |
| <p>To maintain high profile of pupils in leading, manging and officiating in school PE (as per Silver award). Compassion, cooperation, responsibility, respect, resilience, confidence)</p> | <p>Training and equipment for new play leaders. Continue with the Buddy scheme when possible.</p> | | | <p>Continue with buddy scheme when possible.</p> |

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| <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> | | | | <p>Percentage of total allocation: 2%</p> |
| <p>School focus with clarity on intended impact on pupils:</p> | <p>Actions to achieve:</p> | <p>Funding allocated:</p> | <p>Evidence and impact:</p> | <p>Sustainability and suggested next steps:</p> |

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| <p>All staff can effectively use Real PE and Real Gym with confidence, so all PE lessons are of a high quality</p> | <p>Staff Voice to see how confident staff feel with teaching PE. PE leader coach and support staff in application/ use of schemes of work. Staff released to attend CPD when/ if possible. Lesson observations when possible Pupil voice PE lead training Equipment ready for staff to teach effective lessons. Speak to staff, audit equipment.</p> | <p>As above</p> <p>£395 (Real PE scheme)</p> <p>£75 for home access</p> | <p>PE lead to complete questionnaire to ensure all staff feel confident teaching PE.</p> <p>All children have access to the Real PE scheme of work online and have been given passwords. Real PE / Real Gymnastic lessons therefore can still go ahead when classes are isolating or in lockdown. Over the year isolating classes have had access to PE Lessons online. 248 children logged in across all year groups.</p> <p>More PE equipment has been purchased to improve the quality of PE lessons and to ensure that equipment can be kept in bubbles.</p> <p>Staff questionnaires showed that some members of staff would like support with teaching Dance. Therefore a Dance scheme has been purchased. PE Lead to plan the Dance scheme into the PE LTP.</p> <p>Dance training has been booked for Autumn 2 (November 4th) to help improve staff confidence.</p> | <p>Repeat questionnaire in Autumn.</p> <p>Dance scheme to be planned into long term plan. Dance training has been booked for Autumn 2.</p> |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of grant: |
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| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>To employ external coaching company to provide out of school hours activities which broaden the pupils experiences when possible.</p> <p>To ensure children try a wide range of different physical activities.</p> | <p>Pupil Voice to see what clubs children would like to do Invite pupils to try new activities. Rebook Judo taster session with local club</p> <p>Pupil voice in take place in September 2020 to ask children what sports they would like to try. Book a taster day per term for different sports if possible.</p> <p>Long term plan which plots activities for each year group.</p> <p>Staff to run afterschool clubs that covers a variety of different sports.</p> | <p></p> | <p>NA at the moment</p> <p>Whilst in lockdown some classes as age appropriate were provided with a link to baby ballet online lessons to help widen children's experiences.</p> <p>Cricket taster days booked for Summer Term for Key stage 2. Rearrange for summer term.</p> | <p>Rebook Football, Judo taster session and cricket sessions with local clubs.</p> <p>Pupil voice in September to ask the children what afterschool clubs they would like to try. Book taster days so all children can try a variety of different sports.</p> <p>Create a long term plan which plots activities for each year group.</p> <p>Staff to run a variety of afterschool clubs if possible this year.</p> |

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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of grant: |
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| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Children to compete against the different houses in PE lessons and in competitions. | Children to work in houses in PE. Run intra school house competitions throughout the year Meeting notes Year 5 plan and deliver school sports day if possible. Long term Plan Yearly Overview of house Competitions Pupils voice on what competitive sport they would like to do. | | Due to lockdown school competed in the school games competition virtually. Sports day took place on 30 th June Houses competed against each other. | Long Term plan for house competitions to be created for next year. |
| Children to compete against other schools when possible. | Take part in family and Calderdale Sport competitions Cross country Netball Cricket Athletics Shelf gala | | | This will happen if possible next year. School games to arrange competitions. |

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