

Primary Physical Education and Sport Funding Action Plan



For Successful and Sustainable Change to take place there needs to be 3 non-negotiable elements:

1. A compelling reason for the change
2. A clear vision of the future with the change in place i.e. the Impact
3. A coherent Action Plan identifying the steps needed

Amount of Grant received – Year 2018-2019: £17,000.00

Context The Compelling Reason for action	Behaviour The Action Plan – What do we need to do?					Impact The Vision - the real and measurable difference as a result of these actions
	What	How	Who	Cost	When	
<p>Health Poor behaviour and low interest from staff and pupils during 'Fit in 15'</p>	<p><i>Introduce 'The MacGregor Mile' a more competitive idea to encourage children and staff to take up running and walking every day to improve fitness and wellbeing.</i></p>	<p>Staff to record amount of laps run by children and teacher on a daily basis. Include miles walked to swimming and library. Swimming is equivalent to 18 laps of the field and the library is 14 laps. Purchase a trophy to be awarded to the winning class each half term, medals to be awarded to star performances (chosen by class teachers) and water bottles with 'The MacGregor Mile' logo on for the winning class each term.</p>	<p>AM</p>	<p>90 x bottles £100 Trophy and 100 x medals £150</p>	<p>Sep</p>	<p><u>Impact</u> MacGregor Mile has been adopted by children and staff and is seen as an important aspect of the school day. Most classes now go out on a daily basis and the majority of children enjoy it. Staff are improving at motivating and challenging children to improve the children and more are running over walking. <u>Evidence:</u> Children motivated to run as many laps in the time given to improve class position on the leader board. Effort and performance recognised by teachers on a regular basis and medals awarded to 2 or 3 children from each class every half term. Poor performing children identified by CM and AM and targeted for extra-curricular sporting activities. <u>Sustainability:</u> Increased fitness of children from starting point to end of term reviews and improved awareness of the effect of exercise on their body.</p>

<p>Pupil activity has improved since introducing an apprentice and CM to work with children.</p>	<p><i>Continue with appointment of Sports Apprentice (BM) and CM at lunchtime.</i></p>	<p>CM and BM to set up activities for children to choose more active games during lunch.</p>	<p>LD, CM, AM</p>	<p>£8150</p>	<p>Sep-Aug</p>	<p>Impact This was very successful in increasing activity of children at lunchtime, with children talking about the competitions in a positive way. As BM became more confident, CM and BM would split up and involve more children in organised games as well as initiating games for children to continue by themselves. Evidence: More children engaged in activities at lunchtime. Children beginning to set up games themselves, as taught by CM and BM, fewer behaviour issues and accidents at lunchtime. Children continuing to enter intra-house competitions organised by CM and BM. Sustainability: Children enjoy physical activities and seek to use the skills and rules taught in games they set up themselves.</p>
<p>Children should be active as much as possible throughout the day</p>	<p><i>School grounds to be adapted to allow children to make full use of as much of the grounds as possible.</i></p>	<p>Continue to save for an 'all weather' surface to replace the grass area in the garden, or a sports cage (MUGA) to replace the concrete area.</p>	<p>SN, NJ, LD, AM, CM</p>	<p>£?</p>	<p>On-going</p>	<p>Impact Contractors have been contacted and money is being raised to level the area to the left of the playground. We will then add a trim trail, linking the swinging logs and climbing frame and adding more low level equipment to encourage activity during break and lunchtimes. Evidence: Children using new facilities to increase participation in physical activity. Sustainability: Permanent area for use by children for physical activity at break and lunchtimes.</p>
<p>Curriculum CM and all children benefitted from having another member of staff during PE lessons</p>	<p><i>Continue to employ Sports apprentice (BM) to develop skills in teaching PE and support CM with delivery.</i></p>		<p>LD, CM, AM</p>	<p>£1800.00</p>	<p>Sep-Aug</p>	<p>Impact Employing BM has had a very positive effect on the school. Evidence from lesson observations and through speaking to CM is that BM has helped to increase the activity and instruction given to children during lessons, he has helped to look after and organise equipment before and during lessons and has supported with behaviour and class management, improving the time children spend engaged in quality PE. Evidence: Smaller group sizes in lessons, all children receiving regular</p>

						feedback and support, lessons that are productive and activity is high. Sustainability: All children develop a better understanding of physical skills and how to improve.
New stock required throughout the year for Huff 'n' Puff trolley, and to replenish lost/broken equipment used in lessons and extra-curricular activities.	<i>All staff to complete a stock request form as stock runs low.</i>	AM to collect stock request sheets and order new stock.	AM	£600 £260 equipment trolley	Sep - July	Impact Stock is replenished throughout the year and the children make good use of the equipment at break and lunchtime. Lunchtime staff have requested more stock be bought to enable more children to use the equipment and to replace lost and damaged stock. Evidence: Playtimes and lunchtimes are suitably resourced to encourage maximum participation and activity. Sustainability: Children enjoy physical activity and the resources to allow them to set up games and activities without adult intervention.
Skills2achieve programme has been cancelled.	<i>A new system for tracking individual progress and providing clear direction in learning to be established.</i>	<i>Learning objectives taken from the skills2achieve programme and the National curriculum adapted for use to monitor children's progress.</i>	CM, AM	L&M time	Autumn 1	Impact CM continued to assess and plan for PE using the PEDPASS planning, as recommended by PE advisors. Evidence: Staff and children with clear learning objectives for each lesson and children can talk about the progress they have made. Sustainability: Staff and children are clear about stages of learning and next steps for development.
Member of staff to reduce group sizes in swimming and help walk children from school to swimming every week.	<i>Smaller group sizes allow for more direct teaching and progress.</i>	<i>Employ Mr Massam to teach swimming and assist with walking children to and from lesson.</i>	LD, AM, CM	£1550.00	Sep-July	Impact Employing CM to continue to teach swimming alongside the swimming teachers at the pool has enabled the children to be taught in smaller groups, with the intention of meeting children's needs more rapidly. At the end of Summer 1, CM reported that most Y4 children were swimming unaided as a direct result of weekly school swimming lessons. In summer 2, we reassessed the children in Y5 and Y6 to identify how many could still swim 25m and which of those could swim competently using more than one stroke.

						Our findings lead to us stopping the Y4 weekly swimming lesson and taking the non-swimmers in Y4,5 and 6. To provide lessons for only those children that needed them. This block of 6 week teaching will need to continue next year to support children to reach National expectations.
The amount of time for PE lessons has been reduced from 2 x 1hr sessions to 1 afternoon, 1hr 30 mins in Year 5 and 6.	<i>Evaluate the long term PE plan</i>	<i>Read research studies into effective PE provision</i> Adapt long term plan to account for the reduction in PE time and ensure full coverage of National curriculum	CM, AM	L&M time	Autumn term	Impact AM and CM made adjustments to the long term plan to ensure all areas of the PE National Curriculum were taught across both Key stages. The introduction of the 'MacGregor Mile' also provides children with 15 mins daily activity and equates to 1hr 15 mins a week. Evidence: Children follow a well-planned curriculum, covering all National Curriculum requirements at appropriate stages of development. Sustainability: The curriculum is broad and enables challenge for all abilities.
Competition To continue the number of competitive opportunities for pupils	<i>Children are encouraged to become physically active through fun, organised competition and good teaching of the skills necessary.</i> <i>Enter Tamworth schools inter-school competitions eg District sports, Tag Rugby, Girls football, Boys football, Netball, Swimming</i>	Continue intra-school House sports competition involving all Key stage 2 children at lunchtime over the year. Extra-curricular sports club for all children throughout the year.	CM, BM CM		Sep-July Charge families separately.	Impact This was very successful in increasing activity of children at lunchtime, with children talking about the competitions in a positive way and results displayed on the Sports Notice Board to encourage healthy competition. All children in KS2 entered at least one event and many were in several teams throughout the year. Extra curricular sports clubs were well attended and we entered teams for almost all of the sports offered by Tamworth Sports Council and feedback from the children has been really positive. They are keen to represent the school and all benefitted from the experience. We ave subsequently achieved 'Gold' in the Schools Games Award. Evidence: Silver Games mark awarded, child feedback continues to be positive, high numbers of pupils attending extra-curricular activities and fixtures, good results, achievements celebrated in assemblies, newsletter and the new school webpage. Sustainability:

						Children develop a love of sport that filter into their lives outside of school and as they grow up.
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Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Gold Schools Games Award</p> <p>Success of the MacGregor Mile in providing 15 mins of daily exercise for most children in school.</p> <p>Improvements to swimming long term plan to address the needs of non-swimmers in Year 5 and 6.</p>	<p>Losing a key member of staff and developing a long-term plan to suit new staff and the curriculum.</p> <p>Intra sports competitions to continue now that CM has left school.</p> <p>Non- swimmers in Year 5 and Year 6</p> <p>Weak cohort of swimmers in Year 4</p> <p>Installation of the Trim trail required.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	79%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	61%
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