

Lilycroft Primary



**Physical Education, School Sport &
Physical Activity Plan
2021-2022**

Evaluation

Stakeholders	S2. Teachers and other school staff	PESSPA KPI LINKS ⁽⁴⁾	Medium
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This section considers teachers and other school staff's capability, opportunity and motivation to promote and deliver physical activity across the school day.

- KPI 1
- KPI 2
- KPI 3
- KPI 4
- KPI 5

POTENTIAL EFFECT
This area has medium potential for improvement

Intent

CRITERIA TO GRADE

- S2.1** Capability - Staff have received within the last 2 years high quality and targeted training linked to specific aspects of the CAS framework
- S2.2** Capability - There is a planned CPD programme and pathway for all staff in relation to physical activity to support staff's ongoing capability in this area
- S2.3** Opportunity - Staff feel confident to regularly share successes and overcome barriers together in both formal (staff meeting, monitoring) and informal contexts, with dedicated time for ongoing CPD, coaching and support
- S2.4** Opportunity - Staff are actively encouraged by senior leaders and colleagues to use both indoor and outdoor environments to incorporate physical activity into learning and play, and are given inspiring resources (physical and virtual) to support them in enhancing physically active learning and play
- S2.5** Motivation - Whole school goals/targets in relation to physical activity are provided to staff, along with evidence based best practice from beyond school in order to inspire and develop their own practice in line with this
- S2.6** Motivation - Teaching and other staff's own beliefs, mindset and goals have been identified and used to shape interventions in relation to stakeholders within the school's CAS Implementation plan

CURRENT POSITION

- d** Some members of staff (across key stages)
- a** No
- d** Regularly
- b** Some support but minimal resources provided
- a** No targets or evidence based best practice
- b** Identified but not used to shape interventions

Implementation

PLANNED SCHOOL INTERVENTIONS

- Staff to attend yoga sessions so that continuity in place when yoga instructor absent. Yoga to take place weekly to develop flexibility, muscle tone and concentration
- Playground markings to facilitate safe use of bikes and scooters
- Playground markings to facilitate active games and exercise
- Release time for CAS leader
- Training for staff so they can ride bike and therefore teach children how to ride a bike
- Activity week in Summer term to include parents

PLANNED OUTPUTS AND OUTCOMES

- Staff are confident in use of playground markings and use of bikes/scooters
- Children become independent bike/scooter riders using all safety features
- CAS leader has facilitated an active and engaging whole school approach to physical activity and PE
- Parents understand value of physical exercise

Impact

ACTUAL OUTCOMES AND IMPACT

- Staff are confident in use of playground markings and use of bikes/scooters. Children use at breaktime and can self serve. All safety equipment used correctly. Playground marking used at playtime and at PA breaks
- CAS leader has facilitated an active and engaging whole school approach to physical activity and PE. This is not yet embedded
- Parental involvement has been minimal due to covid restrictions

Funding ⁽⁴⁾

PESSPA FUNDING ALLOCATED

Playground markings taken form 2021 funding
Summer Activity week £2000

SPORTS PREMIUM

Playground markings £2000
Bike training , release cost for teachers £800

Lilycroft Primary

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Policy	P5. Professional Development and Knowledge Sharing	PESSPA KPI LINKS ⁽¹⁾	High
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This section considers how your school invests in professional development and knowledge sharing with all stakeholders in relation to promoting physical activity to improve outcomes for children.

- KPI 1
- KPI 2
- KPI 3
- KPI 4
- KPI 5

POTENTIAL EFFECT
This area has high potential for improvement

Intent

AREAS TO ADDRESS

- P5.1** The school ensures that its physical activity leader receives high quality and evidence based training and support
- P5.2** The school ensures that its physical activity leader shares appropriate aspects of training and support received to improve staff and governors' capability, opportunity and motivation to support physical activity initiatives
- P5.3** The school uses coaching and mentoring through staff meetings and dedicated release time to ensure best practice and expertise is being shared and used by ALL staff over time
- P5.4** Initial teacher training providers ensure that the students completing their practice in school have received comprehensive training on physical activity, it's related benefits to health, wellbeing and academic outcomes, and know a range of strategies that can be used to promote physical activity across the school day
- P5.5** The school provides regular information and knowledge sharing (e.g. information evenings, parent consultations) on the importance of physical activity, and how families can support their children be active in fun and engaging ways every day

CURRENT POSITION

- b** Ad-hoc training or local network support
- b** Shared with some staff on ad-hoc basis
- a** No
- b** Students have received some (e.g. >1 day) support on physical activity strategies
- a** Not provided

Implementation

PLANNED SCHOOL INTERVENTIONS

- Facilitate (in line with government guidance) parent and child workshops through JU;MP
- Give dedicated release time to CAS leader to implement initiatives
- All trainee teachers given information about CAS/JU;Mp as part of their induction
- CAS leader disseminates all training attended through staff meetings and staff discuss merits and decision whether to implement strategies

PLANNED OUTPUTS AND OUTCOMES

- High Quality PE & PA lessons
- Confident staff in teaching PE & PA

Impact

ACTUAL OUTCOMES AND IMPACT

- Parent and child workshops di not take place due to continuing covid restrictions. Information was sent home but this could not be monitored for Impact. The Parents meeting at 9am are reinstated in 22-23 when this will be discussed and addressed
- CAS leaders were given time and ensured high quality resources for all children. They have also been able to establish a true and accurate baseline of provision in school.
- Training for active curriculum was provided but this had to been completed remotely due to covid restrictions
- All trainee teachers given information about CAS. Teachers more confident in active learning and PE
- CAS leader training limited due to covid restrictions. CAS conferences attended and ideas discussed in meetings for implantation in 22-23
- PA and Pe lessons offer a wider variety of opportunities and skills development
- All teachers and HLTAs confident to teach PE & PA

Funding ⁽⁴⁾

PESSPA FUNDING ALLOCATED

Translator for JU;MP meetings Release time for CAS leaders £1500

SPORTS PREMIUM

£0

This Academic Year

Opportunities 02. P.E. lessons (incl. swimming)

PESSPA KPI LINKS ⁽¹⁾

Medium

This section considers Physical Education interventions that extend the duration, increase the frequency and/or enhance the delivery of physical activity for children.

- KPI 1
- KPI 2
- KPI 3
- KPI 4
- KPI 5

POTENTIAL EFFECT
This area has medium potential for improvement

Intent

CRITERIA TO GRADE

02.1 Teaching staff have received training that focuses on HOW to teach high quality P.E, using both P.E. (e.g. Krechmar) and teaching and learning (e.g. Rosenshine, Solo, Play based learning) evidence based practice to support this.

02.2 The school's P.E. curriculum is inspiring, engaging, fun and inclusive with a clear progression (so teachers know WHAT to teach in P.E) that develops physical literacy and meets the aims of the National Curriculum.

02.3 Physical Education is well taught and highly valued within school (e.g. 2hrs+ per week whatever the weather or time of school year) and genuinely seen as a driver for whole school improvement.

02.4 Children enjoy and make excellent progress in P.E. lessons - recognising its importance on their physical, social, emotional and cognitive development (including understanding their physical capabilities and the progression to make them better)

Current Position

c A few staff

b "Off the shelf" P.E. curriculum linked to school's overall curriculum intent

c Some good teaching and highly valued by some

c Some children (across key stages)

Implementation

PLANNED SCHOOL INTERVENTIONS

- Staff meeting time given to discuss relevant research to support PE & PA practice.
- Review PE schemes both with Staff and develop/purchase the most relevant for Lilycroft Children. Audit current resources for a match to scheme and purchase all necessary additional resources to facilitate delivery
- interview pupils regarding their attitude /enjoyment of PE & PA. Share with staff and adjust plans accordingly

PLANNED OUTPUTS AND OUTCOMES

- Children's attitude/enthusiasm is positive towards Pe & PA
- PE schemes in place and used effectively and on a weekly basis by all staff
- Monitoring cycle in place
- school has clear principles in place regarding the principles underlying the school's approach to PE & PA

Impact

ACTUAL OUTCOMES AND IMPACT

Wheel chair users all able to attend swimming full supported. Child now able to swim 5 meters unaided

Following monitoring by CAS leaders a PE scheme of PE Passport has been purchased which supports both PA and competitive sport skills. Implementation September 2022 due to spring term 2022 covid. Assessment to now against the new scheme

Monitoring shows increased Pa levels from 20-21

Pupil voice reflected engagement with equipment with a positive response understanding of PA and its importance.

Staff meetings held termly to share ideas for PA based on research. PA activities accesses minimum twice a week by all children

Funding ⁽⁴⁾

PESSPA FUNDING ALLOCATED

£0

SPORTS PREMIUM

PE scheme of work and additional funding to allow wheelchair user to access swimming £2000

Opportunities	O1. Curriculum lessons	PESSPA KPI LINKS ⁽¹⁾	Medium
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This section considers how physical activity has been expanded into curricular lessons using active breaks within or between lessons or physically active learning.

- KPI 1
- KPI 2
- KPI 3
- KPI 4
- KPI 5

POTENTIAL EFFECT
This area has medium potential for improvement

Intent

CRITERIA TO GRADE

- O1.1** Teaching staff are trained and supported in incorporating physical activity into lessons
- O1.2** Teachers incorporate physical activity into their curriculum lessons (non P.E.)
- O1.3** Teachers use "active breaks" to reduce sedentary time and improve focus and time on task
- O1.4** High quality resources are available to support teachers, so any movement is purposeful to the lessons delivered and aligned with the school curriculum
- O1.5** Children respond positively to active curriculum lessons in terms of behaviour, attitudes to learning, and time on task

CURRENT POSITION

- b** 1 member of staff
- b** Ad-hoc
- b** Ad-hoc
- b** Limited availability of "off the shelf" resources
- b** Some children some of the time

Implementation

PLANNED SCHOOL INTERVENTIONS

- Training from CAS team via twilight sessions termly
- Develop second leader for Forest schools to ensure continuity
- CAS school lead to monitor halt termly via KS meetings and give time for staff to share ideas
- Raincoats for all children so activities become less weather dependant

PLANNED OUTPUTS AND OUTCOMES

- Children engage in lessons with enthusiasm
- Children can engage with the active breaks without disruption to the lesson and with no negative effect on behaviour
- Children understand the benefits of active lessons and activity breaks

Impact

ACTUAL OUTCOMES AND IMPACT

Forest school was able to take place continuously throughout the year due to the provision of appropriate clothing. Every child received 3 weeks of Forest school activities across the year increasing PA
 CAS leader was released for 20 hours to monitor provision. This identified the need for a scheme and to fulfil the competitive skills aspect as PA was well embedded
 All staff received training on making curriculum lessons more active and this is recorded in planning enabling continuity
 Pupil voice told us that bikes and scooters were popular ways to get active so all KS2 classes have a set of 6 scooters with safety equipment

Funding ⁽⁴⁾

PESSPA FUNDING ALLOCATED

Replacement bike and scooter safety equipment £1000

SPORTS PREMIUM

Forest school £4000
 Release for CAS leader £500

1. PESSPA KPI LINKS:
 - KPI 1 - Engagement of all pupils in regular physical activity
 - KPI 2 - Profile of PE and Sport is raised across the school as a tool for whole school improvement
 - KPI 3 - Increased confidence, knowledge and skills of ALL staff in teaching PE and Sport
 - KPI 4 - Broader experience of a range of sports and activities offered to ALL pupils
 - KPI 5 - Increased participation in competitive sport
2. Schools should ensure all interventions are based on their long-term intent for physical activity (see Summary CAS Planning Sheet)
3. When completing this section reference whether:
 - i) outputs and outcome will be short/medium/long term
 - ii) reference improvements in children's physical activity behaviours in relation to **participation, attainment and sustainability**.
4. Funding amounts for this intervention can be included in the Summary CAS Planning Sheet in order to assess overall funding allocation in relation to CAS and the PESSPA premium.