

Lilycroft Primary



**Physical Education, School Sport &
Physical Activity Plan, Creating Active
Schools
2022-2023**

SWIMMING REPORTING REQUIREMENTS FOR PE AND SPORTS PREMIUM

%

Current Year 6 had no swimming lessons due to covid restrictions

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?

Click or tap here to enter text.

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Opportunities	Curriculum lessons (non P.E.)	PESSPA KPI LINKS ⁽¹⁾	Medium
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This section considers how physical activity has been expanded into curricular lessons (not Physical Education), 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

- RESPONSE**
- d** Some members of staff (across key stages)
 - b** Ad-hoc
 - b** Ad-hoc
 - c** Freely available "off the shelf" resources
 - c** All children some of the time

Implementation

- PLANNED SCHOOL INTERVENTIONS**
1. Introduce weekly enrichment time for KS2. This to be a minimum of 30 mins per week plus forest school 15 sessions per year
 2. Develop timetable to ensure all children are given the opportunity to access the PA resources at Green Lane primary
 3. CAS leaders to develop a bank of resources for staff to develop ad-hoc PA sessions with in the school day
 4. By Spring term identify staff who are struggling to deliver PA time and provide bespoke support. Monitor and feedback to SLT by Summer term 1
 5. KS1 to develop the use of layground markings to PA in maths leasons . Feedback and sharing of ideas to be discussed termly at KS meetings
 6. Two 6 week blocks of Yoga classes for all children
 7. All children are given the opportunity for PA through Gardening

- PLANNED OUTPUTS AND OUTCOMES**
How will this contribute to school's long-term intent for physical activity?⁽²⁾
1. Children show positive attitudes to PA & enrichment time. Children and staff are confident a wide variety of activities
 2. All children partake in the Green Lane activities leading to an understanding of risk and safety
 3. All staff have a bank of age and experience appropriate activities which children respond positively
 4. Children work calmly in yoga as they understand the principles of yoga. Teachers report improvements in balance and stability

Impact

ACTUAL OUTCOMES AND IMPACT
How did the intervention actually contribute to school's long-term intent for physical activity?
Click or tap here to enter text.

Funding ⁽⁴⁾

- PESSPA FUNDING ALLOCATED**
- Forest school £ 4,000
 - Release time for CAS leaders £ 400
 - Yoga claseees £ 10,000
 - Gardening £2, 700

OTHER FUNDING ALLOCATED
Click or tap here to enter text.

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.

Opportunities	P.E. lessons (incl. swimming)	PESSPA KPI LINKS ⁽¹⁾	Medium
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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

O2.1 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.

O2.2 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.

O2.3 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.

O2.4 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)

RESPONSE

d Some members of staff (across key stages)

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

1. Introduce the PE passport for all classes. Disseminate resources to staff September 2022
2. Teachers to implement with a whole school review in Spring 2023
3. CAS leaders to provide bespoke as required (release time to be facilitated)
4. Adjust timetable and teacher expectations to allow 1 hour Hall time for PA/PE and a minimum of 30 mins outdoor PA/PE
5. Review use of scooters and bikes to ensure access is equitable across the year groups

PLANNED OUTPUTS AND OUTCOMES

High quality PE lessons seen across school withal children engaged and enthusiastic
 Children have regular PA sessions inside and outside school
 Children are able to ride scooters and bikes with confidence and adhere to all safety measures

Impact

ACTUAL OUTCOMES AND IMPACT

How did the intervention actually contribute to school's long-term intent for physical activity?

Click or tap here to enter text.

Funding ⁽⁴⁾

PESSPA FUNDING ALLOCATED

Release time 2 days £400
 PE passport resources £800
 PE replacement resources £1000

OTHER FUNDING ALLOCATED

Click or tap here to enter text.

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1. PESSPA KPI LINKS:
 - KPI 1 - Engagement of all pupils in regular physical activity
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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

RESPONSE

c Ad-hoc training and local network support

b Shared with some staff on ad-hoc basis

b Ad hoc informal coaching and mentoring on physical activity initiatives

b Students have received some (e.g. >1 day) support on physical activity strategies

a Not provided

Implementation

PLANNED SCHOOL INTERVENTION⁽²⁾

- Facilitate (in line with government guidance) parent and child workshops . Link to Homework meetings to provide PA activities for home use
- Give dedicated release time to CAS leader to implement initiatives
- All ECT teachers given information about CAS
- CAS leader disseminates all training attended through staff meetings and staff discuss merits and decision whether to implement strategies

PLANNED OUTPUTS AND OUTCOMES⁽³⁾

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

Impact

ACTUAL OUTCOMES AND IMPACT

How did the intervention actually contribute to school's long-term intent for physical activity?

Click or tap here to enter text.

Funding ⁽⁴⁾

PESSPA FUNDING ALLOCATED

CAS leader release time £400

OTHER FUNDING ALLOCATED

Click or tap here to enter text.

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1. PE and Sport Premium KPI Links (Primary Schools only):
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 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 the PE and Sports Premium (Primary Schools only) and CAS.

Stakeholders

Teachers and other school staff

PESSPA KPI
LINKS ⁽¹⁾

Medium

This section considers teachers and other school staff 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

RESPONSE

- e** All staff
- a** No
- d** Regularly
- c** Regular support and inspiring resources provided
- a** No targets or evidence based best practice
- c** Identified and used to shape interventions

Implementation

PLANNED SCHOOL INTERVENTIONS

CAS leaders to identify priority training issues and devise a support plan based on feedback. This to be presented to SLT to discuss cost and time implications
Devise a key message to ensure the focus remains on implement PA as much as possible CAS leaders to challenge any attitudes which under value PA.
CAS leaders to explain to TAs the reasoning behind the school's approach to PA and PE

PLANNED OUTPUTS AND OUTCOMES

Whole school approach to PA & PE which is understood by all staff
A CPD plan in place which has costings and clearly matches the needs of the school

Impact

ACTUAL OUTCOMES AND IMPACT

How did the intervention actually contribute to school's long-term intent for physical activity?

Click or tap here to enter text.

Funding ⁽⁴⁾

PESSPA FUNDING ALLOCATED

CAS leader release time £400

OTHER FUNDING ALLOCATED

Click or tap here to enter text.

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