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

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**Oxhey First School 2022-2023**

**What is the PE and Sports Premium Funding?**

The government is providing funding of over £450 million per annum for academic years 2013-2021 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 improving 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.   
  
**It is expected that schools will see an improvement against the following 5 key indicators:**

**Key Indicator 1: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school**

**Key Indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement**

**Key Indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport**

**Key Indicator 4: broader experience of a range of sports and activities offered to all pupils**

**Key Indicator 5: increased participation in competitive sport**

Here at Oxhey First School we value the difference physical education and sport can have on children’s lives and we work hard to embrace all the opportunities we can to give pupils access to as many sporting experiences as possible. In addition to this we advocate and use the outdoor environment as much as possible to add value to the curriculum our pupils receive.

**OXHEY FIRST SCHOOL**

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**2022- 2023**

**Amount of Grant Received** – Year:- 2022-2023 £18,140 + £4,921 carry forward from 21-22 = **Total: £23,061**

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|  | **Evidence of need**  (Why we are doing it) | **Action Plan** | **Who** | **Time Scale** | **Funding**  **Breakdown** | Impact and Evidence record |
| **Key Indicator 1**- **the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school** | | | | | | |
|  | To ensure children are engaged in physical activity on a daily basis. To motivate all children to be active during lunchtimes. | Re-launch KS2 playleaders- rota of leaders, activities and resources.  Training sessions for play leaders.  Remind staff of how the active mile works and how to access other classroom based active brain breaks- jump start johnny, go noodle etc… | LJ/KB and TAs | Autumn 2022 | £0 | February Impact 2023:  Monitoring indicates that as a result of the re-launch of playleaders, the leaders now understand how to organise and lead effective lunchtime activities. (SC /GM regularly meet with the leaders to provide training sessions and support if needed.)  Next Steps:  All children will have access to physical activities at lunchtimes. |
|  | To motivate children into being active for 60 minutes per day | Add sports club links to newsletters.  Promotion of healthy living and activities on newsletters throughout the year. | LJ/KB/CB | Autumn Term 2022  (repeated termly) | £0 | February Impact 2023:  A full range of extra curricular clubs are on offer with 95% uptake for sporting/active clubs.  Twitter is now being used by class teachers to promote healthy living.  April impact 2023:  To promote carrying out physical activities everyday we have implemented a healthy living and activities through each month setting the children a monthly Oxhey healthy living family challenges, each month there has been set a different challenge to promote a healthier life style with children partaking in the challenge both in school and at home. e.g. ‘Aspiring April’ photos have been tweeted from school to show parents how we have partaken in school and photos that have come in from parents have |
|  | To ensure that EY children have access to physical activity on a daily basis. | Monitor the use of the physical play equipment within the early years.  Purchase an outdoor area (trim trail) of suitable, all weather surfacing, with climbing opportunities and various levels to ensure the the new EY curriculum can be fulfilled and all pupils make good or better progress in PD. | LJ/KB  LJ/KB and VC EY lead | Autumn 2022  Begin to plan Autumn 2022 | £0  £19,500 | April impact:  Children in early years have daily access to the outdoor both within the been put on the weekly newsletter. Evidence is beginning to be compiled of pupils accessing these challenges outside of school e.g. photos on twitter.  Monitoring of playground leaders through pupil voice has been carried out they and demonstrates they understand their role as a playground leader, are confident in choosing activities and supporting children to partake in sports during lunchtime.  PE leader observations shows pupils are accessing physical activity daily during lunchtimes.  Next steps –  Continue to promote the month challenge. At the end of the academic year Google Questionnaire June/July 2023 to see impact.  outdoor classroom and the new timber trail to support gross motor skills supporting pupils progress/ outcomes in PD  Next steps –  Review data following timber trail instalment to ascertain if there is increased pupil progress. /outcomes in PD as a result of daily access to outdoor/gross motor resources. |
| **Key Indicator 2- the profile of PE and sport is raised across the school as a tool for whole-school improvement** | | | | | | |
|  | To raise the profile of physical activity across the school and the curriculum-To allow lessons to be more active. | Monitor the compliance of the use of previously installed nail trail across KS1 and 2. | KB/LJ | Spring 2023 | £0 | February Impact 2023:  Following PE monitoring of lessons and assessments on Evidence Me, staff are using lesson pathways and units consistently to plan and deliver effective lessons, utilising the outdoors regularly and appropriately.  Next steps:  To carry out a refresher session in order to encourage staff to utilise the previously installed nail trail in their PE lessons. Monitor the effectiveness of the use of nail trail. |
|  | To raise the profile of sports.  To engage children in to different sports | Plan and deliver an active healthy sports week where connections to the local clubs are established.  Arrange tasters of new sports and physical activities.  Enrichment activities.  Ideas from school council. | KB/LJ | Summer 2023 | £500 | February Update 2023:  Planning is underway to organise healthy sports week.  Children’s awareness and love of a range of sports is increased. (Gather pupil voice)  April impact 2023:  Activities and sports days for health and sports week are well underway with activities including Cricket, archery and golf to be carried out. Also Sports days to allow all children to partake in the competition element of sports day.  Next Steps:  Pupil voice – Gather pupil voice to ascertain if the profile of sports has been raised and more pupils are engaged in a wider range of sports as a result of sports week/festivals/tournaments. |
| **Key Indicator 3 - increased confidence, knowledge and skills of all staff in teaching PE and sport** | | | | | | |
|  | Further developments required to develop our PE curriculum- subject leadership evaluation findings.  Further developments required to develop our PE curriculum and after school clubs. | Network leader meetings  Leadership monitoring meeting for PE leader  Activity courses- to upskill staff to run physical activity clubs. Staff to be asked if they would like to attend and which ones- Book specifics through accelerate learning services. (e.g. hula hooping) | LJ/KB | Throughout the year | £350  £160  (From last year’s funding – courses transferred to this half term) | February impact 2023:  PE leader has attended a network leadership meetings and has been supported by her mentor to carry out some monitoring. PE leader (staff voice) demonstrate that confidence levels are increasing.  Staff trained and confident to run after school clubs. A wider range of free clubs is on offer for pupils to access compared to previous years. (See clubs overview)  April impact 2023:  PE lead has attended leadership course to support development of the role of PE lead.  PE leader has developed leadership knowledge and skills through working with other leaders across the MAT and mentor.  PE leader has completed monitoring of the quality of PE provision and lead improvements based on monitoring findings. This monitoring has led to further improvement provision and have a positive impact on pupil outcomes.  Next steps:  PE leader to monitor the use of evidence me and how staff are assessing the children by the EYFS curriculum and the National Curriculum to ensure the provision has a positive impact on pupil outcomes.  PE leader to attend PE conference to support legislations and best practice and be able to drive forward improvements for PE.  PE leader to develop leadership knowledge and skills through working with other leaders across the MAT and mentor.  PE lead will be up to date with current legislation and best practice and be able to continue to drive forward improvements in PE. |
|  | Further developments to develop our lunch time physical activity opportunities and provision. | ‘Mini Medics’ course.  A course provided to upskill children on supporting others during physical activities and exercise during lunch and break times. | LJ/KB | Autumn Term | £300 for half a day. | February Impact 2023:  Children are now upskilled as mini medics and are able to support others with minor injuries /emotional support when it was needed.  Children are now taking on new roles and have responsibilities of becoming ‘Mini Medics’ and working alongside adult first aiders in supporting children at break times and lunch times. This role will continue to develop throughout the year.  April impact 2023:  Monitoring has been carried out to highlight the impact of Mini Medics pupil leadership. The pupil voice demonstrate that pupils understood the role and that they are able to support other pupils with physical activities and any minor first aid and pastoral care when children have accidents.  Next steps:  Mini medics are now confidents within KS1/KS2 so now on a rota to support early years within their playground. |
|  | Monitor previous PE training from previous years to ensure consistency and progression across the school. teaching staff need up to date | Learning walks to take place and conversations with children to check for staff subject knowledge and confidence, consistency, progression throughout the year groups and subject specific vocabulary is being used.  LJ/KB support any staff who request any additional support. | LJ/KB | Spring 2023 | £0 | February Impact 2023:  Lesson monitoring demonstrates staff are consistently using PE unit lesson and unit pathways and agreed planning, in line with long term planning. Staff were utilising their previous training of sports techniques and language and were all following Pedpass.  Next Steps:  Follow up monitoring of evidence gathering. (Evidence Me) |
|  | Monitor EYFS staff subject knowledge in PE. | Learning walks/discussions with staff to ensure Sportxplorer is still being used and supporting the new EYFS curriculum. | LJ/KB | Spring 2023 | £0 | February impact 2023:  Lesson monitoring demonstrates staff are consistently using PE unit lesson and unit pathways and agreed planning, in line with long term planning and Sportxplorer scheme. Staff were utilising their previous training of sports techniques and language.  Next Steps:  Continue to monitor through Spring and Summer term, including Evidence Me. |
|  | To ensure pupil outcomes in PE can be evidenced successfully through the use of Evidence Me, in all key stages.  To devise a manageable assessment system that will capture pupils’ outcomes in PE in all key stages. | Monitor the compliance use of the evidence me assessment system followed up with monitoring to assess the quality of evidence. |  | Termly | £0 | February impact 2023:  There is now a manageable and effective method of evidencing pupils’ achievements in PE across the school – Evidence Me.  Monitoring shows that Evidence Me is now being used more consistently across the school to capture evidence for PE.  Next Steps:  Staff meeting and clinics for staff to continue to develop evidence gathering on evidence me.  Monitor to ensure that the chosen assessment approach (evidence me) is consistent and effective across the whole school. |
| **Key Indicator 4 - broader experience of a range of sports and activities offered to all pupils** | | | | | | |
|  | To raise the profile of PE through affiliation of professional clubs. | Establish at least termly contact with professional organisations- professional football clubs/players, Congleton Tag Rugby, Little Athletes, Goal coaching etc. To change termly if more clubs become available in the Spring/Summer e.g. Tri golf. | LJ/KB | Starts Autumn 2022- ongoing | £0 | February Impact 2023:  Following on from taster sessions that have taken place previously, the range of clubs on offer has developed (see clubs overview e.g. Little Athletes, MBC dance, Goal Coaching, etc.) Where pupils demonstrate an interest or ability parents are signposted to appropriate clubs.  April impact:  We still continue to offer a range of clubs to the children (see clubs overview e.g. Little Athletes, Goal Coaching, YOGA etc.)  To support the clubs of next year academic year an assembly and taster session has been booked for the health and sports week to allow the children to learn and understand the idea of cricket and have a go at playing the sport themselves, this will allow them to get a feel of if they enjoy the sport and partake in the club next academic year in the summer term when the course will be ran.  Next step:  Pupil voice – Gather pupil voice to ascertain if the profile of sports has been raised and more pupils are engaged in a wider range of sports as a result of sports week/festivals/tournaments.  Does pupil voice indicate that pupils have joined a professional club outside out school following this provision? |
|  | To raise the profile of a range of sports and physical activities. | Re-launch after school clubs- make links with goal coaching/Tag Rugby/Little athletes for active after school clubs | LJ/KB | Starts Autumn term 2021- ongoing | £0- parent pay. | February Impact 2023:  A full range of extra curricular clubs are on offer with 95% uptake for sporting/active clubs.  Twitter is now being used by class teachers to promote healthy living.  April impact 2023:  A full range of extra curricular clubs are on offer with 100% uptake for sporting/active clubs. Twitter is now being used by class teachers to promote healthy living. |
|  | To raise the profile of a range of sports and physical activities for those with physical difficulties. | Busy Bodies – Physical difficulties support service.  An outside agency which provides support to enable inclusion of pupils with physical difficulties. The aim of the programme is to assist children with gross and fine motor skills. | LH | Autumn | £750 | Gross and fine motor skills intervention led by SEN specialist has resulted in all pupils making progress with their gross and fine motor skills leading to improved writing outcomes in KS2 – see intervention records/writing books. |
| **Key Indicator 5- increased participation in competitive sport** | | | | | | |
|  | To increase the number of competitive opportunities for pupils. | Biddulph cluster schools- inter schools festivals/competitions.  Intra school competitions- planned within school throughout the year- 1 per term- Embedding sustainable competition and performances into your curriculum course.(To include one tournament/festival for each year group at least for years 1 – 4)  Pupils to perform at Inspire Dance Competition les by BHS. | LJ/KB  LJ  LJ | Termly meetings  Termly  Spring 2022 | £1000(bus and venue hire)  (From above budget)  £0 | February Impact 2023:  PE leader attended planning meeting with other Biddulph cluster schools. Events are organised for KS1 and KS2.  April impact:  Children have partaken in local festivals in and around Biddulph particularly KS1 took part in ‘Change for Life’ festival February 2023, KS2 having had the opportunity to partake in Biddulph’s local archery competition to be exposed to the element of competitions March 2023  Children have partaken in and performed at inspired dance competition les by BHS to be exposed to the element of competitions March 2023  Activities and sports days for health and sports week are well underway to promote the element of competition with almost all activities e.g. Cricket, archery and golf to be carried out. Also, Sports days to allow all children to partake in the competition element of sports day.  Next Steps:  Continue to partake in festivals throughout the academic year.  Gather monitoring and pupil voice to demonstrate the impact. |
| **Links to whole school development plan:**   * **Development of leadership capacity throughout the school** * **Development of non-core provision and a mastery approach across the curriculum** | | | | | | |
| ***Evaluation of plan/ Feed forward information for next year:*** | | | | | | |