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**Oxhey First School 2024-2025**

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

**2024/2025**

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

The government is providing funding of over £450 million per annum for academic years 2013-2020 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 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.

**Primary PE and sports premium key indicators of improvement:**

**Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.**

**Key Indicator 2: Engagement of all pupils in regular physical activity.**

**Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement.**

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

**Key Indicator 5: Increased participation in competitive sport.**

**Amount of Grant Received** – Year 2024 - 2025: £1600 + £10 per pupil = £18,250

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| **Intent** | | **Implementation** | | | | **Impact** |
| **Area of Focus** | **Evidence of need** | **Action Plan** | **Who** | **Time Scale** | **Funding**  **Breakdown** | Success Criteria &  Evidence record |
| **Staff CPD to improve the quality of teaching and learning in PE**  To monitor the quality of PE lessons and staff confidence across all areas of the PE curriculum.  Specific staff to complete Gymnastics and Dance CPD to improve the teaching and learning in school further. This will build upon work done last year and will allow staff to further develop confidence to teach, lead and train others.  **Links to:**  **Key Indicator 1**  **Key Indicator 3**  **Key Indicator 2**  **Key Indicator 4**  **Key Indicator 5** | Learning walks  Conversations with Staff.  Pupil voice | Audit the development needs of staff by sending out an email questionnaire and by having professional discussions about the teaching of PE. Use information from monitoring activities carried out last year to complete training needs that were identified for staff (e.g., level 5 training).  PE CPD package: Training needs are planned for the year based on this information.  **PE in-depth package:**   * **PE network meetings:** 16th October, 24th Jan (in the hub) and 29th April (Virtual PE Networks: 16th Oct, 28th Jan and 22nd May) * **PE conference:** Wednesday 11th June 2025 * 1-1 session 11th October * **1-1 sessions:** Friday 9th May @ mottershall oaks * **1-**1 session 30th June –, writing impact reports, action planning for next year and completing school games mark.   **Other staff:**   * PE essentials course Tuesday 3rd December (ECT) * **Level 5 PE Specialism Qualification** * Gymnastics course Thursday 16th January x3 LH, RN, AE * Dance course Friday 28th February - RN – St Peters, Hixon, ST18 0PS | **KB**  **KB**  **BB**  **LH,**  **AE, RN** | Throughout the year.  Autumn  Spring. | £3,595.50 with 10% discount)  £0 (part of in-depth package)  Gymnastics x3  Dance (part of support package)  Level 5 part of support package) | Staff confidence and ability to teach high quality PE continues to increase and they feel confident following new curriculum and using planning and assessment system. Pupils as a result benefit from lessons that they enjoy more, and in which make good progress.  There is an increased number of pupils meeting or exceeding the national curriculum expectations in PE and pupils have shown determination in achieving these skills.  There are few non participants in PE lessons but those who for whatever reason are unable to physically participate are given a range of different tasks and roles to involve them in the learning.  New equipment that has been purchased which has enabled all pupils to access high quality equipment to engage them in lessons and practice and improve their physical skills. A range of equipment is available for adaptive teaching as and when it’s needed. Effective storage has been sorted which means that teachers and pupils can quickly get what is needed and lessons run smoothly maximising the time for pupils to get started and be active.  **Evidence:** Lesson observations, planning documents, pupil voice, Learning walks, Staff feedback, PE action plan, PE lead performance management document.  **Sustainability:** Staff knowledge and confidence is built upon to continue to teach high quality lessons. Quality of PE curriculum and wider opportunities is recognised and rewarded. Resources purchased are used to support pupils knowledge and understanding. These improvements and the legacy to last in future years. Changed attitudes and perceptions towards the difference PE can make will lead to higher outcomes and opportunities for pupils in school. |
| **PE Curriculum Developments**  To review the current PE curriculum scheme and ensure that it is embedded within the whole school. Ensure that the scheme continues to meet needs of all pupils.  To ensure that children have access to the outdoors during lesson time and during non-structured times in all weather. This is to ensure that physical activity as well as children’s health and well being can be continually prompted and supported  Audit PE equipment and purchase any new and additional items needed to deliver the PE curriculum effectively.  To raise the profile of physical dance and gross motor movement outside in the EYFS area**.**  **Links to:**  **Key Indicator 1**  **Key Indicator 3**  **Key Indicator 4** |  | PE leader to conduct monitoring activities in PE;   * Lesson observations. * Evidence me - tracking of observations being taken using the assessment criteria set out (Get Set 4 PE) * Pupil voice * Staff questionnaires * Staff Voice * Planning scrutiny * Data collection   To use this information to triangulate evidence to ensure a consistency and quality of the lessons being taught across the school.  In staff meetings, train staff with a range of deepening opportunities that staff can use to support children who are deepening within a mastery curriculum.  Purchase a new boom box to support PE lessons outside, competitions and heath and sports week.  Revamp, extend and maintain the functioning of the existing asset of the timber trail with climbing opportunities and various levels to ensure curriculum can be fulfilled and all pupils make good or better progress.  Purchase new PE equipment such as, bikes, trikes, balls, bats, balance beams to ensure the continual and effective implementation of the new PE scheme. As a result, all pupils make expected or better than expected progress.  Purchase ofSpeakers in EYFS outside area. (portable) | KB/SLT  KB  KB/SLT  KB /EC  KB  KB/SLT | Autumn/Summer  Autumn  Spring  Autumn /Sprung  Autumn  Autumn | £0  £0  £300  £12,000  £500 equipment costs  £150 | PE curriculum has been recently reviewed to ensure there is a range of activities on offer for pupils to provide them with both breadth and depth in their learning. Pupil progression is carefully mapped out and staff are all confident in what they are delivering and how to get pupils to gain the most out of PE lessons. Pupils all report they enjoy PE and are learning a range of skills both physically and socially. There is plenty of equipment and resources readily available for pupils to use within lessons and this support to stretch and challenge their learning.  **Evidence:** Lesson observations, planning documents, pupil voice, Learning walks, Staff feedback, PE action plan, PE lead performance management document.  **Sustainability:** Staff knowledge and confidence of the new scheme is built upon to continue to teach high quality lessons. Quality of PE curriculum and wider opportunities is recognised and rewarded. Resources purchased are used to support pupils knowledge and understanding. These improvements and the legacy to last in future years. Changed attitudes and perceptions towards the difference PE can make will lead to higher outcomes and opportunities for pupils in school. |
| **Health and safety in PE**  To update all health and safety related paperwork for PE in line with changes from the ‘Safe practice in PE and schools sport book 2024’.  To ensure all members of staff and pupils are aware of and that they are compliant with the health and safety in PE guidance.  **Key Indicator 1**  **Key Indicator 3** | Health and safety audit and guidance  Safe practice in PE and schools sport update | Attend health and safety briefing course to get up to date information regarding the changes to safe practice in PE and school sport.  To review paperwork related to safety in PE: Review and update the following policies if required: PE policy, risk assessments  Deliver a staff meeting to highlight any key changes and information to all of the staff. Explore ways in which they can pass on information to pupils within lessons and make them more health and safety aware. This will ensure that children are able to manage risk.  Create health and safety posters/ display within school to raise awareness of key points and guidance. | KB  KB/SLT  KB  KB | Autumn term:  16.10.24 9.30-12.00  Autumn 2  Throughout the year. | £295 with AfPE membership and book  £0  £0 | Staff are all updated on latest health and safety in PE information. They are aware of school PE policy and risk assessments and actively contribute to these and follow guidance in lesson. This results in pupils accessing safe, well planned lessons that they can gain the most from. Pupils are actively taught safety pointers and can speak knowledgably about these. They consider risk themselves and take action to make changes if needed.  **Evidence:** Lesson observations, lesson planning and evaluations, health and safety documentation.  **Sustainability:** Staff will continue to use these resources and involve pupils in learning about risk in the future so that lessons remain safe. |
| **Lunchtimes**  To further develop lunchtime provision to enable pupils to increase physical activity levels, improve their physical skills, develop independent learning as well as social and leadership skills,  **Key Indicator 1**  **Key Indicator 3**  **Key Indicator 2**  **Key Indicator 4**  **Key Indicator 5** | Government  obesity strategy: (30mins active in school 30mins at home)  Pupil voice | **Lunchtimes,**  To develop lunchtime provision to enable pupils to increase physical activity levels, improve their physical skills, develop independent learning as well as social and leadership skills.  KS2 playleaders to be voted for and trained. Rota of leaders, activities and resources implemented. Monitor.  Conduct pupil voice to listen to the types of activities pupils enjoy and follow up on ways to incorporate these into lunchtimes  Print posters with playground games and put them up for pupils to use and to inspire them   * Positive words * 9 things to do cards * Personal best challenges * Fitness circuit   Audit lunchtime equipment and purchase new physical activity equipment to ensure all children across the school are active on a daily basis at play and lunchtimes in addition to PE lessons.  Training for ‘mini medics’ pupil leadership groups/course provided to upskill children on supporting others during physical activities and basic first aid at lunchtimes. | KB  KB  KB  KB  KB  KB | Throughout the year.  Autumn  Spring  Autumn  Autumn/Spring  Spring | £0  £0  £0  £0  £0  (£300 part of the in depth package) | The development of physical activities on offer at lunchtimes has increased overall activity levels at lunchtimes and has enabled pupils to gain a range of skills and benefits including improved physical health and skills development, enhanced social skills and emotional wellbeing.  The extension of some of these activities and also the development of other physical activities on offer at lunchtimes has enabled pupils to gain greater benefits and have been the perfect chance to grow independence, self-esteem, improve their fitness and social skills  New equipment that has been purchased which has enabled all pupils to access high quality equipment to engage them in lessons and practice and improve their physical skills. A range of equipment is available for lunchtime to support the pupils to get started and be active.  **Evidence:** Lunchtime observations, LTS feedback, pupil voice, staff feedback,  **Sustainability:** Opportunities available at lunchtimes will continue and we will look at other ways to enhance, grow and continue to improve this valuable time available for pupils. |
| **Improving Health and Fitness**  To look at further opportunities to further develop pupils understanding of living a healthy life and increase their fitness levels.  **Key Indicator 1**  **Key Indicator 2**  **Key Indicator 3**  **Key Indicator 4** | Government  obesity strategy: (30mins active in school 30mins at home)  Pupil voice  Parental feedback | Plan and Deliver Heath and Sports week (week 23rd June 2025). 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 to be aimed at improving pupils’ fitness levels and developing their knowledge of how to stay fit and healthy. * Gather pupil voice and ideas from the school council to inform planning of the active healthy sports week. (golf, archery, dance etc) * Enrichment day as part of our in-depth support package)   Promotion of healthy living and activities (in and out of school) through assemblies and the curriculum. Encourage parents/carers/children to share how they are physically active outside of school, as well as in school, through celebrating ‘wow’ awards in Celebration assembly and on the weekly school newsletter | KB  KB/SLT and Teachers | Summer  Autumn Term 2024  (repeated termly) | £500  £0 | Increased awareness of health recommendations and number of pupils meeting the 30mins within school and 30mins at home.  Pupils have a good knowledge of how to stay healthy and what contributes to a healthy active lifestyle. They are using this and applying to everyday situations  **Evidence:** Parent feedback, LTS feedback, pupil voice, staff feedback, social media posts.  **Sustainability:** Opportunities available to partake in a range of sports will enhance, grow and continue to improve the pupils feelings towards new sports and improve their confidence to stay healthy and active. |
| **Active Travel**  To promote more active/healthy ways of travelling to school.  To improve pollution and air quality outside school.  **Key Indicator 2**  **Key Indicator 3** | Audit of active travel | Engage with “Walk to School Week” in May using INTOwalkingstaffs resources and social media to promote active travel   * Posters * Assemblies * Walk to school week   Children in KS2 bikeability level 1, 2, 3 training in our area  <https://www.bikeability.org.uk/> | KB/SLT  LH/RN/AE | Spring  Spring | £0  £0 | All children who participated in Bikeability passed Level 2 which has increased both their skills and safety awareness on the road. Children were also encouraged to increase the use of their bikes outside of school. As a result alongside the walk to school initiative 5 UKS2 children chose to cycle to school as their method of transport. |
| **To increase opportunities for pupils to compete and perform,**  Continue and increase opportunities to take pupils to competition and festival opportunities outside of school.  Apply for and achieve the school games marks award with SGO  **Key Indicator 4:**  **Key Indicator 5** | - Audit of areas to develop from working through games mark criteria. | **Competition**  Talk to PE lead at junior/ middle/ secondary school to organise opportunities for pupils to attend festival/ competition/ performance at next school.  Introduce MAT/ trust competitions and visits  to encourage engagement in competition and build in possible intra competitions  Inspire Dance performance  Look at reviewing the school games mark and opportunities for the school to get involved in competitions to inspire the pupils.  <https://www.yourschoolgames.com/about/school-games-mark/> | KB/SLT  KB  KB/LF  KB/SLT | Throughout the year  Throughout the year  Spring  Throughout the year | £700 (bus and venue hire)  £0  £225  £0 | Audit as part of the school games mark has identified areas that can be improved and added to enhance the current offer for pupils with regards to competition and inclusion.  Pupils developing and applying key life skills through their participation in PE and sport including trust, respect, teamwork and communication.  Increased number of pupils participating in competitive opportunities and reporting increased enjoyment in these. School achieving school games mark award  **Evidence:** Lunchtime observations, Extracurricular registers, competition calendar and results. Staff feedback, pupils voice from school council.  **Sustainability:** Calendar of events will be used in future years to help continue to provide opportunities for pupils. Areas improved through working towards school games mark criteria will also be sustained and built upon further in future years. Raised profile of health and well-being apparent to pupils and families will ensure a year-on-year involvement of pupils and encourage more pupils to join teams. |
| **Inclusion and equality**  To continue to ensure the PE curriculum is inclusive and there are a range of opportunities for pupils of all abilities.  To further target pupils with SEND to engage in interventions/ clubs/ festivals to develop their skills and improve their perceptions  **Key Indicator 1**  **Key Indicator 4**  **Key Indicator 5** |  | Identify pupils who need physical interventions to help develop their PE skills. Train TAs to support these pupils within lesson, in clubs or intervention sessions. Send activities home for pupils to practice and work on with parents.  Look at opportunities for less sporty/ less able pupils to get involved in clubs and competitions within school.  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. | KB/LH  KB  KB/LH | Throughout the year  Summer  Autumn | £0  £0 (part of festivals)  £750 | As a result of inclusive opportunities on offer all pupils have engaged in some form of competition or performance-based activity this year. Feedback from pupils has been really positive and many have talked about ‘key’ moments of enjoyment and achievement. Many have expressed an interest in continuing with sports and activities.  Pupils have had the opportunity to see others points of view and perspectives. They have improved their confidence and self-esteem through beating their own scores and trying their best.  Pupils have learnt tolerance and have a greater empathy and appreciation for others through inclusive sports unit and enrichment experiences.  Children are exposed to Named athletes as role models for sport. Pupils are inspired through use of visual aids and teacher conversations with a range of diverse athletes and knowing about their achievements.  **Evidence:** Observations, Extracurricular registers, competition calendar and results. Staff feedback, pupils voice from school council.  **Sustainability:** Calendar of events will be used in future years to help continue to provide opportunities for pupils. Raised profile of health and well-being apparent to pupils and families will ensure a year on year involvement of pupils and encourage more pupils to join clubs |
| **To make links with community clubs to signpost pupils on activities to be involved in outside school**  To increase links with community clubs and organisations.  **Key Indicator 4**  **Key Indicator 5** |  | Find out what other clubs pupils do outside of school and look at the potential of making links with these organisations to signpost more pupils to e.g goal coaching, little athletes, dance  Enrichment days to be made available to all students for ‘alternative’ sports to promote a wider range of physical activities. Ask school council for ideas. | KB  KB | Throughout the year.  Summer | £0 parents pay for children to carry out clubs. PP if children who are PP access clubs  £0 price included in heath and sports week funds. | Pupils have had the chance to experience new activities that they can continue with outside of school through direct links with community clubs. Pupils enjoyed learning new skills and meeting new people as part of these opportunities and a number of pupils have reported going on to join these external clubs and attending regularly outside of school.  **Evidence:** Parent feedback, LTS feedback, pupil voice, staff feedback, social media posts.  **Sustainability:** A termly timetable of community clubs will continue to provide opportunities for pupils. It will also raise profile of health and well-being apparent to pupils and families and will offer children an academic year on year involvement of pupils being encouraged to join clubs. |
| **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** | | | | | | |
| **Ideas for 2025/ 26** | | | **Ideas for 2026/27** | | | |