

Primary Physical Education and Sport Funding Action Plan St Edward's Academy Cheddleton

Summary information							
School	St Edward's (CE) Academy Cheddleton						
Academic Year	2020 - 2021	Total PE/Sport Funding	£8,095 (carry over)	Date for internal reviews	Dec 2020	Apr 2021	June 2021
Total number of pupils	211						

Primary PE and sports premium key indicators of improvement:

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

Primary aim – To ensure the lunch time is spent physically active, whilst ensuring a healthy eating experience.



Secondary aim – To ensure the teaching of physical activity across the school is consistently good or outstanding.

(Priority 1) - Continue to develop skills of lunchtime supervisors to create 'active zones' (which will promote an active lifestyle)

(Priority 2) - Raise awareness of healthy eating and emotional wellbeing for staff, pupils and parents and integrate these factors into the work already started around health and wellbeing.

(Priority 3) - Aim to achieve the AFPE Quality Mark

Area of Focus	Action Plan	Amount spent	Who and when	Impact
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<p>Curriculum – Improve curriculum intent, implementation and impact for ALL so that knowledge is secure and progress consistently good or better</p> <p>To ensure gender equality across the school.</p>	<p>Staff questionnaire – what areas of support are needed? Where are the areas of strengths? Courses available – Covid restrictions – EYFS training booked but postponed.</p> <p>In house coaching for all staff across the school to ensure the consistency of teaching.</p> <p>Forestry training – two(Three) members of staff (TA’s) to be sent on forest school training. (Booked ZW and SJ – March start (if Covid acceptable))</p> <p>Forestry progression skills. Assess what is available and what impact it will have on the children. Does a scheme need purchasing or plan in house? Parents views – Parents to be asked what there</p> <p>Pupil Forestry passports for children’s forestry achievements throughout their school experience.</p> <p>Forestry storage and changing areas KS1 and KS2</p> <p>Forestry suits</p>	<p>£1,800</p> <p>resource pack available (WILD) £189.99</p> <p>available (WILD) £139 (digital download)</p> <p>£200</p>	<p>Staff Oct 2020</p> <p>Staff (Spring – Covid pending)</p> <p>2 Staff (January – Covid pending)</p> <p>JC (November)</p> <p>JC (November)</p> <p>JC - September</p>	<h1 style="text-align: center;">PE Curriculum</h1> <div style="border: 1px solid blue; padding: 5px; margin-bottom: 10px;"> <p><i>Objective</i></p> <p><i>Improve curriculum intent, implementation and impact for ALL so that knowledge is secure and progress consistently good or better.</i></p> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><i>A new, improved curriculum map, from EYFS through to Year 4, focused on the delivery of skills rather than sports has been tailored and written for SEAC. This has meant that the children are more focused, achieving and implementing specific skills rather than acquiring a large range of poor techniques. It is clear when looking at the assessment of cricket across the school, that the children in Year One are able to complete difficult skills, and apply them to a game.</i></p> </div> <div style="width: 45%; text-align: right;"> <p><i>Increase a t a f f confidence in the delivery of PE. Planning given to staff to support the consistent teaching of cricket across the school during the Summer term. This also focused on areas of missed learning due to the national lockdown.</i></p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div> <div style="border: 1px solid blue; padding: 5px; margin-top: 10px;"> <p><i>Development of physical health and well being. Upon the return to school following the national lockdown, it was clear that a focus was needed on the children’s physical wellbeing. The school opted to enforce two weekly sessions on fitness, alongside the usual weekly PE and forestry lessons. Combined with the schools Active15 rule, this has helped the children to improve their fitness over a course of 4 weeks.</i></p> </div> <div style="border: 1px solid blue; padding: 5px; margin-top: 10px;"> <p><i>Planned progression throughout a lesson will enable staff to further challenge children within a lesson, whilst also supporting those that need further support to achieve a specified skill. This still needs to be embedded across the school to ensure all children’s progress is consistently better than good. This will become a focus next year, with further internal coaching used, alongside external where needed.</i></p> </div>
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Forest school Impact

Objective

Improve curriculum intent, implementation and impact for All so that knowledge is secure and progress consistently good or better.



We obtained the Wild passport scheme of work, which works progressively through key forestry skills, such as using tools, shelter building and rope work. This has given staff more confidence in the delivery of these areas and ensured progression across the school. It has enabled the children to focus on their progression and a skills across their school journey.



Through tailored forest lessons written for all staff on the return to school after the national lockdown, children were able to focus on some of the missed opportunities to develop socially. The focus was around the children's emotional wellbeing, communication and problem solving. Through discussions with staff, it was clear that this greatly benefitted the children, growing in confidence through out the sessions.







Three members of school staff will be trained by the end of this school year. IMPACT...






WILD

WILDLIFE INDEPENDENT LEARNING DELIVERED

	<p>Equipment</p> <p>Gender equality – all stake holders questionnaire – what are their thoughts? What next steps are needed?</p> <p>Achieve AfPE Mark – Include sessions with CH</p>		<p>JC</p> <p>November</p> <p>Once clubs restart</p> <p>December meeting booked (postponed)</p>	<p>AfPE Mark application started with CH (Accelerate learning) on 13/05/21. The submission dead line is the 25th June.</p>
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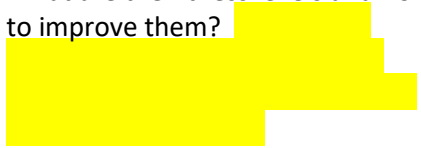
<p><u>Wider school impact</u> To ensure the lunch time is spent physically active, whilst ensuring a healthy eating experience.</p> <p>(Priority 1) - Continue to develop skills of lunchtime supervisors to create 'active zones' (which will promote an active lifestyle)</p>	<p>Parents questionnaire – what are their views? Children questionnaire – What are their views? LTS questionnaire – What are they views?</p> <p>Half termly meetings with LTS to ensure they are managing the lunchtime experience (Covid alterations) Share active lunchtime expectations (Crib sheet) with all staff.</p> <p>Monitoring of LTS during lunchtime to ensure expectations are met and addressed.</p> <p>Further training for LTS where needed. – KH – Archery – to be shared with LTS and TA's.</p> <p>Better lunchtimes to come out to reassess where the school are – aiming for Gold. (Covid – limitations)</p> <p>Re-introduce new lunchtime timetable. (covid limitations)</p>	<p>JC, EC + LTS</p> <p>£150</p>	<p>JC</p> <p>October</p> <p>JC</p> <p>JC</p> <p>JC</p> <p>JC</p> <p>JC</p> <p>JC/CF (November)</p>	<div data-bbox="1243 55 2116 343"> <h2 style="text-align: center;">Wider school impact</h2>  </div> <div data-bbox="1243 351 1724 574"> <p><i>Objective</i></p> <p>To ensure the lunch time is spent physically active, whilst ensuring a healthy eating experience.</p> </div> <div data-bbox="1243 590 1724 813">  </div> <div data-bbox="1243 829 1724 1133"> <p>LTS—Half termly meetings have meant that all staff are comfortable and confident in SEAC's expectations of lunch times. LTS have been given training and game plans to help to enhance the engagement with the children, strengthening their understanding of the importance of leading a healthy lifestyle.</p> </div> <div data-bbox="1243 1085 1724 1348">  <p>See external school report by Caroline Holder for further impact information and validation.</p> </div> <div data-bbox="1736 351 2116 925"> <p>Due to the Covid restrictions, we were forced to make changes. These changes have, however, helped to create a more enjoyable and physically active lunch time. The children are physically engaged in a wide range of physically enjoyable activities, all focusing on different fundamental skills. This includes:</p> <ul style="list-style-type: none"> • Archery (with a LTS completing training) • Den building (communication) • Karts (fitness) • Fitness suite (health) • Jungle gym (balance/ strength) </div> <div data-bbox="1736 941 2116 1181">  </div> <div data-bbox="1736 1189 2116 1348"> <p>We have also reported fewer injuries along with a very low number of behavioral issues since the new zone layout.</p> </div>
	<p>Another sound system is needed—</p>		<p>JC</p>	

	<p>– what are</p> <p>– What are</p> <p>What are they</p>	<p>£1,299 (TTS)</p>	<p>(September)</p> <p>JC (May)</p>	
	<p>Extend the balance sections.</p> <p>Development of KS1 area to focus on development points hand-eye coord motor/gross motor (Possible outdoor table?)</p> <p>Development Parents questionnaire their views? Children questionnaire their views? LTS questionnaire – views?</p>			

<p>Health and wellbeing</p> <p>(Priority 2) - Raise awareness of healthy eating and emotional wellbeing for staff, pupils and parents and integrate these factors into the work already started around health and wellbeing.</p>	<p>Physical wellbeing – focus on opportunities on school for physical activity and healthy eating. Parents questionnaire – what are their views? Children questionnaire – What are their views?</p> <p>Share healthy eating policy with all stake holders.</p> <p>Implement healthy eating policy in school. Large focus on what is acceptable in a lunch box.</p> <p>Mindful Minis – Can now provide an online/virtual sessions – set for March</p> <p>Willow Making</p> <p>Health and wellbeing newsletter</p> <p>Training for mental first aid WOW – walk to school Re-launch with new expectations on what is suitable distance to walk.</p> <p>Fruit given to those walking – begin incentive to eat fruit on the journey to/from school. Healthy eating focus.</p> <p>Follow on – Small/simple fruit stall available for children walking once/twice a week.</p> <p>PTFA to run stall. Monitor the impact of WOW – Pupil/parent</p>		<p>JC – October</p> <p>JC October</p> <p>JC November</p> <p>JC October March</p> <p>DL/EC – October JC</p> <p>October JC/PTFA –</p> <p>October PTFA –</p>	<h1 style="text-align: center;">Health and Wellbeing</h1> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><i>Objective</i></p> <p><i>Raise awareness of healthy eating and emotional wellbeing for staff, pupils and parents and integrate these factors into the work already started around health and wellbeing.</i></p> </div> <div style="text-align: right; margin-bottom: 10px;">  </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><i>Looking at the Travel Tracker, 66% of children complete active trips to school at least once a week. This was slightly higher before lockdown, showing at 71%, but this was during the different initiatives. The fruit given to children to walk with proved successful, with many children only walking to eat the fruit. This further helped to enhance the understanding of a healthy eating and lifestyle.</i></p> </div> <div style="text-align: center; margin-bottom: 10px;">  </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><i>Staff wellbeing sessions.</i></p> <p><i>Awaiting feedback – information to be collected in June.</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><i>Healthy Eating Policy – The children in school now bring in lunches that are in line with government guidelines. This has educated and helped to developed the children's understanding of the importance of healthy lifestyle.</i></p> </div> <div style="text-align: right; margin-bottom: 10px;">  </div> <div style="border: 1px solid black; padding: 5px;"> <p><i>Willow building – The children enjoyed this activity, focusing on their enjoyment, self-esteem, self belief and team work and commitment – vital upon the return to school following the lock down.</i></p> </div>
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	questionnaire – are less traveling by car?		October JC – March	
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Clubs, competition and community	COVID – No actions until further clarification			
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<p>COVID FOCUS</p> <p>Physically active</p>	<p>Provide staff with a crib sheet of expectations of physical activities/interventions to take place throughout the day.</p> <p>What are the fitness levels and how to improve them? </p> <p>Introduce a weekly fitness Friday activity to take place across the school at the same time of the day. No resources to be used. Stations to have measurable outcomes (number of star jumps etc).</p> <p>Re-launch the Gold mile – Renamed ‘daily active mile’. Timetable needed for all to access due to bubbles. New winter course to be introduced.</p> <p>Monitor impact – if there is no improvement, introduce further steps.</p>		<p>JC – October</p> <p>Staff</p> <p>JC – October</p> <p>JC/ZW - January</p>	
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