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| Academic Year: 2022/23 | Total fund allocated: £16,890 | Date Updated: 25 th March 2023 |
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| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | Percentage of total allocation: 97% |
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| Intent | Implementation | | Impact | |
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| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| <p>Teaching importance of physical movement in our curriculum</p> <ul style="list-style-type: none"> ➤ Educate children in the value and benefits of a healthy active lifestyle. ➤ Ensure our high quality PE and school sport offer nurtures competent and confident movers with the aim of inspiring lifelong participation in physical activity. ➤ Timetable additional opportunities during the school day for movement breaks to increase physical activity levels. ➤ To ensure safe storage of PE resources which ensures accessibility and enables provision to be effective. ➤ Provide Forest School | <ul style="list-style-type: none"> ➤ Through PE and Science lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being. ➤ Develop the PE curriculum to ensure lessons link to the multi-skills approach found in our PE policy. ➤ CPD for staff to deliver Stormbreak programme ➤ Sports Coach lunchtime session to facilitate organised sports activities 2 x lunchtimes | <p>Complete PE annual membership £180</p> <p>Playtime PE resources renewed and increased £250</p> <p>Staff member to attend CPD session and disseminate through staff meetings</p> <p>Sports Partnership £2100. x1 hr p/ wk sports coach p/class + x2 30min lunchtime sessions + x1 afterschool session</p> | <ul style="list-style-type: none"> ➤ Positive attitudes to health and well-being ➤ Pupil concentration, commitment, self-esteem and behaviour enhanced ➤ Pupils physical activity at lunch and break increased ➤ Curriculum map contains carefully sequenced progression documents ➤ PE policy ➤ Registers of participation ➤ Pupils extra-curricular activities attendance data ➤ Pupils able to explain importance of physical and mental health through exercise and gather pupil feedback | |

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| <p>teaching and learning for all pupils</p> <p>Personal development opportunities for pupils</p> <ul style="list-style-type: none"> ➤ Develop Bronze Ambassadors to support active playtimes and support enrichment activities during lunchtimes ➤ Raise awareness of sporting opportunities pupils can engage with outside school. <p>Play Trail To use pupil voice to make decisions on and install a new play trail to provide opportunities for pupils to be physically active.</p> | <ul style="list-style-type: none"> ➤ Forest School sessions for whole school (weekly ½ day session for EYFS and Yr 1 – 6 to access half term of weekly sessions for every term) ➤ Enable pupils to engage in Bronze Ambassador training as part of Purbeck Sports Partnership ➤ Following the training Ambassadors | <p>Forest School cost; Forest school cost: £3,500 Aut/term £3000 Spr/term</p> <p>PE resources for ambassadors to use at playtimes £200</p> <p>Transport cost to enable Bronze Ambassadors to travel to training sessions £60</p> <p>Play area ground replaced and prepped £7200</p> | <p>about positive impact of physical movement on mental health.</p> <ul style="list-style-type: none"> ➤ Positive behaviour and a sense of fair play enhanced (by using Bronze Ambassadors, School Council members etc. as role models) | |
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| <p>Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity in schools) being raised across the school as a tool for whole school improvement</p> | <p>Percentage of total allocation: 7%</p> |
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| Intent | Implementation | | Impact | |
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| <p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p> | <p>Make sure your actions to achieve are linked to your intentions:</p> | <p>Funding allocated:</p> | <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p> | <p>Sustainability and suggested next steps:</p> |
| <ul style="list-style-type: none"> ➤ Follow a scheme which ensures clear progressions of skills and knowledge and supports teacher is planning, | <p>Complete PE provides progression of skills within each unit with inclusion suggestions; each unit has background information, videos</p> | <p>Complete PE annual membership £180</p> | <ul style="list-style-type: none"> ➤ Personal development opportunities (physical skills, thinking skills, social skills and personal | |

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| <p>delivery and assessment.</p> <ul style="list-style-type: none"> ➤ Ensure that pupils access targeted interventions to help in wider aspects of the curriculum (e.g. activities to aid fine and gross motor skill development, Learn to Move interventions, climbing/tummy time interventions to build core strength etc) ➤ Use sporting role models to teach school values of aspiration in order to inspire pupils and encourage them to 'dream big'. ➤ Ensure PE and school sport has a high profile in the school learning environment (assemblies, notice boards, school website, local press, pupil rewards and certificates) ➤ Breaktime and lunchtimes to provide opportunities to be physically active through using appropriate equipment/resources. ➤ Sports Lead to benefit from networking with colleagues as part of Purbeck Sports Leader conference ➤ Support from Dan Moody for team teaching and staff training | <p>modelling expectations of outcomes, and suggestions within lessons for self and peer assessment.</p> <p>Timetabled sessions to develop gross motor skills in EYFS incl activities on trikes and bikes, Learn2Move programme.</p> <p>Stormbreak sessions used throughout school along with daily mile.</p> <p>Role models met by chn during Purbeck events e.g. world`s fastest snow-boader</p> <p>Sporting heroes used in assemblies as examples linked to school values (aspiration and perseverance)</p> <p>Certificates for all chn attending PE events awarded during celebration assemblies</p> <p>Embed a timetable/rota for Sports Ambassadors to show when they run activities for each Key Stage</p> <p>CPD for PE Lead and opportunities to network with colleagues from other settings.</p> | <p>Trikes etc replaced in EYFS £800</p> <p>Cost of staff member to attend Learn 2 Move training: £200</p> <p>Supply cover cost for PE conference and Sports Ambassador training £350</p> | <p>skills).</p> <ul style="list-style-type: none"> ➤ Increased attainment and achievement, improved behaviour and improved attendance. ➤ PE physical activity and school sport have a high profile and are celebrated across the life of the school ➤ Increased numbers of chn participating incl. sports ambassadors ➤ Increased amount of physical activity by all pupils ➤ High engagement in inter-sports competitions which will build self-confidence and offer additional learning opportunities outside of the school site | |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 0% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> ➤ Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. ➤ Complete PE programme offers support and exemplar materials for all areas of the PE curriculum. It is accessible to all staff teaching P.E. ➤ Staff identify units of work in which they lack confidence and use Complete PE as self-reliant CPD. ➤ Subject Lead to monitor implementation and impact of PE curriculum ➤ Subject Leader to create Handbook for staff to share what PE teaching and learning looks like in Wool for all pupils and for pupils with SEND. | <ul style="list-style-type: none"> ➤ PE lead support Sports coach with delivery, curriculum coverage, behaviour management, resources ➤ Ensure all staff have access to Complete PE incl. sports coaches. ➤ PE Lead to work with Curriculum Lead to ensure implementation of progressive PE curriculum is effective ➤ PE handbook on school system and in PE folder | Staff meeting time and directed time to be used to monitor teaching and learning of PE | <ul style="list-style-type: none"> ➤ Increased pupil participation in competitive activities and festivals ➤ A more inclusive curriculum which inspires and engages all pupils ➤ Staff confident with delivery of units of work and support from Sports Partnership coaches when required | |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
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| | | | | 4.1% |
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| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> ➤ Provide opportunities to take part in a diverse range of school sport through competitions and events and extra-curricular clubs. ➤ Chn exhibit a greater range of control (skill) with equipment (e.g. variety of bats) as modelled in Complete PE videos. ➤ Pupils demonstrating self-evaluation skills ➤ Core strength increased and general fitness improved of target chn ➤ Provide after school clubs covering a variety of aspects of the PE curriculum for both key stage 1 and key stage 2. | <ul style="list-style-type: none"> ➤ Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership. ➤ Chn respond to own successes against lesson LO towards end of lessons ➤ Dodgeball, Bike Skills, Netball, Basketball, ball skills, athletics offered two lunchtimes p/wk and one after school session ➤ Swimming Y6 *subject to maintenance work on pool | <p>KS1, KS2 events (incl events aimed at chn with low self-esteem or those who are lacking in confidence, along with competitions for the competitive and the Adventure Centre)</p> <p>x10 events = £350 for transport</p> <p>plus 1day supply cover for Sports Ambassador training: £342</p> | <p>Willing to try new activities with an open mind, demonstrating sportsmanship and aspiration</p> <p>Chn recognise improvement in own and peers achievements; able to discuss improvements with others</p> <p>Participation increased; improved skill level and understanding of communicating within a team exhibited</p> | |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 1.18% |
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| <ul style="list-style-type: none"> ➤ Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. ➤ Increased participation in School Games competitions. ➤ Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. ➤ Pupils across the school have a positive view towards participation in sport. Children know which events/sports they enjoy and which sports they want to try. They inform PE lead. | <ul style="list-style-type: none"> ➤ Engage with partnership coordinators Shelley Hamblin and Dan Moody attend competitions run by the Purbeck School Sport Partnership. ➤ Identify a set number of competitions/events to provide transport to. ➤ Participation in Purbeck Sports Partnership activities target a wide range of children incl. ELSA, SEND, less confident chn. ➤ Arrange transport to enable children to take part in inter-school Purbeck competitions to address potential transport barrier | <p>n/a (after school events)</p> <p>x10 = £200</p> <p>KS1, KS2 events (incl events aimed at low confidence chn along with competitions for the competitive)</p> <p>Coach cost: £20 per trip take/ parents pick-up</p> | <ul style="list-style-type: none"> ➤ Children participating in a variety of physical activities including trying new activities e.g. SWANS , multi-sports events, handball ➤ Children having been identified as lacking in opportunities for exercise, enjoy participating in chosen exercise, pursuing the activity outside school ➤ Children wanting to participate in events and improving in ability to play a variety of sports | <p>Maintain links with local schools for after-school matches</p> <p>Build on success at netball competition and tag rugby events with mixed teams outside school (SWANS/Sports Partnership)</p> |