

Primary Physical Education and Sport Funding Action Plan

Co-op Academy Friarswood : 2024-25

Amount of Grant Received – Year 2024 - 2025: £16,000 + £10 per pupil

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.

Intent		Implementation				Impact
Area of Focus	Evidence of need	Action Plan	Who	Time Scale	Funding Breakdown	Success Criteria & Evidence record
<p>Staff CPD to improve the quality of teaching and learning in PE</p> <p>To monitor PE lessons and staff confidence and ability to teach PE and plan further support and training as needed</p> <p>To develop skills of new PE lead to effectively lead subject</p> <p>Audit PE equipment and purchase any new and additional items needed to</p>	<p>Staff feedback from questionnaires</p> <p>Learning walks</p> <p>Conversations with Staff.</p> <p>Pupil voice</p> <p>New government requirements on reporting swimming figures.</p>	<p>Audit development needs of staff by sending email questionnaire and having personal discussions about activities in PE and using information from monitoring activities;</p> <p>PE CPD package needs planned for the year based on this information.</p> <p>PE lead package:</p> <ul style="list-style-type: none"> - PE network meetings: 26th Sept, 22nd Jan and 29th April (Virtual PE Networks: 16th Oct, 28th Jan and 22nd May) - PE conference: 11th June 2025 - 1-1 sessions: 27th September 24, 6th February 25th June 25 <p>-</p> <p>Other staff:</p> <ul style="list-style-type: none"> - PE essentials course (LS) - 3rd Dec 24 <p>Explore careers in sports as an in school project and display to raise awareness with pupils of different opportunities available.</p>	<p>SC</p> <p>LS</p> <p>SC & LM</p>		<p>PE support package with ALS: £1995 helping hand package</p>	<p>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.</p> <p>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.</p>

<p>deliver PE curriculum effectively</p> <p>Links to: Key Indicator 1 Key Indicator 3 Key Indicator 2 Key Indicator 4 Key Indicator 5</p>		<p>Liaise with LM (CRL lead) to organise a sports career lesson for pupils.</p> <p>Audit PE equipment and order new items that may be needed to ensure pupils all have access to enough equipment, relevant resources and items that support adaptive teaching.</p>			<p>New equipment and storage costs</p>	<p>Evidence: Lesson observations, planning documents, pupil voice, Learning walks, Staff feedback, PE action plan, PE lead performance management document. Swimming tracker and end of KS2 results.</p> <p>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.</p>
<p>Health and safety in PE</p> <p>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.</p> <p>To ensure all members of staff and pupils are aware of and following health and safety in PE guidance.</p> <p>Key Indicator 1 Key Indicator 3</p>	<p>Health and safety audit and guidance</p> <p>Safe practice in PE and schools sport update</p> <p>Staff survey</p> <p>Pupil voice</p>	<p>Attend health and safety briefing course – 16.10.24 to get updated with changes to safe practice in PE and school sport.</p> <p>To review paperwork related to safety in PE: PE policy, risk assessments and update these as needed.</p> <p>Run a staff meeting to highlight any key changes and information to the rest of the staff. To explore ways in which they can pass on information to pupils within lessons and make them more health and safety aware and able to manage risk.</p> <p>To look at how information is communicated with parents around safety in PE. Update newsletters, pupil information booklets and website.</p> <p>Update parents with regard to earrings and PE.</p> <p>Create health and safety posters/ display within school to raise awareness of key points and guidance.</p>		<p>SC</p>	<p>16.10.24</p> <p>Autumn term</p> <p>Autumn 2</p> <p>Through year</p>	<p>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 knowledgeably about these. They consider risk themselves and take action to make changes if needed.</p> <p>Evidence: Lesson observations, lesson planning and evaluations, health and safety documentation.</p> <p>Sustainability: Staff will continue to use these resources and involve pupils in learning about risk in the future so that lessons remain safe.</p>
<p>Forest Schools,</p>		<p>Continue with forest school CPD as per requirements of the training to ensure skills and safety are up to date:</p>	<p>JW</p>		<p>£500 Forest school leader package</p>	<p>Through participation in emotional health and outdoor learning opportunities pupils have</p>

<p>Outdoor learning and Sustainability</p> <p>Develop forest school and outdoor learning opportunities as part of the school curriculum offer.</p> <p>Embed and enhance use of outdoor learning activities across the school.</p> <p>Support pupils to develop key life skills that they can use in other lessons.</p>		<p>Forest school Leader Package: Forest and Outdoor learning conference - 10th October 2024 Forest school network meetings. 12th September 2024, 12th February 2025 and 20th May 2025</p> <p>Specialist support organised for in school to help develop the forest school site and area, gain ideas for linking to other areas of the curriculum as enrichments.</p> <p>Organise whole school INSET training or twilight to give all members of staff ideas and confidence in taking more learning outdoors to inspire pupils and build their connection with nature.</p> <p>JW to create a wish list of equipment and resources for the Forest School area.</p> <p>Sustainability agenda</p> <p>Geography/ science/ PSHE leads to also attend Forest school/ sustainability conference – 10th October 2024 Look at ideas on how cross-curricular areas can work together to provide meaningful learning activities within and beyond the classroom to increase children’s awareness of caring for the environment and sustainability.</p> <p>Invite pupils to attend Staffordshire’s annual invertebrate fair at Staffs Uni – March 2025</p> <p>Invite local speakers into school to talk to pupils about topical events.</p> <p>Look at ideas on how cross-curricular areas can work together to provide meaningful learning activities within and beyond the classroom to increase children’s awareness of caring for the environment and sustainability.</p>	<p>JW and Matt to attend</p>		<p>£ _____ funding to develop forest school area</p> <p>Conference attendance fees</p>	<p>developed a love of the outdoors and nature and learning to look after their world and environment.</p> <p>Time in the area has also helped to improve their emotional health and sense of wellbeing and they are calmer and better able to channel their energy.</p> <p>Through activities on offer both in PE and outdoor learning they are developing their understanding of how to deal with their emotions and also developing life skills such as trust, respect, teamwork and communication.</p> <p>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</p> <p>Increased activity levels at lunchtimes and opportunities to practice skills</p> <p>Evidence: Pupil voice, staff feedback, parental feedback, newsletters, display, case studies and photographic evidence.</p> <p>Sustainability: Areas developed will continue to be used and developed in the future. Both staff and pupils will be able to use strategies for emotional health and well-being and life skills developed which will have a long term impact on their wellbeing and ability to deal with challenging situations. Life skills developed will staff with pupils in future years and these opportunities within the curriculum will continue to be offered to pupils in suture year groups</p>
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		Long term plan adapted so that OAA is covered by all year groups in their Forest School sessions.				
<p>Lunchtimes</p> <p>To develop lunchtime provision to enable pupils to increase physical activity levels, improve their physical skills, develop independent learning, social and leadership skills,</p> <p>Conduct pupil voice to listen to the types of activities pupils enjoy and follow up on ways to incorporate this.</p> <p>Improve pupils physical activity levels through structured lunchtimes and active learning within lessons</p> <p>Key Indicator 1 Key Indicator 3 Key Indicator 2 Key Indicator 4 Key Indicator 5</p>	<p>Government obesity strategy: (30mins active in school 30mins at home)</p> <p>school health data</p> <p>Pupil voice</p> <p>Parental feedback</p> <p>Staff questionnaire</p> <p>Data on behaviour and attendance.</p> <p>First aid incident reports</p>	<p>Lunchtimes,</p> <p>To develop lunchtime provision to enable pupils to increase physical activity levels, improve their physical skills, develop independent learning, social and leadership skills.</p> <p>Conduct pupil voice to listen to the types of activities pupils enjoy and follow up on ways to incorporate these into lunchtimes</p> <p>Speak to lunchtime staff to identify strengths, weaknesses and opportunities to improve lunchtimes.</p> <p>Ask PTA if they can purchase some new playground equipment.</p> <p>BH leading playtime games club with KS1 and Y6 playleaders.</p> <p>Deliver playground games as a unit within PE lessons to teach pupils new games to do and embed playground rules/ charter.</p> <p>Train pupils as playground leaders to lead and run activities and encourage and support other pupils.</p> <p>Organise whole school assembly or do class assembly to launch new lunchtime opportunities and discuss playground rules</p> <p>Collect favourite games ideas from parents and other members of the community and combine with staff and pupil favourite games to make a school booklet of activities to do at lunchtimes. Invite parents in to lunchtimes to assist/</p>			<p>£__ for equipment (dependent on PTA contribution)</p>	<p>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.</p> <p>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</p> <p>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.</p> <p>Evidence: Lunchtime observations, LTS feedback, pupil voice, staff feedback,</p> <p>Sustainability</p> <p>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.</p>

		<p>volunteer on a day to come and share their game.</p> <p>Organise equipment and zones and stations that can be used by pupils at lunch and breaktimes to encourage activity and also for them to develop their skills.</p>			<p>£ _____ Equipment costs</p>	
<p>Emotional Health & Wellbeing</p> <p>Improve pupils emotional health and well-being and link to whole school improvements.</p> <p>Key Indicator 1 Key Indicator 4 Key Indicator 5</p>	<p>Lesson observations of pupils struggling with stamina over sustained periods of time.</p> <p>Staffordshire school health profile</p> <p>Government obesity strategy: (30mins active in school 30mins at home)</p>	<p>Emotional health and wellbeing</p> <p>Continue to develop opportunities to promote both pupils physical and emotional health and well-being in school;</p> <p>Continue working on pupils' understanding of their thoughts and feelings and how to manage these through working with the mind gig programme and resources.</p> <p>Wellbeing afternoons for children every 6 weeks. Various activities based on emotional health and wellbeing.</p>	LH	LH x one half day per week	<p>As a result of emotional health and wellbeing initiatives pupils are more aware of their emotions, how to express these and how to deal with different situations that occur. Pupils actively practice strategies that support their wellbeing such as being physically active, being more mindful and connecting with others</p> <p>Sustainability</p> <p>Pupils will be able to use strategies for emotional health and well-being and life skills developed which will have a long term impact on their wellbeing and ability to deal with challenging situations.</p>	
<p>Improving health and fitness</p> <p>To look at opportunities to develop pupils understanding of living a healthy life and increase their fitness levels.</p>	<p>Government obesity strategy: (30mins active in school 30mins at home)</p> <p>school health data</p> <p>Pupil voice</p>	<p>Review PE curriculum and explicitly plan for discreet unit of work aimed at improving pupils fitness levels and developing their knowledge of how to stay fit and healthy.</p> <p>GetSet4PE fitness units in all year groups</p> <p>Look at links to what it is taught in the science curriculum and where there may be an overlap or joint learning opportunities could enhance understanding.</p> <p>Take part in national fitness day – 21st September and run fitness based circuits for</p>			<p>Increased awareness of health recommendations and number of pupils meeting the 30mins within school and 30mins at home.</p> <p>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</p>	

	<p>Parental feedback</p> <p>Staff questionnaire</p>	<p>pupils to take part in/ boot camp/ dance fitness/ FS challenges.</p> <p>Plan linked enrichment days to support learning around this:</p> <ul style="list-style-type: none"> - Science and PE active curriculum day. - Healthy eating week (10th - 14th June 2025) - Sports week (16th June 2025) <p>Try new sports/ activities and ways to be physically active and discuss with pupils the many ways to meet health recommendations.</p> <p>Pupils to interview other members of the school community and make posters (other pupils, staff, parents and governors) about how they meet health recommendations and the different ways this can be achieved.</p>				
<p>Active learning to improve whole school outcomes</p> <p>Raise the profile of other subjects within school by combining them with physical activity and PE linked curriculum.</p> <p>Improve pupils physical activity levels through active learning within lessons.</p>		<p>Active learning across the curriculum</p> <p>Expand active learning opportunities within other curriculum subject areas to ensure pupils and being kept active and engaged as part of the 30 mins recommended.</p> <p>Look at ways to support staff on active learning across the curriculum through cross curricular learning opportunities,</p> <p>Continue to share ideas throughout the year on ways in which this has been successful</p>				<p>The curriculum has been enhanced through a range of enrichment and themed days. Through these opportunities pupils have practically explored ideas and themes in depth and had chance to creatively express their views and opinions, work with others to collaborate and consider their views and opinions.</p> <p>Increased attainment and enjoyment within other curriculum subjects through active learning opportunities delivered..</p> <p>Sustainability</p> <p>Enriched curriculum days will continue to be planned to inspire pupils curiosity and give them practical opportunities to explore their skills and learning.</p>

<p>To increase opportunities for pupils to compete and perform,</p> <p>Take pupils to competition and festival opportunities outside of school.</p> <p>Go for school games marks award with SGO</p> <p>Continue to offer a range of competitive opportunities for all pupils.</p> <p>Key Indicator 4:</p> <p>Key Indicator 5</p>	<p>- Audit of areas to develop from working through games mark criteria.</p>	<p>Competition</p> <p>Look at reviewing school games mark and opportunities for the school to get involved in competitions to inspire the pupils.</p> <p>**Platinum School games mark retained for 2 years until 2026**</p> <p>Register the school to take part in the National Sports Week 2025 to coincide with sports week in school</p> <p>Continue to build in opportunities for competitions in PE lessons through end of unit game situations</p> <p>Introduce team colours to PE kit to raise the profile of competition</p> <p>Introduce MAT/ trust competitions and visits To encourage engagement in competition and build in possible intra competitions</p> <p>Children to compete in competition with other schools:</p> <p>Year 5&6 cross country - 4 dates in Autumn 1 Year 6 football - 3 fixtures Year 5 football - 3 fixtures</p>	<p>SC</p> <p>SC</p> <p>All year groups</p> <p>Nicole @ Co-op Stoke</p> <p>SC</p> <p>SC & LS</p>	<p>Cover for SC to take children to competitions</p>	<p>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.</p> <p>Through taking part in competitive activities pupils develop and apply key life skills through their participation in PE and sport including trust, respect, teamwork and communication.</p> <p>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.</p> <p>There has been an increased number of pupils participating in competitive opportunities and reporting increased enjoyment in these.</p> <p>School achieving school games mark award</p> <p>KS2 have had access to participate within an inter school competition. A small number of KS1 children have participated in a dodgeball competition.</p> <p>Y4, 5 & 6 Cross Country Y3 & 4 Football tournament Y3/4 and Y5/6 Tag Rugby Festivals Y2/3 Dodgeball tournament Y5 & 6 Dynamo cricket Y3/4 and Y5/6 Swimming Gala Y5/6 Rounders All of KS2 to attend Athletics competition School Games - Indoor Athletics All children - sports day.</p> <p>Evidence: Lunchtime observations, Extracurricular registers, competition calendar and results. Staff feedback, pupils voice from school council.</p>
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<p>Inclusion and equality</p> <p>To ensure the PE curriculum is inclusive and there are a range of opportunities for pupils of all abilities.</p> <p>To target pupils with SEND to engage in interventions/ clubs/ festivals to develop their skills and improve their perceptions and enjoyment of PESSPA.</p>		<p>To complete school games inclusive health check on website and look at the results of this and areas for school to make improvements.</p> <p>Identify pupils who need physical interventions to help develop their PE skills, train TA's up to support these pupils within lesson, in clubs or intervention sessions. Send activities home for pupils to practice and work on with parents also.</p> <p>Look at opportunities for less sporty/ less able pupils and also younger KS1 pupils to get involved in clubs and competitions within school. Sport 4 All competition</p> <p>Organise Paralympic/ inclusive sports enrichment day/ festival within school or block of learning on the curriculum and discuss. Raise the profile of Paralympic athletes and their journeys in sport. Identifying key barriers they faced and skills they showed to overcome these; resilience, bravery, determination.</p>	<p>SC</p> <p>All staff</p> <p>SC</p>		<p>Cost for SC to go to Sport 4 All - one half day cover</p>	<p>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.</p> <p>Pupils have learnt tolerance and have a greater empathy and appreciation for others through inclusive sports unit and enrichment experiences.</p> <p>Evidence: Observations, Extracurricular registers, competition calendar and results. Staff feedback, pupils voice from school council.</p> <p>Sustainability: Calendar</p>
<p>To make links with parents to engage pupils in physical activity</p> <p>To increase the awareness and engagement of parents in health</p>		<p>Further increase engagement and involvement with parents through: offering parent workshops, inviting them to observe/ join in with lessons and sharing ideas in half termly newsletters and on the website.</p> <p>Share information with parents on PE, Sport and Activity as much as possible. Suggest ways in which they can support the school/ be involved e.g.</p> <ul style="list-style-type: none"> - Taking their children to the swimming pool to develop water confidence - Sharing a favourite playground game 				<p>Parental engagement improved and parents being more physically active with their children at home.</p>

<p>and sports activities.</p> <p>To increase links with community clubs and organisations.</p>		<ul style="list-style-type: none"> - Getting them involved in fundraisers - Donating equipment. 				
<p>To make links with community clubs to signpost pupils on activities to be involved in outside school</p>		<p>Find out what other clubs pupils do outside of school and look at the potential of making links with these to signpost more pupils to these.</p> <p>City 7s initiative with Stoke City - 10th September 2024</p> <p>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.</p> <p>Signpost parents to these clubs and invite sports clubs, secondary schools scouts or any other groups into school to give presentations and demonstrations to the children to inspire them</p>				<p>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.</p>
<p>Links to whole school development plan:</p>						
<p>Ideas for 2024/ 25</p>			<p>Ideas for 2025/26</p>			