

Springfield Community Primary School believe that physical education is an essential part of a child's educational development. We aim to develop a balanced program offering a variety of activities to enhance skills in physical education. Positive participation in physical education will enable children to build, self-esteem, teamwork and positive attitudes in P.E.

We aim to:

- Develop confidence, skills and knowledge.
- Encourage children to be proud of their achievements.
- Promote fair play and respect.
- Educate children to improve health and wellbeing.
- Provide quality opportunities for children both inside and outside of school.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>The school was awarded a Silver National Sports Mark from School Games in July 2018, in recognition of the work it has done to raise the profile of sports in school. This including significantly increasing the number of competitions the school takes part in, introducing children to a range of sports and ensuring that children were increasingly engaged in physical activity throughout the day.</p> <p>Staff involved in teaching PE are well qualified. A qualified teacher leads on PE and supports a sports coach to ensure that the quality of teaching is high. Both members of staff have gained extra qualifications in coaching different sports. The quality of teaching is monitored and CPD has ensured that it continues to improve.</p> <p>A range of after-school and morning clubs are focused on increasing physical activity. The number of children participating in these clubs has increased. The school invested heavily in CPD, including training two teachers to become Forest School practitioners. This has enabled us to increase the amount of time children are engaged in active, outdoor learning</p>	<ul style="list-style-type: none"> • Increase opportunities for girls to engage further in sport • Continue to address issues around obesity through increasing participation in physical activities and making links to nutrition • Explore ways to engage children with SEN, particularly children on ASD in physical activities • Continue to develop dance opportunities for both girls and boys • Increase amount of time for physical activities that ensure children 'get out of breath'.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	75%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	60%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	35%
<p>Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	No

Academic Year: 2019/20		Total fund allocated: £17,676		Date Updated: June 2020			
Key indicator 1: Increase engagement of <u>all</u> pupils in regular physical activity						Total fund allocated: £2000	
						17%	
Intention		Implementation		Funding allocated	Evidence and impact:	Sustainability and suggested next steps:	
Increase opportunities for all children to engage in physical activity (particularly		<p>Sports coach to work over lunchtime to engage children in sports competitions and games</p> <p>Training for lunchtime staff to develop their skills at engaging all children in physical activity</p> <p>Work with a group of 'reluctant' girls to encourage them to play team sports – set up a safe space where they can build up confidence</p> <p>Use pupil voice to inform purchasing of new equipment and playground resources</p>		£3000	<p>Lunchtimes are organised to facilitate sports competitions- the addition of another sports coach this year at lunchtime led to an increase in the no. of sports competitions taking place. He has also ensured that children with additional needs have been supported and encouraged to take part in games. A range of physical games are on offer at lunchtime and all children are encouraged to take part.</p> <p>Some lunchtime staff took part in Federation training for playtimes – this led to them introducing new games at lunchtime- new leader appointed will continue this work in Autumn .</p> <p>Playtime equipment purchased and used by all children – this included a new outdoor table tennis table</p> <p>More work will need to happen to engage girls in Autumn and to increase physical activity across school (since Lockdown, children have engaged less in physical activities and there is some evidence of reduced fitness levels from the children who have returned.</p>	<p>Organise to complete The Daily Mile in school to increase fitness levels for all children</p> <p>Ensure new pastoral and well being leader monitors physical activity at lunchtime and encourages girls to take a more active part.</p>	
Key indicator 2: The profile of PESSPA is being raised across the school as a tool for whole school improvement						Percentage of total allocation:	
						23%	
Intention		Actions to achieve:		Funding allocated	Impact:	Sustainability and suggested next steps:	

To raise children's awareness of the link between physical and mental health	<p>Weekly assembly with a focus on leading a healthy lifestyle/well being and nutrition</p> <p>Raise staff's awareness of how to support children's mental health - link to physical activity and mindfulness</p> <p>Training for staff on teaching children to cook – linking nutrition to physical activity</p> <p>Purchase resources to enable staff to teach children basic cooking skills</p>	£4000	<p>SENCO has cascaded down mental health training to all staff – teachers are beginning to use strategies in class to support well being.</p> <p>Cooking equipment has been purchased , including a new portable cooker and sufficient cooking resources to cook with the whole class. Some classes have started to engage with cooking as part of DT topics . Chartwells, our catering company, has run workshops with some classes around cooking and nutrition. Assemblies regularly feature presentations around leading healthy lifestyles – children are confidently able to talk about the importance of a balanced diet and packed lunches are mostly well balanced.</p>	Draw on staff expertise in September to introduce yoga/mindfulness to children (two fully trained yoga teachers on staff).
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 20%
Intention	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To continue to release PE leader to work alongside coach to evaluate and improve provision for PE</p> <p>PE coach to further develop his skills teaching children in EYFS and Y1</p>	<p>Release time for PE leader to team teach with sports coach</p> <p>Release time for sports coach to observe PE being taught with younger children/attend training in this area</p>	£3500	<p>PE coach and PE leader have worked together to develop curriculum for EYFS and Y1 – observations of lessons now show them to be more age appropriate</p> <p>PE leader (teacher) has supported coach to carry out assessments and improve his overall teaching across year groups – quality of teaching in PE is consistently good</p> <p>PE leader has attended training outside school to develop her own skills leading PE. She has also completed training around developing leadership skills in young people when playing sports and has begun to roll this out in upper KS2.</p>	Continue to team teach PE lessons
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 31%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested

				next steps:
Introduce tennis as a sport in school Further develop dance at the school	Purchase resources to enable tennis to be taught Run after school and lunch time tennis club Investigate opportunities for tennis at local park Set up a school data base on participation in clubs, events and competitions Source dance teacher to teach one day a week	£5500	Planned for Summer term – postponed because of Covid 19 Dance taught through out year to children in Y1 – well received and enjoyed by all children. Plan to reach out to other classes put on hold because of Covid.	Continue to develop dance at school, drawing on non-class based teacher to support Introduce tennis in the Autumn term
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
	Cover to take children to competitive competitions during and after school	£1176	Autumn term focus on KS1 children taking part in competitions. One child talent spotted to play for Arsenal girls football team through Federation competitions KS1 football team won Federation league	