



Holy Family Catholic Primary School
PE and Sport Action Plan
2023/24

Our Vision

At Holy Family Catholic Primary School, we believe that it is essential that all children should be inspired to engage and excel in a range of sports from a young age, and this must be fostered throughout their Physical Education. As a school, we have a duty to our children to provide them with both a rich PE curriculum that develops their fundamental skills, as well as providing opportunities for children to engage in competitive sports.

Our provision aims to nurture the whole child in their physical and emotional development, facilitating opportunities for life-skills and character to flourish. We intend to deliver high quality teaching and learning opportunities that inspires all children to succeed in their Physical Education and providing regular opportunity for skills and qualities to flourish. PE at Holy Family is an imperative element of the curriculum, which develops a need for healthy lifestyles, a balanced diet, positive growth mindset and the resilience to persevere with activities that may have once felt too difficult. With our school values at the heart of our curriculum, our PE lessons promote wellbeing and fitness and encourage our children to: **collaborate with others as part of an effective team**, become **motivated learners who enjoy and are passionate about PE**, **engage in all sport showing the upmost respect for each other and the rules**, and **use a growth mindset and effort to improve their personal performance**.

We intend to influence our children to be healthy, in both body and mind, leading an active lifestyle, who will have a desire to continue engage in sports as they grow and develop. We aim to equip them with necessary values, skills and leadership qualities to participate confidently in their continued Physical Education studies.

We aim to:

- Provide a wide variety of experiences in all areas of Physical Education
- Opportunities to succeed and develop specific performance skills in a fun, challenging and safe environment

- Access to high quality coaching through support and training for teachers
- Experiences which promote positive attitudes to exercise and which lay foundations for a healthy adult lifestyle
- Opportunities to develop physical skills such as body awareness, agility, control and co-ordination
- Activities which ensure physical development, increasing strength, flexibility, endurance and stamina
- Opportunities to develop personal and social skills, such as co-operation, self-confidence, initiative, leadership and team spirit
- Opportunities to develop learning skills, i.e. listening, communication, understanding target setting to improve performance, and effective decision making
- Activities which provide an opportunity to express aesthetic and artistic aspects of human development
- Access to healthy competition, and to provide children with appropriate exit routes to continue activities out of school

What is the Sport Premium?

The government is providing additional funding for academic year 2023 to 2024 to improve provision of physical education (PE) and sport in primary schools. This funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools. Holy Family Catholic Primary School has received £17,800 in the financial year 23/24.

Schools must spend the additional funding on improving their provision of PE and sport, but they will have the freedom to choose how they do this. This means that we should use the premium to develop or add to the PE and sport activities that we already offer, or make improvements that will benefit future pupils. For example, we can use our funding to hire qualified sports coaches to work alongside teachers, or to support less active children by running or extending school clubs.

This report includes this funding as part of our overall spend on physical education which is a key driver for our school.

Accountability

From September 2013, schools have been held to account over how they spend their additional, ring-fenced funding. Ofsted will strengthen the coverage of PE and sport within the 'Inspectors' handbook' and supporting guidance so that both schools and inspectors know how sport and PE will be assessed in future as part of the school's overall provision.

<u>Sport Premium Income: £21,700</u> Allocation 2023/24 £17,800 Carry forward from 2022/23 £3,900	<u>Sport Premium: Expenditure: £18,331.91</u> Specialist coaching - £13, 925 Equipment - £2,820.24 Line remarking on the playground- £1,586.67
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How we are using the funding to benefit our children?

- Employing part time sports coaches to support both the teaching of PE and to provide additional after school activities for each year group throughout the year.
- Professional development opportunities for PE subject leads.
- Providing cover to release staff for professional development in PE and sport.
- Engaging families to exercise together and enjoy sport through family Sports events/ fundraising. (Sponsored Walk, Wellbeing week, Sports Day, Twickenham trip, Fun Run).
- Working with other local schools to develop inter-school competitions and support for PE Lead.
- Engaging in other localised competitions e.g. Manchester United Football in the Community tournament/ Manchester United Foundation Tournament
- Continuing to provide a range of sporting activities at lunchtime to increase pupil's participation in sports (Sports Coaches).
- Provision of equipment for PE and Sport.

Key Targets 2022/23	Actions	Time scale	Cost	Impact
1. To increase the range of sporting activities offered to all pupils in the PE curriculum including EYFS.	• To deliver high quality PE sessions across the school • Review responses from staff questionnaire on areas of support required in teaching PE • Employ Sport coaches from PSP to deliver PE for 3 days a week starting in September 2019. • Liaise with Lead coach to plan a broad and balanced curriculum with a range of sports over the course of the academic year. • PSP to provide specialist coach for Dance		PSP- £13,925	Pupils have engaged in high quality lessons, which had a focus on increasing fitness, participation and skill acquisition. Coaches identified fundamental skills (including overall fitness levels) which had seen a decline as a result of ever changing lifestyles. PE sessions were carefully planned to build strength, confidence and fitness

	• Questionnaires to be given to the children and analysed • Sports coach to support EYFS teachers in teaching 'Physical Development' and PE lessons in Reception and Nursery. • Sports Day to be run in a carousel format to for KS1 and KS2 to increase active participation		in all children by using a carousel approach to develop sport specific skills. The school's bespoke progression of skills document was used to inform planning, considering previous Year groups targets as a prerequisite for the current Year group's lessons. Coaches and teachers use positive praise to focus on effort in participation to encourage all learners to succeed and challenge themselves accordingly. This has seen the confidence of learners increased and has fostered the value Together We Succeed and We Care About Respect in PE lessons. Sports Day was hugely successful in providing all children with the opportunity to be constantly active, through a carousel approach, and showcase skills developed within PE lessons. Parents and carers were given the opportunity to watch their children's Sports Day. Staff received lots of positive verbal feedback from parents and carers about the structure of the day and how lovely it was to watch their children in a Sports Day. For the children, Sports Day placed a high profile on everyone's individual performance contributing to their team's overall performance (Together We Succeed). This saw all children putting effort in to their participation (Growing your hearts and minds), cheered on by their teammates and parents; giving the event a positive atmosphere where pupils felt safe, respected and supported (We Care About Respect).
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Target 2: To increase the fitness and fundamental skills of all children	• Create engaging challenges for playtimes to target fundamental skills (throwing, catching, agility, balance, coordination, accuracy) • Create an opportunity for daily active 10 minutes- e.g. Mile a day • Develop active opportunities for every child each day e.g. Active brain breaks https://www.weareteachers.com/brain-breaks-for-kids/ , Supermovers, GoNoodle, https://www.mentallyhealthyschools.org.uk/media/2028/brain-breaks.pdf • Develop an active environment: equipment and more active games available at play time (e.g. rounders, cricket, tag rugby). • Teachers lead by example, engaging actively with children on their PE days	No cost	An equipment trolley and playtime equipment is being used to increase the quality of provision available during lunch time. Teachers made a conscious effort to increase the opportunity for physical activities in the classroom by using active brain breaks and providing opportunities to work outdoors.
Target 3: To continue to increase range and quantity of extra-curricular sporting activities in response to pupil interest, particularly targeting reluctant children.	• Children to complete a questionnaire on which sports they would to see available as after-school activities • Review availability of the hall and timetables • Liaise with PSP and teaching staff to provide a broad range of activities • Further develop extra -curricular provision increasing the range of sports offered to engage more children. • High focus on extra-curricular activities and further develop pupil voice through the Communication team. • Continue to offer a range of extra-curricular activities on offer every evening • Participate in a friendly inter-competition for Year 5/6 girls between four other local schools.		PSP continued to provide a wide range of sporting opportunities in their afterschool club 3 days a week day having a focused sport. Extra-Curricular clubs have continued to take place every night of the week, clubs numbers have seen an increase and pupil and parental questionnaires have shown very positive and supportive attitudes. School continued to engage other extra-curricular opportunities guided by pupil voice and parental questionnaire including forest school and cookery club. Entering the friendly football tournament with local schools, gave opportunities for Year 5/6 girls to develop and apply their football skills. It create excitement for girls' football, with a number of girls attending extra training at lunch time, and was an enjoyable experience for those who participated. The girls were able to develop a sense of team,

			belonging and were resilient in the face of challenging opponents.
Target 4: Improve the PE equipment that pupils have access to in order to improve specific skills in a range of sporting activities and playtime	• Audit PE resources/lunchtime equipment • Equipment is replenished/replaced when needed and this ensures all staff have the resources to deliver quality lessons in PE. • Organise resources for ease of access in a central place. • From questionnaire feedback from children order equipment that needs constantly replacing e.g. balls. • Collaborate with PSP to ensure there is sufficient equipment to deliver planned sports. • Development of outside space through permanently fixed basketball posts • Playground markings – new markings on the playground to engage children encouraging creative, active play	Basketball post installation- £2,820.24 Court/pitch line markings - £1,586.67	An ongoing partnership has continued with PSP to ensure lessons are well resourced. School has invested in replacement equipment for damaged and lost PE articles. Playtime equipment was funded by the FOHF for the children to enjoy a greater range of resources during playtime and lunchtime. Lunchtime supervisors have overseen the care and use of the equipment, provided game ideas and designated areas to play. New basketball post will be installed in August 2024 so that the children can engage with them during playtime, lunchtime and provides the opportunity for a basketball afterschool club. New line markings have made an impact at playtimes and in PE lessons, providing greater clarity and versatility for the children.
Target 5: For staff to work alongside sports coaches to increase CPD opportunities for all staff and to raise confidence levels in the teaching PE.	• Sports coaches supporting teachers in the teaching of PE to raise confidence in all areas of the PE Curriculum. • PSP staff to upskill all staff, including new staff members, to develop their confidence in creating active, engaging and challenging lessons for all children • Staff to work with PSP to participate actively in the delivery of the PE curriculum; learning about skill acquisition, progression and differentiation for all ability pupils.		Appropriate demonstrations by specialist coaches have ensured that teachers have increased subject knowledge and are now more confident in delivering the PE Curriculum. Staff have shown greater confidence in understanding the delivery, differentiation of skills and assessment of each sport. Next year, PSP head coach will work more closely with staff members to facilitate their assessing and active delivery of PE lessons.

Swimming Statistics

<u>Meeting national curriculum requirements for swimming and water safety</u>	<u>%</u>
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	20/30 (67%)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	22/30 (73%)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	23/30 (76%)
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?	YES/ NO