



St. Pius Xth RCVA Primary School Action Plan For 2020-2021

Academic Year: 2020/21

Total allocation: £16870

Updated: September 2020

Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.

School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Intended evidence and impact:	Sustainability and next steps
<ul style="list-style-type: none"> • Lunchtime clubs • Sports leaders • Playground equipment • Forest school training 	<ul style="list-style-type: none"> • Identifying specific pupils who would benefit from lunchtime clubs. • Identify KS2 pupils to be sports leaders and train them in how to lead playtime/lunchtime games and organise equipment. • Purchase equipment for use at playtimes for sports leader led activities. • Ensure high quality provision during playtime and lunchtimes to maximize the opportunity for activity during these times. 	1700	<ul style="list-style-type: none"> • Children will be active and alert throughout the day and build good habits around exercise and healthy lifestyle choices. • Children will build on taught PE skills, e.g. hand eye coordination, team building skills, communication, self-esteem. • Children will be engaged and active during playtimes. • Children will build on skills learnt in PE lessons. • Engaging in variety of high-quality play activities will build positive social skills and problem solving 	<ul style="list-style-type: none"> • Pupil voice to determine most popular clubs and ideas for new sports or activities that children may wish to try. • Replenishment of damaged or old equipment. • Resource new and varied equipment which continues to allow children to develop variety of skills. • Consult school council and ensure ideas and suggestions are taken into consideration when ordering new equipment.

	<ul style="list-style-type: none"> Plan Forest school activities in all classes. 			
Key indicator 2: the profile of PE and sport being raised across the school as a tool for whole school improvement				
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Intended evidence and impact:	Sustainability and next steps
<ul style="list-style-type: none"> PE equipment Use of core assessment tasks – Durham 	<ul style="list-style-type: none"> Audit current equipment and identify gaps and priorities linked to scheme of work. Research new equipment and best value for money. Review scheme of work and what is needed to improve provision for PE. Ongoing training for TAs to ensure consistency and developing skills 	3,000	<ul style="list-style-type: none"> Wide variety of high quality resources to enable full participation in all activities. Children will be taught full range of PE using correct equipment to ensure that they are learning sports and the necessary skills correctly. Clear progression and skill development is evident across the age range. PE is taught and assessed at a high level. 	<ul style="list-style-type: none"> Measure the impact of the new equipment on lessons. Maintain regular audit of equipment. (termly) Ensure that PE curriculum equipment is not used at playtimes or by after school clubs to reduce loss and damage. All staff to be trained on assessment of PE and progression of skills across the PE curriculum.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.				
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Intended evidence and impact:	Sustainability and next steps
<ul style="list-style-type: none"> CPD courses for PE leader, teaching staff and TAs 	<ul style="list-style-type: none"> Identify training needs and gaps in PE provision and source appropriate CPD to link to these areas. 	1500	<ul style="list-style-type: none"> PE subject leader has a clear understanding of skills and progression across the school. 	<ul style="list-style-type: none"> PE leader to share knowledge and information with all staff on a termly basis.

			<ul style="list-style-type: none"> PE leader provides support for staff to integrate aspects of PE into other areas of the curriculum. PE curriculum intent, implementation is linked to whole school curriculum intent. CPD information is disseminated to all staff. 	<ul style="list-style-type: none"> Offer CPD to all staff to increase standard of PE across the school.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.				
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Intended evidence and impact:	Sustainability and next steps
<ul style="list-style-type: none"> Improve the variety of after school clubs. 	<ul style="list-style-type: none"> Ensure adequate space to accommodate after school clubs. Trial early morning club for period of time. Source range of sports coaches to provide taster sessions for pupils. Pupil voice – what they would like to do in after school clubs. Coordinate with local sports clubs to build up links and provide specialist coaching after school. Special events and competitions to build competitive nature and team work. 	2500	<ul style="list-style-type: none"> Children have much greater variety of sports and clubs to choose from. Uptake of club places is high. Children build on experiences in school and go on to join clubs and teams outside of school. Children have access to sports and activities which they would normally be unable to participate in. 	<ul style="list-style-type: none"> Continue to offer wide variety of sports, clubs and activities. Quality assurance of current after school clubs. Look for further exciting experiences for pupils. Continue to promote healthy and active lifestyles.

Key indicator 5: Increased participation in competitive sport				
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Intended evidence and impact:	Sustainability and next steps
<ul style="list-style-type: none"> • Provide wide range and full calendar of opportunities for pupils to compete. • PE lead to access network meetings to ensure they are up to date with current initiatives and training. 	<ul style="list-style-type: none"> • Organisation of teams within school. • Build links with local schools to arrange matches and events. • Enter wide range of competitions and events across the district to enable as many pupils as possible to take part in competitive sport during the year. • Provide pupils with opportunities to practice prior to events so that they feel able to fully compete. • Organise travel and cover where necessary. • Inform parents. • Carry out Risk Assessments • Hold internal competitions to build team work and provide all pupils with opportunities to compete and utilise the skills they have learnt in PE. 	5000	<p>Range of competition entered: Current:</p> <ul style="list-style-type: none"> • Athletics • Dance Festival • Cricket • Football – boys and girls • Basketball • Netball • Cross country • Multi-skills <p><i>Possible:</i></p> <ul style="list-style-type: none"> • <i>New age kurling</i> • <i>Orienteering</i> • <i>Swimming</i> • <i>Table tennis</i> • <i>Gymnastics</i> 	<ul style="list-style-type: none"> • Continue to build on current competitions entered. • Search for new competitions and events. • Continue to liaise with other local schools. • Highlight gifted and talented pupils and signpost where appropriate.

All actions and plans are provisional and depend upon restrictions in place due to COVID-19