



STOKE PARK INFANT SCHOOL

PE AND SPORTS PREMIUM ACTION PLAN

2024 -2025

Funding Allocation: £17,741

The Department for Education has set the following objectives for schools linked to the PE and Sport Premium:

- make additional and sustainable improvements to the quality of physical education (PE), physical activity and sport
- develop or add to the PE, physical activities and sport activities offered within the school
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

The impact will be:

- the engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils • increased participation in competitive sport

Key Achievements	Aims for the current Year
<ul style="list-style-type: none"> ❖ The introduction and embedding of Real PE to improve the quality of PE. Gym and dance across the whole school. There is a cohesive approach to teaching PE across the school that is progressive, builds on prior knowledge and skills and allows children to be supported and challenged. The lessons focus on key skills that can be applied to a range of sports. This also encourages our children to be fully active and engaged in PE and has developed their fitness levels by ensuring that the lesson is active from beginning to end. ❖ Real PE has improved teacher confidence in delivering PE lessons through investing in training and support ❖ Forest school in an embedded part of our outdoor culture that all classes from EYFS to Y2 have regular access to. This continues to develop children’s stamina through walking in the woods to a designated spot and feedback from children and families supports that children enjoy Forest School ❖ We have held successful and enjoyable School Games events each year and have redesigned our Sports day to showcase a range of skills and activities ❖ Equipment has been replaced when lost or damaged and we now have the right equipment to teach effectively. ❖ Storage has been updated to allow easier access to equipment ❖ Raised the profile of PE teaching. It is now a protected 2 hours a week. ❖ Better lunchtimes – reviewed our provision at lunchtimes to make this a more positive experience for children both inside the dining hall and out on the playground. This has ensured that waiting time is reduced and children have longer to be active outdoors in different ‘zones’. This has reduced waste of food as well as ensuring a happier lunchtime 	<ul style="list-style-type: none"> ● Improve balance and core stability of EYFS through the use of balance bikes/scooters that impacts on their gross and fine motor ● Continue with the Forest School approach throughout the whole school ● Continue to build on active lunchtimes with purchasing of equipment to use in zones that promotes activity ● To continue to build on the real PE curriculum in gym, dance and other PE ● To continue to improve children’s mental health and wellbeing through My Happy Mind ● To re-introduce a variety of clubs to children run by teaching staff to support children’s wider curricular experience and support their mental health and wellbeing ● To build on the successful sports day June 2024

Academic Year: 2024-25	Total fund allocated:	Date Updated:		
<p>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</p>			Percentage of total allocation:	£14,000
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:
To continue with the Forest School Approach that the school uses from EYFS to Y2	<p>Dedicated Forest School teacher</p> <p>Additional adult for Forest School</p>		<p>Children engage positively with the outdoor environment</p> <p>Early Years children begin to develop stamina and skills during early Forest School learning</p> <p>It has a positive impact on mental health and wellbeing</p> <p>They develop outdoor learning skills that they can apply at home</p>	Continue to budget for dedicated Forest School Teacher
To encourage children to take part in active play at lunchtime in the different 'zones'	<p>LSA's as part of the lunchtime team to support more active play and engage children in this</p> <p>Model games with the children and encourage them to take part</p>		Observations show children more active at lunchtime and engaging with the zones	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£584
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:
Continue to embed quality PE lessons though access to high quality PE lessons through subscription to Real PE (including dance and gym)	Real PE subscription Monitoring of the quality of PE sessions Pupil conferencing to get views on PE Supporting new staff with the delivery of Real PE to maintain high standard of PE teaching	£594	Monitoring shows that PE is well taught and children are active throughout the sessions Developing assessment in PE to show impact of learning (e.g video showing summative at end of unit)	Continue with Real PE and induct any new staff to maintain high standards
To raise the profile of physical activity to promote good mental health and wellbeing	To raise the profile of physical health in mental health awareness week/days Protection of 2 hours of PE per week for children To engage with events that support physical activity such as Walk to School Week, Scooter Challenge Week		Children make the links between good physical health and feeling good about themselves Development and improvement in children's physical stamina	
To support children's mental health and readiness to learn through physical exercise	Staff to use sensory circuits to help children to regulate		Children are able to regulate themselves through sensory circuits and can access learning	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	Implementation		Impact	£2570
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:
To improve children's core balance and stability	Balanceability – scooters and balance bikes available to the children Training for staff for teaching skills Scooters to be available to children to use at lunchtime Balance Bikes used in EYFS to support children's core stability and physical development	£2570	Children improve their balance and this has impact on their core stability	
PE lead monitors the quality of PE teaching across the school	PE lead to be given release time to observe the quality of teaching PE To give feedback to staff To support new staff in the teaching of real PE To review assessment and focus on those children who are not on track and identify 'needs' to close the gap between them and their peers		The teaching of PE is consistently good across the school New staff are confident in teaching PE Monitoring and assessment is identifying specific children and needs are being addressed	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£500
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:
To ensure that the school is offering a broad range of sports and fitness opportunities through clubs both external and run by staff	Purchase of equipment to support the running of these clubs, e.g. frisbies, scooters, batters, pom-poms, ribbons,	£300	Wider range of sport and fitness activities for children to promote enjoyment, physical activity wellbeing and positive mental health	
That lunchtime has physically active 'zones' that support physical activity	To ensure all the zones are running and supported by the lunchtime staff – ball, scooters, activity, wellbeing		Children participating in active lunchtimes	

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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:
Children involved in cluster sports activities and competitions	Release time for PE lead to attend	£170	KS1 children to be involved in cluster sporting events Children being given the opportunity to take part in competitive sport and sporting events	Continue to release PE lead to attend events PE lead to continue to attend cluster meetings for events and feedback to school

Signed Off By: E Charles - Headteacher

Date: October 2024

Lead Governor: Steve O'Connell

PE Lead: K O'Donnell