



St Helen's PE Premium Action Plan and Strategy 2024-25

'Excellence, Enjoyment and Achievement Together'

Leader responsible: Kelvin Chappell **PE Co-ordinator:** Lottie Paul

Within the current climate and with growing concerns over children's SEMH and physical and mental well-being, we have highlighted that receiving high quality first wave teaching in Physical Education is the highest priority for this academic year alongside making playtimes, more enjoyable, fun and physical for all children.

Alongside this high quality first wave teaching within the school environment in PE lessons it is also important to engage with and access competitive sporting activities through the school games sporting calendar and an emphasis will also be put on intra-competitions at the end of a term.

Please note this is a working document and will be updated throughout the year.

Rationale: Physical Education at St.Helen's: Excellence, enjoyment and achievement together.

In order for all children to achieve their full potential and to aim for our school vision of 'Excellence, Enjoyment and Achievement' - Flying high- Soar like Eagles, we have developed a PE scheme of work which enables children to develop their core Physical Education skills, and enables them to participate in structured competitive activities at differing levels, used alongside the PE Premium Funding this enables us to ensure that all children engage in Physical activity.

A high-quality physical education curriculum and extra-curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed some of our school values such as: Friendship, Perseverance, Truthfulness, and Respect

Quality First Wave Teaching:

All children receive a broad and balanced PE curriculum as part of QFWT (Quality First wave Teaching) this is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new PE vocabulary; use of lively, interactive teaching styles and also make maximum use of visual and kinaesthetic as well as auditory/verbal learning. The objectives that are used are taken from the school's skills and progression grid. This is also complimented by teachers working alongside coaches to develop their CPD opportunities.

What is the most effective way to support pupil's Physical achievement?

Over the last few years we have built our PE strategy around the DFE research that highlights that more successful schools who promote high levels of PE attainment have a number of things in common this is supplemented by evidence from the DFE and other external agencies.



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.



We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact

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Primary PE and Sport Premium - Key Indicators

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. There are 5 key indicators that schools should expect to see improvement across:

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

Key Achievements to date from previous PE strategies from previous three years. (Taken over a three year cycle of PE Premium Funding to see the true impact of the work.)

Areas for further improvement:

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| <ul style="list-style-type: none"> - The physical activities that are children are developing themselves and engaging in at lunchtimes is embedded and high-quality physical play is seen every day. This underpinned by a range of different activities including physical activities games such as Basketball, Football, Lunchtime activities games that children can choose to participate on their own accord. - The introduction and implementation of loose parts as part of developing physical play at lunchtimes has had a significant impact. Videos and monitoring of the children active play at lunchtimes shows that children really enjoy the loose parts and engage in active, purposeful play. - Development of PE scheme – has meant that children have a broader range of activities and staff feel more confident to deliver the National Curriculum- accessing less traditional sports. - Specialist coaching for after school club to develop the enrichment opportunities for children after school. - Fully restocked equipment for lunchtimes equipment - Audit of staff skills to enable CPD to be developed. - Opportunities for a high number of children to take part in Intra House Competitions and Inter school competitions. - Development of work with Bristol Sport and Glos CCC to take part in their festival of sports. - Playground leaders to support other children at lunchtimes. - Specialist teachers for Gym and Dance to enable children and staff to develop their knowledge, skills and understanding. | <ul style="list-style-type: none"> - Continue to develop the number of children and opportunities that children (especially) in KS1 have to participate in cluster school competitions. - Increase links with local secondary schools Marlwood and Castle. - Increase the number of inter- house competitions throughout the year. - Ensure the PE equipment is up to date and in stock so that staff can deliver the broad and balanced curriculum - Continue to develop CPD for all staff throughout the school with a focus on Tas. - Purchase new playtime equipment for KS2 – basketball hoops on the wall etc. - Ensure that 100% of children across the school are accessing high quality PE and are physically active at break times. |
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Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2024/25	Total fund allocated:	Date Updated: Ongoing Monitoring (see below)		
Key indicator 1: To increase confidence, knowledge and skills of all staff.				
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: Impact on the pupils:	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 for new plan.
<p>2c) increased confidence, knowledge and skills of all staff in teaching PE and sport, for example by:</p> <p>2c) providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school</p> <p><i>Continuation with partnership with Bristol Sport to enable them to continue to develop CPD opportunities for all staff- continuation of the target from last year.</i></p>	<p>Sports coach is employed from Bristol Sport coaches. (BS have been involved with school for a number of years and have demonstrated that coaching has been of a good level, in line with QFWT)</p> <p>Coaches work alongside the class teacher to develop teachers CPD in order to develop the subject knowledge and skill set to deliver high quality PE outdoor Games lessons.)</p> <p>When staff feel that they need to access the CPD that they require.</p>	<p>Use of coach to work alongside class teachers: £25 x 2.5 hrs x 4 days x 39 weeks = £9,750</p>		
2d) hiring qualified sports coaches to work alongside teachers to enhance	To support the provision of KS1 children Sports Coaches will target	Costed as above:		

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or extend current opportunities	extra- curricular clubs aimed at Year 1 and 2.			
<p>Key indicator 2: The engagement of all 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> <p>Key areas include:</p> <p>1a) providing targeted activities or support to involve and encourage the least active children</p> <p>1b) encouraging active play during break times and lunchtimes</p> <p>1c) establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered</p> <p>adopting an active mile initiative</p> <p>1d) raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim</p>				Percentage of total allocation:
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: Impact on the pupils:	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 for new plan.
1a) providing targeted activities or support to involve and encourage the least active children 1b) encouraging active play during break times and lunchtimes	<p>A range of lunchtime clubs are developed to enable all children and in particular those targeted children to be able to have active physical activity for an additional 30 minutes.</p> <p>Lunchtimes clubs are developed by Sports Coach Bristol Sport and staff and clubs include targeting deliberately those children who do not take part in active physical exertions aside from PE lessons in school.</p> <p>Clubs are provided at lunchtimes through sports leaders who are trained.</p>	<p>£25 x 1 hrs a week x 39 weeks – lunchtime clubs provided by Bristol Sport:</p> <p>= £975</p>	To be completed in Impact Report	To be completed in Impact Report

	<p>School are working in partnership with OPAL co-ordinator (Outdoor Play and Learning) to make playtimes more enjoyable but also to develop the physical activity that the children are involved in through the use of loose parts play.</p> <p>OPAL play is enabling children to develop their own imaginative play, which is also enabling them to develop their own physical activity.</p> <p>To support the physical development of all children by providing a range of extra-curricular Sporting clubs that are developed by trained playground leaders.</p> <p>PE funding used to ensure all children are able to access clubs and develop their physical and mental health well-being.</p>			
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<p>Key indicator 3: The profile of PE and School sport being raised across the school as a tool for whole school improvement</p> <p>2a) encouraging pupils to take on leadership or volunteer roles that support sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes)</p>	<p>Percentage of total allocation:</p> <p>%</p>
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2b) embedding physical activity into the school day through active travel to and from school, active break times and active lessons and teaching

2c) increased confidence, knowledge and skills of all staff in teaching PE and sport, for example by:

2c) providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school

2d) hiring qualified sports coaches to work alongside teachers to enhance or extend current opportunities

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:
2 a – Children engage in leadership activities with older year groups such as Year 5 and 6 enabling them to ‘lead’ younger year groups as part of their lunchtime work.	Year 6 children are trained to work in leadership roles when classes can be combined.	Sports Leaders lead £350		
2 a – Children engage in leadership activities with younger children having access to the new trail that we will purchase to develop physical fitness.	Old trail that has been condemned will be replaced with new trail.			
<p>2b) embedding physical activity into the school day through active travel to and from school, active break times and active lessons and teaching</p> <p>Gather the children’s pupil voice about what they would like to see outside at break times and dinner times to</p>	<p>Equipment is placed outside to enable children to engage in physical play.</p> <p>Children are encouraged to engage in more physical play by utilising the loose parts play.</p>	Continued re-stocking and purchasing of Games equipment to enable lunchtimes to be more inclusive for all children:		

enhance physical play.		£2000		

				%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
4a) introducing new sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities 4b) partnering with other schools and clubs to run sport activities and clubs 4c) providing more (or broadening the variety of) extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sport organisations				

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>4a) introducing new sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities through a Sport Week in July 2025.</p>	<p>Sports Week will be held in July 2025 – and introduce the children to sports and games which they may not have had opportunity to do so yet.</p> <p>It has been a number of years since we last introduced a themed sports week and we will look to introduce this.</p>	<p>£2,000 pounds set aside for the development of a sports week in line with the previous sports weeks that have been held by St.Helen's June 2019 and June 2017.</p>		
<p>4b) partnering with other schools and clubs to run sport activities and clubs</p>	<p>Through PE premium funding links are made with external providers such as TPS, Shine Wraparound Care and Bristol Sport to develop additional sporting extra-curricular clubs.</p>	<p>No cost</p>		
<p>4c) providing more (or broadening the variety of) extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sport organisations</p>	<p>Additional extra-curricular sessions are developed that have not been used before.</p>	<p>£600 Link to Bristol Sport to enable more vulnerable pupils to attend.</p>		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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?:
<p>4a) increasing pupils' participation in the School Games calendar</p> <p>4b) organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations.</p>	Children at St.Helen's are involved in every competitive festival that is developed by Yate SGO (School Games Organiser) , Kwik Cricket competitions held by GCCC and other competitions throughout the year.		<p>Competition Entries: Full day supply as and when this is needed.</p> <p>To be costed:</p> <p>Funding to purchase PE T-Shirts. £200</p> <p>Access and entry to Sporting Calendar</p> <p>£400</p>	

		Total Cost: This may need to be adjusted across the year to match the cover needed when taking part in sporting competitions: £16,275		

Sustainability and suggested next steps:

How the improvements will be sustainable in the future?

Our rationale for PE at St.Helen’s CE Primary

A high-quality physical education curriculum and extra-curriculum **inspires** all pupils to **succeed** and **excel** in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed some of our school values such as: **Friendship, Perseverance, Truthfulness, and Respect**

It is our belief that having giving children opportunity to develop their well-being and enjoyment of PE in school, it will enable children to be life-long learners and participate in Sport and PE outside of school. We have several links to local clubs and it is our hope that a number of children utilise this opportunity.

This meets our vision – we want PE and Sport to inspire children to be at St.Helen’s ‘Excellence, Enjoyment and Achievement together.’

Signed off by	
Head Teacher:	Kelvin Chappell

Date:	6 th November 2024
Subject Leader:	Lottie Paul
Date:	6 th November 2024
Governor:	To be presented at the Next Curriculum and Standards Meeting for governors to see.
Date:	

Created by:  **association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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