

Celtic Cross Education

Grampound Road PE Action Plan and Spending 2021-22

Academic Year: 2021/22		Total fund allocated: £9265.00 Carried forward from 20/21: Total Estimated Expenditure: approx. £9000.00		
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.				Percentage of total allocation:
Intent (School focus with clarity on intended impact on pupils)	Implementation (Actions to achieve)	Funding allocation	Intended Impact (Evidence)	Sustainability and suggested next steps.
To promote movement breaks during the school day for all pupils – including the Daily Mile. More physically active pupils who are ready to learn	DS to send appropriate links to staff that they can use. DS to work with S to look at movement breaks used for targeted pupils.	n/a	More physically active pupils who are achieving the 30 min of physical activity in school. (Pupil comments) Whole class sensory breaks in all classes, daily mile.	<i>As it involves a large number of staff it is sustainable should staff move on – becomes embedded within school.</i>
Encourage greater activity for more pupils during lunchtimes. the leaders are set up and will work with KS1 in the Spring term	Application and selection of Activity Leaders. DS to work with leaders to ensure they understand their role. Lunchtime supervisors are ultimately responsible for safety of pupils.	Staffing	More physically active pupils who are achieving the 30 min of physical activity in school. Better attitudes and less incidences during lunch. (Pupil comments/applications/photos)) Incidents in lunch are rare. Classes have a playground to themselves, however classes are very large.	<i>It is well embedded within school now and many upper KS2 pupils want to be involved. Check activities – are they inclusive?</i>

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<p>To promote and encourage the use of sensory breaks during the school day for SEND pupils. Enable pupils to better self-regulate their feelings/emotions.</p>	<p>DS to create an appropriate space. DS to discuss safety with SP/CC and then feedback to any staff. Purchase equipment if necessary.</p>	<p>Staffing</p>	<p>Better attitudes and less incidences during the school day. (Pupil comments/applications/photos) Children in KS2 have a timer and once the time is elapsed, they have a short break. SEND pupils have bespoke sensory breaks. (see planning)</p>	<p><i>This type of supported is increasing each year as staff understand the benefits – therefore embedded within the school. Check activities – do we need to rotate?</i></p>
<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.</p>				<p>Percentage of total allocation:</p>
<p>Intent (School focus with clarity on intended impact on pupils)</p>	<p>Implementation (Actions to achieve)</p>	<p>Funding allocation</p>	<p>Intended Impact (Evidence)</p>	<p>Sustainability and suggested next steps.</p>
<p>Promote movement throughout the school day and ensure there are a range of clubs on offer to demonstrate the importance of PE.</p>	<p>Staff to encourage activity – use of equipment & training if needed. DS to collate clubs and look for areas that might need some external coaches to raise the profile of PESSPA.</p>	<p>Staffing</p>	<p>More physically active pupils who are achieving the 30 min of physical activity in school and are 'Ready to Learn' (Pupil comments) Clubs include dance, football, bench ball, dodgeball, also we have had tag rugby, alternative sports. In the Summer we will have golf, cricket and athletics.</p>	<p><i>As it involves a large number of staff it is sustainable should staff move on – becomes embedded within school.</i></p>

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Bring external coaches and/or sportspeople to inspire and motivate the pupils to engage in PESSPA.-	DS to look into companies and initiatives to look for a best fit. SJL to send appropriate contacts. Whole School? Targeted?	NA	Raise the profile of PESSPA within school and to increase the engagement of pupils. <i>Katie Bell for dance.</i>	
PE Postcards for the PE Stars within curriculum time. Hall of Fame used to inspire and motivate pupils to achieve and be recognized in doing so.	Purchase postcards. https://www.schoolstickers.com/pe-postcards-pack-4 Hand out in assemblies or send home. Noticeboard up to date. Hall of fame newsletter	£165.52	Raise the profile of PESSPA within school and outside.- <i>Hall of fame is in the hall. All class teachers have postcards.</i>	<i>Pupils love the PE postcards, these could be printed at school if necessary.</i>
Introduce the Wild Tribe Achievement Award Scheme to develop pupil's confidence, learn new life skills, appreciate nature and get active???	DS to speak to SJL and get answers. Get accreditation and medals (Achievement Award Scheme. Implement into school through assembly/communication with parents.	£250 medals-not spent £1050 spent staff training for wild tribe £631.25 spent on wild tribe equipment	For pupils to develop their confidence, learn new life skills, appreciate nature and get active. Allows pupils to feel like they have 'accomplished' something. <i>Pupil comments/photos. Data of those involved & activities completed? We have started wild tribe- we need to start the achievement award scheme in the Summer Term.</i>	<i>Once staff have trailed it, if successful should be able to continue with this. Could we run this independently if needed?</i>
Key indicator 3: Increased confidence, knowledge and skills in teaching PE and sport.				Percentage of total allocation:

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Intent (School focus with clarity on intended impact on pupils)	Implementation (Actions to achieve)	Funding allocation	Intended Impact (Evidence)	Sustainability and suggested next steps.
<p>Ensure a broad and balanced curriculum, which enables pupils to make progress and build on skills, previously learnt.</p> <p>Ensure that staff are confident and capable of teaching the activities to ensure that pupils enjoy and make progress within the lessons over year.</p>	<p>DS to ensure it is suitable and that staff have access to appropriate planning.</p> <p>Possible CPD opportunities during staff meetings for Gymnastics and OAA.</p> <p>DS to discuss with SJL possible Gymnastics CPD during the Autumn Term.</p>	<p>Staffing £150.00- spent-Gym CPD</p> <p>£150.00 SEN SPD £150.00 Yoga CPD</p>	<p>Staff are confident and happy with the curriculum which means pupils will ENJOY & ENGAGE in PE with positive attitudes towards physical activity and competition. PE TA will provide specialist knowledge when and where appropriate for staff. (Staff comments/audit, pupil questionnaire)</p> <p>We follow the Arena schemes of work. There is potential to buy into further schemes, which will allow for greater experiences for the children. Gymnastics CPD in February. SEN and Yoga to follow. New staff would like training on use of hall apparatus.</p>	<p><i>PE specialists have all worked with staff throughout the school to upskill staff to ensure it is SUSTAINABLE.</i></p> <p><i>Moving forward they will work with a PE TA.</i></p>

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Membership to professional associations: Association for Physical Education (AfPE), YST to ensure that pupils get access to up to date initiatives.	Contact organisations. Pay membership fees (centrally). SJL to send relevant training/CPD	Central Cost SJL	Up to date with new initiatives to support pupils' engagement in activity. Pupils are prepared for future activities and involvement in some kind of PESSPA. Positive attitudes towards physical activity and competition.	
Ensure that staff are confident and capable of teaching the activities to ensure that pupils enjoy and make progress within the lessons over year.	Staff skills audit to assess any perceived weak areas. SJL to send DS example to use. Look at support for those weaker areas through CPD sessions.	Staffing Training costs See above	For pupils to develop their confidence and participate in a range of sports that enable them to feel success. Pupil conferencing.	<i>Curriculum is established and therefore resources are available. Staff are familiar with activities.</i> <i>Do we need to amend any activities?</i>
Indicator 4: Broader experience of a range of sports and activities offered to all pupils.				Percentage of total allocation:
Intent (School focus with clarity on intended impact on pupils)	Implementation (Actions to achieve)	Funding allocation	Intended Impact (Evidence)	Sustainability and suggested next steps.
Staff will continue to develop a broad & inclusive curriculum to ensure that all pupils are engaged.	PE curriculum to be developed. Distributed to all staff. Posted onto websites. Look into Activity Days for targeted pupils to engage in different sports. Bring coaches into School.	Staffing	Participation in a range of sports. Enjoyment and engagement. Pupils comments/photos Websites to be worked on.	<i>Curriculum is established and therefore resources are available. Staff are familiar with activities.</i> <i>Do we need to amend any activities?</i>

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Introduce the Wild Tribe Achievement Award Scheme to develop pupil's confidence, learn new life skills, appreciate nature and get active.	SJL to send DS the details. Get accreditation and medals (Achievement Award Scheme. Implement into school through assembly/communication with parents.		For pupils to develop their confidence, learn new life skills, appreciate nature and get active. Allows pupils to feel like they have 'accomplished' something. Pupil comments/photos. Data of those involved & activities completed?	<i>Staff have had the Wild Tribe training and can continue to run with this each year. Could we run this independently if needed?</i>
Run extra-curricular clubs for ALL pupils to access. Pupils have access to physically active clubs to help them develop a range of skills.	Organise staff for clubs. Ensure there are some that promote activity. Contact outside agencies if needed to support.	Staffing £248.64	Pupils are more physically active and understand the benefits of activity. Improvement in their well-being.	<i>This can continue with current staffing.</i>
Key Indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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<p>All pupils will experience competition during PE lessons either against themselves or peers.</p> <p>Understand and acknowledge the feelings associated with winning/losing and sportsmanship.</p> <p>Interhouse festivals within schools.</p>	<p>DS/RW to work with staff to encourage Level 1 competitions during curriculum time (E.G 3V3, or 3V1).</p> <p>SJL to send email reminders to KS2 staff regarding competitions. 1 staff member from each phase to collate evidence (BM, DB, AU, OW).</p>	<p>Staffing</p>	<p>That all pupils will experience competition whilst at school.- Sports day in school, house sports day, KS1 multi skills festival, hosted at GR attended by other schools.</p>	<p>Through team teaching & new SOW/lesson plans this is often written in as an expectation at the end of a unit – SUSTAINABLE.</p>
<p>Take part in events where possible - Roseland. The intent is to reintroduce pupils back to competition outside of their normal school.</p>	<p>SJL to look at suitable events for pupils through secondary partnerships. Organise events if needed.</p>	<p>SJL PE TA</p>	<p>Pupils experience a range of competition away from their normal school environment. Attended bench ball on the 17th February.</p>	

Key achievements to date/competitions:	Areas for further development and baseline evidence of need:
<p>Cornish Pirates working with Year 5 and Year 6 pupils and staff. Cornish Pirates to run a festival for these Year groups. Bell Dance Academy continuing to offer a club afterschool The outdoor gym area being used during break times and lunchtimes to increase pupil activity. School Clubs running again.</p>	<p>Dance is weekly and is fully established. Nature towers is used in clement weather. School clubs are fully operational.</p>

Staffing costs covering wild tribe, extra curricular clubs £3480.96 (Feb-July)