



Sports Premium Action Plan– Fairfield Primary School

Academic Year 2023-24

Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

For the financial year April 2023 – March 2024, we received £19,500 in Sports Premium.

The funding has been provided to ensure impact against the following **OBJECTIVE:**

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

At Fairfield Primary School, we have prioritised school sports by employing a specialist PE teacher to deliver lessons and staff training. We also buy into the local sports partnership so that we can access further support, CPD, and competitive events. We spend more on providing a high-quality sports offer than we receive in Sports Premium Funding. We go beyond the National Curriculum and have developed our own curriculum that not only addresses progression in skills etc. but also seeks to develop children's key personal, social and leadership attributes.



Physical Education

Physical education is education through physical activity: its goal is the development of the individual as a whole, not just their physical development or their proficiency in specific sports.

Through a focus on ensuring physical education at primary school, we provide young people with access to physical activity for life as well as build the foundation for future participation and performance in sport.

A high quality PE programme will develop physical literacy and allow children to learn about themselves, the importance of a healthy lifestyle, self-expression and concepts such as fair play and respect. PE also contributes to the development of a range of important cognitive skills such as decision-making and analysis, risk assessment, and social skills such as teamwork, communication and leadership.

Specific Objectives (What we want to do)	Strategies (What we are going to do to achieve objective/s)	Signs of Success/Impact (When we have achieved our objective/s we should see...)	Who will be responsible/involved?	When?	Linked to Key Indicator number:
All children learn and improve their skills through consistently high quality PE lessons.	Employ PE specialist to deliver additional PE lessons. Staff will be able to observe/work with PE specialist for CPD (thus creating sustainability).	Children will be active and confident in PE lessons. Children will be able to report on what they are learning in PE. Staff will feel more confident in planning and delivering effective PE lessons	Laura Calvert (PE leader). Paul Fox (PE specialist).	Ongoing	1,2,3,& 4



<p>Embed physical activity across more areas of the curriculum.</p>		<p>More children enjoying a greater number of physically active lessons (i.e. lessons from a wide range of curriculum areas will incorporate opportunities for children to be active while learning).</p>	<p>All teaching staff. Laura Calvert/Paul Fox to monitor through pupil interviews. SLT to monitor through planning/work scrutiny.</p>	<p>Ongoing</p>	<p>1</p>
<p>Provide children who excel in PE, further opportunities to develop their skills and knowledge of a range of sports and develop their leadership skills.</p>	<p>Paul Fox to provide additional coaching for children. Laura Calvert and Paul Fox to work with local clubs to develop routes for children to pursue specialist training</p>	<p>Children develop physical skills/abilities, tactical understanding of sports, and confidence in leadership.</p>	<p>Paul Fox Laura Calvert</p>	<p>Ongoing</p>	<p>5</p>
<p>Children experience new sports and activities that they have never tried before</p>	<p>Look for opportunities to put new activities into the extra-curricular provision. Participate in School Sports Partnership to ensure we have access to events including alternative activities.</p>	<p>Children experience and enjoy new activities, which engages and encourages them to take part in that activity in future.</p>	<p>Laura Calvert and Paul Fox.</p>	<p>Ongoing</p>	<p>1, 2, 4 & 5</p>



Children to have greater experience and confidence in leading others.	Paul Fox to support Year 5 staff and pupils in particular to develop our Playground Friends/Sports Leaders initiatives. Leadership skills to be added as a specific strand to our PE curriculum.	Children will use opportunities to demonstrate leadership (e.g. Playground Friends, Sports Leaders). Children will become more confident and effective when leading.	Laura Calvert, Paul Fox and Year 5 team.	Ongoing	1, 2, 4 & 5
Children to develop personal attributes (perseverance, determination, self-regulation, teamwork etc.) through PE that they can then apply to all areas of their life.	Paul Fox and Laura Calvert to redevelop the PE curriculum to teach specific character traits/skills. This needs to be progressive from Reception through to Year 6.	Children will use the skills learned and apply this to all areas of the curriculum/their lives. Children will have improved self-esteem and confidence.	Paul Fox and Laura Calvert	From September 2022. Ongoing.	2

Healthy, Active Lifestyles

Healthy behaviour in childhood and the teenage years set patterns for later life and, if acquired early, can have a dramatic impact on well-being. The percentages of our children in Reception and Year 6 who are overweight or obese are in line with national averages (and are therefore too high).

Our school seeks to embed positive attitudes towards healthy, active lifestyles for all pupils (not just those who relish participating in sporting activities). We have an ongoing school improvement priority to improve the physical and emotional well-being of our school community – developing an awareness of and participation in healthy, active lifestyles is key to achieving this.



We will promote a healthy and active lifestyle to all members of our school community and design and deliver activities that encourage and enable all members to take part.

Specific Objectives (What we want to do)	Strategies (What we are going to do to achieve objective/s)	Signs of Success/Impact (When we have achieved our objective/s we should see...)	Who will be responsible/involved?	When?	Linked to Key Indicator number:
Promote the benefits of walking/cycling/scooting to school.	Encourage parents to avoid using cars for school drop-offs/pick-ups. Provide secure bike/scooter storage. Promote police bike security marking scheme. Develop children's balancing/cycling skills in EY using balance bikes.	Increasing numbers of children coming to school by foot (bike/scooter/park and ride). Increasing numbers of children able to ride bikes/ready to begin learning to ride bikes.	All staff.	Ongoing	1
Children and parents are encouraged to engage in more exercise at home/out of school time.	Establish healthy and active lifestyles as a key element of our shared school vision – making all stakeholders aware of our commitment to this.	Increasing numbers of parents will support and understand the importance of PE and physical activity and encourage their children to be more active. Increasing numbers of parents	SLT, Laura Calvert and Paul Fox to investigate ways of encouraging further opportunities for parents and staff to support out of school activities.	Ongoing	1



	Organise shared pupil/parent exercise events.	involved in shared physical activities. Children will take more opportunities to share/showcase their physical activities (e.g. through display or by blogging/publishing on website)			
Encourage more children to access local community sports clubs.	Invite sports clubs in to work with children/give taster sessions. Use existing professional contacts to extend sports provision beyond school. Share details of sports clubs/local activities with parents via website, social media and newsletters. Invite children to talk about clubs they attend in class assemblies, school assemblies.	Pupils and parents know how to access local sports opportunities. Increasing numbers of children access local clubs (through taster sessions in school, or having learned about them in school). Teaching staff have the knowledge and contact details available to signpost pupils to suitable clubs.	SLT, Laura Calvert, Paul Fox. Teaching Staff	Ongoing	1, 2, 4 & 5
Increase activity for every child, every day.	Build upon the daily skipping to establish healthy, daily routines.	All children from Year 1 to Year 6 already complete an additional	All staff	Ongoing	1, 2 & 3



	<p>Increase the numbers of 'active' lessons being delivered.</p>	<p>10 minutes of physical activity a day; seek to increase this to 15 minutes (averaged over the week) through use of active lessons.</p> <p>This would mean that all children in Years 1 to 6 would have a minimum of 15 minutes additional daily activity (on top of active playtimes and PE lessons).</p>			
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Competitive School Sport

All children enjoy being appropriately challenged and, at a young age, most are keen to explore what they are capable of. competitive school sport for primary school children should be categorised on a focus on achieving one's personal best, rather than a sole focus on being 'the best'.

We will seek to engage our children in personal challenges (e.g. Skip2Bfit and Box2Bfit), allow them to practise and test their skills and personal competence (e.g. through use of Playground Friends/Sports Leaders arranging activities in break-times, or through daily skipping activities), and take part in small-sided games to encourage teamwork and a sense of how to play and succeed.

A good competitive school sports programme includes regular club participation opportunities where children can learn more about specific sports, work with children from other classes/groups and practise their skills before attending competitions.

<p>Specific Objectives (What we want to do)</p>	<p>Strategies</p>	<p>Signs of Success/Impact</p>	<p>Who will be responsible/involved?</p>	<p>When?</p>	<p>Linked to Key Indicator number:</p>
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	(What we are going to do to achieve objective/s)	(When we have achieved our objective/s we should see...)			
Raise the profile of school sport.	Display board to record successes. Share information with the wider school community through website, social media, newsletters and reports to governors. Certificates given to children who attend each event. Roll of Honour to display names of children who have particularly impressed staff (ability or attitude).	Increasing numbers of children celebrated for their sporting achievements/participation. Increasing numbers of children reporting confidence in their physical achievements.	All staff	Ongoing	1, 2, 4 & 5
Increase the opportunities for children to participate in intra-school competitions.	Launch intra-house competitions.	Increased numbers of children across suitable age-groups should have the opportunity to represent their house for sporting events.	Laura Calvert and Paul Fox to timetable/organise	Ongoing	1, 2, 4 & 5
Maximise the opportunities for children to represent the school in sporting events.	Participation in as many School Sports Partnership events as possible.	Increasing numbers of children participate in competitive sporting activities.	Laura Calvert and Paul Fox to timetable/organise	Ongoing	1, 2, 4 & 5



	<p>Identify non-traditional competitions/activities to engage children who have typically avoided competitive events in the past. Identify opportunities for 'friendly' competitions with other local schools/clusters of schools.</p>	<p>A more diverse range of children takes part in competitive sporting activities.</p>			
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