

St Luke's Church of England Primary School

At St Luke's Church of England Primary School, we recognise the contribution of PE to the health and well-being of the children. We believe that an innovative, varied PE curriculum and extra-curricular opportunities have a positive influence on the concentration, attitude and academic achievement of all our children.

Our Primary School Sport's Funding will enable us to continue and extend our provision through employing additional sports professionals, entering into more competitive sports competitions and training our staff to deliver in-house quality PE sessions.

The government has provided additional funding to improve the provision of physical education (PE) and sport in primary schools. This funding is provided jointly by the Departments for Education; Health; and Culture, Media and Sport.

Eligibility for Funding:

Funding for schools is calculated by reference to the number of primary-aged pupils (in Years 1 to 6), as recorded in the schools census in May 2020.

Purpose of Funding:

Schools must spend the funding on improving the quality and breadth of the PE and sport activities they offer their pupils, so that all pupils develop healthy lifestyles and reach the performance levels they are capable of. Schools are free to choose the best way of using the money.

Accountability:

Since September 2013, schools have been held to account over how they spend their additional funding. Ofsted have strengthened the coverage of PE and sport within the 'Inspectors' handbook' and supporting guidance, so that both schools and inspectors know how PE and sport is assessed as part of the school's overall provision.

Physical Education and Sport at St Luke's C of E Primary

PE and sport develops our children's knowledge, understanding and skills so that they can perform with increasing competence and confidence in a range of physical activities. These areas of the curriculum promote an understanding in children of their bodies in action - involving thinking of, selecting and applying physical skills. Additionally, they promote positive attitudes towards a healthy lifestyle, enabling children to make informed choices about physical activity now and throughout their lives.

Leigh, Lowton and Golborne (LLG) Sport

St Luke's is a member of the LLG schools cluster. The Headteacher manages and organises all the LLG inter school competitions and festivals for all 29 schools in the LLG cluster. He is also a member of the Greater Manchester Strategy group whose is to provide clear leadership, management and advocacy to ensure that the overall vision of the School Games and School Sport ambitions are understood, shared and achieved.



Objectives 2020/21

1. To provide outstanding Physical Education and to develop and understanding of Health and Well-Being in each child. **Achieved and on-going.**
 - a. Promote Well-Being as a whole school approach. **Achieved and on-going.**
 - b. Embed physical literacy, emotional and thinking skills to succeed in P.E, sport and wider school life. **Achieved and on-going.**

2. To further broaden the sporting opportunities and experiences of all children, when possible to do so safely. **(COVID-19 impact). Achieved.**
 - a. Increase percentage of girls participating in extra-curricular sporting activities to a minimum of 90%, when possible to do so safely. **(COVID-19 impact). Achieved in the year 5 and 6 class. Increased opportunities post-Covid will allow for replication in other year groups, in the future.**
 - b. To improve the standard of achievement in P.E and sport, when possible to do so safely. **(COVID-19 impact). On-going Covid-19.**

3. To continue to develop a love for sport and physical activity. **Achieved and on-going.**
 - a. To make P.E and sport enjoyable and accessible for all children. **Achieved and on-going.**

4. To maintain a whole school approach to the teaching of P.E and sport. **Achieved and on-going.**
 - a. To include active lessons across the wider curriculum. **Achieved and on-going.**

5. To promote physical exercise and healthy lifestyles. **Achieved and on-going.**

6. To promote self-regulation of keeping healthy. **Achieved and on-going.**

Objective to meet and area of focus	Activities	Cost	Impact
Objective to meet – 1 and 1b Maintain 100% physical activity participation. (Children participate for minimum 3 hours per week)	Wigan Athletic working with Y2 and Y6 for minimum 2 hours per week. During dinner WA will work with selected classes. (Tuesdays and Wednesdays). Years 3 and 4 later in the year. Premier sport working with various classes for 1 hour 4x a week. PS work with selected classes during lunch time slots. (Monday, Tuesday, Wednesday and Friday).	Wigan athletic - £4500 Premier sport - £1954 Play leaders training - £120 Transport to	Children in years 2, 3, 4 and 6 have received outstanding teaching from Wigan Athletic. Reception and Year 5 have received outstanding teaching from Premier sports. Quality of delivery has been monitored by the P.E lead and external moderators. Each class teacher has also taught P.E each week. Each member of staff is comfortable and confident teaching P.E. As a result, all children receive a minimum of 2 hours of outstanding P.E each week. As well as this, WA and various members of staff have offered extra-curricular



	<p>Class teachers deliver weekly P.E sessions to ensure their class receives 2 hours of timetabled P.E.</p> <p>WA will run after school clubs should the time come when this can be done safely.</p> <p>Y3 swimming (Y6 regular assessment)</p>	<p>sporting activities - £2400</p> <p>Instructor and pool hire - £2780</p> <p>New equipment for playleaders and welfare staff to deliver high quality sessions - £300.</p>	<p>activities, as to maintain the integrity of class bubbles. This, coupled with break and dinner-time provision, daily mile and active lessons, ensures that all children in school have the opportunity to participate in physical activity for at least 3 hours per week.</p> <p>Year 3 children completed just under half of their scheduled swimming programme. Due to Covid-19, the children could not fulfil the arranged schedule post-Christmas. As a result, the current year 3 children will not be as prepared against the national curriculum. From this, we have arranged for the current year 3 class to restart their swimming schedule next year, as they progress into year 4. As well as this, our current year 2 class (year 3 as of September 2021), will still attend swimming as usual next year as well. This will allow our year 4 class the opportunity they missed out on, and allow the future year 3s the opportunity we give the year group each year.</p> <p>Unfortunately, due to the Covid-19 pandemic, our chance to develop the ability of our year 6 class against the national curriculum was cut short. This has meant that the year 6 children that did not meet the national curriculum standard in year 3 could not complete their booster sessions. During their time in year 3, our current year 6 class were 80% NCA secure. This was due to crossing bubbles and various lockdowns. As a result, we do not have up to date, reliable data. From the Y3 assessment, 40% of year 6 children achieved NCA secure. However, from our recent residential, it was clear that all but 3 children could swim 25m unaided, and in open water. From our own teacher judgement,</p>
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			we have 91% of children NCA secure.
<p>Objective to meet – 2, 2a, 2b, 3 and 3a.</p> <p>Increase the number of non-elite participation and success in level 2 inter school competition.</p>	<p>Remote competition with Premier Sport. Children’s baseline score taken at the start of the year and then measured at various points. Scores will be compared with other schools in the LLG cluster and winners decided.</p> <p>Liaison with SGO about activities and competitions available to children during current climate. This may result in future remote competition.</p> <p>When it is safe to do so, children will be entered into sporting events in the local cluster and with the school games.</p>	<p>Transport to sporting activities – as mentioned above.</p>	<p>Children have competed in a range of different activities and sports. Across the school we have competed in boccia, athletics and dance events. As well as this, we have taken part in various participation and intra-school events. Each year group has actively taken part in at least one of these events as the year has gone by. As a result, we know that 100% of children that have taken part in a school games organised event this year, and have done so at various points across the year.</p> <p>Due to the Covid-19 pandemic, it has been un-safe to take part in inter-school competition. This has recently changed in the summer term, and we have been able to grant children the opportunity to participate in competition once again. We have been able to take part in Cricket and Football competitions. These opportunities have been focused to our Year 6 children, to ensure they have the opportunity to represent their school before leaving for high school. Children in other year groups have had, and will continue to have, the opportunity to take part in extra-curricular clubs and have the option to compete should the opportunity arise.</p> <p>On the return of organised sport and extra-curricular activity, we have actively pushed for participation across the school. Extra emphasis has been put on the encouragement of girls to participate as well. Because of this, our year 5 football club and cricket club has seen 90% of girls in the class attend. As more clubs and</p>



			<p>competitions become available and viable, this emphasis will continue to be shown.</p> <p>All children have had the opportunity to take part in a variety of sport and find a sport that they enjoy. With the use of dinner time provision, children have experienced a wide range of activities.</p>
<p>Objective to meet – 1, 2b, 3, 3a and 5.</p> <p>How much more inclusive the Physical Education curriculum has become.</p>	<p>Due to restrictions this year, opportunities to meet this area of focus may be tough; however there are opportunities and ways in which it may be possible.</p> <p>P.E lead will analyse the curriculum further and look to accommodate a variety of different sports and activities that can achieve lesson goals. This way children can still experience a wider variety of activities and ones more suited to them as individuals. Ensure all staff are comfortable with any suggestions made (carry out risk assessment to ensure all staff and pupils are comfortable and safe.)</p> <p>Real P.E membership renewal for the academic year 2021/2022.</p>	<p>N/A</p> <p>£495</p>	<p>As mentioned above, all children in school have taken part in a variety of experiences. Each class has performed a dance, taken part in athletic events and completed their own sports day.</p> <p>P.E lead has condensed the curriculum. This has maximised the amount of time that each class has to take part in P.E, and provided staff with a more clear view of the activities they should complete. Through detailed long term plans, the P.E progression map, assessment tracker and year group schedules, it is clear what each year group will be doing and what they need to do it. Due to this, it has allowed the addition of sport specific modules to be added to the summer term plans for year 4, 5 and 6. As well as the core modules of gymnastics, dance, games, athletics and outdoor and adventurous activity, children in the juniors will also take part in sport specific module in the summer term.</p> <p>Accessing this resource will allow staff to use various resources to fulfil our P.E curriculum, and evidence our progression map. This will also allow our staff to renew their real P.E training, which is vital for delivery of high quality P.E in key stage 1.</p>
<p>Objective to meet – 1, 1b, 2, 2b, 3 and 3a.</p>	<p>P.E lead to gain coaching badges in a range of traditional sport, when it is safe and available to</p>		<p>Due to the covid-19 pandemic, options for coaching courses and the opportunities to participate have been</p>

<p>Growth in the range of traditional and alternative sporting opportunities.</p>	<p>do so (explore possible remote learning opportunities.)</p> <p>Maintain and make a better use of links with local clubs.</p> <p>Online training.</p>		<p>limited. However, this objective will be continued next year. This will allow the P.E lead to feel more comfortable in developing skills that the children have and teaching fundamental skills. Again, this will give children a better opportunity to succeed and this success may then lead to a deeper love for P.E and sport.</p>
<p>Objective to meet – 1, 1a, 1b, 4, 4a, 5 and 6.</p> <p>Links with other subjects that contribute to pupils’ overall achievement and greater spiritual, moral, social and cultural skills.</p>	<p>Children will access P.E across the curriculum through the teaching of active lessons.</p> <p>Children will gain an understanding of fair play, sportsmanship and other ethical aspects of taking part in sport. They will get this through our teaching of PSHE.</p> <p>Children will develop a greater understanding of how to look after their bodies through exercise and eating healthily, in their science lessons.</p> <p>Children will gain a deeper understanding of how to eat healthily and how to create healthy meals as part of our D.T curriculum.</p> <p>The anomaly board gives children and parents an idea of physical and mental well-being. Children will get the opportunity to take part in physical activity from instructions and tutorials displayed.</p>	<p>Anomaly board – Final payment of £650</p>	<p>All staff include physical activity in their teaching of the wider curriculum. Active maths lessons are seen on a regular basis. Staff are comfortable developing their own ideas to promote physical literacy. Children enjoy lessons more and are more engaged during active lessons.</p> <p>All children understand the British values, and our Christian values. Children are pointed to the values when participating in physical activity and sport. Children are aware of the expectations and display these values when taking part. When possible to do so, play leaders will continue to be role models for the younger children in school.</p> <p>Children in year 5 and 6 have a good understanding about activity and diet. Children know what is good and what is harmful to their bodies.</p> <p>Staff training and increasing usability of the anomaly board has led to increased usage. Children across the school use the anomaly board to remain active. The anomaly board allows children to remain active, whilst learning. This has promoted the physical literacy of our children.</p>
<p>Objectives to meet – 1a,</p>	<p>Children will get information and take part in</p>		<p>Children have learnt about the negative effects that</p>

<p>1b, 4, 5 and 6.</p> <p>Greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine the health of pupils.</p>	<p>lessons about these areas of focus during their P.E, D.T and science lessons.</p> <p>Virtual activities.</p> <p>Continue to promote exercise/healthy eating</p> <p>Continue to engage with Daily mile.</p> <p>Supermovers to maintain children physical activity levels and aid the presentation of active lessons across the curriculum.</p>		<p>smoking, obesity and other such activities may have on their health and well-being.</p> <p>Children have been able to learn and discuss this topic in a variety of situations through-out the school year. This will allow children to be constantly reminded and give them the best opportunity to follow this mind-set through when they leave our school.</p>
<p>Objectives to meet – 1, 1a, 1b, 5 and 6.</p> <p>Provide training and opportunities for staff and pupils to become experts in well-being and mental health, giving them the opportunity to help the school as a whole.</p>	<p>Well-being group members will take part in meetings, when it is safe to do so. These meetings will build upon their knowledge. This information will then be passed onto each class from them.</p> <p>Child and teacher led workshops will be put on for parents, when it is safe to do so.</p> <p>To use embedded strategies to support pupils and staff mental health and well-being following the Covid-19 pandemic. (School Improvement Plan)</p> <p>Children and staff leaders can deliver counselling/mindfulness sessions via teams, with different cohorts and individuals, dependent on barriers presented by the COVID-19 pandemic.</p>	<p>N/A</p>	<p>Year group champions have found limited time to meet this year, as we cannot mix bubbles. However, the school has maintained a strong approach when looking after the well-being (physical and mental) of our children. P.E forms the frontline of our approach, and opportunities to take part in physical activity provide our children with the opportunity to learn outside of their exercise book. This has helped lower the anxiety levels of our children.</p>