

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.



Total amount carried over from 2019/20 - £0 Total amount received 2020/21 - £17800					
Objectives 2020/21 <ol style="list-style-type: none"> 1. To provide outstanding Physical Education and to develop and understanding of Health and Well-Being in each child. <ol style="list-style-type: none"> a. Promote Well-Being as a whole school approach. b. Embed physical literacy, emotional and thinking skills to succeed in P.E, sport and wider school life. 2. To further broaden the sporting opportunities and experiences of all children, when possible to do so safely. (COVID-19 impact). <ol style="list-style-type: none"> 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). b. To improve the standard of achievement in P.E and sport, when possible to do so safely. (COVID-19 impact). 3. To continue to develop a love for sport and physical activity. <ol style="list-style-type: none"> a. To make P.E and sport enjoyable and accessible for all children. 4. To maintain a whole school approach to the teaching of P.E and sport. <ol style="list-style-type: none"> a. To include active lessons across the wider curriculum. 5. To promote physical exercise and healthy lifestyles. 6. To promote self-regulation of keeping healthy. 					
Objective to meet and area of focus	Activities	Cost	Impact	Evidence	Sustainability
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)	Wigan athletic - £4500 Premier sport - £1954 Lancashire County Cricket - £500	We will see outstanding P.E taught across the school by external providers and class teachers that have received relevant training.	<ul style="list-style-type: none"> ➤ Analysis of pupil attendance across the year. ➤ Discussions between P.E lead and external providers. 	This will be sustainable. Junior leaders in year 5 and 6 and currently being trained by Golborne high school specialist staff. Play leaders



	<p>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).</p> <p>Lancashire Cricket will work with 2 classes (KS1 and KS2) to give children chance to experience Cricket and have the opportunity to recognise pathways outside of school.</p> <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>Play leaders training - £120</p> <p>Transport to 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>All children will take part in physical activity during break-time, daily mile and dinner time each day. Structured Physical Activity will be provided during dinner time for all year groups during the week.</p> <p>Activities children take part in will vary, giving the children the chance to take part in a variety of sports. From this we will be able to identify children who enjoy and would like to further participate in school sport, when the time comes to safely resume.</p> <p>All year 3 children will receive swimming lessons from start of autumn term, to spring half term. Y6 children will be assessed at beginning of autumn term and once more in the spring term. Due to</p>	<ul style="list-style-type: none"> ➤ Structured timetable to allocate each year group with enough time to meet 3 hour expectation. ➤ Data will be shared between school and swimming baths, detailing the level of children throughout the school year. Y6 children will be assessed on the two dates they go to the baths; instructors will decide which children have passed and share information with the school. We aim to have 80% of year 6 pupils to meet NCA standards. (This is lower than usual due Year 6 children having less opportunity to attend lessons 	<p>will be able to work with P.E lead and external providers to deliver sessions themselves, when it is safe to do so. These activities will take place during dinner time and break time. This prepares children for leadership at high school and aids their transition.</p> <p>As well as this, our children will be aided on their transition to high school. The play leaders' course prepares our children for high school as they will be expected to carry on their roles in leading, refereeing and organising competitions.</p>
--	--	---	---	--	---

			<p>Covid-19 and maintain the safety of all children, the Y6 children who have not yet passed will not be able to join the Y3s as they usually would. (80% of Y6 children will meet NCA standard – swim 25m unaided.)</p>	<p>during the COVID-19 pandemic)</p>	
<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</p>	<p>Transport to sporting activities – as mentioned above.</p>	<p>We will see children taking part in sports that they may not usually get the chance to participate in.</p> <p>Girls from a variety of year groups will be encouraged to take part in activities and given the opportunities to succeed in sport. We aim to increase the percentage of girls participating in sport by >20% in each class.</p> <p>Football will be included in our school curriculum to allow girls a better opportunity to</p>	<ul style="list-style-type: none"> ➤ Ensure external providers are equipped to provide a wide range of activities and sports to children. ➤ Through observation, children can be identified and given opportunities. Registers and class lists will be kept to make a note of children that excel in sport and those that would enjoy the chance to participate. 	<p>This is sustainable. Children’s baseline scores can be kept and personal competition can be set up following the competition completion. P.E lead can continue to track scores and identify individual children that may benefit more from participation and encourage them to participate in Be Proud school game events.</p> <p>Children will get a chance to experience</p>

	<p>into sporting events in the local cluster and with the school games.</p>		<p>experience participation (in line with FA initiative.)</p> <p>All children will get the opportunity to participate in sport and activities that they enjoy, furthering their desire to take part and developing their love for it.</p>		<p>competition in a variety of sports. This opportunity may not have been given before and encourage the children to continue.</p> <p>Children will be given the opportunity to do this remotely, maintaining the sustainability of our 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>Links with Apple dance and One Day Creative may provide extra opportunities, should it be safe to do so, for children to take part in the learning of new skills and discovering different activities</p>	<p>N/A</p>	<p>All children will have the chance to take part in a wide range of sport and activities.</p> <p>Children will have the chance to explore skills they have mastered and apply them to a different scenario.</p> <p>Staff will get the opportunity to deliver lessons in a wider sense.</p>	<ul style="list-style-type: none"> ➤ Questionnaire for staff – this will analyse what s6staff are comfortable teaching, when it comes to suggestions from P.E lead. ➤ Activities and sports the children would like to take part in can be discussed and inform P.E lead. ➤ Annual competitions list 	<p>This is sustainable. These alterations could be used in future years to give the children a deeper coverage of the curriculum and chance to apply the skills in different scenarios.</p> <p>This will also help the school achieve success in competitive sport in the future. If children have</p>

	<p>linked to our PE curriculum.</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>from previous year can be made – this will highlight areas the children may be missing out on and can inform P.E lead on what to include.</p>	<p>already experienced a sport, they will be more likely to take part (increase participation) and also to succeed.</p> <p>Again, children will have the opportunity to participate via virtual activities, maintaining sustainability.</p>
<p>Objective to meet – 1, 1b, 2, 2b, 3 and 3a.</p> <p>Growth in the range of traditional and alternative sporting opportunities.</p>	<p>P.E lead to gain coaching badges in a range of traditional sport, when it is safe and available to do so (explore possible remote learning opportunities.)</p>	<p>Coaching badges - £1000</p>	<p>P.E lead has good understanding of traditional sport and has experience in both participation and coaching. However, a deeper knowledge and a better understanding is needed for the P.E lead to impart quality teaching in each sport</p>	<ul style="list-style-type: none"> ➤ When competitions return, results can be analysed both before and after P.E leads completion of coaching badges. ➤ P.E lead made links during the lockdown period 	<p>This is sustainable as knowledge from P.E lead can be passed onto others. P.E lead can continue to apply skills gained from course completion for years to come.</p>

	<p>Maintain and make a better use of links with local clubs.</p> <p>Online training.</p>		<p>and enable children access a higher level of success.</p> <p>This will allow the P.E 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>The school has a wide range of links that are currently not being used. This year we will make use of more links (remotely) and create more opportunities for our children as a result (when it is safe to do so.)</p>	<p>that allowed children participating in exercise to achieve prizes. These links can be maintained through contact.</p> <ul style="list-style-type: none"> ➤ P.E lead to obtain coaching badges in order to train staff in school and enhance the standard of traditional sports within school. 	
<p>Objective to meet – 1, 1a, 1b, 4, 4a, 5 and 6.</p> <p>Links with other subjects that contribute to pupils'</p>	<p>Children will access P.E across the curriculum through the teaching of active lessons.</p>	<p>Anomaly board – Final payment of £650</p>	<p>Attention and understanding will improve in lessons due to implementation of active lessons in the wider curriculum. This</p>	<ul style="list-style-type: none"> ➤ SATS results can be monitored in the summer term to see if an improvement can be seen. 	<p>This is sustainable as P.E lead took part in seminar.</p> <p>Resources and ideas were supplied</p>

<p>overall achievement and greater spiritual, moral, social and cultural skills.</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</p>		<p>will lead to increased confidence in children as well as better results in general.</p> <p>Children will understand how to behave when representing the school and how to respect others. Children will understand winning is important but not the only part of participation.</p> <p>Children will be able to control their diet and give themselves a wider reach when it comes to activities and keeping fit, once they leave school.</p> <p>Children will become more confident from their use of the anomaly board. They will take part as some children may find interactions with adults more daunting,</p>		<p>and distributed to staff. Staff have become more confident and developed their own ideas to make wider curriculum lessons active. Staff are currently producing and using their own active lessons.</p> <p>The anomaly board will be sustainable as we will be able to update this information as to what we need for years to come.</p>
--	--	--	--	--	---

	instructions and tutorials displayed.		this may be a factor in a child not taking part.		
Objectives to meet – 1a, 1b, 4, 5 and 6. Greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine the health of pupils.	Children will get information and take part in lessons about these areas of focus during their P.E, D.T and science lessons. P.E lead will try to arrange visits from local sports teams and speakers on this issue, should it be safe to do so. Virtual activities. Continue to promote exercise/healthy eating Continue to engage with Daily mile. Supermovers to maintain children physical activity levels and aid the presentation of active lessons across the curriculum.		Children will learn about the negative effects that smoking, obesity and other such activities may have on their health and well-being. Children will be 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.	<ul style="list-style-type: none"> ➤ Discussion with Science lead and D.T lead will allow a wider knowledge of how children progress in this area. ➤ Children can track their progress as a class with Daily mile’s new initiative. Children have the opportunity to earn virtual rewards and certificates. 	Children will take what they have learnt and use it in the future as well as pass it on to others. Our curriculum allows for sustainability in P.E, Science and D.T as it develops on the ideas children experience in earlier years. This means that children will use prior knowledge to develop what they are being taught. This allows the children to recall information and make the link to negative aspects much quicker.
Objectives to meet – 1, 1a, 1b, 5 and 6.	Well-being group members will take part	N/A	Champions feedback to each year group, giving	<ul style="list-style-type: none"> ➤ Parent questionnaires to 	This is sustainable as champions filter

<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>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>each class opportunities and resources to nurture their own and others well-being.</p> <p>Children have the opportunity to pass on their knowledge to parents and other children, giving a wider audience the chance to nurture their well-being.</p>	<p>see if what they have taken part in was useful. Repeat this step further down the line to see if it is still used.</p>	<p>information to year group leaders, who will in-turn take their place when they leave our school. This knowledge is all passed onto each year group.</p> <p>Teaching staff get the chance to take part in workshops, giving each member of staff the chance to become more of an expert in this area.</p>
--	--	--	--	---	---