



PHYSICAL EDUCATION AND SPORTS PREMIUM March 2020

REVIEW DATE:	March 2022	
SIGNED OFF BY:	C Elliott	D Johnson
ROLE:	Headteacher	Chair of Governor
LEAD PROFESSIONAL:		
STATUS:	Statutory	

Physical Education and Sports Premium Policy

Abbreviations within the document:

PE	Physical Education
OSHL	Out of school hours learning
CPD	Continuing professional development
SSC	
SDP	School development plan
OAA	Outdoor adventure activities

Introduction

This policy was created in January 2015 with regard to the new National Curriculum 2014 and in consultation with staff, parents and governors. It recognises how Physical Education (PE) is an integral part of the process of education and plays an important role in the total development of each pupil. PE, along with sport and physical activity, can bring about whole school improvement through impacting on attendance, behaviour and pupil attainment.

Sandal Magna Community Academy believes that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The Physical Education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Physical Education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

School Vision

PE, physical activity and school sport all have a high profile at Sandal Magna Community Academy and we strongly believe that they contribute to the holistic development of young people. Our high-quality PE curriculum inspires all pupils to succeed and excel in both competitive sport and other physically demanding activities. It is through these opportunities that pupils become physically confident, they learn that physical activity is 'fun' and important to lead a healthy lifestyle as well as having a lifelong commitment to being active and healthy. Our children compete in many inter-school competitions, which build character and embed

key values such as teamwork, fairness and respect for themselves as well as others. We recognise that PE, physical activity and school sport make an active contribution towards many aspects of pupils' social, moral, spiritual and cultural development.

Aims of PE

The National Curriculum for Physical Education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

At Sandal Magna our aims are to:

- Provide learning situations in which all pupils will be able to develop their physical ability to the full
- Acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts
- Provide stimulating and challenging opportunities that help to promote physical development such as cardio-vascular health, flexibility, muscular strength and endurance
- Introduce a wide range of sports to all of our pupils
- Enable pupils to understand the importance of Physical Education in respect of a healthy lifestyle and that sports require commitment from the individual
- Develop positive attitudes towards participation in physical activity
- Provide a safe learning environment for physical activity and an understanding of the need for safety
- Provide pupils with opportunities to become aware and conform to the principles of fair play, demonstrating a good sporting behaviour
- Enable pupils to actively participate in a wide range of activities with confidence, developing self-esteem through achievement
- Promote equal opportunities for all and value the contribution of other irrespective of gender, ability, social/cultural background
- To develop links between Physical Education and other aspects of the curriculum
- Solve problems and find alternative solutions to physical challenges on their own and with others
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- Develop their ideas in a creative way
- Set targets for themselves and compete against others, individually and as members of a team

- Understand how (and be able) to persevere, succeed and acknowledge others' success
- Take initiative, lead activity and focus on improving aspects of their own performance
- Discover their own aptitudes and preferences for different activities.

Outcomes

Intended outcomes that we deem to be desirable from the PE include:

Skill acquisition	Skill application	Self-control
Movement observation memory	Knowledge	Understanding
Health/fitness principle	Awareness of safety	Tolerance
Competition	Rules how to officiate	Leadership
Challenges	Enjoyment	Creativity
Problem solving	Respect	Responsibility
Language terminology	Honesty	Self- esteem
Movement appreciation	Sense of achievement/well being	
Communication skills	Recreation in society	

Entitlement and Progression

In the **Foundation Stage** the prime areas of learning are:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Our Reception Class has a structured PE lesson every week which focuses on the fundamental movement skills along with many opportunities for **physical development** using the outdoor learning area where children have free flow access throughout the day. We have large

equipment including bikes, trikes and scooters. Teaching is often done through play, where the child learns about subjects and other people through games.

In **Key Stage 1** pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- Participate in team games developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

In **Key Stage 2** pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, catching and throwing in isolation and in combination
- Play competitive games, modified, where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders, tennis and apply basic principles suitable for attacking and defending
- Learn and apply common tactics in team sports
- Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and Water Safety

All children have access to swimming instruction in Year 4. In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres

- Use a range of strokes effectively such as front crawl, backstroke and breast stroke
- Perform safe self-rescue in different water-based situations

Out of school hours learning (OSHL)

OSHL activities are an important part of Sandal Magna Community Academy and are planned to enhance curriculum PE, allowing pupils the opportunity to broaden their experience and to take part in competitive sport. We have an excellent history of participation in events and competitions in the local area.

Football, netball, rugby, and multi sports exist throughout the academic year as after school club. Staff running extra-curricular activities should keep a register of attendance. The school participates in a variety of sporting events both within and out of school hours led by SSC and teachers. Our SSC promotes numerous competitions/festivals throughout the academic year that we attend on a regular basis.

Safe Practice

In all areas of PE safety guidelines should be strictly adhered to in order to promote safe practice and fulfil the safety requirements of the National Curriculum. We follow the safety guidelines 'Safe Practice in PE and School Sport' guidance provided by the Association for Physical Education. A copy of the document is kept by the PE Subject Leader and can be found with the PE resources in the staffroom. Health and safety is an integral part of pupils' learning in PE and they are taught to recognise and take some level of responsibility for their own safety. They are taught to recognise and be aware of hazards that are present from an early age.

When changing for PE, KS1 and lower KS2 pupils will change together in their classrooms whereas upper KS2 pupils will change in separate areas in the classroom. Staff are present during changing times to ensure children are safe at all times. In the interest of health and safety appropriate kit should be worn for PE activities.

Acceptable kit is that which presents no risk of injury to the wearer or other children and details of our policy are outlined below.

Indoor Clothing

It is important that pupils are dressed in the appropriate attire at all times during their PE lessons. For Reception, KS1 and KS2 the indoor kit is very simple and worn without exception from reception, all the way through to Y6.

Girls and boys: plain white T-shirt, navy/black shorts (or leggings) and black pumps. If children are wearing any jewellery it must be removed prior to the lesson and long hair should be tied back. Pumps are to worn for indoor PE lessons but are removed once in the hall during dance and gymnastics lessons.

Outdoor Clothing

It is necessary for children from Year 3 upwards to bring outdoor kit for PE lessons. Sufficient, suitable clothing must be brought into school that is warm and comfortable in a games lesson. e.g. tracksuit, training shoes which are appropriate for the season. Jewellery should be removed before the lesson and long hair should be tied back.

As PE is one of the compulsory subjects of the National Curriculum, children may only be excused from these lessons in case of illness or injury. Parents should contact school to let us know, when this is the case.

If pupils forget their PE kit, they should seek to borrow PE kit in the first instance. Further instances may involve teachers contacting parents but this should be done at the teacher's discretion.

Staff Dress Code

Staff should also wear appropriate clothing when teaching PE. Staff should act as a role model for children in PE lessons. It is therefore expected that teachers change for P.E, or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear, hair tied back and if possible, jewellery should be removed to set a good example.

Accident Procedure

For school-based activities, staff should follow the guidelines in the Health and Safety Policy.

For offsite activities, staff must familiarise themselves with the individual facility procedures. Risk assessments must be in place for any off-site visits and be put through the website Evolve.

For swimming sessions, all staff should familiarise themselves with pool procedures, e.g. the fire and drown alarm. They must know the location of rescue and survival equipment and have the ability to use emergency drill. There should be frequent practices involving the children.

As a school we ensure the safety of all pupils and staff through the following codes of practice:

- Safe storage of all equipment – all equipment to be stored safely and tidily in the PE stock cupboard in its appropriate place after use, to enable easy access and availability ready for the next group. For safety reasons children must not have access to the PE stock cupboard and staff ONLY are to have access to the equipment.
- Annual safety equipment check by a recognised maintenance contractor (which at present is Metrogym, every 6 months).

- Equipment is to be checked at the beginning and end of use. All unsafe, damaged or lost equipment to be reported to the PE Subject Leader/School Business Manager.
- Julie Pratt is our named person who is responsible for Health and Safety.
- Julie Pratt, Yvonne Taylor and Lucy Cranham are our named First Aiders within school. Emergency in the workplace first aiders Salma Akram, Urszula Skolas, Carol Kelly, Joanne Hargreaves, Jo Railton, Lindsey Corbett, Shamyla Ahmed, Joanne Beaumont, Duncan Carver, Lauren Ward-Fox, Sally Whittell and Angie Tate. In event of first aid being needed, one of the 3 named first aiders should be contacted in the first instance. If none are available, then an emergency first aider should be consulted.
- A knowledge of the environment in which learning is taking place - check areas for hazards before any activity takes place.
- Pupils should be taught to manage and use apparatus safely and effectively whenever opportunities arise.

Apparatus Handling Policy

- Apparatus should be stored consistently and always returned to the same place.
- Apparatus needs to be easily accessible for all children.
- Children are taught how to lift apparatus correctly. They should know:
 - ✓ Never to touch apparatus unless instructed to do so by the teacher
 - ✓ How many children should be holding it
 - ✓ Where they have to grip the apparatus
 - ✓ How to carry apparatus – never drag it across the floor
 - ✓ To have knees bent, back straight and head up ready to lift. Walk when carrying the apparatus
 - ✓ Only to lift when everyone is ready. When ready lead child to say ‘one, two, three lift’ and when it is in place ‘one, two, three down’
 - ✓ When the apparatus has been positioned, to sit on the floor to await instructions
- Always have plenty of children lifting the apparatus.
- Avoid walking backwards when carrying the apparatus. The apparatus should be pointed in the direction of its destination and children should carry it facing in the same direction.
- Mats should be put out last and put away first; this will avoid children tripping over the mats as they carry the apparatus.
- As a general guideline, children should only use apparatus which they can move themselves.
- Finally, when ready to use the apparatus, teachers should complete a risk management of the equipment with the children.

Equal Opportunities and Inclusion

Working towards equal opportunities requires that teachers should treat all children as individuals with their own abilities, difficulties and attitudes, as stated in the school inclusion policy. Children will have their own individual gifts to contribute, which can be used to enrich the experience of others. The overriding aim should always be to create an environment in which, from the earliest age, children and their teachers learn to respect each other. The PE curriculum should enable all children to benefit. There will be no barriers to access or opportunity based on race, sex, religion, ethnic group, culture or ability. Consideration will be given to those with special educational needs, whether they have disabilities or a particular talent. The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials evident on teacher's planning.

Staffing and Staff Development

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support by informing the PE Leader so that appropriate support can be given. Any staff who attend a CPD course must provide feedback/ disseminate the information during staff meetings.

For the 2019/20 academic year, a large proportion of the staff development will be done in conjunction with our Sports Coach (see Sports Premium section).

Cross Curricular

Where relevant, links will be made to cross curricular themes and used as a means to develop cross curricular skills. For example:

Maths In athletics it is hoped that pupils will reinforce skills in measuring and timing. In other activities, basic numeracy skills will be developed by the understanding of scoring systems.

Problem Solving Through an open-ended approach in OAA and team games, pupils will develop their ability to find ways of answering questions.

English and Communication Skills will be developed by discussion in lessons and in problem solving, and by communicating ideas through movement.

Personal and Social Pupils interacting with each other and in a group situation will promote personal and social skills. They will also be promoted by cooperation, tolerance, respect of the individual and group, self-respect and self-discipline.

Preparation for Citizenship By giving information on and introduction to clubs and associations, pupils are made aware of agencies and groups outside the school and home environments.

Computing Use of smart board technology, videos, the Internet (YouTube) and cross curricular science – physical changes in the body, to enhance learning.

Leadership and Management Roles

The Governors will know about current and projected expenditure of the Sport Premium funding on our school website and will regularly scrutinise current and projected expenditure with the Head Teacher and understand the impact the grant is expected to make.

The Head teacher will actively support and encourage staff by praising good practice and supporting staff development and resources, including extra- curricular activities. He will:

- Regularly share current and projected expenditure with Governors and discuss the impact the grant is expected to make
- Aim for high teaching competency across the school
- Designate a member of staff to lead the subject

The PE Subject Leader will:

- Monitor the teaching and learning of PE within the school
- Keep up-to-date with new developments and inform staff
- Audit staff to determine appropriate and targeted training
- Aim for high teaching competency across the school
- Ensure that PE resources are available and appropriate to the needs of the staff
- Audit resources regularly and take overall responsibility for equipment and resources
- Ensure that all pupils have the opportunity to become involved in extra-curricular clubs to further develop skills and talents and will monitor attendance at OSHL to ensure there is an inclusive offer which is accessible to all pupils
- Ensure that PE keeps a high profile within the school
- Assist with recording keeping and assessment of the subject
- Have information detailing the current and projected expenditure and impact of the Sport Premium monies published on the school website
- Have a formal, long term strategy for PE, sport and physical activity. This should be aligned with the SDP and have been informed with pupil and staff feedback
- Ensure all coaching staff delivering PE and OSHL on the school site are quality assured
- Informally observe PE lessons to compile a picture of teaching competency across the school
- Contact local sports clubs to establish new community links with the school

Teachers should:

- Communicate high expectations, enthusiasm and passion about PE to pupils and challenge their thinking and act as a good role model.
- Have a high level of confidence and expertise both in terms of their up to date specialist knowledge and their understanding of effective learning in PE. As a result, they should employ a very wide range of resources and teaching strategies to stimulate pupils' active participation in their learning. This enables pupils to explain their ideas and concepts clearly and apply them with confidence.
- Plan for opportunities for pupils to develop and demonstrate their initiative and independence and take responsibility for their learning. Lessons should be thoughtfully planned and secure outstanding progress across all aspects of PE.
- Be responsible for the planning and teaching of PE as set out in this Policy

The Teaching Assistant (TA), when available during PE lessons, will:

- Support the class teacher in delivering PE and, in particular, support those children with Special Educational Needs where timetabled to do so and collect resources if requested to do so by the class teacher.

Assessment and Recording

By the end of each Key Stage pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of studies. Pupils are therefore assessed according to these attainment targets.

Sports Premium Funding

From September 2013 the government have allocated funding directly to primary schools to support the provision of quality PE/Sport. Here at Sandal Magna that will mean around £16,600 a year. Not all of the money has been allocated yet, however we have highlighted our current spending and our intended future spending of the funding.

Intended Outcomes

- Improving the quality and breadth of PE and sport provision (well-planned and competently delivered curriculum with the use of coaches/teachers where required)
- Increasing participation in PE and Sport so that all pupils develop healthy lifestyles and reach the performance levels they are capable of (emphasis on positive attitudes towards healthy, active lifestyles)
- Detailed PE Development Plan with short and long-term targets that enable all pupils (including target groups) to progress and achieve.

Current Spending

We have employed a specialist sports coach (First Steps Limited) to work alongside teachers in lessons to increase their subject knowledge and confidence in PE. The sports coach will:

- Plan, deliver and assess high quality curriculum sessions across the year, covering a range of activities and year groups
- Provide professional development for class teachers by working alongside them in lessons to increase subject knowledge and confidence
- Provide good examples of planning and work alongside teachers planning high quality PE sessions
- Audit current PE resources in school to ensure all the equipment is up to date, safe and appropriate for school PE
- Work alongside and train both children (playground friends/sports leaders) and adults (lunchtime supervisors) in effective sports games and practice to be used at breaks and lunchtimes.
- Organise and deliver after school inter-school sports competition through the Kettlethorpe Collaborative Partnership.

Intended future spending:

- Engage the least active pupils in after school activities. A range of these would be available linked to the requests from children in the School Council meetings (see questionnaire feedback)
- Releasing PE coordinator to review quality of PE provision in school including quality of lessons, resources and planning.
- Building of a sports running track on the school field after safety improvements have been made to the field.
- Building of a cricket pitch on the school field after safety improvements have been made to the field.

Provide additional swimming teacher to assist the weaker swimmers towards the end of the academic year, ensuring that all children reach the required standard.