

## MEATH SCHOOL P.E. and SPORT PREMIUM Action Plan 2023-2024

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Daily mile track is embedded into daily provision giving pupils increased access to physical activity at playtimes, at afterschool clubs and also during the day a fitness and self-regulation tool.</li> <li>• Whole school, class and personal competitive initiatives promote use of daily mile.</li> <li>• Cross curricular lessons have incorporated the use of the daily mile.</li> <li>• Outdoor Gym embedded into daily provision wider physical activities, at playtimes, and afterschool clubs.</li> <li>• Pupils accessing an increased range of physical activity over the school week. Larger number of children attending clubs.</li> <li>• Re -instated range of playground games on weekly rotation (previously limited to due Covid)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to drive fresh challenges using the daily mile and outdoor gym. E.g. Meath 100k sponsor run/walk for Meath/UNISEF.</li> <li>• Expand the number of out of school events the pupils take part in using renewed local links.</li> <li>• Develop range of physical activities aimed at the younger children in the school.</li> <li>• Following on advice and input from OT increase range of opportunities for “heavy work” including pushing and pulling activities.</li> <li>• Following on from pilot yoga and wellbeing focus, roll out lunch and after school activities. Continue Create a Wellbeing area as part of the playground, for wellbeing and daily yoga based routines.</li> <li>• Reinstate Forest School activities at lunchtime/afterschool.</li> <li>• Reinstate pre covid lunchtime activities. yoga and sports.</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently, and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	72 % (10/14)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50% ( 7/14)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100 %
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	NA

<b>Academic Year:</b> 2023/24	<b>Total fund allocated:</b> £16,620 <b>Carried over :</b> £16, 000 <b>Total:</b> £32,620	<b>Date Updated:</b> July 2024		
<b>Key indicator 1:</b> The engagement of <u>all</u> 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: 51 %
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Provide continued increase to the range and amount of physical activity the pupils engage in at playtimes. (Children currently access at least 45 minutes of physical activity a day).</p> <p>Ensure that pupils have the opportunity to engage in a range of physical after school clubs.</p>	<p>Continue to introduce a range of weekly activities into each playtime. Key focus on resourcing for younger children.</p> <p>Consumables: Wide range of Balls foam, airflow, textured. Bean bags Target games</p> <p>Large climbing equipment for developing new play area selected by school council.</p> <p>Staffing coaches and LSAs delivering afterschool clubs following on from PE timetable.</p> <p>Continue whole school incentives to</p>	<p>£500</p> <p>£10000</p> <p>£ 6000</p>	<p>New equipment has supported a wider range of activities. These have supported and developed social interaction and communication leading to improved positive active play.</p> <p>New equipment for the targeted younger children supports physical development and imaginary play, improved language related play. Including “Dougie the Digger”. Increased range of physical play.</p>	<p>Replace consumables</p> <p>Build on further physical activity to the Paddock ( targeted area for younger children)</p>

	<p>promote use of daily mile and outdoor gym, throughout the school day e.g. cross curricular, self-regulation, daily mile, playtimes, PE sessions, link to curriculum, and after school clubs.</p> <p>School council continue to gather peers' ideas for future new playground games ideas, and activities they would like to see offered over the course of the school year. Feed into Play Development Team planning.</p> <p>Evaluate and monitor the success of each activity</p>	<p>NA</p> <p>NA</p> <p>NA</p>	<p>This equipment is used several times a day, as part of daily physical activity and self-regulation.</p> <p>New calming hut, opened Summer 2024 and is a developing new alternative space for calm activities.</p>	<p>School council to continue to suggest ideas and equipment for this space.</p>
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<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				35%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
The Play Development Group to raise the profile of PESSPA across the school. Pupils have positive playtimes with access to appropriate resources to develop areas of need e.g . gross motor, self-regulation etc.	<p>Whole School INSET – Positive play. Refresher of bank of games, ring games, parachute games etc. Introduction of new equipment, explore range of challenges possible and open ended activities</p> <p>Heavy Load equipment:</p> <p>Mini Wheelbarrow Sack Trolley Range of Construction sets: Foam bricks/ blocks/planks</p> <p>Giant Polygon Roll Wire Stand</p> <p>Ongoing meetings play development team</p> <p>Planning and monitoring of activities offered, including OT support and advice. Play development check list feed into target themes and groups.</p>	<p>£ 2000</p> <p>£2500</p>	<p>Positive playtimes due to improved range of activities, confidence of staff, children engaged in activities.</p> <p>Improved self-regulation due to access to integrated heavy load opportunities e.g. – wheelbarrows etc. Increased range of activities more opportunities for co-operation practice and group learning.</p> <p>Increased range of activities to support OT needs. Playtimes having a positive impact for these children.</p> <p>School Council reported multisport and athletics to be popular after school clubs.</p>	Consider needs of new intake introduce activities/ equipment to support these.



A Speech and Language UK school

	<p>Consultation with the school council and residential forum to get input from the pupils about activities they would like to try</p> <p>Review activities offered after school, to provide a range of sports activities throughout the year.</p>			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increased opportunities and space to children's practice yoga and wellbeing	<p>Following on from yoga pilot group in residential, extend to the wider school.</p> <p>Further training for key staff. Link to mindfulness and wellbeing create a wellbeing mindfulness area in the playground for daily yoga.</p> <p>Create an outdoor canopy space with calming resources. Canopy Flooring Beanbags Rainmakers</p>	<p>£750</p> <p>£3500</p>	<p>Yoga and mindfulness activities woven into the curriculum.</p> <p>Also offered to staff weekly.</p> <p>Zen hut created with support from school council. Individual children accessing as needed – improved regulation and positive play. This has also positively impacted learning time in class as a result.</p>	Continue to embed.





