



St Andrew's C of E Primary School

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St Andrew's Primary School

Primary PE & Sport Premium

Action Plan 2022 - 2023



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Department for Education 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.

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

Total amount received from Primary PE and Sport Premium funding 2022-2023 = £17,740

Y6 Swimming

The percentage of pupils within the year 6 cohort who met the national curriculum requirement to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations

The table below contains data for current and previous year 6 cohorts:

Cohort	Number of pupils meeting NC swimming requirements	Percentage
2022 – 2023 Y5/6	44/60 COVID CATCH-UP SCHEME	73%
2021 - 2022	NO SWIMMING DATA. DUE TO COVID-19 RESTRICTIONS, THE LIFE CENTRE WAS CLOSED SO SWIMMING DID NOT TAKE PLACE.	
2020 - 2021	22/25	88%
2019 - 2020	19/27	70%
2018 - 2019	19/29	66%
2017 - 2018	19/28	68%
2016 - 2017	16/28	57%

Swimming Data Y5/6 Cohort 2022-2023

Meeting national curriculum requirements for swimming and water safety.	Results
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	36/60 = 60%. 61% of children swimming at least 25m are boys & 39% are girls. 61% of pupil premium children in these cohorts can swim at least 25m.
What percentage of your current Year 6 cohort use a range of strokes effectively {for example, front crawl, backstroke and breaststroke}?	49/60 = 82%. 51% of those using a range of strokes are boys & 49% are girls. 69% of pupil premium children in these cohorts can use a range of strokes.
What percentage of your current Year 6 cohort perform safe self rescue in different water-based situations?	39/60 = 65%. 51% of those performing safe self-rescue are girls & 49% are boys. 61% of pupil premium children in these cohorts perform safe self-rescue.

Club Participation Data From Previous Year 2021 -2022

Autumn		Spring		Summer	
1	2	3	4	5	6
66	71	71	73	85	82

*Clubs include PAFC KS1, PAFC KS2, TGS KS1, TGS KS2 & Running Club (started in Summer Term 2022)

* Children can attend multiple clubs

Achievements & Improvements

Key Achievements	Further Improvement
<p>AREA ONE - The engagement of all pupils in regular physical activity – kickstarting healthy active lifestyles</p> <p>Continued increase in funding aimed at providing the children at St Andrew's with a variety of sporting opportunities after school. Children offered 5 sporting clubs per week (2 x KS1, 3 x KS2). Clubs provided by TGS Coaching, Plymouth Argyle Trust & St Andrew's staff. Football opportunities for 45 minutes per lunch available for Y3 to Y6.</p> <p>Bikeability for foundation & Y6 children took place for 30 Foundation & 30 Y5 children. 100% of children in Y5 achieved their Bikeability Level 2. This is the first time that we have ever had a whole cohort achieving this level.</p> <p>St Andrew's Primary began to attend sporting tournaments at an increased rate after recent disruption by Covid-19. Most notably: 6 children winning medals during the PSSP Brickfields Athletics Event.</p> <p>73% of children in the Y5 and Y6 cohort met NC swimming requirements. This is St Andrew's 2nd highest score in the last 6 years and includes two cohorts instead of the usual one cohort.</p> <p>Use of KS2 fitness equipment during PE warm-up sessions, personal challenges and regular timetable use for each KS2 class at lunch.</p>	<p>Monitor use of KS2 fitness equipment at lunchtime. Use of MTA or Y6 Sports Leader to collect data over the course of one week twice a term.</p> <p>Healthy week - host a healthy week event for the first time since before Covid-19.</p> <p>Further increase participation in PSSP sporting tournaments/opportunities as many chances to attend in the previous year were affected by Covid-19 cancellations.</p> <p>Re-enter the School Games Mark in July 2023. St Andrew's Primary had achieved a GOLD mark for 2 years in a row. Participation in events during this academic year was still limited by COVID-19 and this would have had an impact if we had submitted an entry this year.</p>
<p>AREA TWO - The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <p>A wonderful whole school sports day was hosted in the summer term for the first time in 2 years. Overwhelming positive response from parents, staff and children.</p> <p>Plans in place to further develop and significantly invest in our outdoor KS2</p>	<p>AREA TWO</p> <p>Y6 children to attend Sport's Leader Bronze Ambassador Training - this was not provided in the previous academic year.</p> <p>Development of the role of Sports Leaders to extend pupil voice through termly sports council meetings and questionnaires for children and parents. Carried forward from previous plan</p>

<p>area to include a canopy and seating area for self-evaluation opportunities in PE.</p>	<p>Greater opportunity for inter-house competitions between year groups in KS2 (Y3/4 & Y5/6). Staff meeting or INSET time to plan this.</p> <p>Update PE Sporting achievement board in the school hall or look to relocate to another area in the school?</p>
<p>AREA THREE - Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>New PE assessment format is now fully embedded and confidently used by all members of staff.</p> <p>Integration and implementation of progression of skills document for use to support staff when making assessment decisions.</p> <p>PE planning for all year groups provided for staff to use and complement existing planning of PE lessons on our creative curriculum</p>	<p>AREA THREE</p> <p>Monitor, observe and provide feedback about PE teaching and learning to staff. Provide opportunities for PE Lead to teach KS1/KS2 cohorts.</p>
<p>AREA FOUR - Broader experience of a range of sports and activities offered to all pupils</p> <p>All sporting club registers have now moved online which makes it easier to track data.</p> <p>Provided opportunities to all children to participate in sporting clubs by opening online club invites to children that haven't attended a club. Therefore, giving all children a chance to sign up and attend. Children targeted if they haven't attended a club.</p> <p>Delivered a variety of multi-skills and sporting opportunities for children through TGS and Plymouth Argyle coaching.</p> <p>Opportunities provided for Y6 children to participate in residential sports such as archery, zip-wire, climbing, abseiling and canoeing.</p>	<p>AREA FOUR</p> <p>Use of TA to collect and analyse sporting register data on a termly basis and report on school website.</p> <p>Explore the possibility of providing further after-school sporting opportunities beyond our usual time of 4.15pm. Can we provide a further sporting opportunity beyond this time? Can we offer opportunities before school?</p> <p>Aspire to provide swimming catch-up for the 27% of children that didn't meet NC swimming requirements.</p>

AREA FIVE - Increased participation in competitive sport

Number of children attending sports clubs increased significantly this year compared to the previous year. 218 children attended clubs over the course of the year in 2020 – 2021. This increased to 448 children in 2021 – 2022 (NB: Children can attend multiple clubs which is why this is higher than our 210 capacity)

AREA FIVE

Aspire for children to attend any sporting events this current school year. Previous Covid restrictions have now eased.

Ensure that lunch and after school clubs take place now that Covid-19 restrictions have eased.

Online booking system to be used and data from this to be analysed.

Action Plan 2022 - 2023

Key Indicators / Success Criteria	Actions to Achieve	Cost	Evidence	Intended Impact Upon Children	Sustainability
AREA ONE - The engagement of all pupils in regular physical activity – kickstarting healthy active lifestyles	<p><u>Healthy Week</u></p> <p>Organisation and delivery of a healthy week 2022. St Andrew's Primary have not had a healthy week since before Covid-19.</p> <p>One week of physical activities to engage, inspire and motivate children to participate in regular physical activity. Offering the children to experience a broader and wider range of different sports. Use of external coaches from TGS, Sustrans, PSSP staff or Plymouth Argyle Primary Stars to do this as well staff from St Andrew's Primary.</p> <p>Main focus will to involve parents in the healthy week too. Invite parents to attend some events with their children. Can we use the expertise of parents to host some events for the children?</p> <p>KEY ACTIONS: Discuss and plan during INSET or staff meeting. Plan drawn up by PE Lead. Relevant coaches booked and timetables for the week. Increased PE hours on timetable – 4 hrs</p>	£390	<p>Photographic / video evidence .</p> <p>Healthy week page to be set up on the school website to celebrate the week of events.</p>	<p>All children will experience new sports and will learn about the benefits of physical activity in more detail.</p> <p>Some children will take up a new sport once they have been introduced to it during health week. Children will develop confidence, skills and knowledge in sports that they have not experienced before.</p> <p>Teachers to teach children about healthy active lifestyles and encourage children to be life-long participants of exercise.</p>	<p>Staff will observe these coached sessions and will write down ideas to use in their own lessons.</p> <p>PE leader will purchase some of the necessary equipment so that these same sessions of alternative sports can be delivered by teachers more frequently.</p>

	<p>per week? Other curriculum subjects to be linked to PE – English, maths, science in particular,</p> <p>AREA 2 & 4 ALSO COVERED BY THIS ACTION.</p>				
	<p><u>After-School Provision and clubs</u></p> <p>To ensure provision of extra-curricular activities for children in KS1, KS2 and reluctant participants in order to increase their engagement in physical activity and sport.</p> <p>KEY ACTIONS: TGS coaching staff to deliver a wide variety of after-school sports clubs to children in KS1 and KS2.</p> <p>Explore possibility of providing TGS coaching beyond normal club finishing time of 4.15pm</p> <p>Plymouth Argyle coaching for KS1 and KS2 children</p> <p>School staff members to deliver competitive sporting clubs when timetable allows</p> <p>Assess activities already offered by staff and TGS</p>	<p>TGS cost approx. £180 per month x 10 school months</p> <p>£1800</p>	<p>Online club lists and timetables show increased uptake and inclusion of pupils who have previously not participated in sporting activities.</p> <p>Invitations to children who are reluctant and children who haven't attended clubs to be given priority in the summer term 2022</p> <p>Overseen by IP & SD or LT</p>	<p>Children are more proactively engaged in sporting activities and become keen to try more.</p>	<p>Provide 20 places to KS1 & a further 20 places to KS2 each term.</p> <p>Aspire to achieve GOLD school games mark again.</p>

	<p>Implement activities</p> <p>Assess pupil uptake and involvement at regular intervals throughout the year.</p> <p>To develop active nurture provision for vulnerable pupils.</p> <p>Key actions: Inclusion of physical activity into nurture provision</p> <p>Healthy lifestyle reminders e.g. healthy snack and drinking water</p> <p>Planned opportunities for physical activity.</p> <p>AREA 4 ALSO COVERED BY THIS ACTION</p>				
	<p><u>Jo Jingles</u></p> <p>To improve movement, enthusiasm and motivation for sport with new Foundation intake</p> <p>Key Actions: Foundation have accessed Jo Jingles sessions in the past and have found them to be very beneficial in promoting movement.</p> <p>LEAP programme will still be incorporated into PE sessions for Foundation but was full embedded from the previous years</p>	£400	Photographic / video evidence. Tapestry on Ipad.	Staff in Foundation improve knowledge and understanding of how to deliver a variety of movement sessions	Children are enthusiastic and confident with their movement which will help develop their PE skills in future years.

	action plan.				
	<p><u>Bikeability Training</u></p> <p>To improve the cycling skills of pupils in Foundation, non-cyclists and children in Foundation & Year 5 through Bikeability.</p> <p>KEY ACTIONS:</p> <p>Assess cycling skills of children in Foundation</p> <p>Identify children who are unable to cycle in Y5</p> <p>Balance bike training delivered to Foundation stage children</p> <p>Bikeability L2 training for Year 5 children (route planning, on road training, bike maintenance).</p>	<p>Part of PSSP membership (See area 5 for costing)</p>	<p>Foundation and Year 5/6 certificates and badges for passing to be presented in assembly.</p> <p>Feedback from parents reflects positive impact of the sessions.</p> <p>Photographic / video evidence to be put on school website.</p>	<p>An increased number of children are able to ride a bike and will choose to cycle to school.</p> <p>Increased Sustrans data.</p> <p>Year 5 pupils show increased confidence out on roads and are more aware of safe cycle routes to school and are using these.</p> <p>Parents are better able to support their children's cycling development and have greater confidence in doing so.</p>	<p>Children move forward with increased enthusiasm and confidence in participation in cycling.</p> <p>Increase in the number of children choosing to cycle to school. More children will be able to participate with the Bikeability sessions in Foundation and Year 5</p>

Key Indicators / Success Criteria	Actions to Achieve	Cost	Evidence	Intended Impact Upon Children	Sustainability
AREA TWO - The profile of PE and sport being raised across the school as a tool for whole school improvement	<p><u>Staff Kit</u></p> <p>CARRIED FORWARD FROM PREVIOUS YEAR</p> <p>To purchase staff PE Kit for all members of teaching staff to wear during PE lessons and on their allocated PE days.</p> <p>KEY ACTIONS: PE Lead to contact respective reps and companies which provide kit which will include: Tracksuit with school logo and initials.</p>	£700 (10 staff members x £50)	Photographs to be put on school website and on a newsletter for parents.	Staff kit to show unity throughout school for all members of teaching staff during PE lessons and on PE days for their class.	Kit to be worn by staff during PE lessons and PE sporting competitions over the next few years and replaced where necessary.
	<p><u>KS2 Story Area, Sport & Evaluation Canopy (Multi-Purpose)</u></p> <p>Provide an area where an evaluation of PE lessons and sporting clubs can take place in school. Sports Leaders will use this area and PE sports council will use to plan events.</p> <p>This area can also be used for other curriculum areas e.g in English, this area can be used for story telling, in history – it can be used for Stone Age fire pits.</p>	£8000	<p>Evidence of new equipment and area being used effectively.</p> <p>Positive feedback from staff, children and parents.</p>	<p>Increased use of area during break, lunch and after-school</p> <p>Staff and children to be able to access regularly during PE lessons</p>	Improved KS2 sporting area in the playground for the future generation of children at St Andrew's CE Primary



KEY ACTIONS:

HT and PE lead to co-ordinate this by getting 3 competitive quotes
Obtain Governor approval.

This has already been approved and work will begin at the end of September 2022.

Equipment Audit and Replenishment

Audit of indoor PE equipment to take place. Also, audit and replenish equipment with high usage and turn over: tennis balls etc

Improved indoor and outdoor facilities for participation in sporting activities.

Variety of good quality equipment to be purchased to deliver a broad and balanced curriculum and extra - curricular clubs. Audit to be carried out of all equipment and order based on PE curriculum map.

£300

Evidence of new equipment being used effectively in lessons.

Positive feedback from staff and children.

Staff confidence in using equipment ascertained through staff meetings.

The curriculum is very broad and of good quality.

Children to be presented with new equipment and encouraged to have high respect and value for the school equipment.

Children to be excited

Improved facilities in future years for the delivery of a variety of PE activities and games.

	<p>KEY ACTIONS:</p> <p>Assessment of equipment needed completed (to meet curriculum requirements).</p> <p>Costings obtained.</p> <p>Equipment ordered.</p>			<p>to use and develop new PE skills.</p> <p>All staff to be able to access equipment regularly and easily for lessons. Behaviour to be of a high standard in lessons. Teachers have access to equipment.</p>	
	<p><u>Sports Leaders</u></p> <p>CARRIED FORWARD FROM PREVIOUS YEAR as training was unable to be provided by PSSP due to Covid-19 guidelines</p> <p>Sports Leaders from Year 6 to be appointed to ensure that sports provision remains high profile across the school.</p> <p>Enabling pupils to have a 'voice' relating to sports matters in the school and feeding into regular school council meetings</p> <p>KEY ACTIONS:</p> <p>Sports Leaders to be appointed (to consider representation of children with different sporting interests plus a 'non-sporty' representative)</p>	NO COST	<p>Evidence in school newsletter, on website and on sports noticeboard. School council minutes.</p>	<p>Children to help to lead sporting competitions, report sporting achievements and commentaries in school assemblies and ensure the noticeboard is updated regularly.</p> <p>Children to write reports for the school newsletter and website. Children aware of sport in their school and achievements.</p>	<p>Leadership skills are developed. Younger children are inspired to take on this responsibility in the future.</p>

Key Indicators / Success Criteria	Actions to Achieve	Cost	Evidence	Intended Impact Upon Children	Sustainability
AREA THREE - Increased confidence, knowledge and skills of all staff in teaching PE and sport.	<u>Training</u> Support and training from PSSP/SDCC and TGS specialists for all staff and children to ensure high Quality PE takes place across the school. PSSP and SDCC staff to provide a coaching style training programme for some KS1 and KS2 staff and classes. Format to include one hour of training per week. The following week will see the class teacher implement the ideas from the training schedule and provide feedback to the PSSP or SDCC trainer in the following week KEY ACTIONS: Staff training needs to be identified. Training programme to be drawn up and key classes to be targeted. Training delivered Impact of training assessed. AREA 4 ALSO COVERED BY THIS ACTION	PSSP and SDCC package No additional cost	Timetable drawn up for the whole year and features sports that each staff member have less confidence in so that knowledge and confidence can be improved. Staff meeting records. Staff skills assessed at the start and end of the training.	Training to be given from PE specialists from PSSP/SDCC and access to high level planning and support. Timetable drawn up to ensure all staff and classes participate Training is planned in the school diary for TAs who support PE lessons and whole school staff training.	Newly acquired staff skills can be used to support colleagues joining the school in the future. Improvement in staff and children's confidence and abilities.
	<u>Conferences and release time to address actions</u> Support and Training from annual conferences in the area.	PSSP membership costs see Area 5 PE release	PE SL or other teachers to attend the sporting events and competitions PE SL to attend the	Develop contacts with PE staff in the wider community New and fresh ideas to share with staff and	Increased knowledge and understanding for staff and this will be passed onto the children in the form of new ideas and implementations in

	<p>PE release time for PE Lead or other staff to attend sporting events, competitions and run inter/intra school events</p> <p>Release time for PE Lead will cover all areas to improve in this action plan which don't incur monetary cost. See the areas below:</p> <ol style="list-style-type: none"> 1. Re-enter the School Games Mark in July 2023. St Andrew's Primary had achieved a GOLD mark for 2 years in a row. Participation in events during this academic year was still limited by COVID-19 and this would have had an impact if we had submitted an entry this year. 2. Monitor use of KS2 fitness equipment at lunchtime. Use of MTA or Y6 Sports Leader to collect data over the course of one week twice a term. 3. Development of the role of Sports Leaders to extend pupil voice through termly sports council meetings and questionnaires for children and parents. 4. Monitor, observe and provide feedback about PE teaching and learning to staff. Provide opportunities for PE Lead to teach KS1/KS2 cohorts. 5. Use of TA to collect and analyse sporting register data on a termly basis and report on school website. 6. Online booking system to be used and data from this to be analysed. 	<p>time to include use of 2 x TA in Y3 class</p> <p>£700 supply costs where applicable</p>	<p>Annual PE Conference - Feedback at staff meeting</p> <p>PE SL to complete actions highlighted.</p>	<p>children</p> <p>Ideas for new activities and sporting equipment</p> <p>Network with colleagues</p>	<p>lessons and clubs.</p> <p>Increased participation in sports</p>
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	<p>Key actions: PE Subject Leader to attend the Annual PE Conference</p> <p>Areas above to be addressed over the course of the year and any actions not completed to be carried forward to the next action plan</p>				
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Key Indicators / Success Criteria	Actions to Achieve	Cost	Evidence	Intended Impact Upon Children	Sustainability
AREA FOUR - Broader experience of a range of sports and activities offered to all pupils	<p><u>Swimming Top-up</u></p> <p>24 Children who have not achieved the National Curriculum Swimming requirements of swimming 25m have a targeted opportunity to do this during additional swimming sessions in order to support life skills.</p>	£400	<p>Children to attend extra swimming sessions to address this need.</p> <p>An increased % of children will swim 25m or further in their extra swimming session.</p>	Improvement in confidence in swimming which will further increase their ability to swim safely in the future.	Children feel confident when entering the water and can swim safely.
	<p><u>Junior Life Skills</u></p> <p>Y6 children to attend Junior Life Skills event and OAA day at Mount Edgcumbe</p> <p>KEY ACTIONS: Book OAA and Junior Life Skills events</p> <p>Analyse PE curriculum to ensure coverage of a range of sports</p> <p>Staff feedback about current PE situation</p>	£250	<p>Pictures from OAA and Junior Life Skills events to feature during leavers' assembly.</p> <p>Staff and children evaluation forms</p>	Children's sporting experiences are broadened.	Staff feel confident to deliver a range of sporting activities to future classes of children. Staff can train children with basic safety and key sailing points before sessions are delivered by trained staff. Class sessions beforehand.

	<p>Priorities for development to be identified.</p> <p>Feedback from children to be obtained and considered.</p> <p>Observations and feedback from PE lead.</p>				
	<p><u>Monitoring</u></p> <p>Monitor, observe and provide feedback about PE teaching and learning to staff. Provide opportunities for PE Lead to teach KS1/KS2 cohorts.</p>	<p>No cost</p> <p>Release time to be arranged with KS2 intervention teacher or use of supply actioned in area 3 titled: <u>Conferences and release time to address actions</u></p>	<p>Written and oral feedback to be given to staff after monitoring</p> <p>Feedback given to governors in PE report</p> <p>Updated sports coverage timetable</p>	<p>Children's sporting experiences are broadened.</p>	<p>As children work through the KS1 and KS2 curriculum, their exposure to a wider variety of sporting activities is developed.</p> <p>Staff feel confident to deliver a range of sporting activities to future classes of children.</p>

Key Indicators / Success Criteria	Actions to Achieve	Cost	Evidence	Intended Impact Upon Children	Sustainability
AREA FIVE - Increased participation in competitive sport	<p><u>PSSP Annual Membership</u></p> <p>For groups of children to complete in competitive sports competitions and festivals as run by the PSSP (Plymouth Schools Sport Partnership). Annual subscription to Plymouth School Sport Partnership which provides the following:</p> <ul style="list-style-type: none"> ▪ Intra school competition (level 2) ▪ CPD training ▪ Access to coaches to enhance extracurricular sports clubs ▪ Access to resources <p>MTA training</p> <ul style="list-style-type: none"> ▪ Ambassador training ▪ OAA activities ▪ SENd competitions ▪ Bikeability training for Year 6 ▪ Balanceability training for Foundation ▪ Indoor Rowing <p>KEY ACTIONS:</p> <p>Purchase annual membership to PSSP</p> <p>Competitions to be entered to be decided each term.</p> <p>Preparation of children.</p>	<p>Membership £4500</p> <p>Taxis or fuel supplements £300</p>	<p>Attendance lists.</p> <p>Certificates.</p> <p>Feedback from children who have participated.</p> <p>School Games Mark</p> <p>PSSP monthly letter to school</p>	<p>Children have increased confidence and skill and are keen to compete competitively.</p> <p>Children have much more access to inter-school competition and it will allow for more children across the school to participate in these competitions. Staff will be more skilled and confidence from the CPD delivered by the partnership. Children will have a chance to experience a wider range of sports through extracurricular clubs. Bronze ambassadors will develop their skills as leaders and lead across a wide range of activities throughout the school. Specialist teachers and coaches will up skill school staff to sustain high quality PE in future.</p>	<p>Children move forward with increased enthusiasm and confidence in participation in sport. Higher uptake of sports extra-curricular activities in 2021 – 2022.</p> <p>CPD that is undertaken with the Sports Partnership allows staff to use these skills and knowledge in their teaching. PE Leader can re-cap these CPD sessions with the staff as and when necessary. Attending regular competitions encourages children to join external extracurricular clubs and also gives staff support in running their own competition.</p>

	<p>Letters / staffing / transport etc. to be arranged.</p> <p>Competitions to be attended.</p> <p>Staff to have access to CPD from PE specialist teachers.</p> <p>AREA 4 ALSO COVERED BY THIS ACTION</p>				
	<p><u>Inter and Intra Competitions</u></p> <p>To hold a variety of inter/intra school competitions.</p> <p>Participate in a wider range of sports in the wider community and within the school environment.</p> <p>NO INTER OR INTRA COMPETITIONS TOOK PLACE LAST YEAR</p> <p>AREA 4 ALSO COVERED BY THIS ACTION</p>	No cost	Photos of inter/intra school competitions on school website and on sports display board in the hall	<p>Children experiencing competition and meeting children from other schools.</p> <p>Staff to teach the sports and the children to see the outcome.</p> <p>More children to attend clubs</p>	<p>Children move forward with increased enthusiasm and confidence in participation in sport.</p> <p>Higher uptake of sports extra-curricular activities in 2022 2023</p>

Appendix:



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Physical Development

	Gross Motor Skills	Fine Motor Skills
22 – 36 months	<ul style="list-style-type: none"> •Runs safely on whole foot. •Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. •Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. •Can kick a large ball. •Walks upstairs or downstairs holding onto a rail two feet to a step. 	<ul style="list-style-type: none"> •Turns pages in a book, sometimes several at once. •Shows control in holding and using jugs to pour, hammers, books and mark-making tools. •Beginning to use three fingers (tripod grip) to hold writing tools • Imitates drawing simple shapes such as circles and lines. •May be beginning to show preference for dominant hand.
30 – 50 months	<ul style="list-style-type: none"> •Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. •Mounts stairs, steps or climbing equipment using alternate feet. •Walks downstairs, two feet to each step while carrying a small object. •Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. •Can stand momentarily on one foot when shown. •Can catch a large ball. 	<ul style="list-style-type: none"> •Draws lines and circles using gross motor movements. •Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. •Holds pencil between thumb and two fingers, no longer using whole-hand grasp. •Holds pencil near point between first two fingers and thumb and uses it with good control. •Can copy some letters, e.g. letters from their name.
40 – 60 months	<ul style="list-style-type: none"> •Experiments with different ways of moving. •Jumps off an object and lands appropriately. •Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. •Travels with confidence and skill around, under, over and through balancing and climbing equipment. •Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. 	<ul style="list-style-type: none"> •Uses simple tools to effect changes to materials. •Handles tools, objects, construction and malleable materials safely and with increasing control. •Shows a preference for a dominant hand. •Begins to use anticlockwise movement and retrace vertical lines. •Begins to form recognisable letters. •Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
ELG	<ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and coordination when playing - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	<ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases - Use a range of small tools, including scissors, paint brushes and cutlery - Begin to show accuracy and care when drawing.