



PE and Sports Premium Policy

Fenstanton and Hilton Primary School

Reviewed By: The Full Governing Body

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Policy Version Control

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11.03.26	1.0	Initial version	FGB

Rationale:

At Fenstanton and Hilton Primary School we will deliver Physical Education using the National Curriculum throughout Key Stage One and Key Stage Two and using the EYFS Framework in the Foundation Stage. We aim to develop basic physical skills and body control as well as developing the mind and body, important for a balanced growth and education. Physical activities also relate to social development through, for example, health education and leisure pursuits, and teaching pupils the importance of physical activity and its contribution to a healthy lifestyle.

Purposes:

Physical Education enables children to:

Achieve their full potential in skilful body management in all aspects of Physical Education.

Know about, value and understand the benefits of participation in physical activity whilst at school and throughout life, promoting a healthy life-style.

Be both creative and adventurous in their discovery of movement.

Grow in self-confidence, personal satisfaction, experiencing enjoyment through involvement in physical activity.

Develop personal and social skills, including co-operation and sensitivity to others, whilst developing and improving their evaluation skills.

Have regard for instructions, rules and safety.

Manage various apparatus and equipment to be able to put these into practice for safety at all times.

Broad Guidelines:**Curriculum Organisation**

We aim to provide every child with two hours of Curriculum PE per week.

The school uses a combination of the iMoves curriculum and professional coaching provided by Over & In, to deliver high quality physical education.

Extra Curricular Activities

The school uses outside agencies and teachers who volunteer their time to deliver extra-curricular sports clubs. At Fenstanton and Hilton Primary School, clubs take place both at lunchtime and after school. There is a first aid trained adult on site during these activities.

Adults other than teachers (AOTT)

We adhere to the LA guidance AOTT, when planning physical activities. The school does use outside agencies to deliver extra-curricular clubs, however we do not use parents in coaching clubs unless there is a teacher permanently with them and they have been DBS checked. *(See LA guidance for Adults other than teachers for more guidance).*

Continuity and Progression

Within the Physical Education curriculum the following four areas of content are identified which are taught in and across all areas of activity:

- a) acquiring and developing skills
- b) selecting and applying skills, tactics and compositional ideas
- c) evaluating and improving performance
- d) knowledge and understanding of fitness and health.

This content provides the basic framework for continuity and progression. Continuity refers to the repetition and consolidation of essential elements.

Progression of physical learning experiences will be related to physical growth and development, as well as key principles underlying the progression of material within an activity area. Progression should be based on providing pupils with progressively challenging but realistic learning experiences, which reflect their physical, social, cognitive and emotional stage of development.

Teaching and Learning Strategies

At Fenstanton and Hilton Primary School, we work with a professional sports coach from Over & In, an external company, to provide one hour of coaching, each week, to every child in our school as part of whole-class teaching. We have planned our curriculum delivery with Over & In so that sessions delivered by coaches fit in with the units of 'fundamental skills' learning the children experience through teacher-led iMoves sessions. Teachers and coaches share information around progress to enable children to be appropriately challenged.

Teaching and Learning strategies used within Physical Education reflect whole school policy, teacher/pupil expectations and activity specific differences. It is acknowledged that in Physical Education the skills, which can be taught to pupils, depend on their stage of development as well as pre-existing ability. It is therefore important that teachers adapt lessons and resources to meet the needs of individual pupils. Principles of progression can be used to adapt tasks e.g. equipment, space, people, tasks, etc. Different areas of activity lend themselves to particular styles of teaching/learning for example, gymnastics and dance provide pupils with the opportunity to explore and create and therefore pupil centred/open tasks are appropriate. In swimming and athletics, which require specific techniques to be developed, more teacher-directed tasks are given. However, the underlying principle within each activity is to utilise a range of teaching and learning strategies, and to involve the pupils in planning and evaluating tasks.

All teachers are responsible for:

- a) following the sequences of learning set out in iMoves;
- b) ensuring pupils are involved in acquiring and developing skills, selecting and applying skills, evaluating and improving performance, and developing their knowledge and understanding of fitness and health;
- c) maintaining high standards of behaviour within all areas of activity;
- d) developing pupils' understanding of safety issues related to PE including safe handling of apparatus, standards of behaviour and risk assessment;

- e) ensuring all pupils change are wearing appropriate clothing and footwear prior to participation;
- f) ensuring long hair is tied back and jewellery is removed;
- g) creating and maintaining a safe working environment for all pupils.

Cross Curricular Links

Physical Education contributes to personal, social, moral and cultural education for example, by encouraging positive attitudes to physical activity and building self-esteem through the development of physical confidence and competence. Physical Education requires pupils to absorb, understand and respond both physically and verbally to a variety of information using appropriate technical vocabulary. Physical Education contributes to other specific subject areas such as:

- **Music** in providing pupils with the opportunity to respond to music and recognise musical elements;
- **Science** in providing pupils the opportunity to understand the effects of exercise on the body;
- **Mathematics** in providing pupils with the opportunity to measure performance, understand shape and relations including symmetry and asymmetry. Use of equipment for recording time and distance.

Resources

Staff should endeavour to make full use of both indoor and outdoor facilities to provide appropriate experiences for pupils within the activity being taught. Physical equipment can be found in the storage cupboard in the hall and in the outdoor PE storage shed. All equipment should be stored in a way that is readily accessible to both staff and pupils.

Health and Safety

Safe practice in physical education has two components. The first embraces the wider responsibilities of the teacher, while the second component engages the pupil in learning about the principles of safety as applied to themselves, their safe preparation and to the care and wellbeing of others. The aim is not to eliminate every possibility of accident, but to avoid unnecessary risks and enable the child to sensibly face those that cannot or should not be avoided.

Jewellery All jewellery should be removed for Physical Education , with the exception of certain, specific religious items. Where earrings cannot be removed by the child, they must be covered with tape. In the case of children having recently pierced ears and being unable to remove earrings, they will not be able to participate – see guidance for non-participants. The school does not accept responsibility for removing or storing earrings or studs.

PE Kit All children must wear suitable dress for PE, as detailed on the school's website page.

https://www.fenstantonandhiltonschool.com/web/pe_games/173281

Staff should also be appropriately dressed, removing jewellery as necessary and changing footwear, to increase stability and control when helping pupils with apparatus and providing support. Jackets, open cardigans, ties etc worn by teachers, are a safety hazard.

Safety throughout PE lessons Teachers have an additional duty of care in Physical Education, which is met

through fulfilling their responsibilities within the teaching and learning strategies section of the policy. Pupils must be made aware of all safety issues related to Physical Education including the assessment and management of risks.

Teachers must establish safety rules and procedures with pupils e.g. checking of the apparatus prior to use, starting and stopping signals, stopping and moving off apparatus to sit and listen to instructions. It is the teachers' responsibility to ensure equipment is stored safely and tidily.

Risk Assessments Generic assessments of risk have been carried out for all school activities.

Outdoor Play Equipment Outdoor playground equipment is checked regularly by the caretaker and assessed by an outside agency yearly.

Inclusion

Inclusion within Physical Education offers all pupils equal opportunities to take part and achieve their potential, reflecting the whole school philosophy on equality of access and opportunity. Curriculum planning and the teaching of Physical Education will take into account the pupils' age, attainment, gender, ethnicity and special educational needs to ensure the learning environment and experiences enable each pupil to achieve their full potential. The contribution all pupils make will be acknowledged and valued; discrimination will be challenged.

Assessment Recording and Reporting

The majority of assessment evidence will be collected through observation of pupils, as instructed by the PE subject leaders. Assessment includes observation of pupils at the beginning and end of a 'unit' of learning, to assess progress and competence.

The framework for assessment with Physical Education is related to the School Assessment Policy for foundation subjects.

- Evidence gathered through both formative and summative assessment is used to inform teaching.
- Teacher assessments will be summarised in the end of year reports

School and community Links

The school subscribes to the South Cambs School Sports Partnership (SCSSP). This provides access to a variety of events, tournaments, visitors to school and competitions.

The PE and Sport Premium

Fenstanton and Hilton Primary School receives funds annually from the PE and Sports Premium, through the UK Government. Funding is based on the number of pupils we have in Years 1 to 6. in the academic year 2023-2024, the amounts payable to schools were as follows:

- schools with 16 or fewer eligible pupils will receive £1,000 per pupil;
- schools with 17 or more eligible pupils will receive £16,000 and an additional payment of £10 per pupil.

The investment of these funds can change year on year, however our school has used these funds to contribute towards: the purchase and installation of new equipment; a Service Level Agreement with Over & In, who provide professional coaches to work with our pupils; staffing cover for the PE subject leaders to effectively plan and make provision for our delivery of PE; lunchtime staffing provision to facilitate a range of physical and sporting activities in order to offer further opportunities and promote active lifestyles.

About the PE and sport premium (from GOV.UK)

All children and young people should live healthy active lives. The UK Chief Medical Officers recommend that all children and young people should take part in moderate to vigorous intensity physical activity for at least 60 minutes every day. Children with special educational needs and disabilities should take part in 20 minutes of daily activity.

The [Childhood Obesity Plan](#) says that at least 30 minutes of daily activity should take place in schools.

Schools have a key role to play in achieving this aim. This is particularly true of primary schools where the foundations of positive and enjoyable participation in regular physical activity are embedded. All children should have equal access to high-quality PE provision and opportunities to experience and participate in a wide range of sports and physical activities. Academic achievement can improve in school because of the benefits children can gain.

Schools should use the PE and sport premium funding to help achieve these aims. It must not be used for core-type school activities. They should use it to make additional and sustainable improvements to the PE, sport and physical activity they provide, such as:

- funding high-quality PE and sport for at least 2 hours a week, complemented by a wide range of extracurricular sport and competitive opportunities
- providing or improving equal access to sport for boys and girls

Schools should prioritise PE and sport premium spending to improve in the following 5 key areas:

- increasing all staff's confidence, knowledge and skills in teaching PE and sport
- increasing engagement of all pupils in regular physical activity and sport
- raising the profile of PE and sport across the school, to support whole school improvement
- offer a broader and more equal experience of a range of sports and physical activities to all pupils
- increase participation in competitive sport.