

St. Monica's Catholic Primary School



Physical Education, School Sport and Physical Activity Policy

‘Strive to succeed in the presence of God’

Together – as a Catholic community
Everyone - children, staff, parents, carers and parish
Achieves – in their unique way and tries to be
More – like Jesus

Date of Issue

May 2024

Primary Physical Education Policy

Our intention at St Monica's Catholic Primary School is to ensure that physical education is experienced regularly, in a safe and supportive environment, as it is a unique and vital contributor to a pupil's physical development and well-being.

Physical education is the only subject whose primary focus is on the body. It uniquely addresses the physical development aim of the curriculum and makes a significant contribution to the spiritual, moral, social and cultural development of young people.

Through a high quality physical education programme, our pupils will become physically literate and develop the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

At St Monica's, we aim to develop the whole child, developing their fundamental movement skills, their thinking skills and how to live a safe and active (healthy and social) lifestyle. We refer to this as the '**Head, Heart and Hands**'.

Aims/Intent

The school's aims for PESSPA are for our pupils to:

- participate and develop physical competency in a wide range of physical activities that provide appropriate challenge with acceptable risk
- build confidence and resilience to try hard and make progress across all activities
- enjoy learning in and through the subject across the domains of physical skills, creative and thinking skills and social, personal and leadership skills, and be able to apply those skills across wider learning and beyond school
- be highly motivated and understand how to plan, organise and lead their own healthy active lifestyles as well as influence those around them
- develop their physical well-being through increased stamina, strength and suppleness and recognise the positive impact on their emotional well-being and health from engaging in physical activity on a regular basis
- be involved in learning about risk management, and their responsibility in this, in order for them to participate independently in physical activity.

Curriculum

Curriculum Planning:

All our PE lessons will be well-prepared and structured to contribute to safe learning situations. Good practice = safe practice. In the planning stage, we think through the following process:

- "This is what I want pupils to learn. This is how I plan for learning to take place, and ask, 'Is the learning experience safe?'"
- Pupils' learning needs are assessed against the scheme of work we use. Safe practice is embedded in the learning process and implemented in every lesson.

At St Monica's, class teachers teach physical education not only to develop and maintain pupils' skills and understanding of the subject but also because the teachers know their pupils' personal, social and health needs, and make appropriate cross-curricular links where they exist.

At St. Monica's, class teachers teach PE and use the Enfield scheme of work to support planning and assessment. For Years 1 to 6, there are units of work for five areas of PE (swimming an exception) and these have been positioned in and across the year groups to achieve a broad, balanced and progressive programme. For an overview of expectations in these five areas of PE for each year group, class teachers can refer to the I Can statement documents provided by EnfieldPE. These documents are stored on the schools' shared drive. They share the expectations of the physical skills, thinking skills and the healthy and social aspect of PE.

In EYFS, units and activities are planned throughout the year to support children to achieve the Early Learning Goals in the EYFS statutory framework. This will be through cross-curricular activities and will develop children's Personal, Social and Emotional Development, Physical Development and Expressive Arts and Design. This intends to provide a secure foundation for children to progress throughout years 1-6 in their Physical Education.

Our long, medium and short-term plans, plus other useful PE resources, are stored on the school's shared drive, and these are regularly updated by the PE Subject Leader. Teachers need to plan their own learning objectives and outcomes to suit the needs of the class, and these are made clear to pupils. It is important that explicit learning about safety is annotated on the plans where appropriate and teachers monitor pupils' understanding of safe-practice principles and ability to apply effectively. Teachers should also conduct their own risk assessment, and plan differentiated learning tasks and assessment opportunities and ensure these are noted on their short-term plans.

Progression documents for each of the six areas of PE (Games, Dance, Gymnastics OAA, Swimming, and Athletics) can be found on the school's shared drive. These can be used to assist teachers in their planning, showing the prior knowledge that children should have from previous learning and how the skills they will be learning in that unit will be developed on in future units throughout their primary education.

Each lesson should include a warm-up and cool down relevant to the main activity and learning environment/weather conditions. All pupils should be physically active for sustained periods of time in every lesson. Progressively, they should learn about the components of fitness and how to perform warm up and cool-down exercises, paying attention to the principles of safe exercise practice.

Swimming takes place at a local pool for all Year 5 pupils, for 10 weeks of the year. Lessons are planned and delivered by the pool provider's swimming instructors, but class teachers are strongly encouraged to assist with and support the sessions. The instructors will provide assessments at the end of each term and deliver a session, in-school, on water safety.

Implementation of the Curriculum:

All pupils are entitled to a progressive and comprehensive physical education programme, which embraces current Statutory Orders of the national curriculum and considers individual interests and needs.

At St Monica's, PE is delivered at any point during the whole school day and a timetable showing when each class is either outside or inside is displayed in the corridor outside the staffroom. All classes have 2 hours of PE a week with the exception of Autumn 2 term, where children will have 1 hour a week. In this term, children will be completing the daily mile to ensure they are still being active and will have opportunity to develop other skills such as performance and dance through our Christmas celebrations.

Our curriculum will provide activities to promote a broad base of movement, knowledge and skills placing pupils in co-operative, collaborative and competitive situations that aim to cater for the preferences, strengths and needs of every pupil.

We will develop their creative and expressive abilities, and provide situations where pupils work

independently, in pairs and in groups. They will be encouraged to appreciate the importance of having a healthy body and begin to understand the factors that affect health and well-being.

Our curriculum embraces the Statutory Orders of the National Curriculum 2014 and Early Years Foundation Stage (EYFS) Guidance. It is inclusive, and every pupil has equal access irrespective of their age, gender, cultural or ethnic background.

Whilst retaining its unique contribution to a pupil's movement education, physical education has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the whole school's planning for the development of pupils' literacy, numeracy, science, geography, Personal, Social and Health Education and computing skills.

In the **EYFS** practitioners should:

- plan activities that offer appropriate physical challenges and provide sufficient space, indoors and outdoors, to set up relevant activities
- give sufficient time for children to use a range of equipment and, whenever possible, teach half the class in each session
- provide resources that can be used in a variety of ways or to support specific skills
- introduce the language of movement to children, alongside their actions
- provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists
- use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

During **Key Stage 1**, practitioners should ensure pupils are taught knowledge skills and understanding through dance, gymnastics and games activities.

During **Key Stage 2**, pupils should have access to all components of the National Curriculum Programme of Study, (athletics, dance, games, gymnastics, outdoor and adventurous activities and swimming).

Pupils have access to a broad and balanced curriculum programme of study.

Where a child is not participating in the lesson, they should still be included. They should take the role of an evaluator, coach, score keeper, videographer etc.

PE is rarely cancelled. The school values regular and frequent lessons to develop children's skills and abilities. In the event of weather conditions making it unsuitable to complete the activity planned, alternative arrangements should be made. These could include class-based activities around the activity (e.g. evaluating and improving work based on watching video clips of previous skills learned) or providing activity to develop movement or thinking skills within the classroom. If the indoor space is available, the activity could be taught inside with modification or adaptation still allowing the learning intentions to be achieved.

On no account is withdrawal from PE lessons used as a sanction.

Implementation – Out of School Hours Learning:

The aims of the out of school hours learning (OSHL) programme are to **extend** and **enrich** the work being done during curriculum PESSPA and to provide pupils with opportunities to **enable** them to develop the skills they need to access curriculum PESSPA. The programme will reinforce the importance of keeping physically active in order to lead a healthy lifestyle.

At St Monica's school, all OSHL opportunities are developed in consultation with students, and the programme will:

- provide a balance of competitive and non-competitive activities through intra- and inter-school events
- provide specific movements/general physical activity clubs, which develop health and fitness
- ensure that every student is offered the opportunity to attend a minimum of one OSHL activity each week
- ensure that the school regularly participates in school sport partnership (SSP) and county-wide events that promote competitive opportunities and physical activity.

To ensure the quality and sustainability of the OSHL programme, the school will:

- employ a range of qualified and experienced auxiliary coaching staff and implement quality assurance through the subject leader
- ensure that the subject leader takes responsibility for forging strong local community club links (club coaches visit school/students attend club taster days/club advertise on noticeboard)
- inform students and parents of the range of OSHL opportunities.

Leadership and Management

The subject leader is responsible to the head teacher and will ensure that the following tasks associated with the role are considered and carried out where appropriate:

- developing good classroom practice
- managing the budget and PESSPA and sport premium based on the needs identified through the monitoring and evaluation of the subject, staff audit and the whole school development plan
- posting reports on the school website about the allocation of the PESSPA and sport premium and its impact
- auditing, ordering and reviewing the efficiency of equipment and learning resources are managed to ensure pupils are well taught and protected
- attending courses to further their own professional development and providing information, support and appropriate continued professional learning for colleagues
- monitoring classroom practice and planning, auditing needs for continuing professional learning to ensure high quality delivery and impact on the children is achieved.
- making all resources available to all staff, including health and safety policy, schemes of work, assessment materials and resources to support learning

- carrying out risk assessments in line with employer procedures
- extending relationships and contacts beyond the school and in the local community
- keeping up to date with and implementing any national, employer and School Sport Partnership developments as appropriate.

Teaching and Learning

The organisation of PESSPA in the school promotes learning through physical activities and sport. Lessons are blocked in units of work that are age-appropriate and aim to promote physical skills and competency, a greater depth of understanding and application of these skills and the ability to perform reflectively.

The structure of the EnfieldPE developmental scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of fundamental movement skills and sport-specific skills, knowledge and understanding.

The planning and delivery of each unit of work in the scheme will be adapted by individual teachers to provide appropriate challenge for all students, to extend those who are more able and provide appropriate levels of support in order for all students to make progress.

Monitoring of Standards of Teaching and Learning

Subject monitoring and evaluating will be carried out by the subject leader with support from the school leadership team where appropriate. The school will utilise the following strategies and measures in order to evaluate standards in PESSPA:

- observations of teaching and learning, including support staff and coaches, to assist in the identification of strengths and development needs
- assessment of student progress and achievement
- student interviews
- self-evaluation of the subject in relation to PESSPA and sport premium.

Additional PESSPA and sport premium funding is being accessed here to release the subject leader to ensure that this monitoring is carried out in accordance with best practice and this policy.

Staff Development

Appropriate professional development for all staff will ensure secure PESSPA subject knowledge, consistency and awareness of health and safety procedures. Staff should be comfortable and competent in the area of activity being taught in PESSPA.

Opportunities for development (CPD*) are taken by the PE subject leader and colleagues are encouraged and provided in order to enhance the quality of PESSPA within the school.

*CPD= continuing professional development. The PE Team organise a calendar of CPD opportunities for all schools buying back into their service.

Assessment of Pupil Progress and Attainment in PE

The Physical Education National Curriculum (2014) sets out the aims, purpose of study and content for physical education. It does not specify a detailed overview of the nature and content of learning. However, it does present attainment targets that pupils should reach by the end of each key stage and these targets are considered the minimum entitlement.

Assessment and Recording:

Pupils will be assessed throughout each unit of work using formative and summative assessment. Pupils' progress will be monitored by the individual class teacher who will use methods to set realistic targets for individual students, based on their strengths and weaknesses. At the end of each unit, an indication of children working at particular levels will be recorded. The attainment target for PESSPA sets out the knowledge, skills and understanding that students of different abilities and maturities are expected to have by the end of each key stage.

In KS1, pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

In KS2, 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 succeed in different activities and sports and learn how to evaluate and recognise their own success

Assessing Progress:

Formative assessment helps pitch the learning activities to accurately meet the needs of all pupils in the class and the units of work are annotated accordingly. The scheme of work incorporates three learning domains: cognitive (thinking), psychomotor (physical) and affective (personal/social and health) – referred to as the 'Head, Heart and Hands'. Assessing pupils using these three learning domains provides a broader picture of the physically educated child as opposed to solely identifying the physical skills (hands) they have acquired.

At St Monica's, we assess the children by:

- watching them work, talking to them about what they're doing and learning and listening to them describe their work
- gathering feedback from students to inform teachers and students of what has been successful and allowing them to set their own future targets
- using ICT, where possible, to see progression and quality of performance.

At St Monica's, summative assessments are also carried out by the class teacher. As mentioned above, at the end of each unit of work (usually at the end of each half term), class teachers are expected to complete the related assessment sheet (found on the school's shared drive) and return this to the PE subject lead. This document will identify the children whose skills are emerging and whose skills are exceeding, and through this will identify those at expected level. Any causes for concern will be noted and appropriate interventions should be put into action if required.

Emerging – not quite met the learning objectives (or only met with support)

Expected – successfully met the learning objectives

Exceeding – achieved over and above what is expected

Recording and Reporting

At St Monica's, we record assessment using the Enfield PE assessment trackers. This is sent to the PE subject lead and allows the school to track student progress against national expectations.

Significant achievements or weaknesses may be noted in lesson evaluations and used to:

- inform future planning by the current teacher or a new class teacher
- form part of the statutory annual reporting process, and in discussions with parents
- help children as a basis for future target setting
- provide information to ensure continuity of progression throughout transfer between classes and key stages.

Equal Opportunities, Gifted and Talented, and Inclusion

Every pupil has equal access to national curriculum PESSPA. At St Monica's, learning experiences are adapted to meet the specific needs of individuals and groups of pupils, including those who have diverse SEND, gifted and talented pupils and those who have English as an additional language. A "can-do approach" is used between all adults and children.

Lesson planning, delivery and assessment aim to ensure that students are provided with appropriate and effective opportunities to actively participate and succeed in the whole range of learning opportunities offered within and outside the curriculum.

Any classroom support provided must extend into PESSPA lessons are appropriate. Teachers and adults other than teachers (AOTTs) working with children will be made aware of any pupils who have special educational needs or medical conditions. The special educational needs coordinator (SENCO) will liaise with staff where necessary to ensure all pupils' needs are met in relation to teaching and learning in PESSPA.

The SEND chapter in the AfPE Safe Practice document, pages 64-76 is an excellent reference tool for specific information and all staff are aware of this section.

All pupils are entitled to access a full programme of physical education (see Equality Act 2010).

Differentiation/Adaptation

PESSPA at St Monica's School will comply with the three basic principles for inclusion in that it will:

- set suitable learning challenges

- respond to pupils' diverse learning needs
- strive to overcome potential barriers to learning and assessment for individuals and groups of pupils.

Action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention aligned to current accepted practice. All pupils should be enabled to achieve success in an environment that safely meets their needs.

Applying the STEP framework can help with the setting of appropriate support and challenge.

- **Space:** where the activity is happening?
- **Task:** what is happening?
- **Equipment:** what is being used?
- **People:** who is involved?

'Tiger Team Gym Intervention'

"Tiger Teams" is a physical activity for children with co-ordination difficulties. The school runs a 'Tiger Team Gym Intervention' for children after school. This includes problems with gross motor skills, which are often observed during PE lessons, for example children who find it difficult to:

- dress and undress for PE
- manoeuvre on and off PE apparatus
- use PE apparatus which takes them off the floor
- jump with two feet together
- balance on one leg
- throw a ball or beanbag with control and direction
- run in a coordinated manner.

The aims of the intervention are:

- to build up muscle stability and strength
- to improve core stability
- to improve balance and co-ordination
- to establish controlled body movements and reduce accessory movement
- to improve confidence and self-esteem.

Safety Issues – Safe Teaching, Teaching Safety

St Monica's follows the "Safe Practice in Physical Education, Physical Activity and School Sport" (2020) guidance provided by the Association for Physical Education (AfPE). This is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health & Safety.

A copy of the current AfPE safe practice book is kept with the PE Subject Leader.

Risk Assessment/Managing Risk

Good teaching and therefore safe teaching in PE are achieved where a balance between appropriate challenge and acceptable risk is illustrated and the likelihood of injury occurring is minimised. Anticipating possible risks can help in the planning of effective risk management strategies. A logical and structured approach to preparation, referred to as '**forethought**', is an essential part of effective teaching, managing and learning.

Where this process reveals a risk that cannot be sufficiently managed then the planning needs to be reviewed.

During the thorough risk assessment of the school, which is carried out on a termly basis (in line with the statutory requirements under the management of Health & Safety at work regulations 1992), significant risks will be reported to the Headteacher.

All our risk assessments can be found on the staff shared drive under - risk assessments.

Teachers are encouraged to carry out dynamic risk assessments prior to every PE lesson. This will involve a quick overview of the teaching environment and equipment, which is then matched with the planned lesson content to assess whether it is safe to proceed or use an alternative approach.

PESSPA Kit

Clothing for pupils:

Pupils should wear clothing that is **fit for purpose** according to the PESSPA activity, environment and weather conditions.

Indoor and outdoor clothing

Indoor sessions:

- a green t-shirt – with the school logo on the front
- green shorts
- bare feet
- in colder weather, children can come into school wearing green tracksuit bottoms and a green jumper but must wear PE kit within the lesson.

Outdoor sessions:

- a green t-shirt – with the school logo on the front
- green shorts or tracksuit bottoms
- a green jumper (school jumper) or a green sweatshirt (the same colour as the school jumper)
- trainers.

Our policy on clothing, footwear and personal effects is provided to new parents on their child's entry to the school. It is also on our website.

Long hair should be tied back for every lesson with a suitably soft tie.

In dance and gymnastics lessons, children will have bare feet for improved quality of movement and safety. Shoes and socks will be removed once in the hall and placed tidily near to the fire exit. If a child needs to leave the hall at any point, they will put on their shoes before leaving. In the event of a fire alarm the children will collect their shoes before leaving the hall.

For classroom-based movement in a limited space or playground activity (e.g. “daily mile” or movement break type activities), it is acceptable for pupils to remain in their school uniform. Class teachers will check that pupils are wearing appropriate footwear to minimize the risk of trips and falls. During this type of activity, children work within a small area and safety concerns linked with slips, trips and falls are reduced.

In hot weather, protection from the sun is advisable; therefore, pupils can wear caps. Parents will be advised to provide sun cream protection for their children to apply. Staff will not apply the sun screen for the children.

Swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards. Goggles should be discouraged unless on medical advice, this is because children need to be able to swim without goggles in an emergency. Pupils with long hair must wear swimming hats. A copy of what the children can wear for swimming is in the Borough swimming handbook. The PE subject lead will have a copy of the handbook.

Religious and cultural clothing:

To maximise safe and meaningful participation, the school and staff will use sensitive management when dealing with any concerns arising from the wearing of certain items of clothing specific to religious requirements.

Clothing for staff:

Clothing and correct attire for a particular PESSPA activity represent important features of safe practice that apply in equal measure for both staff and pupils. Staff should always endeavor to wear appropriate clothing for teaching PESSPA. On the rare occasions that this proves difficult or impractical, a change of footwear and removal of jewellery, at the very least, should always be undertaken.

See page 216 of the AfPE Handbook for further information regarding clothing, footwear and personal effects for staff.

Personal Effects, including jewellery and cultural or religious adornments:

Personal effects, such as jewellery, religious artefacts and watches should be removed to establish a safe working environment. Ongoing risk assessment needs to determine what action will be appropriate.

No jewellery is to be worn for any PE lessons or School Sport clubs/events and should be removed on days where a child is taking part in PE or school sport. A staff member cannot remove any piercings for children. In an emergency situation, earrings will be taped by a member of staff. Parents will be encouraged to get their child's ears pierced at the beginning of the summer holidays.

Staff should always try to avoid complete exclusion from a lesson due to a student being unable to remove personal effects. If a student cannot remove personal effects and there is a risk of injury, they should be given an adapted/alternative role within the lesson (for example, a coach, giving feedback, organizing activities, umpire, etc.). This is to ensure the safety of the child.

Disclaimers from parents about the wearing of any item of jewellery by a student will be declined. Such indemnities have no legal status. The duty of care remains firmly with the school on such matters.

Protective Equipment:

- Section 13 pages 204 of the AfPE Handbook provides further information on Personal Protective Equipment.

Support Staff

These include classroom assistants, teaching assistants, HLTAs, learning mentors, visiting coaches, sports apprentices and volunteer parents but not trainee teachers.

Additional support staff will be used during curriculum and non-curriculum time in order to:

- support the delivery of high-quality PE
- enrich or enhance an activity pupils are undertaking
- provide training opportunities for staff linked to PE Premium Key Indicator 3
- provide additional opportunities for out of school learning hours.

No support staff should operate independently in a gymnastics lesson where equipment is used. They may work alone if competence has been monitored but will be managed effectively by the teacher, who remains legally responsible for the students in their care, whether through direct or indirect supervision of the support staff.

External Sports Coaches

The Headteacher will always maintain responsibility for safe recruitment procedures, disclosure certification, possession of a governing body of sport license, where relevant, and confirming authenticity of all additional support staff and coaches.

The class teacher will always maintain overall responsibility for what is taught and for the conduct, health and well-being of the students.

Changing Provision

This principle is about ensuring **dignity, decency and privacy** where needed be it for physical development or other individual needs.

As St. Monica's lacks purpose-built changing rooms when changing for PE, on the occasion where they must change in school, Reception-Year 4 children will change in their classrooms and Upper KS2 will change in the corridor/toilet areas. Where changing in the classroom, staff are present during changing times to ensure children are safe at all times.

If changing for sports clubs and events, children will change in the corridor/toilet areas.

First Aid and Medical Needs

The PE subject leader works with the 'appointed person/people' to plan first aid arrangements for sporting events off-site if they themselves are not trained. It is considered good practice by the school to have at least one member of staff with first aid training who can take control of first aid arrangements when taking part in physical

activities and school sport off-site.

The First Aid chapter in the AfPE Safe Practice document, pages 94-119 is an excellent reference tool for information on first aid kit contents, defibrillators, accident and emergency procedures including dealing with concussion. All the staff are aware of this section and also when and where to report accidents.

Pupils who have suffered an injury, had a medical operation or have been advised by their doctor to not participate in PE or physical activity, may be excused from practically taking part in PE lessons until recovered. The child will be given a different role to undertake e.g. umpire, coach, commentator, videographer, etc.

Parents will need to email the school office providing reasons why their child cannot take part in the PE lesson. Following an injury, parents must inform the school when their child is able to take part in lessons.

Concussions:

If a child has had a head injury that has required us to contact parents at some point during the school day, they will not be allowed to join in the physical activity. This is to avoid further injury. As mentioned previously within the policy, they will be given an alternative role within the lesson, but one that does not involve physical activity.

At St Monica's, staff will be following the government guidance:

“If in doubt, sit them out.”

Equipment and Resources

The majority of PESSPA equipment is stored in the PE cupboard. Some equipment is stored on two further PE trolleys (one next to the PE cupboard and one on the infant playground). Gymnastics equipment is kept in both the infant and the junior halls. All equipment is catalogued and a list is available from the PE subject leader. The suitability of equipment is regularly reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning.

Pupils are encouraged to:

- look after resources
- use different resources to promote learning
- return all resources tidily and to the correct place with staff supervision (children not to enter the PE cupboard unless with an adult)
- learn any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported to the PE subject leader as soon as possible. Any piece of apparatus where damage is observed that could cause injury must be isolated from use and reported. No groups or individuals should be able to access the resource until such time as it is made safe.

It is the responsibility of all staff to ensure that the equipment is replaced tidily in order to minimise the potential for tripping, and to allow safe accessibility for pupils to pick up, transport and site the equipment they are using. There are specific areas for each piece of equipment and this is made clear to all staff.

Transporting Pupils

The AfPE safe practice book Section 16 pages 227-236 is an excellent source of reference for information on parental consent in relation to transporting pupils, seat belts and child restraints, pushing wheelchairs, use of private cars and minibus driving.

We ask parents to provide written consent on one occasion to cover the time the pupil is at school and we keep parents and pupils informed of events when their child may be transported to an event. The office staff are required to check parents' insurance and driving license documents.

PE and Sport Premium funding

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that schools should use the Primary PE and Sport Premium to:

- Develop or add to the PE and sport activities that your school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

All schools are required to publish details of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. This information is posted on the website and reviewed regularly by the Governing Body.

Link Governor

As governors are responsible for the spending of the PE grant and ensuring it meets the requirements of the conditions of the grant, it is best practice is to have a nominated governor or trustee with whom the PE subject leader liaises on all matters PESSPA and sport premium.

Our PESSPA Link Governor is Fionnuala Hegarty