



AREA: PE	LEAD: Sonia Bell <b>Updated 14/11/16</b>
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Desired Outcome (What do you want to happen?)	Rationale (Why?)	Actions (How?)	Evidence of Success (How will you know?)	REVIEW JULY 2017
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**School Improvement Plan priority: 3 (Ofsted Afl 1)**

<p><b>Ensure that work set is consistently challenging enough to ensure that pupils make outstanding progress</b></p>	<p>So that all groups of pupils make at least good progress to <u>at least</u> meet national expectations across the curriculum</p>	<p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>PE leader to develop the assessment system to raise standards (at least 75% ARE)</li> <li>Supporting teachers in the understanding of the assessment system to accurately assess progress and attainment.</li> <li>Through an understanding of the assessment criteria, well sequenced lessons are planned for to ensure more pupils embed skills and their application through games/dance phrase or gymnastic sequence.</li> </ul> <p><b>Teaching/delivery:</b></p> <ul style="list-style-type: none"> <li>Funding is used to provide cover for SLT to observe PE teaching throughout the school to ensure pupils are making outstanding progress</li> <li>Gather swimming assessment and data from our provider to ensure they are meeting the schools objective of reaching at least 75% ARE.</li> </ul> <p><b>Upskilling:</b></p> <ul style="list-style-type: none"> <li>To organise teachers to teach alongside sport specialists to develop PE skills teaching.</li> <li>Peer observations to promote the areas of strength in the school to share areas of expertise. (Gymnastics/dance)</li> </ul> <p>Promote literacy through dance to convey feeling and emotions through movement (children's books/poems/scenes from a class book etc)</p>	<ul style="list-style-type: none"> <li>Peer observation - looking at outstanding progress within a lesson and unit.</li> <li>From a range of monitoring lessons are consistently good with many elements of outstanding.</li> <li>CPD – working with outside providers to ensure they understand the assessment criteria and using it regularly.</li> <li>Teachers sharing creative dance ideas and the school building a bank of appropriate stimuli/resources</li> <li>Confidence of teachers increased in teaching dance and seeing the subject as a tool for whole school improvement</li> <li>Children enjoying learning across the curriculum through dance. Evidence obtained through pupil interview and quality of writing in all subjects books.</li> <li>Swimming data available on the school website and analysed (make links with tracking information)</li> </ul>	
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**School Improvement Plan priority: 1 and 3 (Ofsted Afl 5)**

<p><b>High quality questioning and enquiry-based learning is enabling pupils to engage with the subject at greater depth</b></p>	<p>So that all pupils are given the opportunity to deepen their understanding of <i>the subject</i></p>	<p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>Teachers to include in their plans 3 key questions linked with the embedding statements from the assessment criteria.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Class teachers to identify most able children and signpost them to in-school and outer-school clubs.</li> <li>Ensure all clubs are functioning at full capacity and ensure we promote inclusion in all clubs.</li> </ul> <p><b>Upskilling:</b></p> <p>Upskill LSA/TA/CT (when working with sport coaches) to support children according to needs.</p>	<ul style="list-style-type: none"> <li>Key questions incorporated on PE plans</li> <li>Children's knowledge and understanding of activity area increased. Evidence obtained through end of unit.....test/video recording/books/end of year assessment grid/plenaries.</li> <li>Assembly of success at the end of the half term.</li> <li>Staff meeting (INSET)</li> </ul>	
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**School Improvement Plan priority: 5**

<p><b>Planned opportunities to explore the school's core Christian values through the subject are making a marked impact upon pupils' SMSC development</b></p>	<p>So that all pupils have the opportunity to develop excellent SMSC understanding, to enable them to flourish in life and in learning</p>	<ul style="list-style-type: none"> <li>• Develop SOC (sports organising crew) to promote sports leadership in KS2.</li> <li>• Specific feedback given to class teachers in after planning scrutiny.</li> <li>• Key questions are included in planning.</li> <li>• Develop assessment in PE.</li> <li>• Promote the teaching of OAA from Year 3 – 5.</li> <li>• Through L2 competitions promote the school values.</li> </ul> <p>Promote foundation subjects (history) and English through dance to convey feeling and emotions through movement (children's books/poems/scenes from a class book etc)</p>	<ul style="list-style-type: none"> <li>• Themed term: dance and English.</li> <li>• Each year groups 'history day' incorporates an element of dance to embed understanding of the topic.</li> <li>• High quality topic history write.</li> <li>• High quality dance lessons.</li> <li>• Year 5 playmakers award.</li> <li>• Year 5 talk to pupils in key stage assemblies and organise games for one day of the week.</li> <li>• Young leaders to promote game of the week through the noticeboard.</li> </ul>	
<p><b>Subject Specific area for development (additional):</b></p>				
<p><b>Improving healthy active lifestyles.</b></p>	<p>To ensure all children are benefiting from the PE and Sport Premium funding.</p>	<ul style="list-style-type: none"> <li>• Continue to promote daily physical activity and the healthy schools eating policy.</li> <li>• Identification of non-participants of regular physical activity at school (clubs)</li> <li>• Greater resource provision at playtime.</li> <li>• Introduce daily physical activity programme.</li> <li>• Working towards the CMO recommendations of incorporating and extra 30 minutes of physical activity in accordance to the new Healthy rating scheme from 2017.</li> </ul> <p>Completion of the health survey and the related homework to help children and their families understand the 60 minutes of activity requirement.</p>	<ul style="list-style-type: none"> <li>• Playground markings.</li> <li>• Timetable of ten minutes activities to be done in and outdoor (this is in addition to PE lessons)</li> <li>• Maximum engagement and improvement in behaviour in lessons and around the school.</li> <li>• Healthy eating silver award.</li> </ul>	
<p><b>Increasing the number of competitions being played outside of school.</b></p>	<p>To ensure all children are benefiting from the PE and Sport Premium funding.</p>	<ul style="list-style-type: none"> <li>• To increase the number of L2 and L1 competitions.</li> <li>• Apply for the <b>Silver</b> school games kite mark in July.</li> </ul> <p>Teachers promoting the 'Sainsbury's Games' values PE and class lessons. (Making a link between the sporting values and school values) to promote outstanding behaviour at our school.</p>	<ul style="list-style-type: none"> <li>• Silver school games award.</li> <li>• Increased amount of pupils taking part in competitive competition.</li> <li>• Pupils exemplifying the school values through sport.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

**DEPARTMENT FOR EDUCATION VISION FOR THE PRIMARY PE AND SPORT PREMIUM.**

***ALL*** pupils leaving primary school ***physical 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.

The funding has been provided to ensure impact against the following OBJECTIVE:

To achieve the 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.
2. The profile of PE and sport being raised across the school as a tool for while 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.

### **Budget Plan: 2016/2017 (£8600 per academic year)**

<b>Expenditure:</b>	<b>Reason for Expenditure:</b>	<b>Approximate cost:</b>	<b>Expected outcomes:</b>
Westminster PE and School Sport membership package	Support in teaching/assessment/networking and CPD opportunities.	£490	Ongoing CPD for PE middle leader.
Supply for PE tournaments.	L2 competition involvement.	£ 800	Increased numbers of children competing at L2 sports.
QPR primary Stars programme (Term 1: all day) (£70 x 14 weeks)	CPD	£980	1:1 curriculum support and mentoring for identified children in KS2. Ongoing CPD for teachers. An increased amount of KS2 children organising and running lunchtime activities for all classes.
QPR primary Stars programme (Term 2: half day) (£80 x 11 weeks)		£880	
Sport active (lunch club for Year 5's) (extra £7 per child)	Develop Young leaders in KS2.	£588	More children getting involved with physical activity and improving general health. Support emotional and social wellbeing.
Morning clubs:	Promote daily physical activity.	£705	
After school Clubs:	Promote daily physical activity.	£600	
PE equipment:	Promote daily physical activity during playtimes.	£270	Promote and improve gross motor skills/coordination/team building/social skills.
Venue hire:	Sports day	£271	Whole school completion and involvement. Promote sporting values.
Rock climbing	Year 3 and Year 4	£640	Broadening children's experiences (OAA), Risk taking
Kayaking	Year 5	£ 525	Broadening children's experiences (OAA) .Risk taking
KS2 fruit snack	To raise awareness of healthy eating and lifestyles.	£1500	More engagement in lessons and raised awareness of the effect of healthy eating.
<b>TOTAL</b>		<b>£ 8249</b>	<b>Surplus:</b> <b>Dance CPD for school focus in HT3.</b> <b>Out of school trips/events to see professional level of competition.</b>