



Subject: PE	Staff Responsible: H. Gordon
<p>Strengths:</p> <p>a) <u>Curriculum</u> a) An extremely broad and balanced curriculum engages and develops a love for physical activity which pupils respond to. b) The “irresistible learning” curriculum has engaged pupil, staff and parents in the learning journey of pupils. Planning, led by the subject leader and supported by SLT, S.E.N.C.O and P.S.H.E lead, ensures that PESSPA is integrated within and across subjects. Pupils challenge themselves and others [including their families] to be more active, live and eat healthily and enjoy all opportunities presented to them.</p> <p>2. <u>CPD</u> a) Opportunities for CPD within school as a result of continuous and monitored staff audits, supported by excellent resources. b) Teachers are well supported to develop confidence and enthusiasm in their teaching of physical education and are well supported through the strategies and resources developed and embedded by the school [planning, use of core task; assessment systems; S.T.E.P principles].</p> <p>3. <u>Extracurricular activities</u> b) A broad and balanced curriculum, enhanced through lunchtime and after school provision, in addition to special events and an extremely enhanced competitions programme provides outstanding experiences for pupils, particularly in non-games activities. c) OSH provision is encouraged and planned for in an inclusive and meaningful way and a large percentage of pupils engage in after school clubs. d) The school has an excellent competition record, particularly for their b and c teams, but see this as an extension of their curriculum provision not a simple add on.</p> <p>4. <u>Inclusive</u> a) Intervention programmes are designed to target pupils with a wide variety of needs and evidence shows significant impact for many individual pupils, particularly those most at need.</p> <p>5. <u>Subject lead</u> Passionate subject leader, supported by S.E.N.C.O. & P.S.H.E lead, together with SLT and Governors drive standards up through high expectations underpinned by sound planning. Management, monitoring and evaluation is constant and robust.</p>	



<p>Key Issues for Action: (Focus on Sports Premium Objectives)</p> <ol style="list-style-type: none"> 1. Engagement of all pupils in regular activity with reference to 30 active minutes daily. <p>Top three challenges addressed:</p> <ol style="list-style-type: none"> 1. Tackling inactivity and physical wellbeing 2. Declining emotional wellbeing and resilience 3. Parental engagement/activity at home <ol style="list-style-type: none"> 2. The profile of PE and sport raised across the school as a tool for whole school development 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 increased participation in competitive sport. 5. Increased participation in competitive sport. 	<p>Criteria for Success:</p>
<p>Development Plan (What are we going to do as subject leaders?)</p> <ul style="list-style-type: none"> ➤ To complete an audit of practical resources. ➤ To complete staff subject audit to gain a clearer understanding of staff's strengths and developmental needs. (New staff) ➤ To update policy. Re: earring policy, children not able to participate in PE their roles in the lesson, active learning. ➤ To produce an expectation checklist for staff and children to refer to during teaching and learning sessions of PE lessons. ➤ Look at the website – what do our parents see? What does PE look like online? ➤ Research: Impact of active leaning on progress and wellbeing. ➤ Healthy Movers EYFS 	
<p style="text-align: center;">Cost Implications</p>	



<p>Resources TLR Transport Get Moving Resources Healthy Movers EYFS YST membership DRUMBA Stressbox</p>	<p>Training Forest School Balanceability Gymnastics CPD TAG Rugby</p>
<p>Support Required</p>	<p>TOTAL: £17,878 See separate costings sheet</p>
<p>Mid-point review (March 2020)</p>	
<p>End Review (July 2020)</p>	