



<b>Subject: PE</b>	<b>Staff Responsible: H Gordon</b>
<p><b>Strengths:</b></p> <p>a) <b><u>Curriculum</u></b>  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. <b><u>CPD</u></b>  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; SHARP principles].</p> <p>3. <b><u>Extracurricular activities</u></b>  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. <b><u>Inclusive</u></b>  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. <b><u>Subject lead</u></b>  Passionate subject leader, supported by S.E.N.C.O. &amp; 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>	

**Key Issues for Action:**

1. CPD focus on Dance, Games and Orienteering to develop the quality and provision of these sports.
2. Active Travel Walk to School Travel Tracker
3. Resources to support the teaching of balance ability
4. Leaders. Implementation of subject ambassadors and play leaders to support active break and lunchtimes.
5. Complete the Platinum Black Country Award
6. Swimming TOP UP to support children in Years 4-6 to meet the need of the statutory requirement. Create a swimming curriculum to support a year's swimming provision to include aquatics sports.
7. Active Curriculum- Resources Blaze pod to support active times throughout the school day.
8. Lesson observations of PE lessons following on from CPD sessions and staff meetings.
9. Forest School development of outdoor area, working with Suzi and Molly to develop the outdoor area.

**Criteria for Success:**

1. CPD support half termly for Dance from DPA. Games staff to have termly support from WBA. Orienteering school to be mapped out and fully resourced and staff meeting to support the teaching of OAA.
2. Continue to raise the profile of Active Travel Tracker with Living Streets to promote the importance of active travel to and from school.
3. Resources needed to support the session and ability of the children. Pedal bikes to progress children on when ready.
4. Develop and improve the breaktime and lunchtime provision. How are resources being used? How active are break and lunchtimes? Pupil voice. Subject Ambassador Roles.
5. Complete the documentation to support the Award.
6. Working alongside Summerhill staff to create a school swimming curriculum overview to encourage opportunities for aquatic sports and challenge more able swimmers. Legacy of the Commonwealth Games. Staff CPD opportunities working with Active Black Country.
7. How active is our curriculum in all lessons additional to PE lessons? Use of SHARP principles, blaze pods, go noodle, Super movers. Active breaks.



### Development Plan (What are we going to do as subject leaders?)

1. Staff audit after CPD and feedback. Pupil Voice after CPD. What impact has the CPD had on staff's confidence and the quality of lessons taught?
2. Active Travel. Use of subject ambassadors to promote the Walk to School initiative. Share championing class monthly on newsletter to parents. Work with Active Travel to put in place park and stride locations around the local area to support the local community. Promoting the importance of active travel and environment.
3. Resources to support balance ability provision in EYFS, monitor data and impact, case study opportunity.
4. Subject ambassadors' role, regular meetings and embed their roles at lunchtime and playtimes, work with WBA to support the provision of activities at break and lunchtimes. Roles of lunchtime staff and LSA's appraisal target to support active break and lunchtime.
5. Complete the Platinum Black Country Award working with DT subject lead and PSHE lead.
6. Create a programme of study to support swimming in school to achieve the statutory requirement, support and challenge able swimmers and ensure the life-saving aspects of the skill is taught in school as well as poolside. Create an assessment tool to support end of key stage data.
7. Active heat map: How active are specific year groups throughout a day? Choose a year group per half term to monitor and focus on their weekly timetable opportunities for 60 minutes active time throughout a week.
8. Lesson observations to support the Helen Youngman Training with SLT and the CPD received, Games or Gymnastics focus.
9. Forest School development, Outdoor Learning Environment for EYFS. Development of the forest school area.

### Cost Implications

#### Resources

Blaze Pods £1,245.00  
 Balance ability bikes £1,026.00  
 WBA CPD £3,888.00  
 Rugby Tots CPD £1,800.00  
 DPA Dance CPD £3,276.00  
 Orienteering CPD and resources £1,000.00  
 Forest School development plan TBC

*NB. This plan outlines the specific costs being spent on the development of PE this year. There will be other costs coming from PE and Sports Premium*

#### Training

Orienteering staff meeting  
 Swimming CPD for teachers  
 Forest School sharing good practice with nurseries that are successful.



<p><b>Support Required</b> Dance CPD – costed above Games CPD - costed above OAA resources and training for staff - costed above Subject Leader time to observe and support – 1 day for each phase £1,000.00 approx</p>	<p><b>TOTAL: £13,235.00</b></p>
<p><b>Mid-point review (March 2023)</b></p>	
<p><b>End Review (July 2023)</b></p>	