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| **Links to school improvement priorities** |
| **INTENT: (What do effective learners and responsible citizens look like in this subject)**  Effective learners need to know the importance of leading an active and healthy lifestyle.  Effective learners need to speak clearly and articulate tactics confidently with peers in game situations.  Effective leaners need to become confident to execute fundamental movement skills.  Effective learners need to be inspired to succeed through professionals within the sporting world. Responsible citizens need to show fairness and respect in lesson based learning and competitive settings. |
| **Baseline evidence: (current picture/reason for the focus on this area)**  **To ensure all PE provision is effective and relevant:**  -All staff use PE Planning scheme as a tool to work from.  -All staff follow the PE Curriculum Map to ensure coverage across the year.  -All staff follow the PE Progression Map to ensure new learning is built upon prior knowledge.  **To improve the provision of PE throughout school:** - All staff were given an audit of PE skills to highlight their strengths and weaknesses.  - Use external agencies to deliver a variety of specialist PE sessions in school.  **To meet the relevant requirements for School Games Mark Gold:** - We participate in JMAT, the Mexborough Pyramid and Active Fusion competitions throughout the year.  - All children participate in the minimum of 2 hours of PE per week.  - All children take part in Fit in 15/Daily mile.  **To increase and sustain participation in sport and physical activity:** - Provide a variety of extracurricular sporting after school clubs.  - Local clubs deliver free taster sessions within school to provide pathways to participation. |

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| **IMPLEMENTATION:** | | | | | |
| **Objective** | **Intended outcome** | **Actions**  **(Including monitoring)** | **Timescale/ lead person** | **Budget implications**  **(resources/time)** | **RAG rate** |
| **To assess PE across the school.** | All teachers use assessment sheets alongside statements to track individual progress every lesson. | * PE coordinator explores ways of assessment in PE. * Share assessment systems with staff. Staff to discuss and tailor for school / pupil needs. * Collects assessment sheets from each year group at the end of every half term / term. | BB Autumn  Ongoing all year. | Create assessment sheet using the statements for each class and sport every half term.  Staff meeting time |  |
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| **Deliver PE interventions to specific target children.** | Using data from the assessment sheets to organise BIO clubs (by invitation only) to target key pupils e.g. less able, pupil premium and gifted and talented. | PE coordinator analyse data from assessment sheets to create specific intervention clubs for target children.  - Highlight specific children across the school where areas of weakness occur.  - Set up lunch time BIO clubs (by invitation only) to target low ability children. | Analyse data every half term and change BIO clubs. BB. | Use funding to replenish sporting equipment. Buy SEN specialist kit if required. |  |
| **To reduce sedentary behaviour in children.** | All children to achieve the government requirement of 60 minuets of physical activity every day. | All teachers to ensue children partake in ‘Fit in 15’ every day.   * Share a bank of ideas and resources with staff via email e.g. super movers, go noodle etc. * Audit resources – cones / skipping ropes. * Drop in to classes to check that all year groups are participating in the activity. * Discussion with pupils in each cohort to check that they are regularly participating. Do they know what ‘fit in 15 means?’ | Ongoing all year. BB | Use funding to replenish sporting equipment - Buy necessary equipment for after school sports clubs. Restock playground equipment to ensure children remain active at break and lunch times.  Use funding to purchase ‘Maths of the Day’ for teachers to use and deliver active maths lessons.  Use funding to buy equipment and resources for teachers to deliver active phonics and SPaG lesson. |  |
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| **Children participate in competitive sports.** | All children to be given the opportunity to partake in competitive sports. | PE coordinator organise and host intra sports competitions.   * Meet with DB to schedule dates / competitions to be booked for each half term. * Split the school into 4 houses to help run competitive sport afternoons. * Staff to be informed through sharing of competition timetable in staff meeting. Staff informed of their role within it.   Autumn Term  Skipathon Thursday 28th Nov  Santa Dash Cross Country Friday 13th Dec  Spring Term  Seated Volley Ball Thursday 30th Jan  Basketball Thursday 26th Mar  Summer Term  Tag Rugby Thursday 4th Jun  Sports Day Thursday 2nd Jul Rounders Thursday 16th Jul | BB / DB Aut 1  Host a competition every half term BB.  RB – All staff  Autumn BB/DB  Spring BB/DB  Summer BB/DB | Use funding to purchase necessary equipment for the competitions.   Use JMAT’s PE Specialist DB to help organise and run the events. |  |
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| **Evaluation** | | | |
|  | **Autumn term** | **Spring term** | **Summer term** |
| **IMPACT** |  |  |  |
| **Next steps** |  |  |  |

**IMPACT: We will know we have been successful when… (could list the measures here or just make sure that they are clear in intended outcomes)**