



Parley First School

PE Strategic Action  
Plan 2021/22



AREA FOR DEVELOPMENT: Physical Education

LEADER:

Claire Wickenden (Naomi Inge TA PE Support)

Priority 1:	Priority 2:	Priority 3:
<ul style="list-style-type: none"> <li>To ensure that the quality of Teaching and Learning in Physical Education is Good or better</li> </ul>	<ul style="list-style-type: none"> <li>To promote and develop positive attitudes to sport and physical activity</li> </ul>	<ul style="list-style-type: none"> <li>To promote that pupils access a fit and healthy lifestyle including healthy wellbeing.</li> </ul>
<b>Success criteria:</b>	<b>Success criteria:</b>	<b>Success criteria:</b>
<ul style="list-style-type: none"> <li>100% of teaching to be consistently good or better by July 2022</li> <li>All children to progress in the fundamental movement skills needed for sport</li> <li>There is clear evidence of progress in skills across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>All children participate in competitive intra-school event</li> <li>All year 4 children to compete in an inter-school event.</li> <li>Engage vulnerable groups with extracurricular sporting activity.</li> </ul>	<ul style="list-style-type: none"> <li>Minimum 15% least active children being more active by July.</li> <li>All children engaging in active play during break and lunchtimes.</li> <li>All children show increased awareness of the importance of wellbeing.</li> </ul>
<b>Reason for priorities:</b>		
<ul style="list-style-type: none"> <li>To ensure that all pupils make at least good progress relating to age related expectations and key objectives across the curriculum.</li> <li>To ensure the standards of Teaching and Learning are maintained to the highest level meeting the needs of all pupils.</li> <li>To engage all pupils in regular physical activity and promote the importance of a healthy lifestyle for physical and mental health.</li> <li>To ensure all pupils have the basic skills required to access a range of sports and physical activities in their future.</li> <li>Primary Sport Premium funding will be strategically targeted to improve provision for Physical Education across the school for all children</li> <li>The school aims to ensure all pupils are fully included in Physical Education and have equal access to opportunities</li> </ul> <p>The following plan will demonstrate how Parley First School plans to spend the funding to improve outcomes for all children. The plan will monitor impact and evaluate outcome.</p>		
<b>Key objective: To continue to develop the quality of PE provision across the school to raise attainment and achievement</b>		
<b>Priority 1: To ensure that the quality of Teaching and Learning in Physical Education is Good or better</b>		

Person leading	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '21	Mar '22	July '22
CW/NI	To ensure all teaching staff have the skills and confidence to deliver 'good' P.E. lessons.	July 2022	To review staff confidence in teaching high quality PE through the use of questionnaires and meetings with teachers.	PE staff meeting  PE TA to support in lessons  Potentially new resources	100% of Teaching to be good or better across the school in PE	PE lead to meet with teachers to outline expectation and aims.	PE TA to work with all staff to offer support and guidance.	Staff to feel confident and equipped to teach all areas of PE.
CW/NI	To monitor teaching of PE across the school to ensure all pupils are accessing high-quality lessons	July 2022	PE subject leader and HLTA to monitor teaching through lesson observations  PE HLTA to support one lesson a week to ensure progress for all children.	Subject leader time PE TA time	100% of teaching is Good or better  Clear progression of skills throughout school.  All pupils make progress in movement skills.	PE lead to observe teaching staff and give feedback.	PE Lead and TA to work with staff to address areas of improvement and increase confidence	100% of teaching is good or better, with all children making expected progress.
CW	To coordinate CPD opportunities for teaching staff (including specific support for the Resource Provision) in specific sports.	July 2022	PE subject leader to highlight barriers to overcome and CPD needs through discussion with teachers and questionnaires.	SGO organized CPD opportunities  AfPE opportunities  CPD for staff	100% of Teaching to be good or better across the school in PE	PE lead to meet with teaching staff to discuss personal needs and barriers	CPD opportunities shared and organized where possible.	All staff to have accessed appropriate CPD to overcome barriers.
CW/NI	To ensure all children are developing the fundamental movement skills in line with ARE.	Termly	PE TA to be aware of children who need extra support or intervention to achieve skills at ARE level.	PE TA Time  Intervention activities (Learn to Move)	100% of pupils to make progress in movement skills over the academic year.	Teachers to identify children each half term – PE Lead to monitor list of children.	PE TA to monitor LA children within lessons and intervention time.	All children to compete in end of year sports event at ARE level.

CW	To introduce orienteering lessons to KS2 using onsite orienteering course.	July 2022	PE Leader to organize CPD for teaching staff.	Orienteering course	100% KS2 pupils to have participated in orienteering.  Most pupils to understand the basic principles and recognize how it helps to keep us fit and healthy.	PE lead to liaise with Jason and book CPD.	Year 3 to have CPD Spring 2.	Whole staff CPD.  Year 4 CPD.
Person leading	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
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**Priority 2: To promote and develop positive attitudes to sport and physical activity**

CW/NI	To continue to provide opportunities for all Year 4 children to take part in competitive sport	July 2022	PE Leader to ensure dates are available in advance for school games fixtures.  PE Leader to coordinate with other local schools to arrange competitive events within CAT.  CW/HJ/AB/NI to monitor children chosen for each event.	PE lesson time to prepare children for event.  Before and after school training given for specific events when required.	100% of Year 4 children to have opportunity to participate in inter-school competition.	Arrange meeting with local PE leads.  Contact SGO for list of events	Parents aware of events.  Participation monitored	100% Y4 children to be offered the opportunity to represent the school.
CW/NI	To provide opportunities for all children to compete and represent their class.	July 2022	PE Leader to work with SLT to plan in key dates throughout the year for in school sport festivals and competitions.  PE HLTA to help organize and resource the event.	Subject leader time  PE HLTA time	100% of children experience sporting competitions.  Children develop confidence in their skills to 'perform'.  Children develop pride in representing their class and build on teamwork skills.	Map out potential dates for fixtures.	Hold and review first fixture.	Children compete in Parley Pentathlon using skills from across the year.
CW/NI	To develop a positive culture around fitness, P.E. and sport.	July 2022	P.E. leader and P.E. HLTA to coordinate sporting fixtures with local schools. P.E. noticeboard made and updated.	Subject Leader time	Increased number of children participating in sport and fitness across the school.	Potential fixtures highlighted.  Simple games and	Noticeboard created and updated with achievements.	Collect feedback from pupils, staff and parents

			PE HLTA to work during playtime to organise activities to promote healthy fitness and participation in games.			activities introduced during playtime	Fixtures attended.  Children participate in lunchtime activities	following fixtures.  Targeted children (least active and PP) participating in lunchtime activities.
CW	To continue to promote extra-curricular activities to vulnerable pupils to develop sports skills	Termly	PE leader to check if pupils who are registered as PP are accessing extra-curricular clubs  Clubs advertised in school newsletter	Sports Premium Funding	More children physically active.  Targeted children to participate more frequently.	Review attendance at clubs	Review pupils registered for FSM group at clubs	100% attendance at clubs including PP pupils.

**Priority 3: To ensure that pupils access and fit and healthy lifestyle**

Person leading	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '21	Mar '22	July '22
CW	Monitor fitness of KS2 through the year	July 2022	Year 3 & 4 to complete fitness assessment termly using teacher judgement to highlight those in need.  PE HLTA to monitor results and provide intervention support for the least active children.		Children to show improved fitness through improved scores and attitude to their own fitness.	Initial baseline fitness assessment completed and individuals highlighted for intervention.	Children attending intervention support show progress in fitness. PE HLTA to monitor	All KS2 children to have ARE levels of fitness.
CW/ NI	To develop the role of 'Sports Leaders' to encourage all children to be physically active.	July 2022	PE HLTA to monitor effectiveness of training and use of games during lunch.  All staff to monitor use of Sports Leaders during duty and	PE Lead to work with sports leaders weekly to support their leadership skills.	All children will have the choice and support to be physically active during 'play times'.	Year 4 children to understand the role. Children to be aware of who the	All children in KS2 to be aware of Sports Leaders and their purpose.	All children to be aware of Sports Leaders and their purpose. All children

			report any feedback to PE Lead	Sports Leader Training course		Sports Leaders are in school	Increased uptake in Sports Leader led games	accessing an active playtime.
NI	To develop positive attitudes to sport for least active children and vulnerable pupils.	July 2022	Class teachers to assess and highlight least active or vulnerable children in their class.  NI to work with highlighted pupils in small groups.	PE HLTA Time  Books and resources to engage least active.	Children to show improved attitude to physical activity and some improvement in fitness.	Teachers to assess and highlight children.  NI to begin meeting with them.  Attitude questionnaire	NI to identify key areas to work on with specific children.	NI to assess and interview children using same questionnaire.

## Appendix 1

### Non-Negotiable Lesson expectations



AFL	Planning	Challenge
<ul style="list-style-type: none"> <li>- Sharing LO (WALT)</li> <li>- Connect to previous learning and reasons for learning</li> <li>- Use of Learning partners</li> <li>- No hands up (differentiated questioning)</li> <li>- Peer assessment</li> <li>- Self assessment</li> <li>- Pink and green marking systems</li> <li>- Opportunities to reflect (green for grow time) How can I improve my Learning?</li> <li>- Pit stop plenaries (how are you moving the lesson forward?) Assessing learning throughout the lesson</li> </ul>	<ul style="list-style-type: none"> <li>- Appropriate to year group/Child's needs</li> <li>- Well-resourced with opportunities for children to select what resources they need</li> <li>- Progression of Learning</li> <li>- Inspiring and engaging</li> </ul>	<ul style="list-style-type: none"> <li>- Are all children being challenged?</li> <li>- What are you going to do if they have finished quickly?</li> <li>- What are you going to do if they can't do it?</li> <li>- How can you spot the child that is doing lots of work but not being challenged?</li> <li>- Oral and written feedback</li> </ul>
Creativity	Questioning	Use of TAs
<p>Drama</p> <ul style="list-style-type: none"> <li>- Hot seating / Role-play /Conscience alleys</li> <li>- Use of authentic fakes (e.g. a letter from the Big Bad Wolf)</li> </ul> <p>Images</p> <ul style="list-style-type: none"> <li>- Use a range of enquiry tasks</li> <li>- Use resources available</li> </ul>	<ul style="list-style-type: none"> <li>- Different types e.g. Socratic, analysis, synthesis</li> <li>- From children and adults to move the learning forward</li> <li>- Good questions shared</li> <li>- How can you make your learning even better?</li> </ul>	<ul style="list-style-type: none"> <li>- Supporting through every stage of the lesson</li> <li>- Asking targeted questions</li> <li>- Giving feedback</li> <li>- Providing opportunities for children to create something new.</li> </ul>

Guidance from the DFE

Possible uses of the funding could be:

- hiring specialist PE teachers or qualified sports coaches to work with primary teachers when teaching PE
- supporting and engaging the least active children through new or additional Change4Life clubs
- paying for professional development opportunities for teachers in PE and sport

- providing cover to release primary teachers for professional development in PE and sport
- running sport competitions, or increasing pupils' participation in the *School Games*
- buying quality assured professional development modules or materials for PE and sport
- providing places for pupils on after school sports clubs and holiday clubs
- pooling the additional funding with that of other local schools