



Parley First School

PE Strategic Action Plan 2023/24



Priority 1:	Priority 2:	Priority 3:
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity</p>	<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport</p>
Success criteria:	Success criteria:	Success criteria:
<ul style="list-style-type: none"> • Minimum 15% least active children being more active by July. • All children engaging in active play during break and lunchtimes. • All children show increased awareness of the importance physical activity for health and wellbeing. 	<ul style="list-style-type: none"> • 100% of teaching to be consistently good or better by July 2024 • All children to be competent in the fundamental movement skills needed for sport. • There is clear evidence of progress in skills across the curriculum. 	<ul style="list-style-type: none"> • All children participate in at least one competitive intra-school event • All year 4 children to compete in an inter-school event. • Increased participation in inter-school events for KS1 pupils. • Engage vulnerable groups with extracurricular sporting activity.

Reason for priorities:

- To ensure that all pupils make at least good progress relating to age related expectations and key objectives across the curriculum.
- To ensure the standards of Teaching and Learning are maintained to the highest level meeting the needs of all pupils.
- To engage all pupils in regular physical activity and promote the importance of a healthy lifestyle for physical and mental health.
- To ensure all pupils have the basic skills required to access a range of sports and physical activities in their future.
- Primary Sport Premium funding will be strategically targeted to improve provision for Physical Education across the school for all children.
- The school aims to ensure all pupils are fully included in Physical Education and have equal access to opportunities.

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.

Key objective: To continue to develop the quality of PE provision across the school to raise attainment and achievement

Priority 1: Key indicator 1 - The engagement of all pupils in regular physical activity

Person leading	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '23	Mar '24	July '24
BW/JB	All children to run the 'Daily Mile' at lunchtime. - Whole school approach to improve pupil view. - Children to count and record their total number of laps daily. Weekly report of class with biggest improvement.	Aut 2023	PE Lead to monitor uptake of Daily Mile. JB to work with lunchtime supervisors to increase motivation and positive view towards Daily Mile. JB to announce 'Personal Best' winners in assembly weekly.	Extra CPD time for lunchtime supervisors with JB and BW.	Children feel more positive to complete the activity. Children feel more confident to challenge themselves.	LTS to have met with JB and have a selection of strategies to increase engagement.	All children to be participating in Daily Mile	Children to feel more motivated and positive about the Daily Mile.
BW/JB	Children to participate in active playtimes. -Purchase of new playtrail for KS1 on the field. -Purchase of new sports equipment for playtimes on the field and playground. -New storage purchased to ensure play equipment is maintained and kept separate from curriculum equipment.	July 2024	BW to audit play equipment. School council to collect ideas for new equipment from classes. BW to work with JB and AS to budget and purchase playtrail and equipment.	Subject Leader time	All children physically active at playtimes.	Audit of current provision. Meeting with School Council to collect ideas.	New equipment planned and purchased.	Children actively engaging with new equipment.
NI/CW	Ensure all children have the gross motor skills to enable them to access physical activity independently. - TA led intervention for the least active children to promote the	July 2024	Class teachers to assess and highlight least active or vulnerable children in their class. Class TA to work with highlighted pupils in small groups.	TA Time PE Subject Lead time to meet with TAs	Children to show improved attitude to physical activity and some improvement in fitness.	Teachers to assess and highlight children.	TAs to identify key areas to work on with specific children.	PE Lead to assess and interview children using same

	importance of an active lifestyle.			Books and resources to engage least active.		Attitude questionnaire		questionnaire.
Person leading	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '23	Mar '24	July '24
Priority 2: Key indicator 2 - The profile of PE and sport being raised across the school as a tool for whole school improvement. Key indicator 3 - Increased confidence, knowledge and skills of all staff in teaching PE and sport.								
BW	Update PE display in the main hall to promote discussion about sport and physical activity. Include photos of the children enjoying sport outside of school.	Start Aut 23	BW to monitor board. Message to be sent to parents via newsletter. Class teachers to add photos individuals bring in.	Subject leader time Noticeboard	- More children recognise the range of physical activity available. - More children discuss with staff the activities they have in common.	Board updated to reflect new staffing and create space for pupils. Message to parents.	Pupils engaging with display by sharing their photos.	Pupils confident to talk about the physical activity they do and how it makes them feel.
BW	To ensure all teaching staff have the skills and confidence to deliver 'good' P.E. lessons.	July 2024	To review staff confidence in teaching high quality PE through the use of questionnaires and meetings with teachers. Outline CPD needs for the year. New progression documents to be implemented.	Progression documents	100% of Teaching to be good or better across the school in PE	PE lead to meet with teachers to gather current views and confidence. Outline CPD needs.	CPD arranged where appropriate	Staff to feel confident and equipped to teach all areas of PE.
BW	To improve provision within 'Dance'	July 2024	PE Subject Lead to research different provision. Work alongside the trust to choose an appropriate scheme.	Dance Planning	100% of Teaching to be good or better across the school in Dance	PE Lead to research different planning available	Teachers to trial a unit with their class.	All children to have participated in Dance.

BW	To ensure all children are developing the fundamental movement skills in line with ARE.	Termly	PE Lead to be aware of children who need extra support or intervention to achieve skills at ARE level. SENDCO Support to monitor class interventions for these children and support Class teachers where necessary.	PE Subject Lead time to work with TAs 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. SENDCO Assistant to monitor intervention	SENDCO Assistant to review intervention .	All children to compete in end of year sports event at ARE level.
BW/JB	To provide specialist sports coaching to ensure children learn specific skills for rugby.	Spring Term	PE Lead to book Stuart 'Rippa Rugby' for Y4 during the Spring term.	Sports coach	100% Y4 children to access specialist teaching. 30% to develop tactics and games skills to compete at local festival.	PE lead to coordinate booking	Children to access lessons	

Priority 3: Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils.
Key indicator 5 - Increased participation in competitive sport.

Person leading	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '23	Mar '24	July '24
BW/CL	To offer a broad range of extra-curricular sports clubs.	Aut 23	BW to monitor uptake of Sports clubs.	Subject Leader time.	Range of clubs available include: - Tennis - Football - Rugby - Yoga - Karate - Mini-Athletics - Bikeability	PE Lead to ensure parents are informed of clubs available.		

BW/ CL	Ensure equal access to all children to an after school club by providing funding to families of children currently identified as Pupil Premium to use for participation in an after school sports club	Aut 23	BW to identify children eligible and contact parents with relevant information.	Subject Leader time Sports Premium funding	Children regularly attending sports club of their choice.	PE Lead to identify children.	Monitor uptake.	Monitor uptake and reflect on impact.
BW	Provide opportunities to try a range of sports	Ongoing	BW to liaise with SGO, Trust Sports Lead and local providers.	Subject Leader time	Children to participate in a range of sports with local providers. Possible suggestions: -Squash -Tennis -Golf -Cricket	PE to research opportunities with local clubs.	Dates arranged for taster sessions.	All children to have tried a new sport.
BW/JB	All children to prepare for and participate in a whole school PE competition.	July 2024	PE Leader to work with SLT to plan in key dates throughout the year for in school sport festivals and competitions. TA time allocated to help organize and resource the events.	Subject leader time HLTA time	100% of children experience sporting competitions. Children develop confidence in their skills to 'compete' and achieve their 'personal best'. Children develop pride in representing their class and build on teamwork skills. Report results to parents via newsletter and website.	Map out potential dates for fixtures. Half-termly fixtures in year groups. Termly fixture for whole school.	Reflect on first terms fixtures and make improvements where needed.	Children compete in Parley Pentathlon using skills from across the year.
BW/JB	To provide opportunities for inter-school competition. -School Games -Tag rugby -Castleman Sports Partnership -Transition fixtures.	July 2024	P.E. leader to be aware of events with local schools. P.E. noticeboard made and updated.	Subject Leader time	Increased number of children participating in competitions representing the school.	Potential fixtures highlighted.	Noticeboard created and updated with achievements.	Collect feedback from pupils, staff and parents following fixtures.

							Fixtures attended.	
BW/JB	To provide basic water confidence skills for Pupil Premium children.	July 2024	P.E. Leader to work with JB to research potential for swimming lessons for vulnerable and PP children.	Subject Leader Time Minibus booking	Vulnerable children to have attended a basic swimming skills lesson.	Research potential providers and opportunities.	Trial sessions arranged and children identified.	Children to have attended minimum of one session.

Appendix 1

Non-Negotiable Lesson expectations



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

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