

Subject Action Plan: PE		Subject Leader: Jenna Wittman		Year: 2015-2016; 2016-2017; 2017-2018	
Actions / Tasks	Success Criteria	Timescale	Resources	Impact	
Learning and Teaching					
Staff workshops - provide opportunities for staff to look at curriculum	<ul style="list-style-type: none"> - Teachers using skills progression documentation as reference and guidance to good effect. Consistently good or better teaching - Teachers subject knowledge will have further developed and sharing of teaching strategies between staff members taking place (through joint observation) - Teachers to be confident in meeting the needs of all ability children in lessons - Increased skill set of teaching staff including more confident use of technical language - New assessment grids to impact data collection on performance and areas for development (to inform curriculum planning 2015-2016) 	<p>Summer 2016</p> <p>Extended due to change in staff</p> <p>Summer 2017</p>	Staff meeting time	<p>Evidence: Staff Voice Questionnaires continue to show that staff:</p> <ul style="list-style-type: none"> * feel confident teaching PE * their subject knowledge has improved * their understanding of the progression of skills has improved (using new supporting documentation) * they feel more confident in the delivery of 'Real PE' lesson independently <p>Evidence: At least 80% of children achieving age related expectations</p> <p>Evidence: Real PE Impact Report</p>	
Build on current ethos and practice of OE to establish an embedded curriculum system: Levi will work with Tas to model and put in place OE scheme of work which links to the REAL PE cogs JW and Tas will review this at the end of term	<p>Tas subject knowledge will have further developed</p> <p>Teachers will be confident in meeting the needs of all ability children in lessons</p> <p>Increased skill set of teaching staff including: understanding of how to teach technical aspects through skills approach and multi-cog learning; ability to differentiate; ability to 'talent spot'</p>	Reference OE Plan	OE planning clinics with PE subject leader to support all TAs (develop scheme) OE Training twilights and 'Real PE' support clinics with staff	<ul style="list-style-type: none"> - Wider range of OAA and OE opportunities are on offer during PE lessons <p>Evidence: Questionnaires</p> <ul style="list-style-type: none"> - Pupil Voice indicates an enjoyment of OE lessons. (Target of 95% met, Previously 85%) <p>Evidence: LD Created pack on OE lessons linked to Real PE multi-ability cogs</p>	
Joint SLT lesson observations with PE subject leader	Observations will show an increased number of outstanding lessons Personalised programme devised to develop teacher's skills	<p>Summer 2016</p> <p>Autumn 2017</p>	JW release from class		

<p>Environment Establish an all weather track around the field area for use of scooters, skates etc</p> <p>Plan and develop outdoor area as a natural play area to encourage more imaginative play</p> <p>Storage areas outside Increase range of equipment available at playtimes</p>	<p>-Children have opportunity to be physical all year around and to use space well. They can also learn skills which will promote enjoyment and physical development</p> <p>-Wooden Adventure trail -Hula hoops, chalk, skipping ropes Improving appearance of existing structures</p>	<p>Summer 2016 Summer 2017</p>	<p>£8,000 track £2500 £2,000+ scooters</p> <p>FoS OE Working Party LtL Grant DGT Funding Avia Fundraising Sport Premium</p>	
<p>Develop clubs and links with local based coaches</p>	<p>Provide children a pathway to pursue sport outside of school -</p> <ul style="list-style-type: none"> - A wide range of sporting opportunities are on offer <p>Pupil Premium children and children with a particular talent are targeted to attend.</p> <ul style="list-style-type: none"> - 50% of children to be involved in at least 1 sporting based club in the academic year. - 25% of children to be involved in at least 2 sporting based club in the academic year. - 75% of PP children to attend a sporting based club at some point in the academic year. - 100% of PP children to attend ANY club at some point in the academic year. 	<p>Summer 2017</p>		<p>Attendance at Clubs 2016-2017:</p> <p>YR- 19/21 with 11/21 chn attending x2 clubs</p> <p>Y1- 11/12 with 2/12 attending x2</p> <p>Y2- 13/15 with 8/15 attending x2</p> <p>Y3- 11/17 with 4/17 attending x2</p> <p>Y4- 13/15 with 8/15 attending x2</p> <p>Whole School 67/80 attend one or more sporting club=84% with 33/80=41% attending x2 or more</p> <p>PP- 5/7 attend one or more sporting club=71%</p> <p><i>Action 2017: Target chn who did not attend any sporting club</i></p>
<p>Develop children as leaders</p>	<p>-Implement a sports leadership programme with Year 4 school games crew</p> <p>-Development of children's leadership skills</p>	<p>Summer 2017</p>	<p>Implement a sports leadership programme with Year 4 school games crew</p> <p>Development of children's leadership skills</p>	<p>Set up and children emerging as leaders</p> <p>Developing skills with LD setting up playground leaders through training</p> <p>Secure and embed skills: LD to run x5 week block of leadership with Y4 in addition to their PE. In Summer term Y4 then 'teach' Y3 these skills</p>

The effect of this Action Plan will be to raise standards of PE throughout the school, improving systems and working practice and to identify where children may be experiencing difficulty early on and put interventions into place.

Rationale:

Reference Impact Report