

PARKSIDE COMMUNITY PRIMARY SCHOOL PE, SCHOOL SPORT AND PHYSICAL ACTIVITY TERMLY ACTIONPLAN 2019-2020

Author S Mileham June 2020

KEY OBJECTIVES

- 1) To put strategies in place to enable staff to improve their confidence and competence to teach high quality PE.
- 2) To move towards a culture of participation amongst all pupils
- 3) To further develop the active play offer.
- 4) Develop understanding of healthy, active lifestyles

CONTEXT

Parkside Community Primary School is a mixed year group Primary School with 86 pupils currently on the school roll. Of those pupils on the school roll, approximately 67% receive pupil premium funding. There are five teachers in the school that have responsibility for teaching class PE and there is a designated PE coordinator. The school received £ 16,950 of PE and Sport Premium funding for the academic year 18-19 and there was also roll over from the last year.

The School accesses the School Games initiative through the Canterbury Academy School Sport Partnership and the partnership also offers a PE support programme. Schools in the partnership use their Sports Premium funding to fund the provision. The aim of the provision is to develop capacity within the teaching staff to deliver high quality PE once the funding is withdrawn at the end of this academic year.

In the academic year 2018-19, the school used £9,000 of their SP funding to access the partnership teaching package. The main features of the package included a whole day's teaching led by a PE specialist with staff playing a supporting role, an extra-curricular club, access to an inter school competition calendar and support with the School Games Mark application. The school achieved the bronze School Games Mark. The specialist led lesson was the only timetabled curriculum PE lesson.

The school also used approximately £7,500 of The Sports Premium to buy in the services of Football Futures, a local sports coaching company. They delivered two breakfast club sessions (term 5 and 6) four lunchtime clubs and two afternoon clubs (all year).

CHALLENGES

PE

The support received from the SSP enabled PE lessons to happen, but the intended aim of upskilling teachers to building capacity within the school had limited success. This leaves the school in a similar position to last year with staff still feeling challenged by the expectation of teaching high quality PE lessons. The school does not currently have a PE curriculum in place which further impacts on its teaching.

SCHOOL SPORT

The school attended two inter school events last year. Transport to events continues to be a problem and the school faces a struggle with a culture of participation. This coupled with the low profile of PESS and PA, creates a challenging landscape for the school.

PHYSICAL ACTIVITY

The club offer from Football Futures enables the school to provide additional opportunities to be physically active, but take up is low. All sessions are open to all children, but the challenge is to broaden the appeal to include the least active pupils. Going forward, the school needs to explore ways of maintaining the PA offer if and when the SP funding ceases.

ACTION PLAN 2019-2020

Each area of focus has been colour coded in the following way:

PE	SCHOOL SPORT	PHYSICAL ACTIVITY
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TERM 1 - ACTION	EVIDENCE	IMPACT
Purchase option 3 from CSSP	The HOS & exec Head have appointed a full time PE & School Sport specialist as the offer from CSSP was withdrawn. The specialist will start in T2 and take responsibility for the PE, the extra-curricular offer and school sport. A development plan will be agreed with the PESSPA advisor in T2.	Having a member of staff responsible for the improvement of the PESSPA offer will enable the school to move forward in all areas of PESSPA. Opportunities that were previously unavailable will now help pupils to thrive in all school settings.
PE CPD for all staff (staff meeting)	Staff CPD took place in week 6 with a focus on developing a culture of participation and raising the profile of PESSPA with all stakeholders	Staff are now aware of the OFSTED drive to look at the all-round quality of the curriculum offer & have been inspired to make PESSPA a focus for development
Staff skills audit	The skills audit has been completed and a support pathway will be addressed through the development plan.	Staff now feel that they will receive targeted help to improve their PE delivery which will enable more HQ PE lessons to be taught.
Staff to observe/teach a planned lesson	The PE advisor has taught demo lessons for 3 class teachers and observed those teachers in a follow up lesson.	Staff have already commented on the value of these sessions and confidence/competence is beginning to improve.
Begin a PE curriculum map	A curriculum map has been drawn up and will be shared with the new PE specialist and staff in week 1 of term 2	Pupils will now have a diverse PE offer that is progressive and planned to build on acquired skills.
Sign up to Premier league Primary Stars	The school has now registered with the PL Primary stars website which will enable the school to access cross-curricular resources & become eligible for the kit scheme. The email & log in details are:	Pupils will benefit from their teachers having access to a range of resources that allow core curriculum subjects to be taught differently & within a PE & sport context. A new football kit will further enthuse pupils to take part in inter school sport & be proud to represent Parkside.
Obtain quotes for staff polo shirts/values stickers/class values trophies	Staff polo shirts are now ready to order and will be available for all staff in T2 week 2	Having a staff polo shirt for PE lessons will help to raise the profile of PE amongst staff and engender a sense of common purpose.
Equipment audit	An equipment audit is now complete. Old equipment has been thrown away and new equipment ordered.	The new equipment will facilitate the delivery of the range of activities on the new curriculum map enable pupils to access an enriched PE offer.
Sign up to the district football league &	The school is now in the small schools football league and a	Pupils who represent their school at sport will develop their self-

signpost pupils to FF after school club	football team will be selected next term.	confidence, self-esteem and a sense of pride in their school. This will impact on other areas of school life.
Create a school profile on the School Games website	The school now has a profile which can be seen by all. The email and log in are:	A profile on the SG website will help to raise the profile of the school and blogs can now be created by staff & pupils.
register a School Games Day on the SG website	The date of the School Games day is now available.	Having a school games date will ensure that the school is on track to meet the target to apply for the Bronze SG mark in 2020
Identify events from the CSSP calendar to enter	Four events have been highlighted and the new PE specialist will enter them in Term 2	Pupils who represent their school at sport will develop their self-confidence, self-esteem and a sense of pride in their school. This will impact on other areas of school life.
Plan a draught Sports Premium plan	A drought document has been drawn up and will be finalised when the funding allocation is announced	The SP funding will be spent in a sustainable way that improves the PESSPA offer for current and future pupils and create capacity amongst the staff to continue delivering HQ PE lessons.
Devise a system to track participation in ex-c sport and physical activity	A document is currently being planned	When available, the school can track the level of engagement across the key stages and use the data to target the least active pupils.

TERM 2 - ACTION	EVIDENCE	IMPACT
Establish termly lesson focus order & termly lesson plans for T2 from the new PE curriculum map	All CT's delivered the plans provided by SM and modified to suit the needs of pupils at Parkside.	CT's have developed their confidence to deliver HQ PE. Improved pupil engagement has led to greater progress.
Progress team teaching with CT's	AG has worked extensively with all CT's and has seen progress in delivery. Programme to continue with CT's throughout T3.	CT's have grown in confidence and are delivering lessons independently. Pupils are beginning to see that all CT's can deliver the same quality of lesson as PE specialist.
Create a termly overview and lesson plans for CT's to teach independently in T3 (supported by AG)	Accessed lessons from 'Complete PE' to support the new curriculum, making it easier for CT's to deliver lessons and to develop their knowledge and understanding of PE.	Pupils making greater progress in their lessons, allowing for development of knowledge in those areas of PE.
AG to visit Garlinge/Garlinge to visit AG	Thursday 23 rd January 2020.	To build on active play offer allowing more pupils to engage in physical activity. With potential for sports leadership.
Roll out awards programme	The awards programme was adapted to better suit the	Majority of pupils are now in PE kit and enabling them

	need of the children and staff. Monitoring of the pupils PE has been addressed.	to fully access the PE and sports offer.
Identify groups for fizzy/clever hands & implement an intervention programme	Groups have been identified across the school. Y 2/3 have benefitted from clever hands interventions with the view to expanding the programme across the school in T3.	Beginning to have an impact on fine motor skills and the pupils are responding positively to the input.
Revamp the sports board in the hall	3 sports boards will now be dedicated to raise the profile of PE and School sport across the school. Boards now cover curriculum planning, achievement and pictures. Further progress to take place in T3	This is still work in progress.
Devise a system that tracks evidence for the Bronze SG mark	The document is now ready and will enable all actions to be recorded	All Pupils will be presented with further opportunities to engage in meaningful competition competed in an inter school event and success has been celebrated within school, inspiring others to attend ASC.
Plan district football league fixtures	Fixtures have been arranged for end of T3. Premier Primary League Stars football kit has been ordered.	The attendance at ASC has improved and pupils are motivated to attend challenge themselves.
Write a blog to publish on the SG website	Date now registered.	Enable staff to plan ahead to ensure the school games criteria is met, through school sports day.
Publish a final version of the SP plan on the school website	Sports Premium plans now available on schools website. This will be updated with the impact statements in T5.	School has already seen a benefit of employing a permanent PE & sports specialist, not only through the impact it has had on progress in PE, but also on behaviour in general. Pupils are now showing progress in all school settings.
Keep the SP spending up to date	All equipment that was identified has been ordered and used. The PE specialist is now being funded through sport premium funding.	Pupils are able to access a wider variety of activities in PE, physical activity and clubs. The curriculum has developed and grown significantly through the stability that has been given by employment of the PE and sports specialist.
Sign up to change4life	School has now got an account for Change4life.	
Create a register for all clubs & ensure all staff have a copy	Register for all clubs has been created and all CT's have a copy.	Pupils are now attending every club consistently.
Raise awareness of lunchtime clubs through	CT's receive termly email about clubs provided at lunch. Various posters/information is available throughout the	Lunch clubs are now significantly well attended. This has improved the behaviour during break and lunch time

posters/class teacher reminders etc.	school.	periods.
update participation log by using registers from all clubs	A log has been created and will be updated termly.	Analysing the data to help identify the least active pupils and find ways of engaging them.
Liaise with HT to ensure selected pupils are supporting KS1 pupils at lunchtime club	2 pupils have been identified to support and assist in lunch clubs.	This has positively impacted on their behaviour, social skills and motivation to be positive role model.

TERM 3 – ACTION PLAN	EVIDENCE	IMPACT
Establish termly lesson focus order & termly lesson plans for T4 from the new PE curriculum map	The school has invested in the PE Hub online resources to support the delivery of PE. Staff now have a yearly overview and are able to log in to access lesson plans.	Staff now have a curriculum map to work with and feedback regarding the quality of resources has been positive. The resources will also enable staff to upskill themselves as and when necessary.
Subscribe to the PE Hub to support delivery and address assessment	The PE hub is now active and some thought has been given as to how it can be used as an assessment tool.	As above. Lessons are being taught with clear learning intentions and pupils have shown an engagement in lessons.
Progress team teaching with CT's	AG has worked extensively with all CT's and has seen progress in delivery. Programme to continue with CT's throughout T4.	CT's have grown in confidence and are delivering lessons independently. Pupils are beginning to see that all CT's can deliver the same quality of lesson as PE specialist. Pupils are more focused on developing their skills due to better quality teaching.
Create a termly overview and lesson plans that shows skills progression for CT's to teach independently in T4 (supported by AG)	Lesson plans from The PE Hub' are in place to support the new curriculum.	CT's are able to deliver lessons and to develop their knowledge and understanding of PE. Pupils are making greater progress in their lessons because the key skills are being taught effectively.
Roll out awards programme linked to school values and participation	The awards programme was adapted to better suit the need of the children and staff. Pupils are being rewarded for having their PE kit in school and this is being monitored. Certificates and stickers are being used to reward pupils that have their kit each week.	The majority of pupils are now in some form of PE kit enabling them to fully access the PE and sports offer. Pupils have responded positively to the range of certificates/stickers they can earn.

Revamp the sports board in the hall to include a schools games board, achievement board and a photo gallery	3 sports boards will now be dedicated to raise the profile of PE and School sport across the school. Boards now cover curriculum planning, achievement and pictures. Further progress to take place in T3 ready to start in T4	Pupils now aware of the sports board and schools achievement board in the hall.
Draft PE Policy and curriculum statement to be available for review	SM and AM have liaised over this and produced a PE policy.	The PE Policy and Curriculum statement has been submitted to the governors for ratification. A clear vision for how PESSPA will be developed will enable the school to move significantly forward towards HQ provision for all pupils.
Place order for /values stickers/class values trophies	SM designed value stickers and trophies which will be ordered this term.	Linking the school values to personal / social development and success in PESSPA has already impacted on behaviour in PE lessons and in other school settings.
Write a blog to publish on the SG website	Two blogs have completed on the SG website.	Profile of the school has been raised.
Keep the SP spending up to date	All equipment that was identified has been ordered and used. The PE specialist is now being funded through sport premium funding.	Pupils are able to access a wider variety of activities in PE, physical activity and clubs. The curriculum has developed and grown significantly through the stability that has been given by employment of the PE and sports specialist.
Attend change4life event	A team was taken to Garlinge Primary School and Nursery, where they competed in a change4life event and experienced new sports.	This has given those pupils a new self-belief and raised their confidence to take part in physical activity. CT's have also commented on their change in attitude.
Use the club registers to identify least active and provide opportunities	This is still in the planning stage	Pupils are now more aware of what is on offer for them to attend and numbers at club sessions are increasing
Continue to raise awareness of all clubs through posters/class teacher reminders etc.	Around the school there is highlighted information on clubs at lunch and after school. Pupils are made aware of this through CT's direction, assemblies and letters home.	Attendance at clubs has increase3d and now has a more inclusive profile. Previous non-attenders are now enjoying the activities offered. Pupils are now generally more active which impacts positively on their health.
Liaise with HT to ensure selected pupils are supporting KS1 pupils at lunchtime club	Pupils attending leadership training in T4.	The pupils who have been chosen are keen to work with the younger pupils and the sense of responsibility it has provided has positively impacted on their self-esteem.

TERM 4 – ACTION PLAN	EVIDENCE	IMPACT
Roll out awards programme linked to school values and participation	The pupils have been made aware of the awards programme and school values in PE.	All areas will be imbedded in the academic year 20-21.
Progress team teaching with CT's	AG has worked extensively with all CT's and has seen progress in delivery.	Programme to continue with CT's in 20-21.
Create a termly overview and lesson plans that shows skills progression for CT's to teach independently in T5 (supported by AG)	Overview and lesson planning, has been progressed using the PE Hub tool. Staff have access to this resource.	Staff have responded positively to the resources available via the PE Hub and this has already had an impact on their confidence to teach lessons.
Begin formalising an assessment tool on the PE Hub website	Areas for assessment have been identified. Formative Assessment is still work in progress although informal summative assessment has taken place through the lesson learning intentions	Pupils are now clearer about the intended outcomes in their PE lessons and are able to identify what they are capable of and what they need to do to improve.
Plan district football league fixtures	Fixtures have been arranged for middle of T4. Premier Primary League Stars football kit has been ordered.	The opportunity to represent the school at football provides the motivation for pupils to make better choices across all school settings. Staff have also been keen to support the team and it has engendered a sense of common purpose between them and the pupils.

Update the evidence for the Bronze SG mark and register for the inclusive health check	The evidence supporting inter school participation has been updated and the inclusive health check has been completed. The school is now looking towards achieving the silver SG mark.	The drive towards inter school sport has prompted many more pupils to attend clubs and those that have do so have been proud to represent the school.
Write a blog to publish on the SG website	School games website is now up to date. Parent's pupils and staff are aware.	The information that is now on the School Games Website serves to raise the profile of the school for all stakeholders.
Deliver CPD to all TA's to explain changes to active play and their new responsibilities	The CPD sessions have been planned and resources prepared. CPD for all TA's has been adapted to reflect current situation.	The interim restructure has generated a greater interest in the activities offered during active play and more pupils are taking part.
Train pupils to work with TA's during active break times to deliver the planned activities.	Interested pupils have been identified and appropriate bibs have been sourced.	Pupils have responded positively to taking on sports leadership roles.
Liaise with HT to ensure selected pupils are supporting KS1 pupils at lunchtime club	2 pupils have been identified to support and assist in lunch clubs.	The leaders assisting with lunch time clubs have all developed their self-esteem and confidence. This has positivity impacted on their behaviour, social skills and motivation to be positive role models and the younger pupils have enjoyed being able to engage with them

TERM 5

PLANNING AND RISK ASSESSMENT FOR THE SAFE DELIVERY OF PE AND PA UNDER THE NEW COVID 19 GUIDANCE

TERM 6 – ACTION PLAN	EVIDENCE	IMPACT
Preparation to be able to deliver PE safely within COVID-19 restrictions	Created 1mx1m boxes on the field 2m apart. Boxes of equipment have been provided for each pod. Risk assessment has been completed in line with all new guidance.	The School is confident that pupils will have access to PA and PE within the guidelines and those opportunities to still remain physically active will contribute to a greater sense of well-being.
Begin to create end of Key stage markers for assessment	EYFS and KS1 are nearly complete and on the PE Hub. KS2 is still in the planning stage.	Having a clear focus for end of KS attainment will help to inform curriculum planning so that pupils can work towards intended targets and make better progress.
Apply for the Schools Games recognition award	The evidence to achieve the newly recognised award has been submitted.	The school has been awarded the School Games recognition award for September to March as well as the Virtual Games mark. This will be celebrated with the pupils and help to raise the profile of PESSPA across the school.
Create and maintain a spreadsheet of data from T2-4 to identify the least active pupils	A meeting has been put in place with the office to build spreadsheet linked to PE, ASC and those less active children	Tracking attendance data will ensure help to identify the least active pupils so that interventions can be put in place to raise their activity levels and understanding of healthy, active lifestyles.
Monitor current provision and adapt ready for academic year 20-21	Current provision has been adapted in line with new guidelines for Covid-19. All CT's will have a copy of all lesson plans, with the guidelines making it easier to understand and follow.	Pupils will return in September and be able to continue receiving HQ PE lessons within the current guidelines.

2019-2020 ACTION PLAN REVIEW AND RECOMMENDATIONS FOR MOVING FORWARD IN 2020-2021

The school has made significant progress in its delivery of PESSPA and areas where that progress has had a clear impact on the pupils are summarised below. Delivery of PESSPA has been adapted to adhere to the current Covid-19 guidelines. Recommendations have also been made below in order to assist the school to move forward with its provision post covid-19.

SUMMARY

- The school now employs a full time PESSPA specialist
- Staff have developed their competence and confidence to deliver better quality PE lessons
- A new PE curriculum has been planned and is being developed
- The profile of PESSPA has been raised significantly across the school and amongst staff
- Pupils have attended greater number of inter school events
- Pupils are now participating regularly in all PESSPA settings
- A more diverse range of clubs has attracted some of the least active pupils.
- Attendance at clubs is now at a record high
- Adapting the active play offer will provide pupils with a greater incentive to participate

	REVIEW 2019-2020	MOVING FORWARD 2020-2021
PE	<p>Investing in a PE specialist has enabled the school to build capacity amongst staff to teach better quality PE lessons. All classes now benefit from a two hour PE offer in curriculum time and the PE specialist has worked alongside all class teachers during terms 2-6. Teaching staff are now teaching one PE lesson each week independently.</p> <p>The improvement in the quality of the lessons and a focussed approach to embedding the school values within them, has enabled those least engaged to make progress and there has been a concerted effort amongst staff to better manage the behaviour of a minority of pupils within lessons.</p> <p>There has been an increase in the quality and quantity of resources available, allowing diversity within the curriculum. The school has also benefited from a subscription to the 'PE Hub' which is now used widely by the PE specialist for planning.</p> <p>The profile of PE has been raised significantly amongst all stakeholders and this has impacted positively across the whole school community.</p>	<p>PE KIT</p> <p>One of the greatest challenges has been to ensure all pupils have a PE kit in school.</p> <p>RECOMMENDATION</p> <ul style="list-style-type: none"> ▪ All pupils to be supplied FOC (via the Sports Premium funding) a school PE T shirt to be kept in class ▪ All classes to have their own 'spare kit' box in class. ▪ Continue to monitor and reward those pupils who have kit and regularly take part in PE. ▪ Take active steps to identify and understand why some pupils find having a kit/getting changed for PE a challenge and work towards engaging them. <p>PE CURRICULUM/ASSESSMENT/MONITORING</p> <p>The PE curriculum is still in an early stage of development and assessment is taking place informally during lessons. There has been no formal monitoring of PE except for the PE specialist.</p> <p>RECOMMENDATION</p> <ul style="list-style-type: none"> ▪ A clear, step-by-step plan for the implementation of a suitable curriculum with an assessment process that enables pupils to work towards intended outcomes needs to be devised. <p>CURRICULUM</p> <ul style="list-style-type: none"> ▪ The curriculum map should reflect a transferable skills model rather than a sports specific one. ▪ The PE curriculum should be a values-based, 360 model that recognises and explicitly explores the personal, social and creative progress of pupils. ▪ Termly lesson plans need to include learning intentions that focus on personal/social development as well as skills specific ones. <p>ASSESSMENT</p>

		<ul style="list-style-type: none"> ▪ A clear set of intended outcomes by the end of each key stage (KS1/LKS2/UKS2) should form the basis of any formal assessment. ▪ Each year group will then need a more pared down set of outcomes that can be easily assessed on a two-term basis ▪ All the learning intentions for each lesson should enable pupils to work towards the intended termly targets. <p>MONITORING</p> <ul style="list-style-type: none"> ▪ The PE specialist should continue to informally monitor the delivery of PE by class teachers with a view to providing one or two points for improvement. ▪ A monitoring schedule needs to be planned for the whole academic year, shared with staff and a simple record kept of each monitored session. ▪ The PE specialist should be formally observed teaching by the HT and a qualified PE specialist twice yearly. <p>CPD</p> <p>Class teachers have improved their competency and confidence and the PE specialist has been supported by the PE advisor.</p> <p>RECOMMENDATION</p> <p>TEACHING STAFF</p> <ul style="list-style-type: none"> ▪ The PE specialist should continue to work alongside them. This should take the form of exemplar lessons, team teaching and guidance around the new curriculum plans. ▪ CPD in staff meetings should take place each term with an agreed area of focus to be covered. <p>PE SPECIALIST</p> <ul style="list-style-type: none"> ▪ In order to implement a new curriculum and to enable the PE specialist to broaden his understanding of lesson delivery, he will continue to need the support of either the PE advisor or the PE subject Leader and the PE team at Garlinge PSN. The support needs to include lesson observations of best practice delivered by
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		<p>the PE team at Garlinge, guidance on how to establish a new curriculum and assessment process, lesson observations with feedback and any other informal support deemed necessary.</p> <p>VALUES</p> <p>There has been some progress towards embedding the school values within PE.</p> <p>RECOMMENDATION</p> <ul style="list-style-type: none"> The school values need to be more explicit and have a higher profile in lessons. Pupils need to be rewarded for displaying them.
SCHOOL SPORT	<p>The opportunities to represent the school have clearly improved this year. A greater percentage of pupils have had the opportunity to compete in inter school events and the school would have been able to achieve the silver School Games mark this year.</p>	<p>TRANSPORT</p> <p>Opportunities to compete are restricted by lack of transport to events.</p> <p>RECOMMENDATION</p> <ul style="list-style-type: none"> The PE specialist would benefit from attending a KCC minibus course and having access to the Garlinge minibus if needed.
PHYSICAL ACTIVITY	<p>The number and range of pupils attending lunchtime and after school clubs has increased significantly and is now nearly at capacity. Class teachers are now running clubs which has broadened the appeal across the school.</p> <p>There is now a plan to improve the active play offer using the support of play leaders alongside TA's.</p>	<p>INFORMAL PHYSICAL ACTIVITY</p> <p>The school has the space and capacity to make informal physical activity an integral part of the school day for all pupils</p> <p>RECOMMENDATION</p> <p>AFTER SCHOOL AND LUNCH TIME CLUBS</p> <ul style="list-style-type: none"> A spread sheet that monitors attendance should be kept up to date on a weekly basis. This will enable the PE specialist to accurately identify and target the least active pupils. <p>ACTIVE PLAY</p> <ul style="list-style-type: none"> TA's and play leaders need to receive training on the way active play is changing. <p>ACTIVE LEARNING</p> <ul style="list-style-type: none"> Class teachers would benefit from observing active learning with a view to introducing it into their curriculum planning in the future.



PARKSIDE

Community Primary School