

**PARKSIDE COMMUNITY PRIMARY SCHOOL**  
**PE, SCHOOL SPORT AND PHYSICAL ACTIVITY**  
**TERMLY DEVELOPMENT PLAN 2020-2022**

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KEY OBJECTIVES

- 1) To put strategies in place to enable staff to improve their confidence and competence to teach high quality PE.
- 2) To successfully deliver the new PE curriculum across the school
- 3) Develop understanding of healthy, active lifestyles
- 4) To achieve the YST bronze or silver quality mark for HQ PESSPA
- 5) To develop leadership roles within PESSPA

## CONTEXT

Parkside Community Primary School is a mixed year group Primary School with 115 pupils currently on the school roll. Of those pupils on the school roll, approximately 68% receive pupil premium funding. The school employs a PE and School Sport Specialist and all class teachers have responsibility for teaching class PE once a week under the guidance of the specialist. New staff members will be prioritised for extra support. The PE advisor will once again be working alongside the PE specialist to enable the school to develop best practice. The advisor will play a more active role in staff development this year and oversee the implementation of the new PE curriculum. The school is expecting to receive approximately £17,000 of PE and Sport Premium funding for the academic year 21-2022 and it will again be used to build capacity and sustainability for the future. .

The School accesses the School Games initiative through the Canterbury Academy School Sport Partnership. Intra and inter -school competition increased significantly in the last academic year and has recently been given the School Games Recognition award in lieu of the intended application for the Silver school Games mark that would have otherwise been awarded. This represents a substantial improvement in terms of pupil engagement in competitive sport on the bronze award from the previous year.

The sports premium funding has been used successfully over the last two academic years to fund a PE specialist. The school is now able to fully fund this post from the school budget which will enable the school to invest this year's funding elsewhere.

The delivery of PESSPA has been compromised due to Covid-19, however the school has taken steps to ensure pupils have the opportunity to re-engage with it within the Government's general guidance and, more specifically, through the advice offered by AfPE.

## MOVING FORWARD

The following recommendations were made by the PE advisor at the end of the 20-21 academic year and will form the basis of the 21-22 termly development plan. Additional actions from the YST quality mark review will also be included.

### PE

#### **PE CURRICULUM**

The PE advisor and the PE specialist have been working on developing a bespoke curriculum for Parkside. All term 1 units will be ready to be taught from September 2021. To ensure that the planned curriculum is being taught effectively the PE advisor will play an active role in monitoring its delivery. The current PE assessment tool has been successfully used and will be used again this year.

#### **RECOMMENDATION**

##### **CURRICULUM**

- The PE advisor and PE specialist will continue to create a values based curriculum based on the principles of mastery and in line with the PE curriculum statement
- The PE specialist and class teachers should begin teaching the new curriculum from September 2021.
- All lessons **MUST** have at a learning intention with supporting success criteria to drive attainment across the school.

##### **ASSESSMENT**

- The focus for the termly assessment for each year group will be clearly identified on the PE plans
- AG to continue working with the current assessment model
- AG to use the assessment tool to identify pupils that may need intervention or extra support.

##### **MONITORING**

- The PE specialist will continue to informally monitor the delivery of PE by class teachers with a view to providing one or two points for improvement.
- The PE advisor will make termly drop-in visits to lessons taught by the class teacher
- The PE advisor will complete termly drop-in visits to lessons taught by the PE specialist

##### **CPD**

Existing teaching staff have developed their competency and confidence but will need further support to deliver the new curriculum. New staff members and those that have changed year groups may need extra help to ensure their PE lessons are of good quality. The role of support staff in PE lessons is also an area that will be reviewed.

#### **RECOMMENDATION**

##### **TEACHING STAFF**

- All staff to attend the CPD session to introduce the new curriculum and familiarise themselves with the content.

	<ul style="list-style-type: none"> <li>▪ The PE specialist should continue to work alongside all staff. This should take the form of exemplar lessons, team teaching and guidance around the new curriculum plans.</li> <li>▪ Continued CPD opportunities need to be planned throughout the year</li> <li>▪ Support staff to benefit from CPD that focusses on how best to support learning in PE lessons</li> </ul> <p><b>PE SPECIALIST</b></p> <ul style="list-style-type: none"> <li>▪ In order to implement a new curriculum and to enable to the PE specialist to broaden his understanding of lesson delivery, he will continue to need the support of the PE advisor. The support needs to include lesson observations of best practice delivered by the PE advisor and PE team at Garlinge. Lesson drop-ins with feedback and any other informal support deemed necessary.</li> </ul> <p><b>VALUES</b></p> <p>There has been further progress towards embedding the school values within PE. The new curriculum will embed their place within PE lessons and enable pupils to develop their understanding about how personal qualities can impact achievement in all school settings</p> <p><b>RECOMMENDATION</b></p> <ul style="list-style-type: none"> <li>▪ Continue to monitor and reward those pupils who have the correct kit and regularly take part in PE.</li> <li>▪ Ensure that the values stickers are used to reward meaningful demonstrations of their use.</li> </ul>
<p><b>SCHOOL SPORT</b></p>	<p>The new minibus will significantly improve the opportunities available for pupils to participate in inter-school sports events.</p> <p><b>RECOMMENDATION</b></p> <ul style="list-style-type: none"> <li>▪ The PE specialist will participate in as many School Games events as possible and source other ways of ensuring all pupils have access to inter-school competition</li> </ul>
<p><b>PHYSICAL ACTIVITY</b></p>	<p><b>INFORMAL PHYSICAL ACTIVITY</b></p> <p>The school has the space and capacity to make informal physical activity an integral part of the school day for all pupils. Having specific days for each year group to attend extra physical activity sessions has had a positive impact on the numbers of pupils attending.</p> <p><b>RECOMMENDATION</b></p> <p><b>AFTER SCHOOL AND LUNCH TIME CLUBS</b></p> <ul style="list-style-type: none"> <li>• To continue to offer a wide range of activities for maximum appeal.</li> </ul> <p><b>ACTIVE PLAY</b></p> <ul style="list-style-type: none"> <li>▪ TA's and play leaders need to receive training on the way active play is changing.</li> </ul> <p><b>ACTIVE LEARNING</b></p> <ul style="list-style-type: none"> <li>▪ Class teachers would benefit from observing active learning followed up by CPD with a view to introducing it into their curriculum planning in the future.</li> </ul>



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