

PARKSIDE COMMUNITY PRIMARY SCHOOL
PE, SCHOOL SPORT AND PHYSICAL ACTIVITY
TERMLY DEVELOPMENT PLAN 2020-2021

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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 redevelop the PE curriculum to in line with school's intent, implementation and impact statement
- 3) To further embed a culture of participation in PESSPA amongst all pupils
- 4) To further develop the active play offer.
- 5) Develop understanding of healthy, active lifestyles

CONTEXT

Parkside Community Primary School is a mixed year group Primary School with 100 pupils currently on the school roll. Of those pupils on the school roll, approximately 58% 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. A PE advisor works alongside the PE specialist to enable the school to develop best practice. The school is expecting to receive approximately £16,950 of PE and Sport Premium funding for the academic year 20-2021 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.

In the academic year 2019-20, the school decided to divert the SP funding that would have otherwise been paid to the School Sport Partnership and a local coaching company to employ a full time PESSPA specialist to work under the guidance of a PE advisor. This bold move has had a tremendously positive impact on all stakeholders and has put the school in a strong position to increase the quality of its PESSPA offer into 20-21.

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 19-20 academic year, and will form the basis of the 20-21 termly development plan:

PE

PE KIT

One of the greatest challenges has been to ensure all pupils have a PE kit in school.

RECOMMENDATION

- 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.

PE CURRICULUM/ASSESSMENT/MONITORING

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.

RECOMMENDATION

- 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.

CURRICULUM

- 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.

ASSESSMENT

- 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.

MONITORING

- 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.

	<ul style="list-style-type: none"> ▪ The PE specialist should be formally observed teaching by the HT and a qualified PE specialist twice yearly. <p>CPD 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 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>VALUES 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.
<p>SCHOOL SPORT</p>	<p>TRANSPORT 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.
<p>PHYSICAL ACTIVITY</p>	<p>INFORMAL PHYSICAL ACTIVITY 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.

DEVELOPMENT PLAN 2020-2021

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
Sample values T shirts to be procured from Ambition sport	Ambition Sport has agreed to fulfil the PE T shirt order at a cost of £5.50 per T shirt. A visual has been created and shared with the HT. Funding is available from the SP budget.	The T shirts will instil a sense of pride in pupils and help to raise the profile of PE. They will be better able to identify with the school values and link them clearly to progression in PE.
Have end of KS attainment targets formally in place and shared with staff.	Documents have been completed and are available on the shared resources area. A CPD session has been delivered to staff to explain the HEAD-HEART-BODY approach to attainment in PE and how it links to the end of KS attainment targets.	Pupils and staff will have a clearer understanding of how to progress in PE with opportunities to explore personal, social and creative development. As pupils internalise values, it is hoped that this will improve attainment in other areas of learning
Have a working PE curriculum map formally in place and shared with staff	Documents have been completed and are available on the shared resources area. A CPD session has been delivered to share the rationale behind it.	Pupils will be able to practice and refine skills at an age and ability appropriate level to enable them to progress confidently on their physical literacy journey.
Begin to develop a termly overview for each unit of work with lesson plans in place	T1 overview units of work to be reviewed by the PE advisor & specialist to quality assure teaching and learning	Underway in areas available on KLZ in the resources area of PE.
Support to continue for teaching staff	PE specialist to keep a record of lessons observed and any feedback given	Lesson observations are being recorded and feedback to the teachers is taking place after the lesson. To ensure good practice and areas that could be improved.
Prepare an annual monitoring schedule for CT's and PE specialist. To be shared with staff	Schedule complete and shared with staff	Is an ongoing discussion due to change of PE lessons and possible new teacher starting in T2.
Short CPD session for staff to introduce and discuss the PE vision for 20-21 & share curriculum updates.	Staff meeting time in T1 for PE CPD. Curriculum statement shared/KS attainment targets shared/development plan and recommendations from 19-20 shared. Introduction to teaching and learning in PE	A vision that is shared amongst all stakeholders will serve to ensure that everyone is working towards the same goal. Pupils will benefit from more HQ PE teaching as staff competence, confidence and understanding improves.
Liaise with the Canterbury SP re. their KSG offer and any other available events	Conversation with and update from Canterbury SGO	There is online virtual challenges and skills that have been sent out from the Canterbury SGO. These will be in action in Term 2 at clubs.
Ensure that pupils are making the most of their active play opportunities	Feedback from pupils, TA's and CT's	All Pupils, TA's and CT's have completed their questionnaires, with feedback in all areas the data is being collaborated and will be available in T2

TERM 2 - ACTION	EVIDENCE	IMPACT
Staff/pupil/TA audit to be completed	All Pupils, TA's and CT's have completed their questionnaires, with feedback in all areas. Data is being collaborated and will be available in T3	Pupils will benefit from being encouraged to take part in all the active opportunities that are presented to them and will feel some sense of ownership over the activities offered. The culture of participation will be further embedded across the school.
PE notice boards to be updated	All pupils can see the evidence on the PE notice boards and will be updated again in T3.	The school can continue to celebrate the success of all pupils and build a positive PE learning environment for all pupils.
House system to be re-organised	The house system has been reorganised.	A fairer mix of abilities will enable all pupils to experience a suitable level of competition and develop an affinity with their particular house.
Values T shirts to be ordered for pupils in YR/1/2/3/4/5/6 SM	The order has been completed and the T shirts will be delivered in T3.	Pupils will develop a greater sense of belonging to the school and will wear their T shirts with pride. The profile of PE will be raised amongst all stakeholders and will better place PESSPA in a position to drive change.
Termly overviews for each unit of work with lesson plans in place on the shared resources area	All overviews are in place for the staff to view and are available on the shared area.	This will give staff the opportunity to make sure they are up to date in all areas relating to PE or their planning and tracking.
PE curriculum statement and curriculum map to be on the school website SM	Both documents are now on the school website	The emphasis that the school now puts on PESSPA is visible to all website users and shows a clear, consistent and up to date approach to the teaching of PE.
PE learning journey to be completed and shared with a view to adding it to the school website and resources area SM	The learning journey has been completed and shared with SLT.	The emphasis that the school now puts on PESSPA is visible to all website users and shows a clear, consistent and up to date approach to the teaching of PE.
Tennis enrichment opportunity to be delivered across year 1-6	Tennis has been a success with pupils having a greater chance to improve their hand eye coordination and a chance to experience a new sport.	Enrichment opportunities give pupils the chance to learn a new sport and provide a pathway to participation beyond the school gates.
Liaise with bounce beyond SM	Bounce beyond have quoted a price and a date will be set for them to come in during T3 or 4	An enrichment day that focusses on having fun whilst being active enables pupils to develop a wider view of physical activity.

