



**Harewood Junior School  
SDP Curriculum action plan  
review for P.E 2016/17**

**PRIORITY:**

- Continue to develop teacher's competence and confidence for teaching P.E, in a range of disciplines.
- Increase physical activity for all pupils, including vulnerable groups.
- Increase awareness of the importance of leading a healthy, active lifestyle and the impact of physical education on mental health.
- Increase opportunities for active play at lunchtimes.
- Improve the standards of wet weather PE lessons.

**SUCCESS CRITERIA:**

- Review staff strengths and weaknesses for the subject
- Provide further training for staff (CPD)
- Work with each year group to develop their use of resources for physical education.
- Increase opportunities for children to participate in extra-curricular clubs which involve physical activity.
- Invest in opportunities to increase participation in active play at lunchtimes and break times
- Continue to develop intra-school competitive activities and participate in inter-school activities.
- Whole school awareness of leading healthy, active lifestyles.

**Funding Arrangements and major spend known at time of writing:**

<b>Income:</b>	<b><u>Expenses</u></b>
November payment = £5545	Gloucester School Sports Network: 2016/17 (paid in 15/16 funding as Oct 16 payment) £1750
May payment = £3960	Montague sport, Curriculum development/extra-curricular £2730
Money allocated from last year to combine with additional funding to improve playground activities = £2897.46	Gloucester Primary Sports (inter-school leagues and tournaments) £120
	Inspirational speakers £500
	Supply cost for CPD events and participation in inter-school events £1150
	Transport to and from events £90
	Resources (playtime) £312.40
	Resources (PE) £64.47
	Towards MUGAs (combine with some of Nov 17 funding) £6955.71
	Use of funding for JT playtime cover £479.88
	<b>Total (minus GSSN funding as last year paid with last year's funding) =</b>
	<b>£12,404.46</b>
<b>Total = £12,402.46</b>	

	Action	Leader	Timescale	Resources/cost	Monitoring arrangements	Progress and impact comments
Staff CPD needs and opportunity	<p>*Annual audit of staff strengths and weaknesses</p> <p>*Overview of questionnaire/staff conferencing to identify specific areas which majority of staff lack confidence in.</p>	NS	Autumn 2016  Autumn 2016	Questionnaire/ free  P.E. coordinator time to analyse.	Questionnaire/ staff conferencing.  P.E coordinator to overview and monitor areas of need.	<p>Questionnaires and discussions show improved staff confidence in key areas (rugby and athletics).</p> <p><u>Impact</u> CPD able to focus on identified areas of need and target areas of weakness so that teachers are able to deliver high quality PE lessons.</p>
	<p>*Organise for lead teachers or coaches to work alongside staff to develop confidence.</p>	NS and AM	Ongoing throughout 2016/17 academic year.	Package through Montague £ 2730	Questionnaires/discussions with staff involved to establish effectiveness and impact.	<p>All staff provided with a unit of CPD working alongside coaches from Montague Sports. Y3/4 focus was rugby. Y5/6 was athletics.</p> <p><u>Impact</u> *Feedback from teachers was fantastic. *Teachers learned new skills and techniques for teaching children effectively. *Coaching has not only improved teacher confidence in the areas that it was delivered, but also increased some individual confidence for teaching P.E as a whole. *Quality of P.E lessons is continuing to improve, as shown by observations. This had led to children making more progress in lessons and activities being differentiated more appropriately for children's needs. *Children really enjoyed working with coaches, who were professional and good roles models. The children were inspired and even children who sometimes do not enjoy PE were engaged and motivated to learn.</p>

	<p>*Staff meeting time/inset training to provide further training or for staff who have been involved in working with coaches/lead teachers to roll out their training to other staff.</p>	<p>NS and AM</p>	<p>By the end of the academic year.</p>	<p>Staff meeting/inset time.</p>	<p>Questionnaires/discussions with staff involved to establish effectiveness and impact.</p>	<p>Staff meeting time allowed teachers to feedback what they had learnt from working with coaches.</p> <p><u>Impact</u> *By sharing good practice, teachers were able to further develop their skills and confidence. This has combined with coaching that teachers have received themselves to raise standards of P.E teaching.</p>
	<p>*P.E coordinator to attend training and CPD events.</p>	<p>NS</p>	<p>Ongoing throughout 2016/17 academic year.</p>	<p>Supply cover = £1150 (total)</p>	<p>Feedback to other staff.</p>	<p><u>Impact</u> *PE coordinator has further developed skills and share this with colleagues. *By sharing good practice, teachers were able to further develop their skills and confidence. This has combined with coaching that teachers have received themselves to raise standards of P.E teaching. * CPD events which focused on the impact of PE on mental health have been significant in raising the understanding and importance of this area. PE coordinator has become particularly interested in this area and has worked alongside other staff to raise the profile of the issue in school. As a result of this, a "Mental Health" fortnight took place in Feb 2017 and a 'Get Active' week in May 2017. This raised staff and pupil awareness of the issues and ways of coping with problems, with the use of physical activity as a helpful tool.</p>

	*Training opportunities provided by Sport Network to be attended by members of staff who lack confidence in that area.	NS and AM	Ongoing throughout 2016/17 academic year.	Supply cover = £1150 (total)	Questionnaires to staff involved to establish effectiveness and impact..	Network provided three full days of curriculum support in school. All teachers benefited from at least one session during this time. The focus was on indoor P.E activities in Spring 2017 and cricket in summer term. Both of these areas were identified areas of weakness. <u>Impact</u> *Feedback from teachers was positive. *Teachers learned new skills and techniques for teaching children effectively. *Quality of P.E lessons is continuing to improve, as shown by observations. This had led to children making more progress in lessons and activities being differentiated more appropriately for children's needs.
	*P.E coordinator to spend time with each year group to put together an overview of P.E units and when they will be covered in the academic year. Use new scheme of work to establish key units and points of assessment.	NS and AM	Ongoing throughout 2016/17 academic year.	Release time for P.E coordinator.	P.E coordinator to monitor effectiveness of the scheme and work with staff to develop understanding.	Although overview of P.E units has been discussed with each year group and continual support is offered, no set time has been given to develop further.  Action carried forward.
	* PE coordinator monitor effectiveness of the scheme of work, assessments and teaching, in order to improve the quality of P.E across the school.	NS and AM	Ongoing throughout 2016/17 academic year.	Release time for P.E coordinator.	P.E coordinator to observe, feedback and work alongside staff in order to improve the quality o P.E across the school.	P.E coordinator has carried out observations to monitor impact. Members of SLT have also observed lessons, which have shown the continued improvements in standards.  Monitoring of assessment has not yet been completed. Action carried forward.

	Action	Leader	Timescale	Resources/cost	Monitoring arrangements	Progress comments
Increased opportunities for participation in physical activity	*Annual whole school audit of participation at present.	AM and RW and NS	Autumn 2016	Questionnaires and pupil conferences. Free. . Cost of staff time to analyse.	End of year audit to monitor improvements.	<p>Audit gave data for participation in extra-curricular sports and physical activity clubs, during the 2015/16 academic year.</p> <p>Pupil voice highlighted areas of interest and suggested ways to increase participation.</p> <p><u>Impact</u> *Staff offering clubs for more members or using a rolling program to allow more children to participate at different throughout the year. * More opportunities provided at lunchtimes.</p>
	*Vulnerable groups audit of participation at present.	AM and RW	Autumn 2016	Questionnaires and pupil conferences. Free. Cost of staff time to analyse.	End of year audit to monitor improvements.	<p>Although an improvement on previous years, audit showed that vulnerable groups of children have lower participation than others (on average).</p> <p>Opportunities provided for targeted groups through invitation to join extra-curricular activities. Opportunities provided for children to engage in regular lunchtime activities through becoming a playground leader or joining in with specific activities.</p> <p><u>Impact</u> *With encouragement, increased numbers of children from these vulnerable groups to part in extra-curricular sports and physical activity clubs. *Increase in positive attitudes towards PE (shown through questionnaires and pupil</p>

						<p>conferencing.</p> <p>*Increased confidence and leadership skills seen in certain individuals who were invited and trained to become playground leaders. (CW, DY, DB in particular)</p>
*Use tracker system to look at pupil participation in sports clubs.	AM and RW and NS	Ongoing	Free.		End of year audit to monitor improvements.	<p><u>Impact</u></p> <p>*More children have taken part in extra-curricular sports and physical activity clubs, particularly in lower school.</p> <ul style="list-style-type: none"> <li>- 2013 intake (y6 2016/17)= 72%</li> <li>- 2014 intake (y5 2016/17) = 48%</li> <li>- 2015 intake (y4 2016/17) = 64%</li> <li>- 2015 intake (y3 2016/17) = 43%</li> </ul>
<p>*Audit of pupil interests and which clubs they would like to participate in.</p> <p>*Organise clubs to cater for needs.</p>	NS and KH	Autumn 2016  Ongoing	Questionnaires and pupil conferences. Free. Cost of staff time to analyse		End of year audit to monitor improvements.	<p>*More clubs have been offered to meet pupil needs (in addition to existing clubs) these include:</p> <ul style="list-style-type: none"> <li>- two weekly sessions of gymnastics club, to cater for numbers;</li> <li>-football club and netball offered to children throughout the year to cater for more year groups;</li> <li>-Rugby club offered for extended period to cater for increased numbers;</li> <li>-running club offered throughout the year to cater for more children;</li> <li>-plenty of active lunchtime opportunities</li> </ul> <p><u>Impact</u></p> <p>*More children have taken part in extra-curricular sports and physical activity clubs, particularly in lower school.</p> <ul style="list-style-type: none"> <li>- 2013 intake (y6 2016/17)= 72%</li> <li>- 2014 intake (y5 2016/17) = 48%</li> <li>- 2015 intake (y4 2016/17) = 64%</li> <li>- 2015 intake (y3 2016/17) = 43%</li> </ul> <p>*Increase in positive attitudes towards PE (shown through questionnaires and pupil conferencing.</p>

<p>*Change for Life club to target certain vulnerable groups.</p>	<p>SL and PH.</p>	<p>Autumn 2016 And Spring 2017</p>	<p>Staff to run club as extra-curricular activity.</p>	<p>End of year audit to monitor improvements.</p>	<p>*Due to long-term injury of staff member who had previously run this club, it was not offered this academic year. Action needed to provide training for other staff members to allow it to run in 2017/18 year.</p>
<p>*Training for y5 play leaders in preparation for y6.  *Increased opportunities for physical activity at lunchtimes.</p>	<p>AM and NS  AM and NS</p>	<p>End of academic year.  Ongoing</p>	<p>Training for playtime leaders £85. – <b>this was not offered this year, so we provided training ourselves</b>, = free.</p>	<p>Monitor effect of this of pupil enjoyment of lunchtimes and on the number of playtime incidents.</p>	<p>Appointment of new member of staff with a specific responsibility to organise active lunchtime opportunities. Funding used to pay for lunchtime cover.</p> <p><u>Impact</u> *Organised ‘zones’ of activity each day, allowing plenty of opportunities for all children to engage. *Monitored equipment to allow children to play a variety of active games. *Reduction in behaviour issues at lunch times. *Increased participation in active play. *Increased opportunities for y5/6 children to develop leadership skills. *Noticeable increase in confidence and resilience in some children who have taken on the roles of playground leaders.</p>
<p>*Whole school sports events to encourage physical activity.</p>	<p>NS</p>	<p>Ongoing throughout the year.</p>	<p>Release time for PE coordinator to run events. (£1150 total)</p>	<p>Monitor pupil’s view towards competition and physical activity.</p>	<p><u>Impact</u> *100% children took part in whole school competitive activities. These include: Inter-house skipathon, competitive sports day and inter-house cross country competition. <u>Get Active Week</u> *Raised the profile of sport and living healthy lifestyles – questionnaire and pupil voice of random pupil selection showed this. *Children commented specifically on the impact that inspirational visitors had on their motivation and passion for activity. *Y5 and Y6 walk to Robinswood Hill = 100%</p>

						<p>participation and positive responses from children.</p> <p>*100% children took part in Sports day and Skipathon.</p> <p>*Get Active fun night provided all children with the opportunity to engage in a range of activities.</p>
	<p>*Inter-school competitions and events.</p>	<p>NS, AM, JB KH</p>	<p>Ongoing throughout the year.</p>	<p>Teacher release time = £1150 (total)</p> <p>Other staff time to assist (TAs)</p> <p>Staff time for extra-curricular clubs and matches.</p> <p>Transport costs. = £90</p>	<p>Monitor the number of children who are taking part.</p>	<p><u>Impact</u></p> <p>*24 children took part in inter-school netball competitions.</p> <p>*42 children took part in inter-school rugby competitions.</p> <p>* 45 children took part in inter-school football competitions.</p> <p>*12 children took part in inter-school athletic competition.</p> <p>*10 children took part in inter-school archery competition.</p> <p>*36 children took part in inter-school cross country competition.</p> <p>*30 children took part in the inter-school swimming gala.</p>
	<p>*Additional extra-curricular sporting opportunities through more clubs.</p>	<p>AM and all staff.</p>	<p>Ongoing throughout the year.</p>	<p>Staff time to run clubs.</p>	<p>Monitor the number of children who are taking part.</p>	<p>Wider range of extra-curricular sports and physical activity clubs offered to more children.</p> <p><u>Impact</u></p> <p>*More children have taken part in extra-curricular sports and physical activity clubs, particularly in lower school.</p> <p>- 2013 intake (y6 2016/17)= 72%</p> <p>- 2014 intake (y5 2016/17) = 48%</p> <p>- 2015 intake (y4 2016/17) = 64%</p> <p>- 2015 intake (y3 2016/17) = 43%</p>

	Action	Leader	Timescale	Resources/cost	Monitoring arrangements	Progress comments
Healthy, active lifestyles.	*Pupil survey to investigate physical activity habits of pupils and their understanding of health and wellbeing.	AM, NS , RW	Autumn 2016	Free.	Analyse findings and repeat at the end of the year.	<p>Analysis showed that children had a basic understanding of what leading a healthy, active lifestyle involved. Although children were aware that eating 'healthily' was important, most were only able to talk about eating fruit and vegetables. Were able to talk about doing exercise, but most were not able to say why it was important, other than to prevent you 'getting fat'.</p> <p><u>Impact</u> Drew attention to the need to further educate our children in why physical activity is important for health and wellbeing and eating a balanced diet. It also showed a need to address other issues of wellbeing. This contributed to the decision to have a 'Get Active' week and discuss physical activity during our mental health awareness fortnight.</p>
	*Assemblies to highlight the importance of leading a healthy, active lifestyle.	NS, RW and possibly KG (healthy schools).	Ongoing	Free.  Visitor assemblies during 'Get Active week' = £500.	Assembly overview and discussion with children.	<p><u>Impact</u> Staff assemblies raised the profile of the impact that physical activity can have on health and wellbeing. Inspirational visitors during our 'Get Active week' had a huge impact on the behaviours and attitudes of our children during the week. Children were motivated to overcome barriers and persevere to achieve their potential. The impact of these speakers added to the ongoing messages from staff assemblies of the importance of leading a healthy active lifestyle.</p>

	*Teachers to embed the importance of leading a healthy, active lifestyle by encouraging children to make healthy choices.	All staff.	Ongoing.	Free.	Lesson observations, learning walks, pupil conferencing.	<u>Impact</u> Although initial impact following lessons and assemblies is always evident, for long-term impact, the message needs a higher profile in our day-to-day school environment and ethos. This action is a priority for next year.
	*Work with healthy school team.	AM, NS, KG, RW.	Ongoing.	School partnership with healthy school team.		Sleep project, mindfulness and mental health resources have all been used across school.
	*PSHE, science and P.E lessons to combine to emphasise the importance of leading a healthy, active lifestyle.	All staff.	Ongoing.	Free.	Lesson observations, learning walks, pupil conferencing.	<u>Impact</u> Although initial impact following lessons and assemblies is always evident, for long-term impact, the message needs a higher profile in our day-to-day school environment and ethos. This action is a priority for next year.
	*Parent information evening and parent workshops to highlight the importance of healthy active lifestyles.	AF and AM	Various points throughout the year.	Release time and cost of supply.	*Monitor impact and discuss effectiveness with parents who take part.	This has not been achieved. Although parents attended an exhibition following our 'Get Active' week, specific workshops have not been offered. This action will form part of an action plan for next year – possibly something to include at Parent Forum, coffee mornings, or in lessons when parents are invited to come in and join their children.
	*Enrichment week focus on leading active lifestyles and the importance for our health and wellbeing.	All Staff	Summer 2017	Inspirational visitors = £500  Equipment to provide wider range of activities. = £64.47 (total resources)	Compares pupil's attitudes and behaviour before and afterwards.	<u>Impact</u> *Inspirational speakers - huge impact on the behaviours and attitudes of our children during the week. Children were motivated to overcome barriers and persevere to achieve their potential. The impact of these speakers added to the ongoing messages from staff assemblies of the importance of leading

						<p>a healthy active lifestyle.</p> <p>*100% of children took part in Sports Day and Skipathon.</p> <p>*100% of y5/6 took part in a walk up to Robinswood Hill.</p> <p>*Get Active fun night provided all children with the opportunity to engage in a range of activities.</p> <p>Although a huge impact during the week, for long-term impact, the messages need a higher profile in our day-to-day school environment and ethos. This action is a priority for next year.</p>
	<p>*Develop 'Get Active' time in daily timetable to provide at least 10 minutes of physical activity a day, in addition to lunch times and PE lessons.</p>	NS and all staff.	Ongoing throughout the year.	Cost of playground resources = £312.40 (total) and MUGA (£6955.71 from this year)	<p>Discussions with children.</p> <p>Learning walks to monitor the use of this time across the key stage.</p>	<p>A range of activities discussed with staff to enable this to take place: daily mile, dance workouts, aerobic dice activity etc.</p> <p>Although many staff provide this daily 'Get Active' time, using a combination of the suggestions, it is not consistent across the school. Action carried forward as a priority for next year.</p>
	<p>*Increase resources available to allow opportunities for children to be more active during the school day.</p>		Ongoing throughout the year.	Cost of playground resources = £312.40 (total) and MUGA (£6955.71 from this year)		<p>Playtime equipment provided. (see section below).</p>

	Action	Leader	Timescale	Resources/cost	Monitoring arrangements	Progress comments
Opportunities for active play.	*Training for y5 play leaders in preparation for y6.	AM, JH and NS	End of academic year.	Training for playtime leaders £85. - this was not offered this year, so we provided training ourselves, = free.	<p>Monitor the number of children who are engaging in active play.</p> <p>Monitor the number of lunchtime behavioural incidents.</p> <p>Pupil conferencing to monitor views.</p>	<p>New member of staff employed with one of their specific responsibilities being to increase opportunities for 'Active Play'.</p> <p>JT and JH have worked together to train dedicated groups of y5 and y6 children to support in specific 'zones' on the playground. For example, some children are in charge of ball games, others oversee skipping games, traditional games and activities using the MUGA.</p> <p><u>Impact</u></p> <ul style="list-style-type: none"> <li>*Increased opportunities for all other children on the playground.</li> <li>*Higher participation in 'active play' at lunchtimes.</li> <li>*Reduction in behavioural problems at lunchtimes.</li> <li>*Increased confidence and improved social skills of the children who have been given playtime responsibility. This was particularly evident in some specific individuals, which had a noticeable impact on their attitudes, social interaction and organisation. (CW, DY, DB, CG).</li> </ul>
	*Designated members of staff to lead 'Active Play' and provide a variety of opportunities for all children.	AM		Cost of JT lunchtime cover = £479.88	<p>Monitor the number of children who are engaging in active play.</p> <p>Monitor the number of lunchtime behavioural incidents.</p>	<p>Although this action has been achieved, it is still ongoing as new member of staff develops opportunities further.</p> <p><u>Impact</u></p> <ul style="list-style-type: none"> <li>*Increased opportunities for all other children on the playground.</li> <li>*Higher participation in 'active play' at</li> </ul>

					<p>Pupil conferencing to monitor views.</p> <p>Discuss impact with lunch time staff.</p>	<p>lunchtimes.</p> <p>*Reduction in behavioural problems at lunchtimes.</p> <p>*Increased confidence and improved social skills of the children who have been given playtime responsibility. This was particularly evident in some specific individuals, which had a noticeable impact on their attitudes, social interaction and organisation. (CW, DY, DB, CG).</p>
	*Increase resources for 'Active play'			<p>Cost of playground resources = £312.40 (total) and MUGA (£6955.71 from this year)</p>	<p>Monitor the number of children who are engaging in active play.</p> <p>Monitor the number of lunchtime behavioural incidents.</p> <p>Pupil conferencing to monitor views.</p>	<p>*Multi-Use Games Area (MUGA) provided on both playgrounds.</p> <p>*Resources for other playground games and storage of equipment.</p> <p><u>Impact</u></p> <p>*MUGA provides permanent resource for children to develop a range of skills at break times and lunchtimes. It also forms a specific 'zone' during organised 'Active Play'.</p> <p>*Increased opportunities for all children on the playground.</p> <p>*Higher participation in 'active play' at lunchtimes.</p> <p>*Reduction in behavioural problems at break times and lunchtimes.</p>
. Standards of wet weather P/E	*Discuss issues with staff and decide on actions to move forward.	NS and all staff.	Autumn 2016	Free.	Initial analysis and actions identified following discussion.	<p>Identified the need to have resources that are quickly and easily available in the case of unplanned wet weather lessons.</p> <p><u>Impact</u></p> <p>Box of circuit training resources provided and staff meeting time to deliver CPD on how to use effectively.</p>
	*Develop easy to use pack of resources for all staff to use during wet weather PE	NS and AM	Autumn 2016	Cost of resources. = £64.47 (total PE resources)		*Box of circuit training resources provided, which includes for different circuits, with cards to use for each station and all the equipment required.

	lessons.			Time for PE coordinator to be released to put resource pack together. – curriculum release time = free.		<p>*Staff CPD session in staff meeting.</p> <p><u>Impact</u></p> <p>*Staff commented on how practical and easy these resources are to use.</p> <p>*Staff opting for additional P.E sessions to use the resources for short periods of time.</p> <p>*During wet weather lessons, all children are engaged and actively participating for the full duration of the session. Although the lessons may only be for short periods of time, children are using a range of muscle group and taking part in continuous aerobic activity. This is a huge improvement on the % of time that children spent active in some previous wet weather PE lessons.</p>
	*Monitor the use of new resources.	NS and AM	Autumn 2016	Cost of PE coordinator to be released to observe	<p>Observe resources in use.</p> <p>Check resources are well-maintained and all staff fully aware.</p>	<p><u>Impact</u></p> <p>Initial monitoring shows effective use of resources and children engaged and actively participating for the full duration of the session.</p> <p>Monitoring needs to continue to ensure resources are kept in order and new members of staff are fully aware of how to use them effectively.</p>

**Notes and Evaluation**

Objectives in blue have been achieved, but are ongoing.

Objectives in green are completed and no further action is required.

Objectives in orange have not yet been fully achieved.