



**Harewood Junior School
SDP Curriculum action plan
review for P.E 2020/21**

PRIORITY:

- Continue to develop teacher's competence and confidence for teaching P.E, in a range of disciplines.
- **Following the impact of the Covid-19 pandemic and its impact on our children's physical and mental health and wellbeing, the following objectives are high priority:**
- Continue to increase opportunities for physical activity, particularly those identified as a concern.
- Continue to embed children's understanding of the importance of leading a healthy, active lifestyle. This includes understanding of the impact of physical activity on mental health and wellbeing.
- **Resources: Due to 'Bubble' restrictions and trying to minimise contact between bubbles.**
- Invest in more resources, for both PE lessons and playtimes, to ensure that high-quality PE provision can still be maintained.

SUCCESS CRITERIA:

- Review staff strengths and weaknesses for the subject
- Provide further training for staff (CPD)
- Increase opportunities for daily physical activity.
- Continue to develop the school ethos around the importance of living a healthy, active lifestyle. With particular attention to the impact of physical activity of our physical and mental health and wellbeing.
- Invest in more resources to comply with 'bubble' restrictions around sharing of equipment, to ensure that high-quality PE provision can still be maintained.

Funding Arrangements and major spend known at time of writing:

Income:		Expenses	
November '20 £11,264 + May '21 £8046	£19,310	Montague sport, Curriculum development and CPD	£5650
Carry Forward from 2019/20	£19,764	Gloucester Primary Sports (inter-school leagues and tournaments	£175
		Coaching through Just Camps for Health and Wellbeing	£3840
		Supply cost for monitoring and analysis	£1100
		Resources	£2600
		Use of funding for JT playtime cover and organisation of resources	£5713
		Total spent	£19,078
Carry Forward to 2021/22 for MUGA/ sports area project	£19,996		

	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	<p>Autumn 2020</p> <p>Autumn 2020</p>	<p>Questionnaire/ discussions = free</p> <p>P.E. coordinator time to analyse.</p>	<p>Questionnaire/ staff conferencing.</p> <p>P.E coordinator to overview and monitor areas of need.</p>	<p>.Staff reported a need for CPD for 'Covid- Safe' P.E ideas. This was the focus for external coaches delivering CPD through P.E lessons.</p> <p>Repeat this next year.</p>
	<p>*Organise for lead teachers or coaches to work alongside staff to develop confidence.</p>	NS, JB and AM	Ongoing throughout 202/21 academic year.	Package through Montague £5650 and Just Camps £3840	Questionnaires/discussions with staff involved to establish effectiveness and impact.	<p>Montague Sports booked to provide CPD training of at least 3 sessions for each class teacher during the academic year. Sessions were effective and inspiring for our children. They provided practical ways to adapt lessons due to restrictions with equipment and minimising contact between children.</p> <p>Five Star Movers booked through Just Camps to provide 'Healthy Active' days. Every year group benefitted from a day each half term with a focus on different elements of 'Healthy Active Lifestyles'. These continued to run for children who were in school during partial school closure, and virtually for those who were not. These sessions were good CPD for staff, focussing on different fitness elements which many staff reported not having known previously. They also provided practical opportunities for adapting lessons due to current restrictions.</p> <p>During partial school closure, coaches supported the school to deliver high quality physical education lessons to our vulnerable and key worker children. The coaches delivered these sessions with professionalism and catered for the health and safety restrictions perfectly. The children showed great enthusiasm for these sessions and it was clear that they looked forward to them. They were inclusive, inspiring, and most importantly they were fun for the children. Due to the physical and mental health concerns of our children during these challenging times (for this group of children particularly), we know how important these sessions were. Not only did our children really benefit from their sessions, but they also provided staff CPD and ideas for how to adapt physical education lessons due to current restrictions.</p> <p>We will continue to use the expertise of these coaches to</p>

						provided staff CPD and a focus on physical and mental health and wellbeing during this academic year. Repeat this objective next year.
	*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.	NS, JB and AM	By the end of the academic year.	Staff meeting/inset time.	Questionnaires/discussions with staff involved to establish effectiveness and impact.	Due to partial school closure as a result of the Covid-19 Pandemic, and 'bubble' restrictions when school was fully open, this was not fully achieved. Although we discussed elements of physical education during staff meetings, we were not able to share examples of activities and good practice in the same way. Repeat this objective next year.
	* PE coordinators to monitor effectiveness of PE teaching across all year groups and support colleagues as needed.	NS, JB and AM	Ongoing throughout 2020/21 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.	Due to partial school closure as a result of the Covid-19 Pandemic, this was not fully achieved. However, PE subject leader was still able to monitor provision of physical education in each year group and the effectiveness of coaches. Repeat this objective next year.

	Action	Leader	Timescale	Resources/cost	Monitoring arrangements	Progress comments
Increased opportunities for participation in physical activity	*Five Star Movers, through Just Camps, to provide inspirational, engaging physical education lessons. This will form part of 'Healthy Active Lifestyle' days.	Matt (Just Camps) NS	Throughout the year	£3840	Subject lead to be involved with sessions to monitor delivery. Pupil conferencing to monitor impact.	<p>These days provided a break from usual curriculum, with a focus on elements of 'Healthy Active Lifestyles'. Children were engaged during the 'Active' sessions and inspired to further their fitness by improving their scores.</p> <p>Children reported that they really enjoyed these days, with one group of children saying that they spent time at home practising the skills and teaching their family.</p> <p>Children in all year groups were able to report the main messages from their focus day. For example, when the focus was healthy eating, all children conferenced were able to tell me about a balanced diet and the food groups that they should be eating. This showed the impact of these days on raising the profile of leading a 'healthy active lifestyle' and also the importance of this for our mental and physical health and well-being. Even though some of these days were run virtually during partial school closure, teachers were able to find a variety of resources to facilitate their lessons and the children who participated still managed to achieve the objectives.</p> <p>Continue with this objective next year, although possibly using a different provider due to availability of previous coaches.</p>
	*Staff CPD to encourage regular physical activity opportunities in addition to P.E lessons.	NS, JB, AM	Throughout the year	Staff meeting/inset time Subject leader release time	Questionnaires/discussions with staff involved to establish effectiveness and impact.	<p>Due to Covid-19 restrictions, this has not been fully achieved. Some staff meeting time has been re-allocated to priority issues during Covid. Although staff are fully aware of the importance of providing opportunities for physical activity, particularly for children mental health and wellbeing, many staff have been hesitant to complete activities in classrooms due to increased risk of children moving around and heavy breathing etc. Some staff have been trying to make the most of going outside for additional physical activities, but this is not consistent, and has been limited by playground zones and staggered playtimes/lunchtimes, which have been needed during Covid restrictions.</p> <p>Repeat this objective next year.</p>

<p>*Staff CPD to ensure that P.E lessons are delivered to a high standard, and are making the most of opportunities in consideration of current restrictions.</p>	<p>NS, JB, AM</p>	<p>Throughout the year</p>	<p>Staff meeting/inset time Subject leader release time</p>	<p>Questionnaires/discussions with staff involved to establish effectiveness and impact.</p>	<p>Montague Sports booked to provide CPD training of at least 3 sessions for each class teacher during the academic year. Sessions were effective and inspiring for our children. They provided practical ways to adapt lessons due to restrictions with equipment and minimising contract between children. Five Star Movers booked through Just Camps to provide 'Healthy Active' days. Every year group benefitted from a day each half term with a focus on different elements of 'Healthy Active Lifestyles'. These continued to run for children who were in school during partial school closure, and virtually for those who were not. These sessions were good CPD for staff, focussing on different fitness elements which many staff reported not having known previously. They also provided practical opportunities for adapting lessons due to current restrictions. Repeat this objective next year.</p>
<p>*Staff to share good practice of lesson ideas and adaptations that have been successful in consideration of current restrictions.</p>	<p>NS, JB, AM</p>	<p>Throughout the year</p>	<p>Staff meeting/inset time Subject leader release time</p>	<p>Questionnaires/discussions with staff involved to establish effectiveness and impact.</p>	<p>Due to partial school closure as a result of the Covid-19 Pandemic, and 'bubble' restrictions when school was fully open, this was not fully achieved. Although we discussed elements of physical education during staff meetings, we were not able to share examples of activities and good practice in the same way. Repeat this objective next year.</p>
<p>*Trial ways to adapt The Daily Mile initiative, in consideration of the current restrictions and health and safety regulations.</p>	<p>NS, Midday supervisors, JT to lead.</p>	<p>Throughout the year</p>	<p>Cost of JT lunchtime salary NS release time if needed.</p>	<p>Monitor number of playtime incidents (particularly in the last 10 of lunchtime when Daily Mile is happening. Discussions with midday supervisors and children to monitor effectiveness. Monitor general fitness attitudes of children during this time.</p>	<p>Due to changing circumstances with 'Bubbles', staggered lunchtimes/break times and other Covid restrictions, this objective was not achieved. Repeat this objective, or something similar, next year.</p>
<p>*Explore possibilities for extra-curricular physical activity, in consideration of current restrictions and health and safety regulations.</p>	<p>NS, JB, AM</p>	<p>Throughout the year</p>	<p>Teacher time to deliver extra-curricular clubs, in consideration of current demands, risks and restrictions.</p>	<p>Discussions with staff to discuss possibilities.</p>	<p>During the summer term, once restrictions were starting to reduce, every child had the opportunity to attend at least one extra-curricular activity. This included lunchtime and after school clubs. All activities were focussed on improving children's health and wellbeing; including social interaction, physical and emotional wellbeing and mental health.</p>

						<p>70% of our y6 (2017 intake) children participated in at least one extra-curricular activity. 76% of our y5 (2018 intake) children participated in at least one extra-curricular activity. 93% of our y4 (2019 intake) children participated in at least one extra-curricular activity. 72% of our y3 (2020 intake) children participated in at least one extra-curricular activity. Repeat this objective next year.</p>
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	Action	Leader	Timescale	Resources/cost	Monitoring arrangements	Progress comments
Embed understanding of importance of leading a healthy, active lifestyle ▲	<p>*Five Star Movers, through Just Camps, to provide inspirational, engaging physical education lessons. This will form part of 'Healthy Active Lifestyle' days.</p>	<p>Matt (Just Camps) NS</p>	<p>Throughout the year</p>	<p>£3840</p>	<p>Subject lead to be involved with sessions to monitor delivery. Pupil conferencing to monitor impact.</p>	<p>These days provided a break from usual curriculum, with a focus on elements of 'Healthy Active Lifestyles'. Children were engaged during the 'Active' sessions and inspired to further their fitness by improving their scores. Children reported that they really enjoyed these days, with one group of children saying that they spent time at home practising the skills and teaching their family. Children in all year groups were able to report the main messages from their focus day. For example, when the focus was healthy eating, all children conferenced were able to tell me about a balanced diet and the food groups that they should be eating. This showed the impact of these days on raising the profile of leading a 'healthy active lifestyle' and also the importance of this for our mental and physical health and well-being. Even though some of these days were run virtually during partial school closure, teachers were able to find a variety of resources to facilitate their lessons and the children who participated still managed to achieve the objectives.</p> <p>Continue with this objective next year, although possibly using a different provider due to availability of previous coaches.</p>
	<p>*Healthy Active Lifestyle Days are timetabled for each half term. Each day will focus on a different element of 'Healthy Active Lifestsyles'. This will incorporate specific needs in consideration of the current situation and the impact that this is having on our children's physical and mental health and wellbeing. Each day will also include a physical education lesson provided through Just Camps.</p>	<p>NS, JB and AM</p>	<p>One per term, starting in Autumn 2.</p>	<p>Cost of any additional resources that may be required, in addition to coaching costs (see above).</p>		<p>These days provided a break from usual curriculum, with a focus on elements of 'Healthy Active Lifestyles'. Children were engaged during the 'Active' sessions and inspired to further their fitness by improving their scores. Children reported that they really enjoyed these days, with one group of children saying that they spent time at home practising the skills and teaching their family. Children in all year groups were able to report the main messages from their focus day. For example, when the focus was healthy eating, all children conferenced were able to tell me about a balanced diet and the food groups that they should be eating. This showed the impact of these days on raising the profile of leading a 'healthy active lifestyle' and also the importance of this for our mental and physical health and well-being. Even though some of these days were run virtually during partial school closure, teachers were able to find a variety of resources to</p>

						<p>facilitate their lessons and the children who participated still managed to achieve the objectives.</p> <p>Continue with this objective next year, although possibly using a different provider due to availability of previous coaches.</p>
<p>*Assemblies (in class or year group due to current restrictions) to highlight the importance of leading a healthy, active lifestyle. This will include ongoing consideration for the impact that Covid-19 is having on our children's physical and mental health and wellbeing.</p>	All staff	Ongoing	<p>Free.</p> <p>If current restrictions allow, the cost of guest speakers to inspire our children.</p>	Assembly overview and discussion with children.	<p>Lots of ad-hoc conversation in all classes throughout the year, in addition to some focussed assemblies (virtual and in person) to discuss this. During partial school closure, all classes had regular messages from their teachers, and links to online resources, which focussed on the importance of physical and mental health and wellbeing.</p> <p>This has raised the profile of the importance of physical education and we have seen a short-term increase in children's understanding of leading a healthy, active lifestyle. We have also noticed short-term improvements in related behaviour, such as healthier lunchbox choices and children engaging in more active play and sporting opportunities. During pupil conferencing, children were able to talk in detail about the health and wellbeing benefits from leading healthy, active lifestyles. This has started to embed the ethos of the importance of leading healthy, active lives, and emphasised its importance on our physical and mental health and well-being.</p> <p>Initial impact following lessons and assemblies is always evident.</p> <p>For long-term impact, the message needs to continue regularly in assemblies and in lessons. The message also needs an even higher profile in our day-to-day school environment and ethos. This action is an ongoing priority for next year, especially in light of Covid and the impact on mental and physical health of our pupils.</p> <p>Repeat this objective next year.</p>	
<p>*Teachers to embed the importance of leading a healthy, active lifestyle by encouraging children to make healthy choices. This will include ongoing consideration for the impact that Covid-19 is having on our children's physical and mental</p>	All staff.	Ongoing.	Free.	Lesson observations, learning walks, pupil conferencing.	<p>Lots of ad-hoc conversation in all classes throughout the year, in addition to some focussed assemblies (virtual and in person) to discuss this. During partial school closure, all classes had regular messages from their teachers, and links to online resources, which focussed on the importance of physical and mental health and wellbeing.</p> <p>This has raised the profile of the importance of physical education and we have seen a short-term increase in children's understanding of leading a healthy, active</p>	

	health and wellbeing.					<p>lifestyle. We have also noticed short-term improvements in related behaviour, such as healthier lunchbox choices and children engaging in more active play and sporting opportunities. During pupil conferencing, children were able to talk in detail about the health and wellbeing benefits from leading healthy, active lifestyles. This has started to embed the ethos of the importance of leading healthy, active lives.</p> <p>Initial impact following lessons and assemblies is always evident.</p> <p>For long-term impact, the message needs to continue regularly in assemblies and in lessons. The message also needs an even higher profile in our day-to-day school environment and ethos. This action is an ongoing priority for next year, especially in light of Covid and the impact on mental and physical health of our pupils.</p> <p>Repeat this objective next year.</p>
	<p>*PSHE, science and P.E lessons to combine to emphasise the importance of leading a healthy, active lifestyle. This will include ongoing consideration for the impact that Covid-19 is having on our children's physical and mental health and wellbeing.</p>	All staff.	Ongoing.	Free.	Lesson observations, learning walks, pupil conferencing.	<p>Healthy Active Days provided this, in addition to usual curriculum delivery.</p> <p>This has raised the profile of the importance of physical education and we have seen a short-term increase in children's understanding of leading a healthy, active lifestyle. We have also noticed short-term improvements in related behaviour, such as healthier lunchbox choices and children engaging in more active play and sporting opportunities. During pupil conferencing, children were able to talk in detail about the health and wellbeing benefits from leading healthy, active lifestyles. This has started to embed the ethos of the importance of leading healthy, active lives and emphasised its importance on our physical and mental health and well-being.</p> <p>Initial impact following lessons and assemblies is always evident.</p> <p>For long-term impact, the message needs to continue regularly in assemblies and in lessons. The message also needs an even higher profile in our day-to-day school environment and ethos. This action is an ongoing priority for next year, especially in light of Covid and the impact on mental and physical health of our pupils.</p> <p>Repeat this objective next year.</p>

	<p>*Continue to highlight the importance of healthy active lifestyles to our parents. For example, on newsletters. This will include ongoing consideration for the impact that Covid-19 is having on our children's physical and mental health and wellbeing.</p>	AF, JH and AM	Various points throughout the year.	free	<p>*Difficult to monitor effectiveness due to current restrictions.</p>	<p>We regularly mention this on our newsletters and SeeSaw messages to parents. We have been very mindful of encouraging pupils and their families to 'Get Active' and find healthy ways to deal with social restrictions, and the impact of them, during the pandemic.</p> <p>This needs to continue and possibly think of more opportunities to engage parents with our 'Healthy Active School' ethos. This continues to be particularly important this year in light of the ongoing impact of Covid-19 on our children's health and mental wellbeing .</p>
	<p>*Mental health fortnight to include key focus on the importance of leading healthy, active lifestyles. This will include ongoing consideration for the impact that Covid-19 is having on our children's physical and mental health and wellbeing.</p>	All staff	Spring term	Lesson time.	Discussions with children during the week and questionnaires to monitor understanding.	<p>This was successful again and engaged children across the school. It was particularly important due to impact of Covid-19, and children reported enjoying opportunities to discuss the impact that it had had on them.</p> <p>We noticed short-term improvements in children's understanding and related behaviour. This has started to embed the ethos of the importance of leading healthy, active lives and emphasised its importance on our physical and mental health and well-being.</p> <p>Initial impact following lessons and assemblies is always evident.</p> <p>For long-term impact, the message needs to continue regularly in assemblies and in lessons. The message also needs an even higher profile in our day-to-day school environment and ethos. This action is a priority for next year, particularly in light of the impact that Covid-19 has had/is having on our children's mental and physical health.</p>
	<p>*Trial ways to adapt The Daily Mile initiative, in consideration of the current restrictions and health and safety regulations.</p>	NS, Midday supervisors, JT to lead.	Throughout the year	Cost of JT lunchtime salary NS release time if needed.	<p>Monitor number of playtime incidents (particularly in the last 10 of lunchtime when Daily Mile is happening.</p> <p>Discussions with midday supervisors and children to monitor effectiveness. Monitor general fitness attitudes of children during this time.</p>	<p>Due to changing circumstances with 'Bubbles', staggered lunchtimes/break times and other Covid restrictions, this objective was not achieved.</p> <p>Repeat this objective, or something similar, next year.</p>

Resources	Invest in resources to allow high-quality provision of PE lessons to continue, despite restrictions surrounding cross-bubble contact.	NS JB	ongoing	Up to £3000	NS, JB and JT to monitor stock and request order of more equipment as needed.	<p>Many long-term resources were purchased, including: gym mats, football goals, and netball posts. This was in addition to stock equipment such as various balls and cones. This allowed PE lessons to still be delivered effectively, despite having to think carefully about the restrictions surrounding the use of equipment.</p> <p>The lack of sufficient equipment for each sport was highlighted as a major concern due to equipment not being shared across year group bubbles. Even though some restrictions have reduced, as the situation continues to change, we are maintaining these measures for the coming academic year. Therefore, further investment needs to continue to ensure that we have enough equipment for PE provision to be of a high-quality for our children.</p>
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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.