|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| IntentionData, resources, staffing including pedagogy, innovation | Implementation  | Implementation Time frame/ Staff involved | Proposed Impact | Evidence towards proposed impact |
| Introduce new assessment criteria to assess attainment in PE. | Teachers will…* Be aware of data & proposed next steps/strategies.
* Use pupil voice – feedback from children in these groups
* Reassess another strand of P.E using new assessment criteria

P.E team will…* Review & analyse new data, then use this to further plan/support PE and staff.
* Plan a staff meeting to share new assessment criteria
 | All staff Termly.  | * Data is objective to support children’s attainment within each class and progress across the year groups
* Staff will be more aware of how to support children and provide opportunities in PE lessons.
* Pupil voice for these groups will reflect their own knowledge of what they need to develop personally.
 |  |
| Ensure opportunities for children to receive high quality physical exercise | P.E team will…* Continue to monitor effectiveness of extended playtimes/lunchtimes (structured physical activity staff-led/supported)
* Monitor impact of playtime boxes that are used to support this.
* Playtime drop-ins/pupil & staff voice/feedback to gather thoughts and next steps / ensure consistency across year groups

Class teachers will…* Deliver playtime activity & P.E.
* Responsible for delivering quality P.E
* Use skills progression & STEP proforma to differentiate.
* Use KKO to support planning of curriculum PE.
* use skills progression provided by AW to ensure consistency across school, including those year groups for which AW is not currently delivering P.E ppa cover.
 | During school year.Throughout the year  | * Equipment utilised to maximise opportunities and enjoyment at playtime
* Children receive quality physical activity (structured/led by staff) for at least 45 mins per day.
* Pupil voice informs children are participating in regular PE sessions to meet P.E statutory requirements.
* Cohesive planning & delivery of P.E.
* Positive impact on progress and attainment.
* Pupil voice feedback will be positive.
* Quality P.E. sessions, in line with statutory requirements.
* STEP – differentiation will be clear and support the needs of children & identified groups
 |  |
| Support Wellbeing of all children - due to impact of Co-Vid 19 on sport and physical activity – review impact & implications on mental & physical wellbeing. | Teachers will…* Continue with outdoor & adventurous activities in KS2 (as last year) – pupil voice was positive. This facilitates collaboration between pupils.
* Evidence photographs on Seesaw

PE team will…* Organise and provide another/more ‘wellbeing’ days, enabling children to participate in the five steps to wellbeing, e.g. problem solving day (rebooked for Autumn term 22) – supporting children to connect & work collaboratively via sport and active challenges.
* Liaise with ES to facilitate staff wellbeing
* Enquire about Sports Leader programme – now House captains.
* House /Sports captains to understand job description.
* Organise an inspirational day
 | Autumn Term (Spring 2022) | * Reflect on, promote and improve wellbeing of staff and children by:
* Pupil voice will be positive and suggest ideas for next steps
* Staff feedback (questionnaire) & uptake of staff wellbeing activities
* Pupils’ application of skills, e.g. collaboration & team work in other aspects of school life
* Reviewing data – improvement in related aspects of P.E (team building, problem solving, confidence)
* Increased interest/numbers in sport and physical activity by developing mental wellbeing (inspired by professional athlete – growth mind set, resilience, overcoming challenges, promoting love of fitness & health etc).
 |  |
| ***Resourcing & Display*** Improve impact and engagement with Sports Display (hall)Ensure monies are well spent to support Sports Premium | * Display more pupil voice – sports snippets/news, feedback on outside achievements etc.
* Provide opportunity for children to access clubs / express interest via board.
* Link with mental well-being – liaise with EH.
* Sports leaders – increase involvement and prominence within school; via board
* Celebrate outside successes (certificates, achievements etc.)

PE team will… * Purchase equipment to support physical activity at break times
* Purchase equipment to enhance teaching and learning of PE
* Monitor clubs; ensure they are running effectively and well attended
* Monitor Swimming at SMA to be addressed – are we facilitating this effectively?
 |  – update/monitor Sports DisplayClass teachers – share role of sports leaders/promote physical activity via class pages Monitor throughout year – competitions/clubs within school limited during Autumn term – Catholic Cluster participating in inter-school competition. External agencies delivering clubs during Autumn term- photograph and share on websiteAutumn Term and continuous there after | * Children to recognise link between mental and physical wellbeing – pupil voice.
* Promote & encourage physical activity e.g. via increased numbers in competitions, clubs, those taking part in activity outside of school & feedback via pupil voice
* Children to have more ‘say’ re physical activity at SMA– increase interest and engagement, targeting those less active. Numbers to increase.
* Sports leaders will be easily recognised and known in, and will act as role models and promote/encourage others to take part
* Children will make the link between outside of school and in-school activities. Improve well-being – proud to share achievements. Others may be inspired to take up new activities when range of activities are seen (not just activities offered in school)
 |  |
| ***Website*** Update SMA website (curriculum page) to reflect P.E and practices  | PE team will…* Create a P.E page to include; a learning yearly overview, pupil voice videos, clubs/event info, achievements, policy, action plan and assessment info.
 | Shareholders will be informed of events and curriculum via the website.  | * Parents are able to access info and support P.E at SMA
* Children are more empowered in their learning – aware of topics, assessment info
* Share success – boost pupils’ self-esteem and foster pride
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