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| Intention  Data, 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 Display  Class 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 website  Autumn 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 |  |