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Introduction

As of 2013 the government allocated a sum of money to all primary schools to allow for schools and individuals within schools to improve P.E, by whatever means they deemed necessary e.g. through P.E. coordinator and/or staff training, purchasing additional /extra resources, purchasing out of house P.E. services etc. The changes have to be sustainable and leave a lasting legacy rather than being short term fixes that will cease to exist if the funding is stopped.

As a school Newton Regis has used the funding to train a new P.E Coordinator as part of a package from North Warwickshire SPSS, which also included training for the other teachers in school. This package ensured that the teachers were able to complete a half term's worth of team teaching with a trained P.E specialist within an area of P.E. this meant that each of the three teachers received training in either athletics, dance or gymnastics. As well as team teaching the teacher's were part of the planning process and shared the planning for the sessions, as well as being responsible for the teaching of the starter, main, plenary or all of the sessions.

Newton Regis has also used the funding to guarantee they continue to secure 'TOPSCORE' after school and in school sessions to ensure the children continue to receive the expected amount (e.g. 2 hours) of high quality P.E sessions, covering a variety of areas of P.E.

Lastly, Newton Regis have used the funding to pay for a member of staff to organise and transport children to and from sporting competitions and events, to ensure that all children are given the opportunity to attend sporting events regardless of their circumstances.

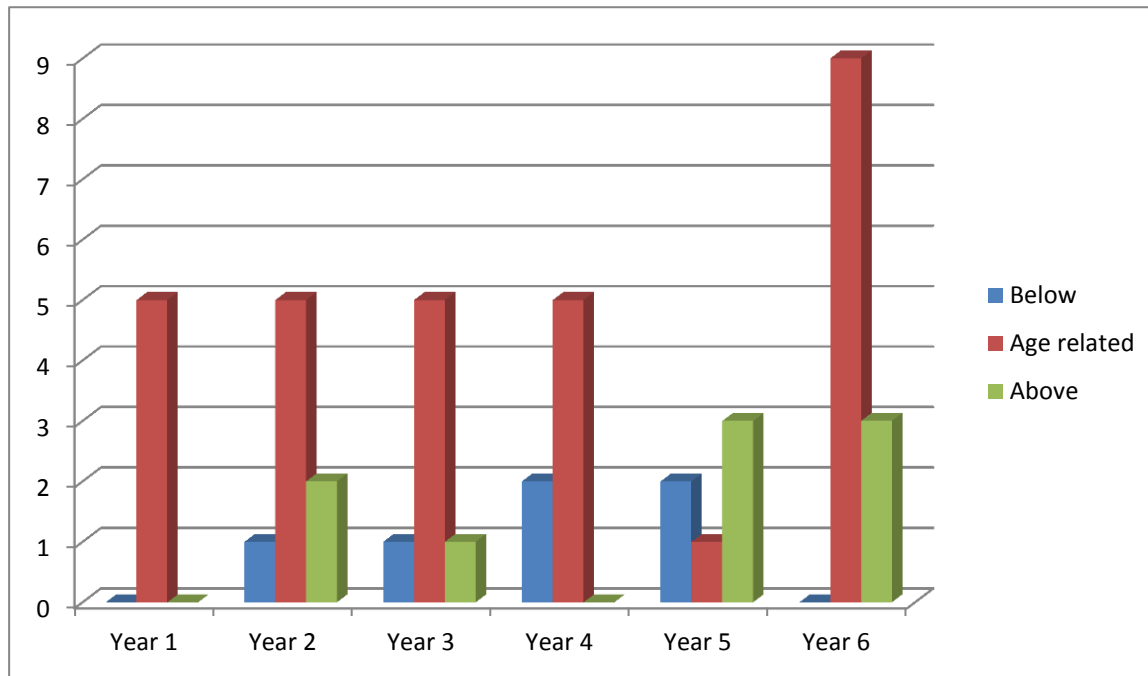


Data Analysis

Attainment

87 % of children from year 1 to year 6 are at or beyond age related expectations for P.E. The children that are below age related expectations have other circumstances that have contributed to their attainment in P.E e.g. special needs, medical needs etc

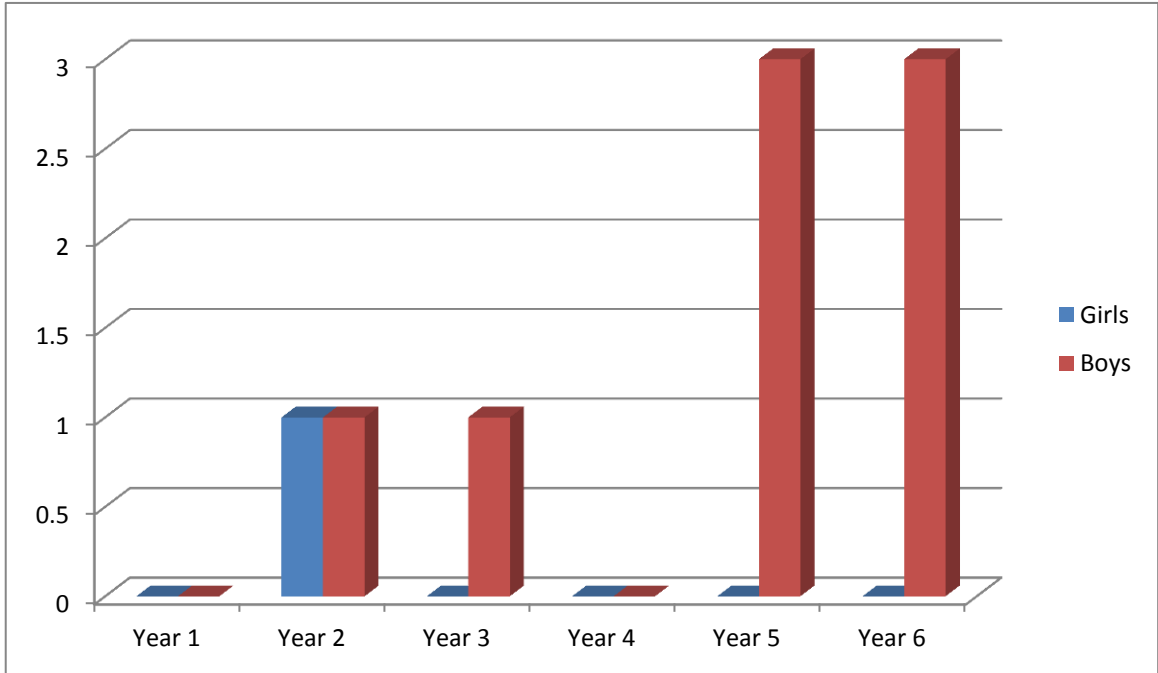
Year groups



	Below	Age related	Above
Year 1	0	5	0
Year 2	1	5	2
Year 3	1	5	1
Year 4	2	5	0
Year 5	2	1	3
Year 6	0	9	3

Boys compared to girls

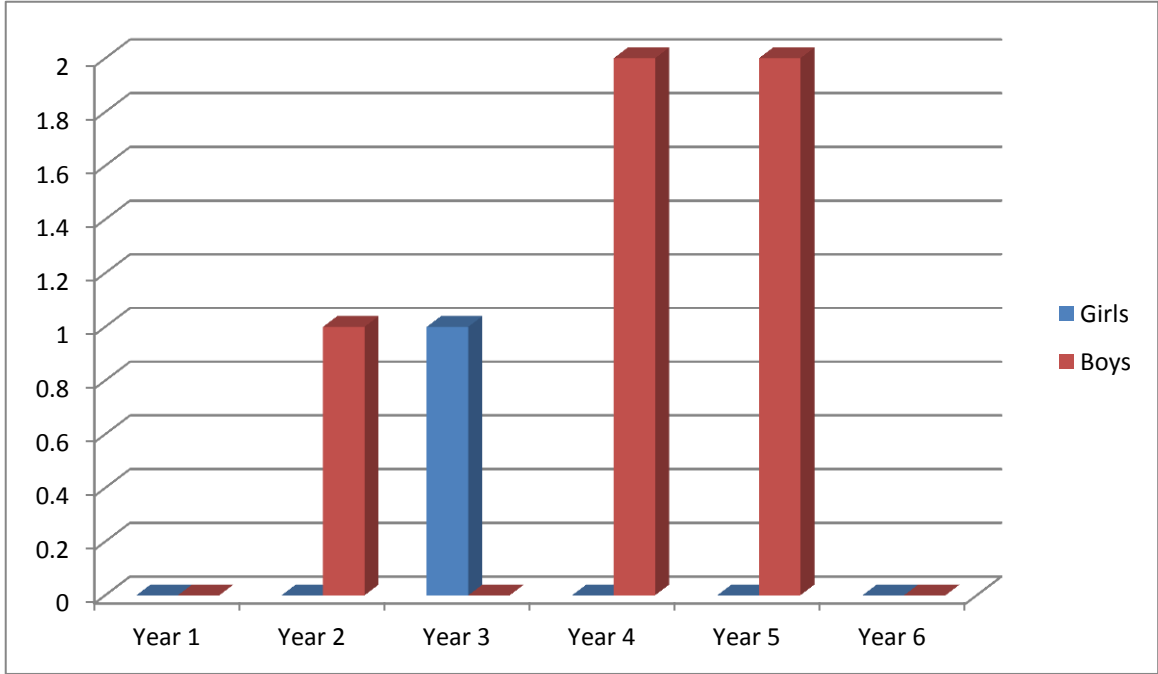
Above age related expectations



	Girls	Boys
Year 1	0	0
Year 2	1	1
Year 3	0	1
Year 4	0	0
Year 5	0	3
Year 6	0	3

* Note that year 5 has no girls in the cohort.

Below age related expectations



	Girls	Boys
Year 1	0	0
Year 2	0	1
Year 3	1	0
Year 4	0	2
Year 5	0	2
Year 6	0	0



Newton Regis Church of England
Primary and Nursery School

Hearwood
Church of England Academy Trust

Training

P.E Coordinator training sessions.

Sports coaching football sessions.

Team teach P.E sessions for all teachers.

Staff meetings

Team teaching gymnastics; cluster session at Woodside.

P.E new curriculum session at school with teachers; sharing new P.E. planning and policy.

Events

Sports day, Football goal shoot out, Sports competitions, Aston Villa, BHF fundraising.

General school P.E offerings

Skipping and club. Termly change of clubs.



Development plan

In review of the development plan for P.E 13/14 there are many areas that highlight the successes in improving the quality and accessibility of P.E. at Newton Regis. These successes include the availability of high quality P.E sessions; from both out of school providers and most importantly school staff (teachers) due to up skilling from team teach sessions. There has also been an emphasis on ensuring high quality P.E. sessions in response to completing questionnaires on confidence and skills of the teachers and observing P.E sessions, discussing strengths and areas of improvement. There has also continued to be a wide range of sporting opportunities for pupils both in and out of school, ran by teachers and teaching assistants and out of school services. Training of the P.E coordinator has also been successful, ensuring that they have received up to date training on the new P.E curriculum (September 2014) and are equipped with the knowledge of what a high quality P.E session should include and what it looks like in practice. The next steps for development of P.E is to implement the new P.E planning (chosen by the P.E coordinators) and to ensure that the sessions are of high quality and review the planning in July 2015. There is also scope to make sure that there continues to be a wide range of sporting opportunities and that all children are involved.



PE Learning Improvement Plan for 2013 – 2014

Autumn

Spring

Summer

PRIORITY 1 : To develop the role of the new PE co-ordinator

Outcomes:

- PE co-ordinator states confidence and experience for the role has improved and can identify further training needs
- PE is well led and managed across the school
 - Progression is evident across the school
 - Schemes of work are effective
 - Assessment is used effectively
 - Differentiation is apparent for the less and more able

PRIORITY 2: To develop the skills of all staff in the teaching of PE

Outcomes:

- Lesson observations show teaching of PE to be good or better
- Lesson plans show progression of key skills, differentiation
- Assessment informs planning
- Vigorous activity is planned for and observed in lessons

PRIORITY 3: To ensure there are a wide range of opportunities for pupils to try different sporting activities

Outcomes:

- Analysis of after school clubs/sporting events shows all children are able to access the opportunities
- Analysis of sporting opportunities shows a wide range available

Priority 1: To develop the role of the new PE co-ordinator

Outcomes:

- PE co-ordinator states confidence and experience for the role has improved and can identify further training needs
- PE is well led and managed across the school
 - Progression is evident across the school
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 - Differentiation is apparent for the less and more able

Expected outcomes /success criteria	Actions and Timescales	Milestones	Resources (Including CPD and personnel)	Monitoring and evaluation activities	Actual outcomes
<p>PE co-ordinator is able to discuss his/her role and identify strengths and weaknesses in the management and implementation of PE at Newton Regis.</p> <p>Assessment is rigorous and effective for all areas of PE (for all age ranges).</p> <p>Assessment is used to monitor and extend less and more able pupils in lessons.</p> <p>Schemes of work are of high quality and are used effectively to implement in lessons.</p> <p>PE coordinator is able to write clear action plans with focus on improved pupil outcomes (possibly through staff training).</p>	<p>Ongoing support through the Northern Warwickshire School Sport Partnership. This includes 1:1 sessions with a team teach partner from the sessions. Also attendance at PE co-ordinator training days and sessions is mandatory.</p> <p>Review the way that assessment is carried out and ensure a unified approach across the school.</p> <p>Look at the assessment of less and more able children and discuss with class teachers how these children are highlighted, extended and supported.</p> <p>Review our current scheme of work for its quality, coverage and relevance and look at possible alternatives (some of which were suggested at the NWSSP training).</p> <p>Monitor the overall effectiveness of PE eg the way that lessons are carried out, the use of planning, assessment and content and review strengths and weaknesses.</p>	<p>Completion of the support package by the PE co-ordinator.</p> <p>Termly assessment data from staff.</p> <p>Termly assessment data from staff.</p> <p>Choose a new scheme of work or agree on the use of the current scheme.</p> <p>Observe PE sessions, review planning and assessment termly.</p>	<p>NWSSP training package (Cost?)</p> <p>Assessment data.</p> <p>A variety of schemes of work to review.</p> <p>PE co-ordinator time to observe lessons and compile an action plan for moving forward.</p>	<p>Evaluate the use of assessment and discuss with school staff the ease of data collection and analysis for next steps.</p> <p>Evaluate different schemes of work and ask for suggestions/pros and cons from teaching staff.</p> <p>School to look at action plan in a staff meeting and contribute to any additional points.</p>	<p>1:1 sessions for Dance begin February 2014 All teachers have had team teach sessions.</p> <p>Assessment data was collected from school staff and a unified approach was decided upon, with Topscore providing the benchmark assessment. June 2014</p> <p>Current scheme has been reviewed for strengths and weaknesses and alternatives are being considered. Agreed upon new scheme of work (Primarype.co.uk) written up by C.K C.M. May 2014</p> <p>Observed a PE Lesson from both teachers and reviewed strengths and weaknesses. June 2014</p>

Priority 2: To develop the skills of all staff in the teaching of PE

Outcomes:

- Lesson observations show teaching of PE to be good or better
- Lesson plans show progression of key skills, differentiation
- Assessment informs planning
- Vigorous activity is planned for and observed in lessons

Expected outcomes /success criteria	Actions and Timescales	Milestones	Resources (Including CPD and personnel)	Monitoring and evaluation activities	Actual outcomes
Increase in proportion of both good and outstanding PE lessons.	To observe termly PE lessons, especially after the team teach sessions; (Gymnastics – Mrs Barclay and Athletics – Miss Griffiths) to evaluate the standard of teaching in these areas.	Observations after the team teach sessions.	PE co-ordinator time and time to discuss sessions with teachers.	The teaching staff share strengths and weaknesses to improve future sessions.	Mrs Barclay has completed the team teach sessions and an observation will be planned for Spring term 2. Miss Griffiths has also completed team teach and I have observed both teachers. June 2014
Lesson plans are well matched to the class' needs.	To review lesson plans and ensure that the plans match the class and their range of abilities) eg equipment, resources and expectations are appropriate).	Review the scheme of work in regards to planning.	PE co-ordinator time and time to discuss, with teachers, any changes they make to the scheme of work.	The teaching staff evaluate the lessons plans in light of different schemes of work and share suggestions/ pros and cons.	The current scheme ensures coverage for all classes. The adaptation to the lesson plans still needs to be looked into. Now changed to a new scheme of work C.K and C.M compiled. May 2014
Assessment is well used and well matched to abilities and next steps.	To look at assessment on a termly basis to ensure that all children are being assessed by ability after each block (eg Gymnastics, Dance, Athletics and Games) and this assessment is used to inform planning.	Termly assessment data from staff.	PE co-ordinator time to review the effectiveness of assessment.	Feedback to the Teachers and Head Teacher on the use of assessment.	Assessment is a tool that is used by the teachers informally and is often not written up formally. A more effective use of assessment needs to be considered so gaps in attainment/skills for the chn is noted and built upon.Ongoing
Children have the opportunity to take part in vigorous activity in all PE lessons.	Observe lessons to ensure that teacher talk is to a minimum and children are involved in as much physical exercise as possible within the session.	Lesson observations in all areas.	PE co-ordinator time and time to discuss sessions with teachers.	The teaching staff share strengths and weaknesses to improve future sessions.	Teachers observed and lessons were interactive. Audit completed June 2014

Priority 3: To ensure there are a wide range of opportunities for pupils to try different sporting activities

Outcomes:

- Analysis of after school clubs/sporting events shows all children are able to access the opportunities
- Analysis of sporting opportunities shows a wide range available

Expected outcomes /success criteria	Actions	Milestones	Resources (Including CPD and personnel)	Monitoring and evaluation activities	Actual outcomes
<p>Children from all groups are able to access sporting opportunities.</p> <p>A variety of sporting opportunities are available to take part in.</p>	<p>Review the uptake of after school clubs and highlight pupil premium children and any other significant groups that may have difficulties accessing the opportunities. (This may be due to finance, transport or personal preference). After analysing the data, ensure all groups are taken into consideration and appropriate measures are taken to involve everyone, especially those highlighted.</p> <p>Ensure that timely information, about sporting events, is disseminated to appropriate school staff (eg Teachers and Mrs Bryan for organisation and lifts) and school diary is kept up to date with events. Also promoting these sporting events in the appropriate after school clubs and class sessions.</p> <p>Also, allowing time (in the summer term) for Teachers within the Academy to teach a series of lessons in an area of PE eg Gymnastics, and then create an Academy event.</p>	<p>Children from all ranges are attending after school and sporting activities.</p> <p>Children from all ranges are attending a variety of after school and sporting activities.</p> <p>An Academy event is organised.</p>	<p>PE co-ordinator time to review and analyse after school club and sporting club event data.</p> <p>PE co-ordinator and Mrs Bryan's time to organise transport and disseminate information.</p> <p>Teaching staff and PE co-ordinator time.</p>	<p>Review club uptake every term to highlight any changes.</p> <p>Review which children are taking part in school sporting activities on a termly basis.</p> <p>Evaluate the effectiveness of the Academy event and the opportunity of more events in the future.</p>	<p>A new skipping club was started, especially to encourage specific individuals. February 2014</p> <p>A range of clubs have been offered and changed seasonally e.g. football and rounders, skipping and running.</p> <p>Sporting events are updated in the school diary and correspondence is disseminated to school staff and Mrs Bryan. Extra sessions were planned to ensure children could achieve in cricket. January 2014</p> <p>Aston Villa event allowed pupil premium chn to attend.</p> <p>No academy event planned as of yet.</p>