

Subject Action plan – P.E.

Champions: Kat Nixon and Lisa Bale		Link leaders: Ellie Newnham			
Intelligence already gathered	Subject leader assessment strategies are planned but not yet in place consistently. Long term plans show progression, new personnel in PE/Sports coach/Sports Apprentice need inducting into curriculum planning process to ensure progression				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership.	<i>Induct and monitor the new sports coach's delivery of P.E. curriculum in line with objectives prescribed.</i>	November 2023 – KN Ongoing	New sports coach delivers clear and consistent lesson structure across the infant and junior building as seen in PE deep dive. Teachers and Sports coaches are beginning to make explicit links between invasion sports building on transferable skills/ tactics. Pupil voice shows that pupils feel supported and challenged in PE lessons and can articulate links between invasion sports. EYFS objectives are being covered through PE lessons planned by the sports coach.	Learning walks, discussions, pupil voice Teacher dialogue, planning and assessment evidence	-Monitor the planning of EYFS PE sessions. -Bring DSP in line with whole school expectations. -Continued support for new sports coach around teaching strategies and expectations -Paired teaching structure
	<i>Introduce and support the P.E. curriculum throughout EYFS is meeting the needs of pupils for pupils to achieve their Development Matters goals.</i>	KN and LB – November 2023 and ongoing			
6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children	<i>Have clear expectations for teachers and coaches in terms of assessment recording.</i>	KN Aut 2	Clear, consistent approach to planning across sites has led to pupils being able to make links to previous learning in other year groups Pupils engagement in P.E. is high due to an 'everybody active' approach; high numbers of resources; appropriate challenge and support; opportunities for competition with lessons. Pupils can talk about their P.E. learning, in particular the skills they have learnt. Previous assessments are used to inform groupings and support in PE lessons. Assessments show that boys are outperforming girls at greater depth within invasion sports across KS2. SEND children are performing broadly in line with their peers.	Staff bulletin, assessment records. Staff voice, data and trends, girls and SEND pupil voice.	Clarifying P.E. curriculum content is different to extra-curricular to recreational sport. Teaching explicit knowledge and links between and across units of sport. Create opportunities for intra-school competition. Use assessments to identify themes and trends leading to targeted support within lessons.
	<i>Analyse and monitor assessment data with a particular focus on girls and SEND attainment and participation in inter-school competition.</i>	KN and LB Spring term.			