



Garlinge Primary School and Nursery

"A place for everyone to succeed and thrive with inclusion at its heart"



**PE SCHOOL SPORT AND PHYSICAL ACTIVITY
DEVELOPMENT PLAN 2016-17
END OF YEAR REVIEW**

PHYSICAL EDUCATION	SCHOOL SPORT	PHYSICAL ACTIVITY
<ul style="list-style-type: none"> ➤ Update the PE curriculum for KS1 and KS2 to improve continuity, extend breadth and raise expectation. ➤ Implement a whole school assessment form, in order to inform planning and to identify areas of need. ➤ Conduct a staff audit of skills and competence and upskill existing staff where there are gaps in confidence and competence. ➤ Investigate the feasibility of employing a PE and School Sport Specialist/s to support HQ outcomes in PE. ➤ Use 'pupil voice' to drive data and use it to inform future planning. ➤ Invest in resources to support new activities on the PE curriculum. ➤ Improve the learning environments for PE, including: whiteboards in all hall areas, floor markings in the new hall and re-marking the playground. ➤ Apply for the Youth Sport Trust Quality Mark to bring improvement into focus. 	<ul style="list-style-type: none"> ➤ Raise the profile of competitive sport throughout the school. ➤ Investigate the feasibility of employing a PE and School Sport Specialist/s to support HQ outcomes in school sport. ➤ Use 'pupil voice' to drive data and use it to inform future planning. ➤ Increase intra-school sport opportunities. ➤ Increase the percentage of pupils participating in inter-school sports. ➤ Increase the range of clubs on offer, particularly for Key Stage 1. ➤ Run clubs for target groups as identified by pupil voice. ➤ Aim to achieve the School Games Silver Mark. ➤ Compete in a wider range of inter-school events. ➤ Provide pathways to participation beyond the school. ➤ Support gifted and talented pupils to fulfil their potential. 	<ul style="list-style-type: none"> ➤ Continue to re-evaluate lunch and break time Active Play provision. ➤ Investigate the feasibility of employing a PE and School Sport Specialist/s to support HQ outcomes in physical activity. ➤ Use 'pupil voice' to drive data and use it to inform future planning. ➤ Target specific groups for lunchtime supervised activity to improve break and lunch times for all pupils. ➤ Train Year 6 pupils to supervise Active Play for younger pupils. ➤ Provide additional activities, on and off-site, for pupils in target groups. ➤ Offer physical activity options before the start of the school day.

P.E. AREA FOR DEVELOPMENT	EVIDENCE	IMPACT
UPDATE THE PE CURRICULUM FOR KS1 AND KS2 TO IMPROVE CONTINUITY, EXTEND BREADTH AND RAISE EXPECTATION.	<p>A new curriculum is in place and has been taught since late September 2016. Its 360 multi-abilities focus has enabled staff to address social and personal learning intentions, as well as physical and creative ones. The breadth of study has been improved and now includes a wider variety of sports. Attainment is now being recorded, with progress being shown across all Key Stages.</p>	<p>Pupils have responded well to raised expectations and a focus on behaviour for learning in PE has enabled pupils to progress more effectively. A focus on FMS and transferable skills, has improved consistency across a breadth of activities and now underpins achievement in inter-school sport.</p>
IMPLEMENT A WHOLE SCHOOL ASSESSMENT FORM, IN ORDER TO INFORM PLANNING AND TO IDENTIFY AREAS OF NEED.	<p>The 'best fit' assessment documents have been completed by all staff and have highlighted pupils with difficulties across a multi-ability range.</p>	<p>Planning has encompassed learning intentions that specifically relate to teamwork, problem solving and self-improvement. This has improved behaviour for learning in PE lessons and consequently, there has been greater progress. Pupils showing above-average attainment are now clearly identified and encouraged to represent the school or district, as well as being introduced to a pathway of participation through local NGB sports clubs. A clearer focus on under-achieving pupils has enabled targeted interventions, such as Fizzy and Balanceability. Pupils identified as having social communication problems are now taking part in PE lessons.</p>
CONDUCT A STAFF AUDIT OF SKILLS AND COMPETENCE AND UPSKILL EXISTING STAFF WHERE THERE ARE GAPS IN CONFIDENCE AND COMPETENCE.	<p>The audit enabled the PESSPA lead to conclude that a dedicated PE and School Sport Specialist would best serve the needs of the school; due to the size and growing roll. Staff have been offered support with planning and some have benefited from team teaching with the specialist teachers. Others have had the support of the Sports Assistant during lesson times.</p>	<p>Staff have responded positively to changes and readily seek advice regarding the planning and delivery of PE. There is evidence of teachers using pupils as leaders, as well as lessons being taught through the medium of PE, with a non-physical LI. The initial CPD input has also resulted in pupils being more active in their lessons.</p>

INVESTIGATE THE FEASIBILITY OF EMPLOYING A PE AND SCHOOL SPORT SPECIALIST/S TO SUPPORT HQ OUTCOMES IN PE.	A new and highly experienced PE and Sport Specialist has been teaching since April 2017, instructing solely PE across all Key Stages.	HQ PE is reinforcing standards across all Key Stages as expectations are high and lessons are purposeful. Pupils have responded with positivity and enthusiasm and engagement is flourishing.
USE 'PUPIL VOICE' TO DRIVE DATA AND USE IT TO INFORM FUTURE PLANNING.	A pupil voice survey across KS1 and KS2 was undertaken in February 2017.	The majority of pupils were happy with the changes to their PE lessons and said they enjoyed them.
INVEST IN RESOURCES TO SUPPORT NEW ACTIVITIES ON THE PE CURRICULUM.	A range of new equipment has been purchased, including: hockey, balance bikes, indoor football goals and basketball posts.	Pupils are enjoying the challenge of learning new activities and now have the experience to compete in inter-school sports events.
IMPROVE THE LEARNING ENVIRONMENTS FOR PE, INCLUDING: WHITEBOARDS IN ALL HALL AREAS, FLOOR MARKINGS IN THE NEW HALL AND RE-MARKING THE PLAYGROUND.	New equipment has been bought and whiteboards are being used to support teaching.	Whiteboards have enabled pupils to hold a greater understanding of learning intentions. New equipment has given access to a greater variety of activities.
APPLY FOR THE YOUTH SPORT TRUST QUALITY MARK TO BRING IMPROVEMENT INTO FOCUS.	The school has been awarded the Silver Quality Mark for this academic year.	The commitment to the delivery of HQ PE from the SLT has driven the raised profile of PE amongst pupils, parents and staff and is now seen as embedded within the fabric of the school.

SCHOOL SPORT AREA FOR DEVELOPMENT	EVIDENCE	IMPACT
RAISE THE PROFILE OF COMPETITIVE SPORT THROUGHOUT THE SCHOOL.	<p>A clearer focus on competition in PE lessons has raised expectations.</p> <p>More after-school clubs.</p> <p>A termly celebration of sport and the creation of the 'TEAM GARLINGE' concept, based around the school values.</p>	<p>Pupils now show a greater commitment to representing the school and are proud to do so.</p> <p>Pupils of all abilities have had opportunities to compete in a range of intra and inter- school sports.</p>
INVESTIGATE THE FEASIBILITY OF EMPLOYING A PE AND SCHOOL SPORT SPECIALIST/S TO SUPPORT HQ OUTCOMES IN SCHOOL SPORT.	<p>A new and highly experience PE and sport specialist has been teaching since April 2017, instructing solely PE across all Key Stages.</p>	<p>The range of free sports clubs has increased and more opportunities to compete have been created. The diversity of sports has attracted a greater range of pupils who benefit from HQ coaching.</p>
USE 'PUPIL VOICE' TO DRIVE DATA AND USE IT TO INFORM FUTURE PLANNING.		
INCREASE INTRA-SCHOOL SPORT OPPORTUNITIES.	<p>Intra competitions are now a feature of PE planning.</p>	<p>Pupils are developing a responsible attitude to winning and losing. Opportunities to compete are driving up attainment in school sport. More pupils can experience the positive impact of being part of a team and develop the confidence to take part in school sport.</p>
INCREASE THE PERCENTAGE OF PUPILS PARTICIPATING IN INTER-SCHOOL SPORT	<p>The percentage of pupils has grown from 22% in 2015/16 to approx. 45% in 2016/17 across a greater range of sports. The increase will be enough for the school to reach the participation level for the silver School Games mark</p>	<p>Pupils of all abilities are developing a sense of pride in representing the school. For pupils with behavioural issues, representing the school and the resulting successes have had a positive impact on school relationships and behaviour.</p>

<p>INCREASE THE RANGE OF CLUBS ON OFFER, PARTICULARLY FOR KEY STAGE 1.</p>	<p>The number and range of clubs has been extended to include: Netball, Cricket, Basketball, Racket and Girls Football. KS1 have had a Hoola-hoop club and additional lunchtime football sessions. These clubs are now free and well attended and appeal to pupils who have not attended a sports club before.</p>	<p>A greater range of pupils are increasing their physical activity levels and developing their social and personal skills, as well as their self-confidence. Many who have attended have been rewarded through the opportunity to represent the school.</p>
<p>RUN CLUBS FOR TARGET GROUPS AS IDENTIFIED BY PUPIL VOICE.</p>	<p>Although a pupil voice survey has been completed, the data has yet to be analysed.</p>	<p>There is an expectation that a Gymnastics club will run in the academic year 17-18 and other clubs identified by pupils will be investigated.</p>
<p>AIM TO ACHIEVE THE SCHOOL GAMES SILVER MARK.</p>	<p>The PE department anticipate being awarded the Silver Games Mark upon application in July 2017. The school will represent Thanet at this year's Kent School Games as Change4life champions. The celebration of achievement in termly sports assemblies has inspired other pupils to attend clubs and play in teams.</p>	<p>The pending Silver Games Mark demonstrates commitment to embedding a culture of participation across all ability levels. Where teams have been successful at Level 2 events, pupils have already expressed enthusiasm for improving their performance next year. Pupils, parents, teachers and the wider school community, are beginning to believe that Garlinge is a school that can be successful at sport.</p>
<p>COMPETE IN A WIDER RANGE OF INTER SCHOOL EVENTS</p>	<p>There has been an 89.5% increase in inter-school events attended; from 19 in 2015-16 to 36 in 2017-18. Participation is celebrated through a termly roll of honour displayed in the school hall and a PowerPoint photo montage of both pupils and staff participating in sport. The link between school sport and school values has been used to drive personal development.</p>	<p>Pupils have reported an increase in confidence, which has had an impact on their behaviour and learning in other areas of their schooling. More able pupils are now developing a sense of pride in representing the school, by understanding that their contribution is both valued and rewarded. A focus on sports and its success being linked to school values, has enabled pupils to moderate their responses to winning/losing and has consequently improved behaviour in PE lessons and physical activity times.</p>

<p>PROVIDE PATHWAYS TO PARTICIPATION BEYOND THE SCHOOL.</p>	<p>Coaches that have been bought in to run clubs are linked to clubs and pupils are positively encouraged to extend their participation beyond what is provided in school. The school has active links with 8 different NGB clubs across Thanet.</p>	<p>Pupils can be encouraged to develop both their physical and social skills with the support of their family and know how to access this.</p>
<p>SUPPORT GIFTED AND TALENTED PUPILS TO FULFIL THEIR POTENTIAL.</p>	<p>Having links with NGB clubs has enabled a handful of pupils to be identified by coaches as talented. These pupils have joined clubs and are now better placed to develop their skills. Some pupils have also been selected to play football for the District Team or attended trials for them.</p>	<p>Pupils will be able to receive high quality coaching and be guided in their development to make the most of their talents.</p>

PHYSICAL ACTIVITY AREA FOR DEVELOPMENT	EVIDENCE	IMPACT
CONTINUE TO RE-EVALUATE LUNCH AND BREAK-TIME ACTIVE PLAY PROVISION.	Active break is now being managed by the PE department in conjunction with the MMS. A new range of games has been introduced, new equipment bought and pupils consulted on what it is they want. There is also an Active Play committee made up of representatives from all interested parties and a focus on rewarding pupils who demonstrate our school values in their Active Play.	The choice of activities has been an important factor in engaging a wider range of pupils in active playtimes. Additional adult support has freed up playground space with traditional games now taking place on the school field. Behaviour at lunchtimes has significantly improved thanks to increased staff numbers and a focus on school values.
INVESTIGATE THE FEASIBILITY OF EMPLOYING A PE AND SCHOOL SPORT SPECIALIST/S TO SUPPORT HQ OUTCOMES IN PHYSICAL ACTIVITY.	The new PE and School Sport Specialist is now leading Active Play throughout the school and is making on-going changes to improve participation levels.	The school now has a clearer vision about the direction of Active Play and the Sports Premium Funding, which is earmarked for an outside company, can now be used more effectively.
USE 'PUPIL VOICE' TO DRIVE DATA AND USE IT TO INFORM FUTURE PLANNING.	Pupils' representatives from both Upper and Lower KS2 are now part of the Active Play committee and serve to represent the views of the pupils at meetings.	There have been some significant changes to informal physical activity sessions which have resulted in a greater number of pupils being engaged in PA during break and lunch times.
TARGET SPECIFIC GROUPS FOR LUNCHTIME SUPERVISED ACTIVITY TO IMPROVE BREAK AND LUNCH TIMES FOR ALL PUPILS.	Pupils with difficult behaviours are now able to access specific activities away from the main play areas. They have been identified through the behaviour policy and these specific sessions are used to improve behaviours as well as enable them to be as active as possible.	Targeted pupils have improved their social skills through Active Play and other pupils now have the freedom to enjoy the extra space and activities provided. There has been a significant reduction in the number of pupils being excluded from break times for poor behavioural choices.

<p>OFFER PHYSICAL ACTIVITY OPTIONS BEFORE THE START OF THE SCHOOL DAY.</p>	<p>The school has experimented with running before school, which proved popular with pupils. The school is currently looking for ways to fund the staffing required to make this a viable option in future.</p> <p>Some pupils are receiving one-to-one physical activity sessions immediately after registration, to enable them to settle more readily to classroom tasks.</p>	<p>Pupils who ran before school felt energised and ready to work. Pupils who have received one-to-one support before lessons have settled to tasks more easily. They have benefited from establishing positive relationships with the adults in school.</p>
<p>PROVIDE ADDITIONAL ACTIVITIES, ON AND OFF-SITE, FOR PUPILS IN TARGET GROUPS.</p>	<p>The school has taken a group of more able pupils on an aspirational trip to Dane Court to use the climbing wall.</p> <p>A targeted group of pupils have taken part in a Change4Life festival, organised and run at the school.</p> <p>A cricket day lead by an ex-professional cricketer has been used to target more able girls.</p>	<p>The trip to Dane Court enabled those pupils to see possibilities for their futures and this will hopefully positively impact their drive to succeed academically. Pupils who attended the Change4Life festival are now making efforts to join after school clubs, due to a growth in confidence.</p>
<p>TRAIN YEAR 6 PUPILS TO SUPERVISE ACTIVE PLAY FOR YOUNGER PUPILS.</p>	<p>Year 6 pupils are now providing support for Active Play, as well as in other aspects of school life. The Sports Leadership programme has been extended to include managing and officiating at sports days. The school also has a 'Change4Life' champions crew to support the older Sports Leaders and run events themselves.</p>	<p>The response to taking an active role in sports leadership cannot be underestimated. Pupils that volunteer have shown increased levels of confidence and have benefited from being given responsibility. They act as positive role models for younger pupils, many of whom now aspire to be future leaders themselves.</p>