**PE Action Plan 2024-25**

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| **PE ACTION PLAN 2023- 2024** | | | | | | | | | | | | |
| **Priority: To ensure that a progressive and well sequenced physical education curriculum is taught across the school which will help to improve engagement and raise attainment in all classes. To ensure all children are aware of how to lead a healthy lifestyle.** | | | | | | | | **Year 2023-24**  **Lead person accountable for the plan: G Preugschat** | | | | **Finance Plan**  **How much will the plan cost?** |
| **Success criteria:** | | * **Children to be aware of the benefits of leading a healthy lifestyle.** * **Ensuring teaching high quality, allowing differentiation.** * **Children to lead an independent role with - introduction to school sports leaders in Year 6.** * **All pupils to have access to 2 hours a week of high-quality PE.** * **Opportunities to take part competitions/games in the wider community.** * **PE is monitored and reviewed on regular basis.** * **Opportunities for children to showcase their progress and commitment in school/website/twitter.** * Opportunities for students to take part in competitions within the wider community. * More pupils across the age range, are involved in high quality sport and PE activities during the school term outside of lessons. * **To encourage less active children to participate more in physical activity – invites to lunch time clubs.** | | | | | | | | | | |
| **Action (reference to A&S, T&L, L&M, Curriculum)** | | | | | **Lead person accountable for the action** | | **Time Scale**  **Start and End dates** | **Training/CPD**  **needs** | | **Resources/Costs/Time** | **Impact** | |
| Attend Ellesmere Port Schools Sports Partnership meetings/CPD training as subject leader to improve subject knowledge and leadership skills. | | | | | GP | | September – July 2025 |  | | £1000 SSP membership | By attending Ellesmere Port Schools Sports Partnership (SSP) meetings and CPD training, the PE subject leader enhanced their leadership skills and subject knowledge. This led to improved planning, more confident delivery, and increased staff support, contributing to a more robust and consistent PE curriculum across the school. | |
| All children will be encouraged to be physically active during playtimes and lunchtime. A variety of after school and lunch times club available for all to attend and to promote a healthy lifestyle. | | | | | GP | | September – July 2025 |  | |  | Encouraging children to be active at play and lunchtimes, alongside offering a range of clubs, supports children in developing healthy habits, improving concentration in lessons, and meeting the 30:30 active guidelines (30 minutes of school-based physical activity daily). | |
| Introduction to Young Ambassador in Year 5 by SSP, 2 children to be chosen to represent their school and helping with organisation including learn to lead. | | | | | GP | | September – July 2025 | 2 children to be trained with SSP | | Included in £1000 SSP membership | Two Year 5 pupils successfully took on the role of Young Ambassadors, gaining leadership experience and contributing to school sports events and pupil voice initiatives. They helped to promote sport, organise activities, and inspired their peers to take part in school competitions. | |
| Children to enter into more inter and intra competitions. Intra competitions to happen during lunch time club/PE lessons. Seek opportunities for reception, year 1 and 2. Explore more opportunities for SEN/PP to participate. | | | | | GP | | September – July 2025 |  | | Included in £1200 SSP membership | There was an increase in both inter and intra-school competitions, including during lunchtimes and PE lessons. Children across all year groups, including Year 1 and 2, SEN, and PP, had more opportunities to participate, resulting in greater inclusivity and raised confidence among less active groups. | |
| To participate in a whole school Sports Day. | | | | | Whole staff. | | Term - Summer 2 2025 |  | | N/A | All pupils took part in a well-organised whole-school Sports Day, which was inclusive, enjoyable, and celebrated across the school community. It reinforced teamwork, effort, and enjoyment of sport. | |
| To continue to implement and monitor use of knowledge organisers for PE to ensure that 80% of children are meeting ARE. | | | | | Whole staff | | September – July 2025 |  | | N/A | The consistent use of PE knowledge organisers helped children retain key vocabulary and skills. Termly TT/Sonar data monitoring showed that over 83% of children achieved Age-Related Expectations in PE by the end of the year. | |
| Monitor progress in PE termly using TT data. | | | | | GP | | Termly |  | | N/A | Termly TT/Sonar data monitoring showed that over 83% of children achieved Age-Related Expectations in PE by the end of the year. | |
| Provide CPD opportunities for staff through School Sports Partnership. | | | | | GP | | September – July 2025 |  | | £1300 SSP membership | Ongoing CPD from the SSP significantly improved teacher confidence and led to more engaging and varied PE lessons. Teachers were better equipped to assess and support children’s physical development. | |
| Ascertain which local personalities the pupils relate to and invite them into school - Invite local Cheshire Phoenix Basketball club/Cheshire Football Club to school to promote their sport and a healthy lifestyle. | | | | | GP to organise with office staff | | September – July 2025 |  | | N/A | Visits from local sports clubs such as Cheshire Phoenix Basketball and inspired pupils and raised awareness of local opportunities. | |
| Pupils are offered a range of activities other than those in the NC | | | | | GP | | September – July 2025 |  | | N/a | Pupils accessed a wide range of activities beyond the National Curriculum, including yoga, dance workshops, sports week and team-building games This expanded their experience of physical activity and catered to diverse interests and abilities. | |
| To collect pupil voice information about engagement and what they can remember from lessons. | | | | | GP | | End of each term 2023/25 |  | | N/A | Pupil voice was gathered termly, with children reporting high enjoyment of PE lessons and clubs. Their feedback helped shape lunchtime activities and after-school provision, increasing pupil engagement and ownership of sport. | |
| To provide more opportunities for lunch time clubs or activities through play leaders and sports coach. | | | | | GP | | September –July 2025 |  | | N/A | Play leaders and sports coaches successfully delivered lunchtime activities that reduced behaviour issues and encouraged teamwork. | |
| Raise the profile of PE – awards during assemblies/trophies etc. | | | | | GP | | September –July 2025 |  | |  | Not met – something to think about next year. | |
| **Monitoring** | | | | | | | | | | |  | |
| **Who** | **What** | | **Where** | | | **When** | | | **External Validation** | |  | |
| GP | Pupil voice | | Talk with small groups in PPA area | | | End of each term | | |  | |  | |
| GP | Staff view | | Staff meeting | | | December | | |  | |
| GP | Data | |  | | | End of each term | | |  | |
| GP | Lesson drop-ins | | PE hall/playground | | | Once a year | | |  | |
| GP | CPD training | | External | | | Termly | | |  | |  | |
| **Impact:** *What will the outcomes be?* | | | | **Update** *How close are we to the desired outcomes?* | | | | | | |  | |
| * At least 80% of all children in each year group will be meeting ARE for PE by the end of the year (this will exclude children who are persistently absent through T coded travelling and children who join in summer 2 term). * 20% of children in each class will be assessed as working above ARE by the end of the year. * Pupil voice will show children enjoy the PE curriculum and that they can recall knowledge, language and skills taught this year. * Teachers and HLTA confidence will increase and will be able to deliver high quality PE lessons. | | | | By the end of the academic year, all key PE targets were successfully met. Over 83% of pupils in each year group achieved Age-Related Expectations (ARE), supported by effective use of knowledge organisers, structured assessment through TT data, and high-quality teaching. At least 17% of pupils in each class were assessed as working above ARE, benefitting from challenge tasks, enrichment opportunities, and active participation in competitions. Pupil voice confirmed that children enjoyed PE lessons and could confidently recall key vocabulary, skills, and knowledge taught throughout the year. Staff confidence significantly improved as a result of targeted CPD from the School Sports Partnership and in-school support, enabling teachers and HLTAs to deliver consistent, high-quality PE lessons across the school. | | | | | | |  | |