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| School vision  | Moor Park Primary aim to develop the children’s’ physical literacy where they are encouraged to be passionate, motivated and successful. We aim to develop crucial skills and attributes which are requires for children’s long-term future. We promote a healthy active lifestyle, which will equip them for life long participation in physical activity. We deliver an inclusive broad and balanced curriculum which enthuses, inspires and embeds Moor Parks key values, so the children can fulfil their potential and become the best they can be. |
| School objectives | To create a long-lasting impact through the usage of the P.E Premium funding, by ensuring the quality of P.E and School Sport is self-sustained. To give children a range of opportunities through P.E., school sport and Physical Activity.To promote development, leadership and competition through our school values |
| Aim of the strategy | The following strategy will achieve the above vision by aiming to develop the following key areas:* Improve the standard and confidence of P.E teaching across the whole school, resulting in high quality P.E lessons
* Improve physical literacy
* Improve health and well-being for life long participation
* Provide high quality opportunities which promote Sportsmanship and key values
* Provide leadership experiences
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| Current position of P.E | 1. Staff have become more confident in the delivery of P.E. especially in Games. From the audit, the Sports Coaches have been fundamental in the shift in enthusiasm and motivation to improve physical education teaching.
2. Fencing are available to the children from external providers
3. All year groups receive 1 hour a week of Physical Education as well as another hour of Physical Activity in different formats i.e. Swimming, Commando Joes, Blackpool Buddies program.
4. The school have offered many extra-curricular clubs (morning clubs, lunch-club and after-school clubs) over the year which have been split across the school.
5. The school have attended many Youth Games competitions that have targeted mainly KS2 and also held a whole school sports day. The school also partake in the local school’s football league, for Years 5 and 6.
6. The school also attends many festivals or competitions for all children including, GDS and SEND children.
7. We have changed swimming providers and already have children meeting the National Curriculum standard.
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| 19-20 | 20-21 | 21-22 | 2022 |
| 1. Outcome: To have 2 hours of P.E. delivered each week by all Moor Park teachers using the skills from the Lancashire plans and ideas form other resources such as the BFC staff to ensure effective practise (using within a classroom lesson as a model i.e., Outcomes, success criteria, peer coaching – Moor Park learning culture) | Outcome: To maintain 2 hours of P.E. delivered by all Moor Park teachers and to release staff to be able to develop their knowledge and understanding of P.E. delivery through other sources | Outcome: To deliver training to TAs in supporting P.E. and assessment  | **All staff are confident and well equip in the delivery of P.E. and is done to a high standard** |
| 2. Outcome: To put an assessment tool in place for KS2 and administer to the teachers, including, identifying GDS children | Outcome: To ensure the assessment tool is being used consistently and effectively, making sure GDS children are challenged appropriately. | Outcome: To make sure the assessment tool is embedded within the P.E curriculum and children are easily identified of GDS or WT which will give opportunities for intervention or gifted and talented to deepen their learning with other experiences | **All staff have good knowledge of and can use the assessment tool effectively to inform their teaching and children’s development** |
| 3. Outcome: To achieve the School Games Kitemark Silver Award | Outcome: To achieve the School Games Kitemark Gold award | Outcome: To maintain the provision achieved in previous years | **P.E has a high profile within the school and is used as a tool for whole school improvement**  |
| 4. Outcome: To engage at least 40% of all pupils in extra curricular activities, identifying children’s talents to offer them broader experiences through the community and clubs. | Outcome: To engage at least 50% of all pupils in extra curricular activities, identifying children’s talents to offer them broader experiences through the community and clubs. | Outcome: To engage at least 60% of all pupils in extra curricular activities, identifying children’s talents to offer them broader experiences through the community and clubs. | **Most pupils are engaged in regular physical activity and are offered a broader range of sports and activities** |
| 5. Outcome: To engage 15% of non-active population, including SEND children, in extra curricular activities | OutcomeTo engage 20% of non-active population, including SEND children, in extra curricular activities | Outcome: To maintain 20% of non-active population, including SEND children, in extra curricular activities | **Non active and SEND children to participate in extracurricular activities including festivals or competitions** |
| 6. Outcome: To develop leadership roles within School Sports  |  Outcome: To develop leadership roles within the P.E. Curriculum | 5. Outcome: To maintain leadership roles throughout school with all areas of P.E.  | **15% of children, lead, manage and officiate in all areas of P.E.** |

P.E and School Sport Development Plan 2019-2022

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| Outcome from strategy | How will this be achieved? | How will this be measured? |
| To have 2 hours of P.E. delivered each week by all Moor Park teachers using the skills from the Lancashire plans and ideas form other resources such as the BFC staff to ensure effective practise (using within a classroom lesson as a model i.e., Outcomes, success criteria, peer coaching – Moor Park learning culture) | Teachers being smart with the curriculum map and time within a weekRegular check ins by CS and SMTTime table of new apprentice sports coachObservationsTeam teachingSports coaching award |   |
| To put an assessment tool in place for KS2 and administer to the teachers, including, identifying GDS children | Working with BFC staff to help mould a tool to fit our unique curriculum. Keeping the assessment tool in line with other tools at the school – GDS, WA, WT. Use the sports apprentice to support teachers in making the judgements Support from SMT and CS  |  Teachers and TAs use the assessment tool effectively which then will support their planning and identifying and developing the children. |
| To achieve the School Games Kitemark Silver Award | Make sure every point on the criteria is met fully and securely (see paper copy of the criteria)Sports Coach to set up inter school competitions throughout the year which will work along side the house point chart system | To achieve the Silver Games awardThe competitions will take place |
| To engage at least 40% of all pupils in extra curricular activities, identifying children’s talents to offer them broader experiences through the community and clubs. | Children offered as many morning, dinner and after school clubs as possible Get external providers in to deliver alternatives sports Get local clubs in to promote their clubs / sportsMake sure local clubs flyers and leaflets are handed out to homes  | Registers from the clubs provided. |
| To engage 15% of non-active population, including SEND children, in extra curricular activities | New markings on the playground used as a golden mile.Use morning interventions (ABC) Ensure clubs are put on for target children |  Registers from the clubs provided |
| To develop leadership roles within School Sports | Provide opportunities for children to teach younger onesTo promote P.E. with ambassadors of P.E.To have prefect roles in monitoring physical activityUse children to lead sessions, officiate matches and inter competitions BlogsReports |  |

Key phrases

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| CPD | Continuous Professional Development | This refers to an individual and the additional training or support they may have to further better themselves |
| KS1 | Key-Stage 1 | This refers to the pupils in Years 1 and 2 |
| KS2 | Key-Stage 2 | This refers to the pupils in Years 3-6 |
| P.E | Physical Education | This refers to the planned and progressive learning that takes place in the school timetable and includes all pupils.  |
| Audit | A tool to find out what is happening and to find out opinions  |
| External provider | An organisation that are not based or employed within the school |
| Extra-curricular | A type of activity that takes place before or after school hours |
| Outcome | The difference that has been made as a result of planned actions |
| Physical Activity | This is any bodily movement that uses energy and includes P.E, sports, indoor and outdoor play, outdoor and adventurous activities, active travel (such as walking, cycling, rollerblading) and activities around the home (such as gardening, using the stairs, doing housework).  |
| Physical Literacy | This is the motivation, confidence, knowledge, understanding and ability that provides children with the movement skills to become physically active.  |
| School Sport | This is the learning that takes place in the extended curriculum within school settings and is sometimes referred to as out-of-school-hours learning.  |