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| **Whole School Focus**  | **Intent** | **Implementation** | **Impact (proposed)** |
| **1.****National Curriculum Physical Education** *New Ofsted Framework link(s)**Quality of Education* *Leadership & Management**Behaviour* *& Attitude**Personal Development* | * Improve standards of taught Physical Education across the school
* Identify resources to enhance existing provision which contributes to ‘Personal Development, Behaviour and Attitude’ of pupils
* Review the impact of 2018/19 PE Premium, identify achievements and areas for development
* Build on previous years successes, strategically investing in the 2019/20 PE Premium funding
* Work towards receiving regional/national recognition for our investment and commitment to PESSPA
* Provide support to BDAT cluster schools surrounding all aspects of PESSPA

  | * Carry out an audit of staff skills, confidence and competence
* Access/attend CPD to embed ‘My personal best’ resource provided by YST
* Identify whole school scheme of work
* Identify CPD opportunities- internal support and external provider i.e. Host FA Teachers Award (Trust Wide) YST Start to move Physical Literacy/ TOPS PE KS1 & KS2
* Teachers to work alongside employed specialist
* Identify and target areas for development linking to PE Premium KI’s
* Apply for PE & Sport Centre of Excellence status with national partner.
* Work towards being nominated for the Yorkshire PE Premium Awards 2019/20
* Contact BDAT schools to offer support/ organise a co-lead termly meetings to drive improvements in PESSPA
 | * Increased teacher confidence, competence and subject knowledge through targeted training through national partners/NGB’s
* Ongoing support for colleagues to reduce stress/anxiety surrounding planning and delivery of PE
* Pupils develop skills such as co-operation, responsibility and resilience, transferring them to life in school and to their wider environment.
* Implementation of a broad and balanced, fit for purpose and inclusive curriculum
* Investing of government funding to create a legacy in the form of sustainable high quality PESSPA provision
* Recognition by DFE via a national case study of good practice
* Increased profile of the schools commitment to health and wellbeing, locally, regionally and nationally.
* Consistency and improved standards surrounding the management of PESSPA across BDAT academies
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| **2.****Physical Activity, wellbeing &****community***New Ofsted Framework link(s)**Behaviour* *& Attitude**Personal Development**Leadership & Management* | * Develop a whole school approach to increasing opportunities to be MVPA for at least 60 minutes daily in line with CMO guidelines
* Provide a variety of opportunities for pupils to enjoy positive early experiences surrounding physical activity at break & lunchtime
* Collaborate with BIB research/JUMP stakeholders to form part of the LDP project to improve health outcomes for children and families
* Establish links with local clubs in order to use facility as a community asset for local football and archery clubs
 | * Implement a whole system change guided by the seven areas of the PAL framework
* Work with play leaders to share and generate high quality games/challenge ideas and resources during out of curriculum periods
* Identify PAL CPD and resource providers i.e. Burn 2 Learn & Active Phonics, Tagtiv 8, Teach Active
* Review teaching timetable in order to maximise opportunities for PAL during curriculum time
* Attend LDP stakeholder meetings to keep up to date with key messages and potential action research projects
* Contact/negotiate with local sports clubs to agree on a SLA to use site as a community asset
 | * Significant increase in the average time spent being MVPA for all pupils.
* Contributing to the wider curriculum priorities through active Maths, English and Phonics
* Reduced negative incidents/ improved wellbeing due to high levels of engagement and readiness for learning
* Contributing to BiB LDP outcomes- reducing sedentary behaviour, increasing PA and improving mental wellbeing.
* Increase profile of the school in the local community
* Creating a potential revenue stream for the school
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| **3.****Extra-Curricular/ Enrichment & Sporting Competitions** *New Ofsted Framework link(s)**Quality of education* *Personal Development* *Leadership & Management* *Behaviour* *& Attitude* | * Develop an inclusive after school/enrichment offer that meets the needs of all pupils
* Develop Sporting/PA opportunities for in curriculum enrichment making links to SMSC/
* Plan and lead initiatives to encourage classes to compete to be the most active class during that week/half term
* Attend a variety of competitions organised by the SSP
* Plan and coordinate league fixtures/competitions/festivals with BDAT cluster schools
* Offer a staff wellbeing/activity ‘catch up’ club
 | * Meet with school council to discuss what pupils would like to see added to existing provision
* Contact provider and explore alternative opportunities funded via the PE premium i.e. Jujitsu whole year group (10- 20 hour) lessons culminating in a grading ceremony at white belt & yellow belt respectively
* Research existing ‘good practice models’ i.e ‘Fitbit challenge’ Celebrate the most active class in assembly.
* Identify and book providers offering Fencing, Ballroom Dance & EYFS music, movers and shakers
* Identify SSP accessible fixtures and pathway competitions.
* Meet with SLT to discuss team selection protocol to allow for maximum numbers of pupils to attend opportunities
* Approach staff to generate interest and ideas to meet the needs of staff
 | * Pupils are at the heart of the decision making process giving them a sense of ownership
* Provide an inclusive, broad and balanced enrichment and after school offer that captures the imagination of every pupil
* A change in culture around being active contributes to a strong school philosophy surrounding the value of PA.
* Increased parental engagement due to attending performances and ceremonies to celebrate achievements of pupils
* Attend competitive fixtures/events to encourage personal development
* Staff members wellbeing is a focus resulting in them feeling valued and having an opportunity to wind down
* Pupils represent, take pride and compete in multiple sporting fixtures throughout the academic year
* Percentage of pupils representing the school and competing is increased
* Staff have the opportunity to participate in weekly PA sessions increasing their own health and wellbeing and role modelling good habits to pupils.
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| **4.****Forest School & Outdoor Learning** *New Ofsted Framework link(s)**Quality of Education* *Leadership & Management**Behaviour* *& Attitude**Personal Development* | * Develop a high quality provision within the outdoor space
* Make strong links to Ofsted’s ‘Quality of education’ judgement through well a planned alternative learning program
* Develop a program to meet the needs of all pupils, particularly the most vulnerable
* Contribute to class topic work and projects
* Work towards developing a provision that can be offered to schools in the community
* Utilise the school nature reserve for additional educational opportunities
* Collaborate with Nell Bank Outdoor Education Centre to provide placement for their trainee staff
 | * Design an alternative learning program that is engaging and age appropriate making links to the curriculum where possible.
* Work with SLT to identify pupils that will benefit the most from outdoor provision
* Design a practical learning program utilising the skills of the Forest School practitioner
* Develop and invest in the site to create areas for tool use, fire lighting, semi-permanent shelters
* Work towards designing a program in which schools within the community can access through a ‘tiered’ buy in package
* Invite Jeremy Knapp, Rodley Nature Reserve expert to provide guidance on how to further utilise and maximise learning opportunities surrounding our nature reserve
* Meet with Nell Bank Centre Manager; Dan Goodey, to continue initial discussion surrounding a collaboration project
 | * Pupils experience a variety of experiences in the outdoor setting contributing to the quality of their education
* The most vulnerable pupils receive support to increase their wellbeing through the ‘awe and wonder’ of Forest School.
* Employed Forest School Practitioner to teach life skills and personal development through alternative learning experiences
* Raised profile of the school locally and a potential revenue stream through school that ‘buy in’ our services
* Receive ‘go to’ expert advice linked with Natural England to develop the nature reserve to allow for further learning opportunities
* Forging links with local Outdoor Education providers. Supporting staff development for both Nell Bank and Academy St James.
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