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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 |
| **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 |
| **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. |
| **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. |