

Provisional Whole School PE, Sport, Physical Activity & Outdoor Learning Action Plan 2019/20

Whole School Focus	Intent	Implementation	Impact (proposed)
<p>1. National Curriculum Physical Education</p> <p><i>New Ofsted Framework link(s)</i></p> <p><i>Quality of Education</i></p> <p><i>Leadership & Management</i></p> <p><i>Behaviour & Attitude</i></p> <p><i>Personal Development</i></p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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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<p>2. Physical Activity, wellbeing & community</p> <p><i>New Ofsted Framework link(s)</i></p> <p><i>Behaviour & Attitude</i></p> <p><i>Personal Development</i></p> <p><i>Leadership & Management</i></p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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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<p>3. Extra-Curricular/ Enrichment & Sporting Competitions</p> <p><i>New Ofsted Framework link(s)</i></p> <p><i>Quality of education</i></p> <p><i>Personal Development</i></p> <p><i>Leadership & Management</i></p> <p><i>Behaviour & Attitude</i></p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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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<p>4. Forest School & Outdoor Learning</p> <p><i>New Ofsted Framework link(s)</i></p> <p><i>Quality of Education</i></p> <p><i>Leadership & Management</i></p> <p><i>Behaviour & Attitude</i></p> <p><i>Personal Development</i></p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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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