



Subject Report 2023-2024

Subject	PE	Report prepared by	Jonathan Payne & Toni Hopwood
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Overview of the year:

This year's main focus has been to ensure that ALL children are receiving opportunities to experience a wide range of sports in their PE lessons, as well as participating in inter-school fixtures and tournaments. We are providing every child the chance to take part in at least 30 minutes of physical activity every day in school by appointing Year 5 sports leaders and employing a play worker to run lunchtime activities. Achievements in PE are celebrated in the school newsletter and children taking part in events receive certificates. This fosters a sense of pride and satisfaction and encourages children to achieve their best. Finally, we have created an assessment framework in order to track attainment and ensure children are meeting key objectives.

3 key messages of the year:

- Ensuring the correct resources are in place to allow staff to teach the curriculum effectively. We have heavily invested in new equipment to ensure the children can experience a wide range of sports and teachers have the correct resources to run lessons.
- The Specialist PE Teacher has been working with the Hampshire School Games Organiser to attend sporting events that are accessible to everyone. At present, the children have taken part in dodgeball, cross country, netball, archery, curling and badminton.
- We have improved links within the community which has given children the opportunity to attend sporting events at external venues. This has included visits to Aldershot Tennis Centre, the Army School of Physical Training and the Garrison Sports Centre to attend an Army netball match. We have also received sponsorship from a local building company which has allowed us to invest in new sports kit.

Curriculum: Intent, implementation, Impact

Intent

We aim to provide a PE curriculum that provides all pupils lessons that they will enjoy. Lessons allow the children to develop and understand about their health, wellbeing and fitness. The children are provided with a high-quality education curriculum where they are provided with opportunities to be physically confident in a way which supports health and fitness. PE Pro (current scheme used to structure curriculum) provides the children opportunities to learn new skills and sports through the range of lessons. The children are able to use skills from one lesson and use them in another allowing them to gain confidence in their abilities and being able to transfer the skills is an important part of their PE progression. The lessons across the programme allow the children to work independently and within a team, understanding how to be tactical and strategic in the sport. Within EFYS and KS1 the children are taking part in lessons to develop their fundamental movement skills, locomotor skills such as running, jumping and balancing and object control skills, sending and receiving. Within KS2 these skills are transferred into more specific sports such as football, netball and dance. The intent of using the PE Pro programme is to allow the children the opportunity to create, get involved and be active within their PE lessons. Alongside this, it offers rich CPD to staff, to increase knowledge and confidence when teaching.

In PE, A Cambridge Pupil will leave with:

Key Skills	Qualities
<ul style="list-style-type: none"> • Know the impact exercise has on our mental and physical well-being. • Confident in a range of sporting activities, fundamental movement skills, fine and gross motor skills. • Demonstrate teamwork individually and collaboratively. • Able to create, perform and evaluate in sporting activities for themselves and their peers. • Demonstrate and understand the sporting values; Honesty, Teamwork, Respect, Self-belief, Passion and Determination • Assess their involvement and performance providing support to peers and themselves 	<p>A Cambridge pupil embeds their knowledge and skills of the sporting values and displays these throughout any sporting activities they have explored and experienced. Children are brave to explore a range of sporting activities allowing them to recognise, demonstrate and enhance their own individual talents. They have the opportunity to try new things and build a resilience to any sporting challenges should they occur. They are enthusiastic; demonstrating, organising and innovating sporting games individually or with their peers. A Cambridge pupil works collaboratively; displaying good team skills and attributes providing support when required. They have to apply tactical thinking and problem solving across various sporting activities and games and take ownership of how they approach or engage, giving them the skills to self-reflect and evaluate their learning.</p>

Implementation

The PE lessons provided ensure that the following areas of the National Curriculum are covered, Athletics, Dance, Gymnastics and Games – these include net and wall, striking and fielding and invasion games. Each lesson plan has a list of equipment that will be required, that is age appropriate and are suitable for supporting and enhancing the children’s understanding and skills. Each PE lesson is broken down into 4 elements:

- Get active- this is a warm up activity to get the children moving.
- Athletic development- An activity to develop the children’s physical literacy.
- Skill- Learning the fundamental movement skills provides a base for sport specific skills which are used as develop the sport
- Games- A fun activity to complete the lesson before a review

Each element can be differentiated to allow the activity to be accessible for everyone. Activities can also be extended and children can be challenged and equally children who find it more difficult who require extra support will receive this. Lessons are often linked so in the first week they will learn one aspect of the sport and this will be progressed to the next week to consolidate the learning. Skills are often revised and revisited throughout the term.

SMSC is embedded throughout PE. The children are encouraged to challenge themselves throughout lessons and be confident in what they can achieve. The children learn how to play fairly and be good sports persons. Throughout the curriculum, the lessons encourage team work and they are engaged in working together collaboratively. Differences and conflicts may occur throughout PE and sporting events but the children need to work together to resolve these quickly in order to achieve success.

Topics taught across each year group:

	AT1	AT2	SP1	SP2	SU1	SU2
EYFS	<i>FMS</i>	<i>Dance</i>	<i>Gymnastics</i>	<i>Multi Skills</i>	<i>Ball Skills</i>	<i>Tennis</i>
Y1	<i>Functional Fitness/Multi Skills</i>	<i>Gymnastics/Multi Sports</i>	<i>Cooperation/FMS</i>	<i>Target Games/Multi Sports</i>	<i>Tennis/Striking and Fielding</i>	<i>Functional Fitness/Athletics</i>
Y2	Functional Fitness/Multi Sports	Gymnastics/Multi Skills	Target games/Multi Sports	Tennis/Striking and Fielding	FMS/Cooperation	Dance/Athletics
Y3	FMS/Gymnastics	Functional Fitness/Multi Sports 1	Tennis/Invasion Games	Dodgeball/Multi Sports 2	Dance/Striking and Fielding	Athletics/Rounders
Y4	FMS/Gymnastics	Tennis/Multi Sports 1	Functional Fitness/Invasion Games	Multi Skills/Multi Sports 2	Dodgeball/Striking and Fielding	Athletics/Rounders
Y5	Tennis/Functional Fitness	FMS/Netball	Gymnastics/Rugby	Dodgeball/Swimming	Cricket/Badminton	Dance/Athletics

Rationale for curriculum organisation:

Children in the EYFS have a one-hour PE lesson each week, children in Year’s 1-5 have PE for 1 hour twice a week. One lesson is taught by the class teacher and the other lesson taught by a Specialist PE Teacher alongside a Sports and PE coach. The children take part in lessons both inside and outside, depending on the area of PE being taught.

The PE Pro programme provides lessons to ensure that all aspects of the National Curriculum are covered and a skills progression document has been created to support and achieve each key stage level. PE Pro caters for all learning styles. The skills are embedded throughout the year and the prior learning is always reviewed and revisited. Children are questioned at the end of each session to ensure they have understood what they have learnt and why.

EYFS PE lessons engage the children in the fundamental skills. They take part in gymnastics, dance and games lessons to support the children in physical challenges, moving, exploring and negotiating space. The children take part in sporting activities, which promote progress throughout school. Year 1 and 2 children take part in dance, gymnastics and games also. They explore different movements and link the knowledge and skills they have together. They are able to work together to help each other.

The aim of PE at The Cambridge is to ensure all the children have the opportunity to develop confidence in a wide range of sporting activities. We encourage the children to think on their feet, work collaboratively together and reflect on their learning. PE Pro offers the children the chance to try new sports and skills.

What have you done to ensure that every skill is covered?

Using PE Pro to support our curriculum, ensures that we have skill progression. This skills progression is reviewed against the National Curriculum to ensure all aspects are covered. Monitoring is in place to ensure the curriculum we are teaching has been taught.

Impact

<p>The children should experience a positive and engaging environment to learn. The children are able to use what they have learnt through different activities that support the skill. Children are also asked to review what they have learnt 'before they go, do they know?' This shows that the children have engaged in the lesson and understand the skills. Alongside PE the children take part in Sports day during the summer term, the Poppy run during Autumn term and school clubs throughout the year. Every year group has also received tennis coaching from a qualified coach via funding through the Tim Henman Foundation. This year some children have attended the Hampshire School games events with more planned. The impact of PE is monitored through pupil conferencing, key stage assessments and lesson drop ins. The children recognise that they need to work collaboratively with both adults and peers to achieve the goals and outcomes, in addition to their skill development and application of skills. Children show an understanding of the importance of physical activity for themselves and the wider community.</p>	
<p>What does marking and assessment look like in your subject? How do you know this has been effective for children's progress?</p>	<p>What CPD have you received / research have you carried out in your subject area? What has been the impact of this on the children?</p>
<p>The feedback in PE lessons is verbal, positive and in the moment. The children are shown demonstrations of what and how to do the skill and what they could do to help them with the skill or improve it. In addition to the live feedback and formative assessment in each lesson, PE skills are summatively assessed at the end of each half term. Progress is tracked every half term so an attainment judgement can be given to each child at the end of the year. This year we have a target of 80% of children achieving the expected standard. This can be easily monitored using the newly created assessment tracker.</p>	<p>The Specialist PE Teacher supports those who are unsure on the lesson by providing team teach lessons and is able to provide feedback on how to adapt learning if needed.</p> <p>Specialist tennis and cricket professionals have also been used to support teachers in lessons and the children benefit from high quality coaching.</p> <p>The Specialist PE Teacher and Sports Coach will be attending the Hampshire PE conference and taking part in workshops to support learning areas.</p> <p>The Cambridge is part of Hampshire School Games allowing the Specialist PE Teacher to be able to take part in local workshops and staff meetings. This ensures children get the chance to represent the school at many events and tournaments throughout the year.</p>
<p>What Performance Information is monitored? What are the 3 questions you are considering for future developments?</p>	<p>How are Fundamental British Values, the Cambridge Learning Characteristics and personal development promoted within your subject?</p>
<p>PE progress is good. The children are able to recall previous lessons and understand the importance of learning these skills. They are showing progress through observations and questioning and the skills progress monitoring.</p> <p>PE lead is able to drop in and observe PE lessons to ensure children are learning the correct skills. Teachers are able to question if they are unsure and teachers are able to observe the Specialist PE Teacher lead lessons. Questioning the children throughout the lesson and the end ensure they are able to recognise what they have learnt and how the skill can be used and transferred into other sports.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. Are staff confident in teaching the different sporting areas/ do they have the knowledge to teach it confidently? 2. Are children using the skills they are learning in PE during sporting events or when playing at playtimes? 3. Are children self-assessing each other to support each other learning? 	<p><u>Fundamental British Values</u></p> <p>In PE, we ensure that the children show each other mutual respect and behave appropriately within the lesson, using the equipment safely. The children are encouraged to make sure that everyone is involved in the activity and they work to the best of their ability. Helping each other, turn taking and being collaborative are all encouraged throughout lessons.</p> <p><u>The Cambridge Learning Characteristics (BICO)</u></p> <p>In PE, the children are brave, when trying new skills and activities. They are innovative for trying and exploring these new skills and activities. PE allows the children to work independently and collaboratively with others, which links the sporting values. Sharing, supporting and reflecting on their learning gives them the chance to take ownership of their own learning.</p> <p><u>Opportunities for Personal Development</u></p> <p>PE skills are used throughout the children's school day, learning the fine motor skills for handwriting and the gross motor skills for moving around the environment. The skills are used during break and lunchtimes, using the running track and trim trail. Children enjoy sporting events such as sports day and the poppy run and enjoying sporting clubs run by school staff and outside agencies. They enjoy sharing what they have done at outside school events too and take pride in representing the school. This is celebrated in the half termly newsletter as well as in celebration assemblies. Children have communicated their enjoyment of events through pupil voice and by volunteering themselves in large numbers.</p>

What have we done in 2023/24? (To be considered alongside the PE and Sports Premium Report)	
Implementation	Impact
School to offer a wide variety of sports clubs for children to participate in before and after school e.g. circuits, running club, netball	To increase engagement of less active, SEND/PP children through attending free clubs. To foster enthusiasm for physical activity. Children will be more willing to be involved.
To ensure all children are participating in high-quality PE lessons. Children to access more sports through using the PE curriculum platform PE Pro	Children will be able to talk about what they have learnt in lessons. Children will enjoy using new equipment which will help them develop skills in new areas of the curriculum. Children will be excited to try the new equipment available. Children will understand why they are learning the skill- to support the sport.
To continue to develop lunchtimes to increase physical activity levels and engagement through the implementation of positive playtimes and PE co-ordinator running activities at lunchtime 3 times a week.	Children will have a more enjoyable, engaging and positive playtime experiences, with opportunities to develop physical skills outside of PE lessons. Children have access to a range of different activities at lunchtime run by the play provider. A balanced, healthy and active lifestyle is promoted to children.
To appoint 10 Year 5 Sports Leaders who will promote the school values and run lunchtime activities.	Sports Leaders take pride in their roles and can work alongside staff to voice their opinions as well as supporting others and assisting at sports events. Full training has been provided by the Hampshire School Games Officer.
To work with the Hampshire School Games Officer (HSGO) to host competitive events with other schools. To host inter-trust competitions and inter-school fixtures. To continue to organise intra-school events such as the poppy run and sports day.	Children experience competitive sport and develop a sense of belonging. Children to enjoy working as a team and be supportive of each other. Children to be excited to find out who the 'winners' are from the events.
To invest in new resources to enable teachers to follow the PE Pro planning and offer a wide range of sports to students.	Children will have the chance to experience various sports throughout the year and will be able to use good quality equipment in lessons to support their attainment and progress.
To invest in regular pitch markings on our school site	Children will be encouraged to use the pitches at breaktimes which will increase activity levels. Accurate pitch markings will also allow us to host fixtures on our site.
To purchase a new set of school football kit	Children will have a sense of pride in wearing the kit and will be motivated to represent the school in fixtures and events.
To appoint a cricket coach for Year 5 lessons in the summer term	Staff will receive CPD and children will receive high quality coaching which will aid their progress and attainment.
To book activities for our sports week in June	Children will take part in a range of activities run by external providers. This will engage and excite pupils and raise the profile of sport across the school.
What is the action plan for 2024/25? (To be considered alongside the PE and Sports Premium Report)	
Implementation	Impact
Get Set 4 PE subscription	Moving to a new scheme which is more sport specific will allow staff more time to spend on teaching the skills required. This will enable children to become more successful and be better prepared for fixtures, events and tournaments.
School to offer a wide variety of sports clubs for children to participating within before and afterschool e.g. circuits, running club, sports club	To increase engagement of less active, SEND/PP children through attending free clubs. To foster enthusiasm for physical activity. Children will be more willing to be involved.
To work with the Hampshire School Games Organiser (HSGO) to host competitive events with other schools. To host inter-trust competitions and fixtures against other local schools. To continue to organise inter-school events	Children experience competitive sport and develop a sense of belonging. Children to enjoy working as a team and be supportive of each other. Children to be excited to find out who the 'winners' are from the events.

<p>To continue to develop lunchtimes to increase physical activity levels and engagement through the implementation of positive playtimes and PE co-ordinator running activities at lunchtime 3 times a week. In addition to this CPD for lunchtime staff to improve quality of interactions and provision.</p>	<p>Children will have a more enjoyable, engaging and positive playtime experiences, with opportunities to develop physical skills outside of PE lessons.</p> <p>Children have access to a range of different activities at lunchtime.</p> <p>A balanced, healthy and active lifestyle is promoted to children.</p>
<p>To purchase equipment to ensure the children are being physically active during their lunchtime. (Table tennis tables, basketball hoops). Sports leaders to continue running activities in addition.</p>	<p>Allowing the children to have opportunities to be physical active in a range of activities, working on skills learnt within PE lessons. Support positive playtimes and behaviour</p>
<p>To purchase 'Smooga' fencing to allow the playground to become a multi-use games area</p>	<p>Children will have an all-weather area to use when other surfaces are unusable due to bad weather. The Smooga fencing allows the playground to be converted to a football or hockey pitch. This will ensure activity levels at breaktimes will remain high amongst children throughout the year.</p>
<p>Top up swimming sessions in Year 6 for Year 5 children who did not met the required standard</p>	<p>All children will leave Primary School being able to competently swim a range of strokes over 25 metres and will know how to perform water based self-rescue.</p>