

Num of pupils	Num of staff	Key Indicator	Overview of support	Impact on children & staff	Sustainability & future plans
28	1 x x TA	3	<p>Year 1 Gymnastics Demonstration Gymnastics lessons by PE specialist. Focus on setting high expectations for PE lessons, organisation of groups, progression of fundamental skills, increasing staff subject knowledge and confidence in delivering Gymnastics lessons.</p> <p>Differentiation of Gymnastics tasks and outcomes.</p> <p>Improving children physical literacy and fundamental skills.</p>	<p>Staff observations of PE specialist improving subject knowledge, confidence in progression of gymnastics skills and children's physical literacy. Staff observations of effective ways of ensuring more active minutes during lessons through warm ups led to the main body of a lesson and progressive skills through a unit of work. Children progressing quicker and at necessary rate through differentiated tasks and outcomes. Staff given the opportunity to work with bronze, silver and gold groups and to challenge their learning. Staff improved confidence in progressing more able pupils and to support the less able. Staff and children have improved their subject knowledge by using gymnastic language of key shapes to improve children's listening skills. Staff shown how to utilise the gymnastics equipment and how to set it up to maximise activity and to ensure safety. Children have focused on copying key travelling and balancing actions emphasising control. Using the isolated skills, the children have then learnt to</p>	<p>Teachers to continue working from PASS schemes of work in Gymnastics.</p> <p>Staff to attend further PASS CPD training as required.</p> <p>Pupil progress monitored and tracked.</p> <p>Future PE lesson observations by PE Subject Lead to monitor quality.</p>

				<p>link travelling actions and balancing actions together on both floor and apparatus. Children have been attempting to copy accurately and link actions smoothly.</p> <p>Bronze - 4</p> <p>Silver - 11</p> <p>Gold – 7</p>	
26	2 x TA's	3	<p>Year 2 Gymnastics – Demonstration Gymnastics lessons by PE specialist. Leading children through a unit of work ensuring progression of key gymnastics skills and abilities.</p>	<p>Children in Year 2 have been led through a range of key skills in Gymnastics to include; travelling on floor and apparatus, balancing on different body parts, linking travelling and balancing together, creating short sequences, rocking and rolling. The children have made good progress across the unit of work particularly with regards to their movement on and around apparatus and the importance of different entrances and exits when using apparatus. Many have improved their control when holding balances on different body parts on the floor and apparatus. They are starting to remember short sequences and many can create interesting sequences of their own.</p> <p><i>Teacher feedback – Andrew Terry</i></p>	<p>Teachers to continue working from PASS schemes of work in Gymnastics.</p> <p>Staff to attend further PASS CPD training as required.</p> <p>Pupil progress monitored and tracked.</p> <p>Future PE lesson observations by PE Subject Lead to monitor quality.</p>

			<p><i>The WALT and success criteria were displayed and referred to throughout the lesson.</i></p> <p><i>There were really clear expectations of the children when they were sitting, listening and observing others.</i></p> <p><i>Lots of positive reinforcement to encourage the children to challenge themselves.</i></p> <p><i>Always had a challenge at hand even for the more able children e.g. Putting a beanbag between your legs whilst rolling.</i></p> <p><i>Using the children's expertise to teach and encourage others.</i></p> <p><i>The children made clear progress in the lesson and also could recall aspects of previous lessons to help them with their activities.</i></p> <p><i>Using conventional classroom activities such as partner talk to help children share ideas.</i></p> <p><i>Thank you having me in your lesson, I will definitely try and take what I observed into my PE lessons!</i></p> <p>5 x Gold 21 x Silver 4 x Bronze</p>	
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			PE Equipment audit, reorganisation and labelling.	PE equipment better organised in activities. Any equipment gaps recognised for re-ordering. Labels created to ensure equipment is kept tidy and organised.	PE lead and SBA to monitor equipment throughout the year. Re-order as required for future PE lessons.
30	1 x TA	3	Year 2 Games - Travelling with equipment Unit 1	<p>TA observations of PE specialist improving confidence in progression of fundamental skills, subject knowledge and children's physical literacy. Lessons covered key skills such as travelling at different speeds and directions, travelling with a variety of equipment in different ways such as; rolling, dribbling with hands. Varied warm ups demonstrated linked to the main body of the lesson and to revisit previously learnt skills. Teacher observations of safe and effective practices allowing for more active minutes and a more rapid rate of progress.</p> <p>Children's basic skills were developed through team attacking games.</p>	<p>Teachers to continue working from PASS schemes of work in other activities.</p> <p>Staff to attend further PASS Games CPD training in Term 6 if required.</p> <p>Pupil progress monitored and tracked.</p> <p>Future PE lesson observations by PE Subject Lead to monitor quality.</p>
28	1 x TA	3	Year 1 Games – Travelling with equipment Unit 1	<p>TA observations of PE specialist improving confidence in progression of fundamental skills, subject knowledge and children's physical literacy. Lessons covered key skills such as travelling and changing direction effectively at different speeds and</p>	<p>Teachers to continue working from PASS schemes of work in other activities.</p> <p>Staff to attend further PASS Games CPD training in Term 6 if required.</p> <p>Pupil progress monitored and tracked.</p>

				<p>around equipment, travelling with a variety of equipment in different ways such as; rolling, dribbling with hands, dribbling with ball at feet, carrying a rugby ball.</p> <p>Varied warm ups demonstrated linked to the main body of the lesson and to revisit previously learnt skills.</p> <p>Teacher observations of safe and effective practices allowing for more active minutes and a more rapid rate of progress.</p>	<p>Future PE lesson observations by PE Subject Lead to monitor quality.</p>
28		1, 2	<p>Year 4 & 5 Sports Leadership training x 2 mornings</p>	<p>All of Year 4 & 5 introduced to Sports Leadership through developing a knowledge and understanding of the STEP principle when leading activities. Children were taken through a range of practical activities to explore why Space, Task, Equipment and People are important as a sports leader. Children were introduced to different communication methods when leading others and all children had the opportunity to lead in small groups. Children's team work skills were also developed through a range of problem solving and discussion tasks. Increased number of children involved in sports leadership. Raising School Games statistics.</p> <p>18 Year 4 & 5 chosen to become Play Leaders. Timetable created with a view to rolling out the Play Leader programme in term 4 and beyond.</p>	<p>PASS and PE subject lead to monitor the effectiveness of the Play Leader programme in Term 4 and beyond.</p> <p>PASS to deliver midday supervisor training to staff at the start of Term 4. Discuss with staff the lunchtime set up and how we can look to make the lunchtimes more physically active by zoning the playground, physical challenges and utilising staff better.</p>

30	1	3	<p>Year R – Manipulative Skills. Demonstration PE lessons for EYFS. Focusing on showing staff how to interpret the lesson plans, utilise and adapt equipment to suit needs. Develop bronze, silver and gold challenges to allow for greater rates of progress in lessons.</p>	<p><i>Children have been working on fundamental movement skills through manipulation of different types of equipment. This has included; rolling and trapping a ball with hands, throwing and catching to self and others, aiming at targets and dribbling a ball with hands.</i></p> <p><i>The activities have been delivered in a progressive way allowing for children to make sufficient progress and their individual level of entry.</i></p> <p><i>Teacher feedback – “Reception class have really benefited from these focused PE lessons. Each week their listening skills, concentration and ability to follow a series of visual as well as oral instructions have noticeably improved.</i></p> <p><i>Each lesson is progressive building on and using the skills learnt previously. Lessons and challenges are not static with further challenges added in throughout each lesson. Children are used to model skills and instructions. Most of all, the children are thoroughly enjoying these sessions are actively involved and engaged. Children look forward to PE each week and are</i></p>	<p>Continue to work with Miss George and Panda class in T5 on Tennis activities. Begin to develop more team teaching into the programme.</p>

				<i>extremely enthusiastic and respond positively to our lovely teacher!"</i>	
28	1	3	Year 3/4 Netball - Teacher observations of PE specialist improving subject knowledge, organisation of groups and equipment, transitions between warm up – skill development and conditioned games, behaviour management and interpretation of lesson plans in Games	Children have been taken through a range of Netball skills to include; footwork, accurate passing, attacking and dodging, defending and marking and putting the skills into practice in small and larger sized games. Class teacher has been shown how to move through a lesson plan in a progressive way. Activities set have reduced transitional problems moving from pairs to teams etc and from 1 practice to another. Class teacher has been shown how practices can be developed to differentiate between abilities.	Continue to work on Netball at the start of T5 due to a short term of lessons. Begin to increase the amount of team teaching and class teacher led lessons.
			Reorganise PE cupboard, equipment inventory.	Gaps in equipment identified before T5 particularly for summer activities; Tennis, Cricket, Athletics.	PE lead to order equipment needed.
30	1 x teacher, 1 x TA	3	Year R Tennis example lessons. Demonstration PE lessons for EYFS. Focusing on showing staff how to interpret the lesson plans, utilise and adapt equipment to suit needs. Develop bronze, silver and gold challenges to allow for greater rates of progress in lessons.	Using key areas from the EYFS curriculum children were taken through a range of physical development activities to develop; Moving and handling equipment, negotiating space, and moving at different speeds.	Teachers to continue working from PASS schemes of work. PASS to with this class on Athletics in Term 6. Staff to attend further PASS CPD training as required. Pupil progress monitored and tracked.

			<p>Using the theme of Tennis children developed their ability to react to commands or equipment, moving to get their body in the correct place to receive a ball, handling different size balls, bean bags and rackets, developing strength in manipulating fine and gross motor skills when balancing, bouncing and pushing equipment using rackets.</p> <p><i>TA feedback – Children are benefitting from having specialist PE teaching here, they are excited about having PE each week. They are carrying out their learning from the lesson into their own exploring and learning time and at lunch and break time and demonstrating the skills they have learnt. The lessons are directed at the children’s level of learning, I can see the level of listening skills and following instructions improving each week. The lessons are fun, and well planned out and able to adapt to various skill levels, the children enjoy having a challenge.</i></p> <p>Exceeding: 4 Expected: 13 Emerging: 9</p>	
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30	1 x TA	3	<p>Year 2 Tennis example lessons – Example Tennis lessons by PE specialist</p>	<p>Class and TA taken through a range of Tennis activities to build upon their fundamental movement skills. Children have developed their ability to move effectively in different directions and react quickly to commands and equipment. They have used catching activities and throw tennis to get their body in the correct place and behind the ball. They have developed their coordination through a range of racket skills developing their ability to balance, bounce and push equipment such as bean bags and moving onto tennis balls. They have been introduced into forehand shots, volleying and underarm serves and have started to put them into short rallies.</p> <p>Exceeding/Gold – 9 Expected/Silver - 11 Emerging/Bronze - 10</p>	<p>Teachers to continue working from PASS schemes of work in Gymnastics.</p> <p>Staff to attend further PASS CPD training as required.</p> <p>Pupil progress monitored and tracked.</p> <p>Future PE lesson observations by PE Subject Lead to monitor quality.</p>
30	2	3	<p>Year R Athletics S.B took the class teacher, TA and children through a range of activities to develop fundamental movement skills through the theme of Athletics.</p>	<p>The class were taken through a range of activities linked to the physical development element of EYFS programme of study. The children showed improved control and coordination when walking and running. They negotiated obstacles when walking and running to include; lines, cones, hoops, etc by adjusting speed and/or direction. They often negotiated space when running at speed. They have explored jumping high and landing on feet in different ways. They</p>	<p>Teachers to continue working from PASS schemes of work in other activities.</p> <p>Pupil progress monitored and tracked.</p> <p>Future PE lesson observations by PE Subject Lead to monitor quality.</p>

				<p>explored jumping far and landing on feet with some control The children jumped in and out of hoops showing some control. They have shown increased control and coordination when pushing and throwing equipment to include; bean bags, large balls, quoits using 1 and 2 hands. Shows increasing accuracy when throwing at targets using bean bags/large balls.</p> <p><i>Teacher feedback – ‘All the children have really enjoyed PE lessons with Sarah and added PE as one of their favourite activities on their end of year reports. I have seen the class increase their confidence in the various activities taught also their independence and listening skills. On a personal level I have also learnt game ideas by watching the lessons.’</i></p>	
29	1 TA	3	Year 2 Athletics / Striking & Fielding Example Athletics and Striking & Fielding lessons delivered by PE specialist	<p>S.B led class through running, jumping and throwing activities suitable for Y2 using the PASS SOW. Activities were differentiated by equipment, task, outcome, space, time and people. Equipment was used in creative ways and activities were arranged to ensure maximum physical activity levels reducing transitions and potential behavioural issues. Children developed their ability to pace themselves in longer distance running,</p>	<p>Teachers to continue working from PASS schemes of work in other activities.</p> <p>Pupil progress monitored and tracked.</p> <p>Future PE lesson observations by PE Subject Lead to monitor quality.</p>

			<p>experimented with running for speed and relay. They developed their ability to repeat and remember jumping patterns and throw using the push and pull techniques.</p> <p>TA was involved in the lessons by working with smaller groups and developing skills to ensure all children were making progress at the necessary level.</p> <p>For the final 3 lessons S.B took the children through 3 striking & fielding lessons using the PASS SOW raising children's knowledge of fielding and batting in cricket.</p> <p>Exceeding/Gold – 4 Expected/Silver - 16 Emerging/Bronze - 10</p>	
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