

★ ★ Consistency and progressive skills being taught in PE lessons across the school.
(Real PE and quality of PE teaching across the school)



Real PE Focus

Strengths

KS1 & KS2:

- Children are being exposed to the various challenges and know how to challenge themselves during lessons.
- Having been exposed to REAL PE for 2 years now, the current Year 2's are showing improved Fundamentals of Movement in the three key areas: Locomotion, manipulation and stability.
- Children understand why they are doing REAL PE and how it's important to support them in more sport specific activities.
- Children can recall various types of movements taught during REAL PE lessons.
- Children very much enjoy PE and talk positively of it.
- Children can talk about what they have learnt this year and what activities they have done in Real PE. KS2 children were able to eloquently talk about the skills they have learnt in Real PE lessons (coordination, balance, foot work etc)
- REAL PE system Jasmin allows for a clear progression of skills across the key stage.
- **EYFS** have been able to adapt REAL PE to what works best for them and what units best for their new curriculum.





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Future Improvements

KS1 & KS2:

- Ensure children are aware of what 'cog' they are focusing on and the main aims of that 'cog'. E.g if the focus is 'cognitive skills, ensure children know they are looking at explain what they are doing well and begin to share with others what they need to improve.
- Use of iPad to show challenges is being demonstrated OR lessons begin in the classroom and teachers show challenges to the children on the screen.
- Children to have a greater understanding as to **why** they are doing REAL PE and how this helps them in other sporting activities.
- Ensure equipment is regularly being checked and balls are pumped up if needed.
- Roll out the assessment wheel for each class teacher to complete after their unit.



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PE Focus

Strengths

KS1 & 2:

- Children are being exposed to different sports during the year and a clear progression from being taught a new skill to applying it in game situations is being shown.
- Children can apply what they are being taught in REAL PE into their other PE lesson and this is having a direct impact on their ability to thrive in the range of sports they do.
- Children can talk about what they have learnt this year and what activities they have done. KS2 children were able to eloquently talk about the skills they have learnt in Real PE lessons (coordination, balance, foot work etc)
- Evidence of teachers using planning that has been shared as a Key Stage and teachers often approach PE coordinators for advice on lesson ideas and how to challenge pupils.
- Good use of WBA coach to deliver interventions throughout the school that show consistent impact.
- EYFS have been able to adapt the PE curriculum and create ways to ensure the new EYFS physical development skills linked to Birth to 5 is being taught in a creative, fun and systematic way.





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PE Focus

Future Improvements

KS1:

- A clearer use of the skills progression document in sporting activities to ensure children's skills are being built on year on year.
- Ensure children understand the sporting activity they are participating in. E.g Striking and Fielding not tennis. This misconception has risen due to the use of tennis racquets in small sided rounders games.
- Ensure there is communication between Year 1 and 2 so that break times have minimal effect on P.E Lessons.

KS2:

- Better use of the skills progression document to ensure classes are teaching the correct skill to their year group.
- Ensure teachers are not just delivering a sport each session, they should be delivering the skills that are transferable.
- Ensure everyone is teaching 2 hours of PE a week more consistently.
- Ensure everyone is delivering 30 active minutes throughout their non-PE days.



Improve social relationships between peers and improve lunchtime behaviour in specific year groups.

Group discussion with Year 2 and 5 lunch supervisors – Active lunch times now keep the children engaged and active all lunch. Most children will now use the equipment and make their own games with it or participate in the organised games. If one day it has been raining and we haven't got the equipment out, you can tell a difference in the children's behaviour.

AJB Lunch time – Quote from lunch time supervisors – Having AJB play organised games with the children has been great. If it is their year groups turn, most children in the year group want to participate and the coaches always make it fun and enjoyable. You can tell a big difference when they are not there as the children then create their own games which then may cause fallings out.

Child quote on lunch times – Year 5 - I love playing the games at lunch times with the coaches. They are quick and fun. If we play dodgeball (gaga ball) and you get hit, you're out and a new person comes in. You never have to wait long to be back playing and we all love it. Its my favourite days of the week when its our turn.



Improve social relationships between peers and improve lunchtime behaviour in specific year groups.

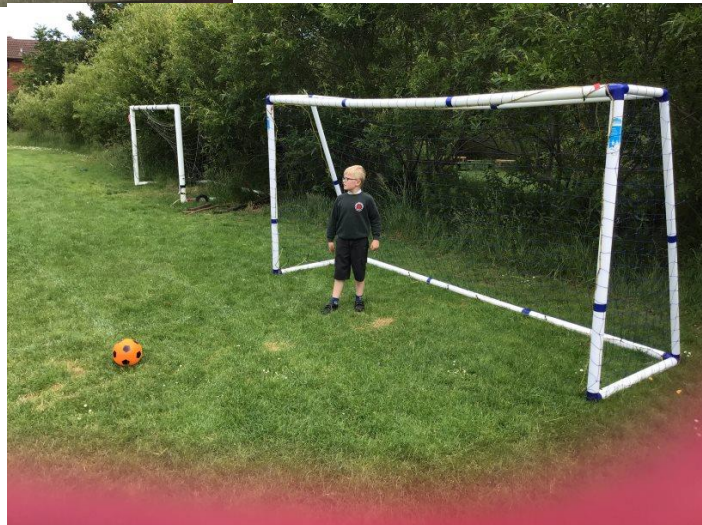
Active lunch times in action



WBA active lunch times



Lunch times equipment being used



Our investment in football goals means they can be used at lunch times and after school clubs. Inspiring children to play football.



Re-engage pupils in extra-curricular sporting opportunities

Group discussion with Year 3, 4 and 5 children who attend clubs –

- There is always lots of clubs to pick from. I love it when it's time to pick new clubs each term, I get excited to see what is on offer.
- I like the clubs because I can't always do clubs outside of school. There are lots to pick from.
- They are good fun, we get to use equipment we don't always use in PE lessons.

Autumn 2019 (pre Covid)	Autumn 2021	Summer 2022
20 clubs 270 places	13 clubs 158 places	15 clubs 216 places

Clubs are getting back to Pre COVID numbers through the variety of offer and the uptake from the children. Places refers to the number of children that have signed up to the clubs on offer. A child might take part in more than one club per week.

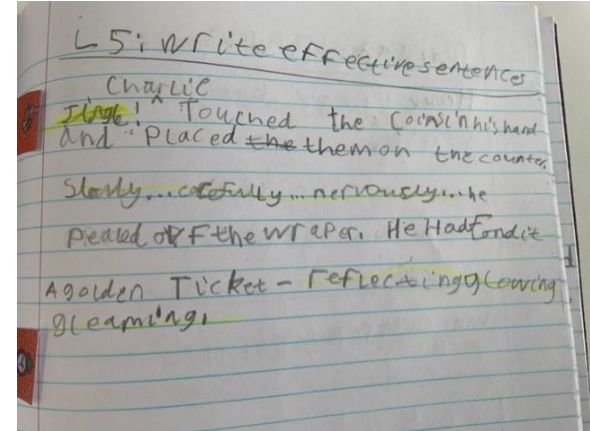
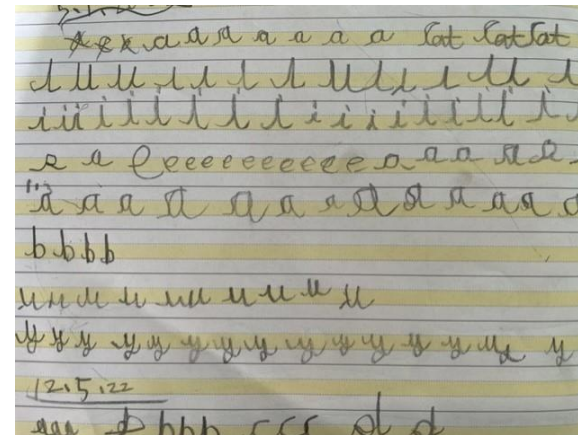
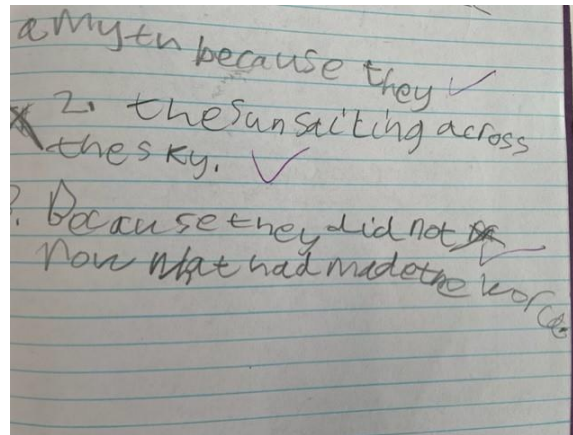
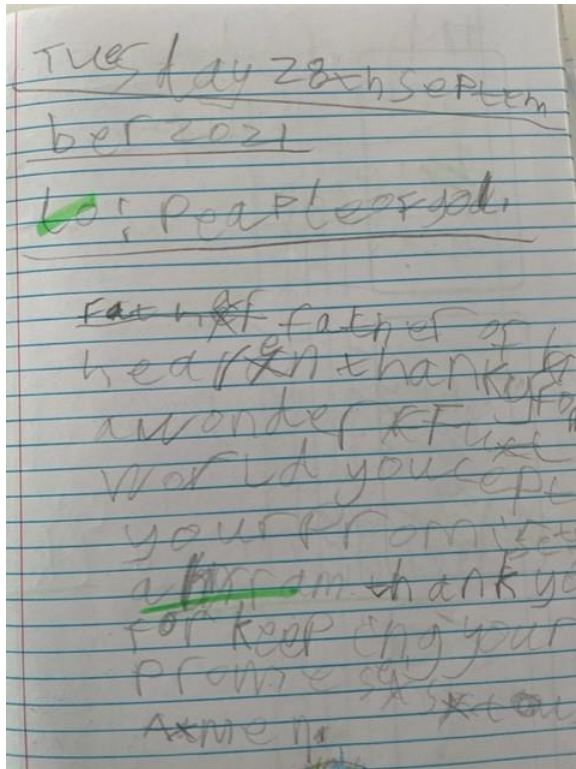


Improve handwriting for specific pupils.

Use of Jumbo Gym intervention delivered twice a week as an intervention in Year 4.

Children focus on their gross and fine motor skills to improve their handwriting.

Class teacher comments: I have seen an improvement in the pencil grip for most children. The handwriting is improving for all the children that attend the intervention.



Child A's handwriting over the course of the year. The intervention has resulted in improved letter formation, placement on the line and control which means their overall work is more presentable and legible.

Targeted intervention to improve outcomes for children

Maths and Phonics Intervention - Quote from Reception teachers – Math's - Each week having Macauley to take a group has impacted the children greatly. Firstly, they look forward to this intervention all week and cannot wait to go out with him. Children who have had little maths knowledge in particular have improved in mental maths. He takes them out and plays active maths games involving numbers bonds to 5, 10 and 20 and by making it active the children are very engaged.

Phonics – We have seen a great impact on the 2 groups he has been taking out. First group have been reading initial set one sounds. He then takes a higher group and plays games which includes digraphs and even at times introduce them to some trigraphs.

Fundamental of movements Intervention - Quote from Year 1 teachers – I have seen a great increase in the children's ability to perform the basic gross motor skills activities. Macauley takes small groups and focuses on the basics with a small group at a time. I have seen a great impact on this in PE lessons and their ability to participate in team games.

I have even had to change the groups multiple times during the year due to the children improving on FMS I felt it was needed to keep changing them.

Challenging higher attainers in REAL PE lesson - Quote from Year 2 teachers- Macauley has been working with a higher ability groups during REAL PE sessions, challenging them with the higher level challenges (Black, Blue and Red) and making them think more about what they are doing and why. I have seen a direct impact of this in our recent team games lessons where these children are confidently able to compete in team games showing an excellent level of Fundamentals and control of objects.



Targeted intervention to improve outcomes for children (list all interventions and note progress that has been made)

Team games intervention – Quote from Year 3 teachers – Each week Macauley takes out 2 groups of children to play small sided team games. They play games which allow them to show what they have been learning in lessons and REAL PE and then apply it into small sided games. Not only has this had an impact on their ability in lessons, demonstrating great skill but also in their leadership skills and ability to show others how to do things in certain team games and why. Macauley helps them develop simple tactics for attacking and defending and has even encouraged some, **often inactive children, to join sporting after schools clubs on offer here at school.**

Year 3 Fundamentals:

- Children are always very enthusiastic for these sessions.
- I have seen their confidence grow in all areas but especially when we do PE.
- These children are developing better in PE and achieving more than I thought they would or could.

Year 4 times table:

- Yr4 – the times table interventions have really boosted the children's confidence.
- They are always eager to join in with the active times tables sessions with Mac.
- I have seen an improvement in their fluency when completing their weekly times table challenges.

Year 5 Maths:

- Mac is always so helpful in lessons, he know how to support the children who need a bit more support. Their confidence has improved and he is able to encourage the children to achieve more by supporting their wellbeing.