

PE

at Bank Lane Infant and Nursery School
Working together, nurturing excellence.

Subject Lead – Louisa Cheshire
Under Construction – October 23
We judge our PE curriculum to be
Gold Standard



Effort



Ethel

Collaboration



Cornelius

Excellence



Eberhardt

Respect



Radmilla

Banks Lane Infant Intent

PE teaches us the importance of exercise as part of a healthy lifestyle. It develops physical strength, coordination and control as well as helping us to value collaboration and recognise the importance of effort and personal excellence.

Effort



Collaboration



Excellence



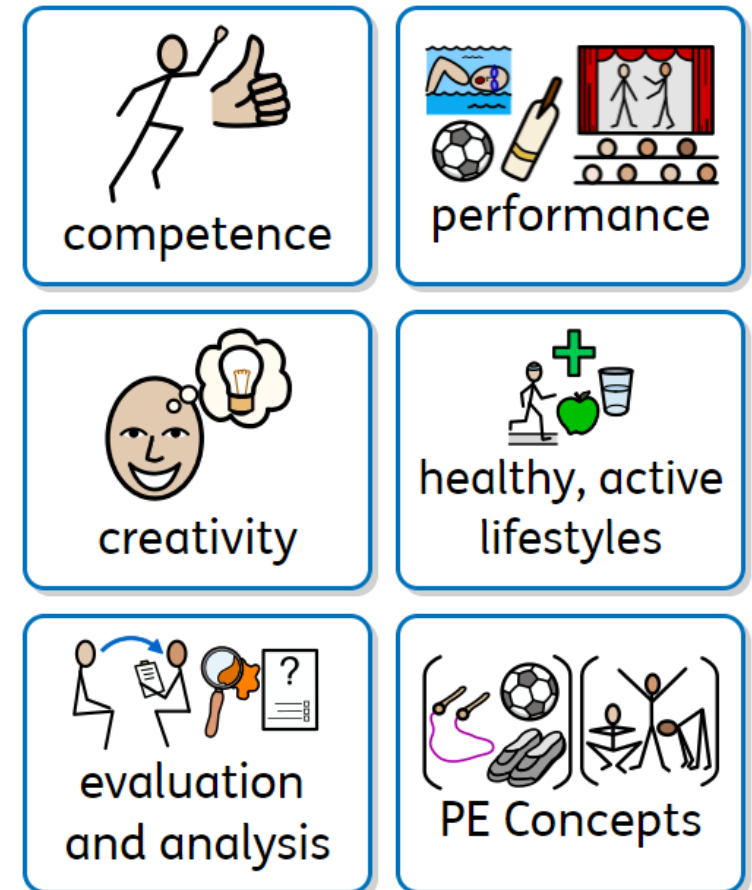
Respect



PE Concepts

Our curriculum is designed so that it builds 5 concepts or 'big ideas' that we believe are the key to growing children into healthy, happy and successful adults. They enable progression in skills, knowledge and understanding from Nursery to Year 2. Each day children learn more and develop their conceptual knowledge.

- **Competence** The selection and application of skill, tactics and compositional ideas. The readiness of body and mind to cope with physical activity.
- **Performance** Using physical competence and knowledge to gain a better understanding of physical activity.
- **Creativity** Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.
- **Healthy, active lifestyles** Understanding the positive contribution that regular, fit for purpose physical activity makes to the physical and mental health of the individual in preparation for their futures.
- **Evaluation and analysis** Comparing performance with previous ones and those of others to demonstrate improvement to achieve their personal best.



Readiness for the PE curriculum

Ages 2 to 5

Toddlers and pre-schoolers are beginning to master many basic movements, but they're too young for most organised sports. At this age, unstructured free play is usually best. – It is recommended that 1 lesson a week in Reception is suitable to help them be school/PE ready and begin to use and apply the fundamental movement skills.

Ages 6 to 9

- As children get older, their vision, **attention spans** and transitional skills, such as throwing for distance, improve. They're also better able to **follow directions**.

Ages 10-12

- By this age, children have mature vision and the ability to **understand** and **recall sports strategies**. These children are typically ready to take on complex skill sports, however, growth spurts caused by puberty can temporarily affect a child's coordination and balance.

Fundamental Skills

Fundamental movement skills are a specific set of skills that involve different body parts such as feet, legs, trunk, head, arms and hands. These skills are the “building blocks” for more complex and specialised skills that children will need throughout their lives to competently participate in different games, sports and recreational activities.

Locomotor Skills	Stability Skills	Manipulative Skills
Walking	Balancing	Throwing
Running	Landing	Catching
Hopping	Turning	Striking
Skipping	Twisting	Kicking
Bounding	Bending	Dribbling
Leaping	Stretching	Bouncing
Jumping	Extending	Pushing
Rolling	Flexing	Pulling
Galloping	Hanging	Carrying
Sliding	Bracing	Trapping
Dodging	Rotation	Collecting

Readiness and Pedagogy

- By exposing participants to sport specific skills and activities prior to developing a wide variety of fundamental skills will often result in participants hitting a proficiency barrier.
- The result is often frustration, failure, incompetence, and a significant decline in motivation. This in turn will most often result in withdrawal from the sport and in some cases, withdrawal from physical activity in general.

Why is Physical Education Important?

- Increased productivity
- Decreased absenteeism at school
- Better motor skills
- Improved physical and mental health
- Lower obesity risk
- Academic progress



<http://www.afpe.org.uk/physical-education/films-exemplifying-effective-use-of-the-premium/>

Why is it particularly important to BLIS?

If Stockport was 100

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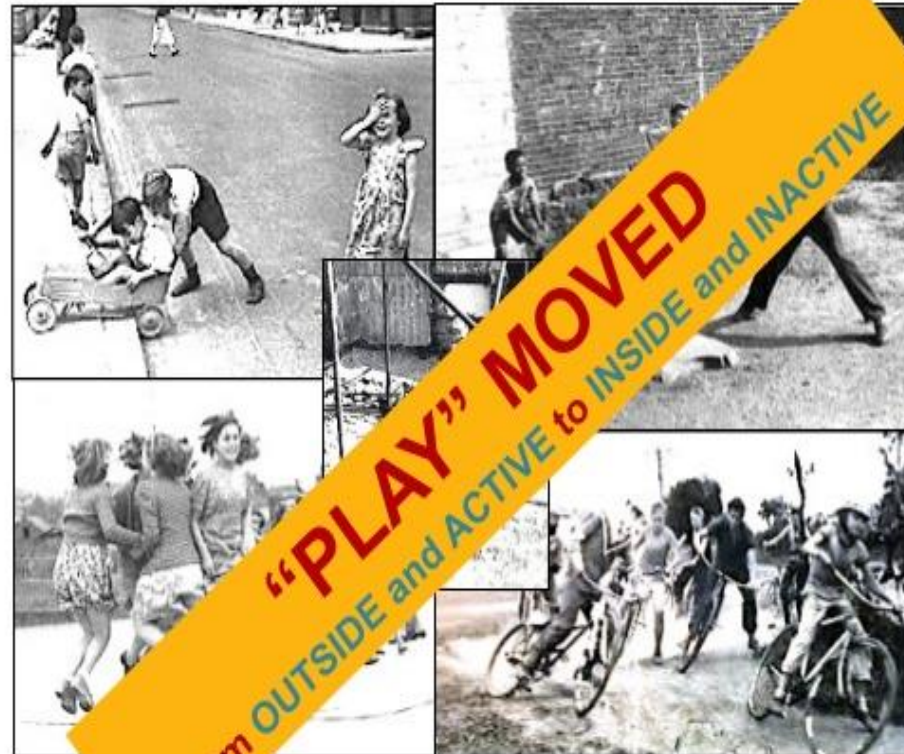
If BLIS was 100

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COVID - impact

We need a mindset shift:

Kids are born with the capacity to move, but not the SKILLS...

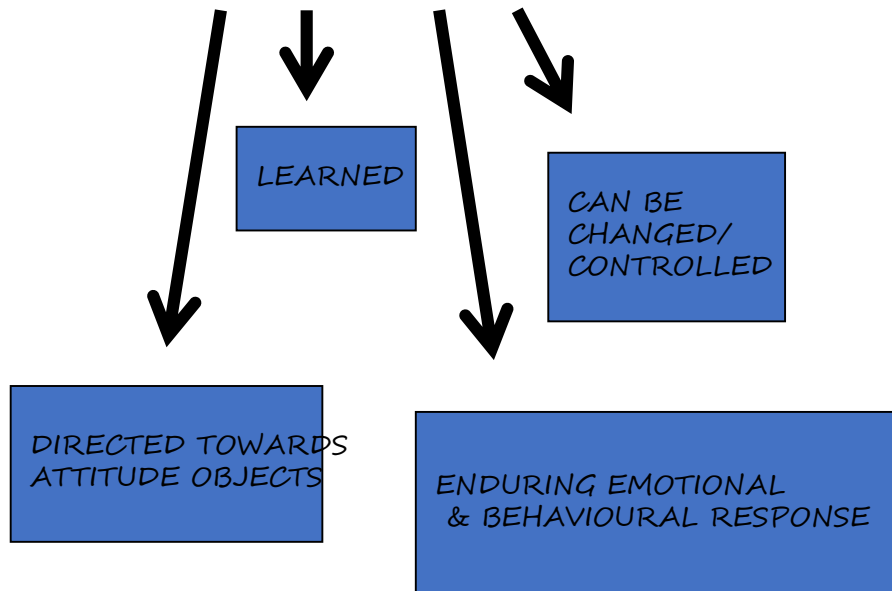


ACTIVE FOR LIFE

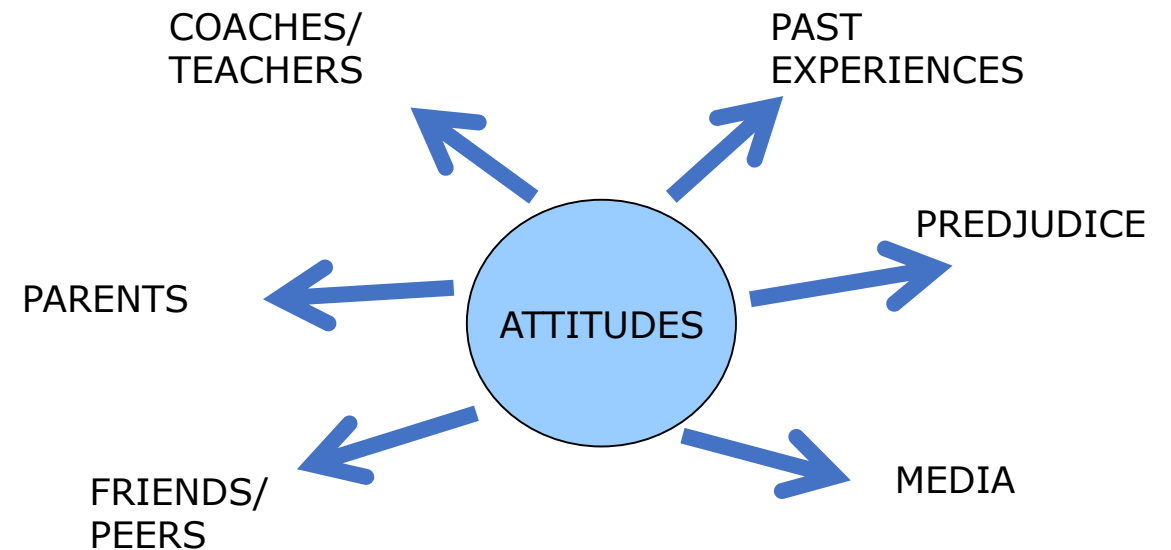


What is an Attitude?

Attitude – A learned behavioural predisposition. (linked with personality)



Formation of Attitudes



Attitudes are mainly formed through experiences.
Socialisation: The process of mixing and relating to other people.

Physical Literacy and Physical Education

- Physical literacy is not confined to school aged young people or sports clubs: it is associated also with **babies, the early years, adults and older adults**.
- Physical literacy is not an **alternative** to physical education, nor is it in **competition** with physical education.
- Physical education is a subject area in the school curriculum while physical literacy is the **goal of physical education**, a goal that can be articulated and defended with confidence to reveal the intrinsic value of physical activity.
- The implications of this clarification is that teachers or indeed any practitioners, DO NOT TEACH physical literacy: rather they **plan, guide and support learner involvement in experiences that are rewarding, meaningful and develop self esteem and self respect**.
- **PE should develop children physically, cognitively and socially.**



Curriculum Plans

- Our PE curriculum covers the breadth of PE from all statutory PE aims (Excel, Active, Competitive, Health) through a broad range of sports. Learning is set out across core concepts of competence, performance, creativity, healthy active life styles and evaluation.
- Learning opportunities sit within the concepts (often overlapping) and are repeated and links are drawn between skills and the application to make it more memorable. Our PE curriculum addresses both pupils' current experiences and preparation for later life and so our curriculum is a spiral curriculum of fundamental movement skills that develops knowledge and skills so that they can apply these to taking part in different sports. This allows prior learning to be revisited, reinforced and extended upon through the Key Stage.
- Teachers have access to and are encouraged to use Get Set 4 PE as a guide for medium term planning, quality lesson planning and to support assessment.

Effort



Collaboration



Excellence

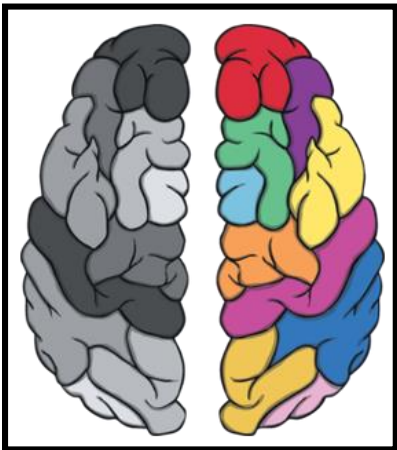


Respect



Curriculum Plans

By the end of EYFS, children will to: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. **By the end of KS1:** Previous learning will be built upon further as children develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.



As our curriculum is cross curricular it offers children the opportunity to develop their knowledge, skills and understanding whilst motivating them know and remember through engaging, interconnected, relevant topics. The topics have been designed collaboratively by all subject leads. Children gain transferrable problem solving skills and they are given real world meaning to learn within. Children know and remember more because learning is fun, safe and relevant. The spiral nature of the curriculum means that knowledge and skills are revisited and so, reinforced and built upon.

Curriculum Plans

How is learning across school sequenced?

	Nursery	Reception	Year 1	Year 2
Autumn	Introduction to PE 1	Introduction to PE 2 Fundamentals 2	Fundamentals Gymnastics Dance Ball Skills	Dance Gymnastics Gymnastics Ball Skills
Spring	Fundamentals 1 Dance 1	Dance 2 Gymnastics 2	Gymnastics Invasion Games Dance Sending and Receiving	Dance Invasion Games Yoga Sending and Receiving
Summer	Ball Skills 1 Games 1 Gymnastics 1	Balls Skills 2 Games 2	Striking and Fielding Team Building Athletics Target Games	Striking and Fielding Team Building Athletics Target Games

Curriculum Plans

EYFS: What is in our curriculum?

EY Overview of Progression		
Educational Programme-EYFS Framework		
Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.		
Nursery Development Matters	Reception Development Matters	Early Learning Goals
<ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooter, trikes and bikes) and ball skills. Go up steps and stairs, or climb apparatus, using alternative feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run along a plank, depending on its length and width. 	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes. 	<p>Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Gross Motor Skills Begin to show accuracy and care when drawing. Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

Curriculum Plans

KS1: What is in our curriculum?
sample below

Big Ideas (Key Concepts)

Physical Literacy	EYFS	KS1	KS2 (what we are preparing our children for)
Physical – physical activity and participation in sport	<p>Introduction to PE 1 - run, jump, hop, skip, balance, crawl</p> <p>Fundamentals 1 - balance, run, jump, hop, change direction</p> <p>Dance 1 - actions, dynamics, space</p> <p>Ball Skills 1 - roll, stop a rolling ball, throw, bounce, catch, dribble with feet, kick</p> <p>Games 1 - run, balance, change direction, throw, catch</p> <p>Gymnastics 1 - shapes, balances, jumps, rocking, rolling, travel</p> <p>Introduction to PE 2 - Physical: run, jump, throw, catch, roll, skip</p> <p>Fundamentals 2 - run, jump, hop, balance, change direction, travel</p> <p>Dance 2 - actions, dynamics, space</p> <p>Gymnastics 2 - shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling</p> <p>Balls Skills 2 - roll, track, throw, dribble with hands, dribble with feet, kick, catch</p> <p>Games 2 - run, change direction, throw, catch, strike</p>	<p>Fundamentals Y1 - balance, jump, hop, run, speed, agility, dodge, skip, co-ordination</p> <p>Gymnastics Y1 - travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll</p> <p>Gymnastics Y2 - shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll</p> <p>Dance Y1 - actions, dynamics, space, relationships</p> <p>Dance Y2 - actions, dynamics, space, relationships</p> <p>Ball Skills 1 - dribble with hands, roll, throw, catch, dribble with feet, track</p> <p>Ball Skills 2 - roll, track, dribble with feet, kick, throw, catch, dribble with hands</p> <p>Invasion Games 1 - dribble, throw, catch, kick, receive, run, jump, change direction, change speed</p> <p>Invasion Games 2 - dribble, throw, catch, kick, receive, run, jump, change direction, change speed</p> <p>Sending and Receiving 1 - roll, throw, catch, track, kick, receive with feet, send with racket</p> <p>Sending and Receiving 2 - roll, track, catch, receive with feet, kick, send and receive with a racket</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>Perform safe self-rescue in different water-based situations.</p>

Curriculum Plans

Knowledge Organisers Nursery – Year 2

Knowledge Organiser
Introduction to PE Unit 1
Nursery/Reception

About this Unit

In this unit children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'.

They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping, skipping.

Witches and Wizards

Witches and wizards wear pointy hats, Witches make potions and have magic cats. Witches climb upon their magic brooms, And fly high and low with a va va vroom! Wizards stand tall in their long dark cloaks, And can vanish before you in a puff of smoke. Wizards have powerful wands to cast spells, 'Abracadabra' they loudly yell. I wonder if we could see, Just how fun being wizards and witches could be.

Communication and Language

Key Vocabulary

avoid	freeze	space
backwards	safe	stop
forwards	sideways	partner

Physical Skills

- run
- jump
- hop
- skip
- balance
- crawl

Personal, Social and Emotional Thinking

This unit will develop children's ability to share, communicate, leadership, independence, select and apply reflection, make decisions.

Problem Solving: Children will learn to make simple decisions in response to a task.

Navigational Skills: Children will learn that moving into space away from others and leaving a gap when following a path will help to keep them safe.

Communication: Children will learn to share, communicate, leadership, independence, select and apply reflection, make decisions.

Reflection: Children will learn to share, communicate, leadership, independence, select and apply reflection, make decisions.

Rules: Children will learn to share, communicate, leadership, independence, select and apply reflection, make decisions.

Ladder Knowledge

Children will learn to share, communicate, leadership, independence, select and apply reflection, make decisions.

Head to our youtube channel to watch the skills videos for this unit.

Knowledge Organiser
Athletics Year 2

About this Unit

Athletics is made up of running, jumping and throwing.

overarm throw

look forward, elbows bent, knees bent, balls of feet, big step, point hand at target after release, elbow high, step forward, swing arms forwards, take off and land on two feet

running

jumping

Movement Skills

- run
- jump for distance
- jump for height
- throw for distance
- throw for accuracy

Rules

Follow the rules when working with others.

Healthy Participation

- Behave and move in a safe way.
- Wait to take turns when told to.

Key Vocabulary

aim	height	sprint
distance	jog	take off
far	jump	target
fast	landing	throw

Home Learning

Mousetrap

What you need: 1 basket, 1 large bottle, a ball or pair of socks, 1 or more players.

How to play:

- Turn the basket upside down. Tilt the basket as you keep it lifted at one end by placing it on top of the bottle.
- Using your ball or rolled up socks, try to hit the bottle so that the basket drops to the floor.
- Playing with a partner? Who can knock the mousetrap down first?
- Make this harder by standing further away when you make the throw.
- Then try balancing the basket with different items such as a trainer or some toilet rolls.

Head to our youtube channel to watch the skills videos for this unit.

@getset4education136

Curriculum Plans

Curriculum Plans – *What are the plans for progression of vocabulary?*

travel



Introduction
and
Development

- Appropriate for session and Key Stage
- Links to objectives for session
- Introduced as 'vocab cards' and definitions are co-constructed with the children

Subject specific vocabulary is an expectation of all children.

balance



Embedding of
Vocabulary

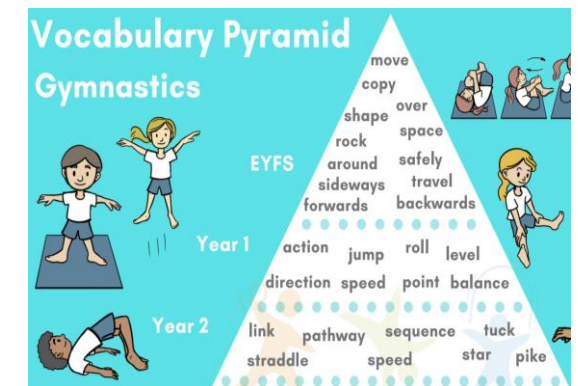
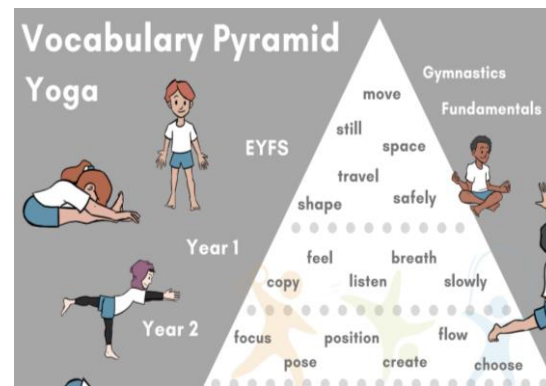
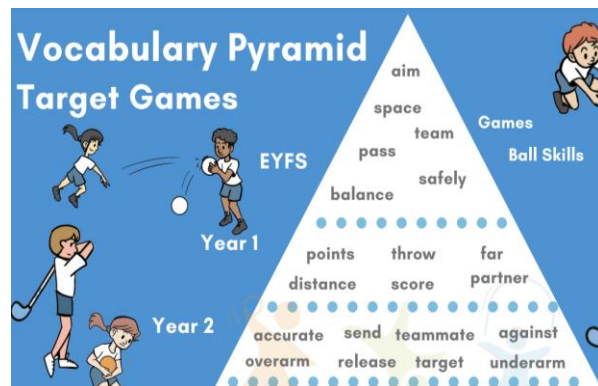
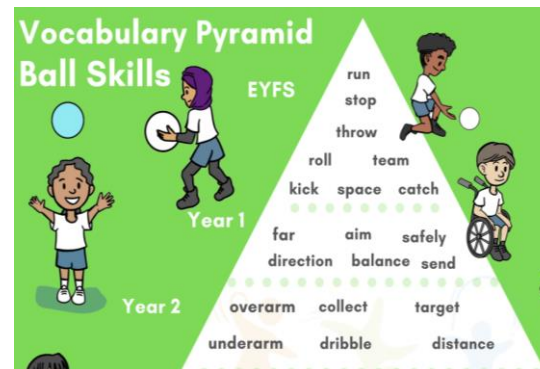
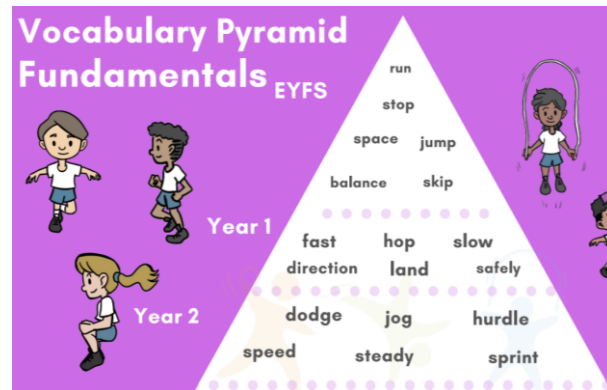
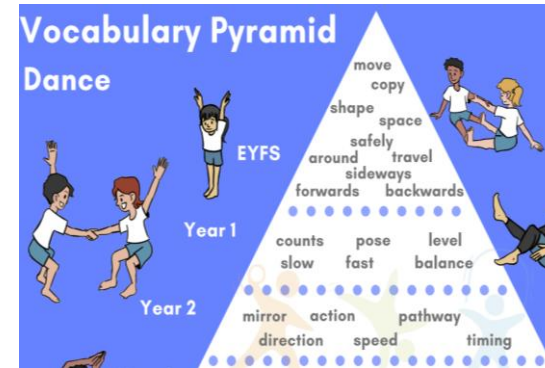
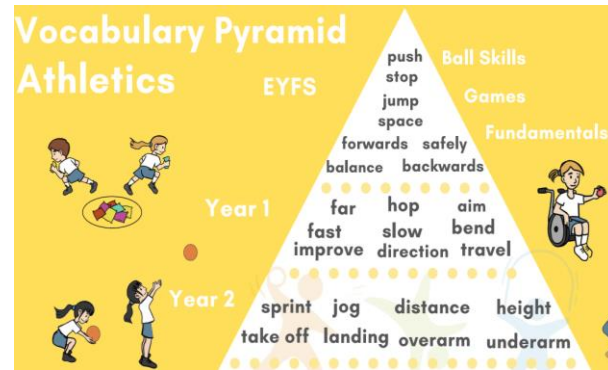
- Vocabulary is revisited in future sessions
- Links are made across sessions and year groups

Application of
Vocabulary

- Vocabulary is not discreet to PE lessons and is used all the time E.g. healthy living during PSHE and Science lessons.

Examples of
Vocab Cards

Curriculum Plans – What are the plans for progression of vocabulary?



Inclusion – *Challenge and adaptation*

- Our curriculum is planned to reflect the universal needs of children as well as the specific needs of the children within our school/community. This is done through weekly planned taught lessons, pupil voice and carefully planned wider curricular opportunities to broaden our children's experiences and address any social disadvantages.
- We know that PE plays a vital role for children with SEND and we aim (as we do with all learners) to equip and embed children with the practical skills and understanding that they need to lead active and healthy lifestyles.
- We use the Get Set 4 PE STEP approach for Pupils with SEND as a guide to enhance our inclusive planned curriculum.
- SEND Inclusion Pyramid.

PE

SEND (Special Educational Needs & Disabilities) / Inclusion offer

The Inclusion offer for PE is written in parallel with our Whole School Provision Maps, which detail the Quality First Teaching strategies included in our Universal Offer.

The map below details strategies that are be specific to our history curriculum.

The school adheres to the Equality Act 2010 which makes clear that schools **must** make reasonable adjustments for students with disabilities, or for an aspect of their disability, that enable them to access as full a programme of education, including physical education, as possible. We understand our children and that enables us to know when they are **ready for relevant content** to be delivered and **using the STEP principles** when differentiated learning is needed which can help aid progression. STEP principle involves modifying and adapting PE lessons for the following to help all children achieve: **S** = Space, **T** = Task, **E** = Equipment, **P** = People (additional adult support and understanding the individual child). Link to SEN Support plan targets. SEND can have extra time allowance and/or assistance for changing to alleviate any anxieties or emotional changes that changing into PE kits in time for the lesson can bring.

Individualised

Activities involve group or paired working with valuable roles for each member which encourages peer learning and promotes participation. Tasks are structured into smaller steps (chunking) that build toward achieving the overall objective. Visual/concrete equipment or activities to reinforce/consolidate learning through a range of sensory channels to promote the skill of equipment manipulation. Brain breaks. Planned activities that encourage movement. Pictures and symbols to illustrate new vocabulary concepts to enhance curriculum access.

Targeted

PE is offered to all children at BLIS regardless of special educational needs. Children wear a simple PE kit (navy or black shorts, white T-shirt & black pumps with elastic fronts).gives the primary child a sense of belonging to the school (spare kits are provided if needed). Quality first teaching strategies. Opportunities provided for repetition and to reinforce previously learnt skills and processes on a regular basis in similar and different contexts. Language is clear, unambiguous and accessible. Inclusive language and resources that are representative of a variety of SEND are used at all times. New vocabulary is usually introduced in the form of 'vocab cards' and these are supported with simple images. Images will include those of all protected characteristics. Physical Education helps to develop children physically, cognitively and socially.

Universal

Pedagogy – How are lessons structured?

- Radmilla Respectful Changers, quality video from Get Set 4 PE to view the skills that they are going to learn
- Warm up
- Skill development
- Application of skills
- Plenary
- Questioning and recap throughout for AFL.

- Freddy Fit
- Dance Club
- Netball Club
- Football Club
- Karate Club
- Scoot Fit
- Sports Morning
- Infant Legacy Trail
- Be Inspired competitions
- Play Leaders

Subject evaluation - *How do I find out about what's going well and what needs to improve?*

- Pupil voice
- Footprint reviews
- Curriculum assessment grids
- STEP principle
- Evaluation days
- National Curriculum attainment grids
- Sport Premium impact evidence

Assessment

Measuring progress, knowledge, skills and challenge

How do we measure progress?

- Pupil Voice
- Footprint Reviews
- Evaluation Days
- STEP principle
- Progress Assessment Grid
- National Curriculum Attainment Grid

Children that are excelling in their learning are noted and relevant challenges are set for them.

Children that aren't meeting ARE are tracked on an assessment grid. This allows teachers to be able to check which children need more support and the exact area of the curriculum that they are struggling with. This is passed on to the next teacher so that they can also check for gaps in knowledge.

Carefully chosen 'end points' are mapped out across EYFS and KS1. Teachers are clear on 'why now', 'what came before' and 'what is coming next.'

Gymnastics							
Nursery	I am beginning to negotiate space safely.	I can use a range of large and small apparatus with an awareness of safety.	I can match skills to tasks and apparatus.	I can explore movement skills.	I follow instructions with support.	I am beginning to take turns.	I am building my confidence to try new challenges.
Reception	I can negotiate space safely with consideration for myself and others.	I can confidently and safely use a range of large and small apparatus.	I can combine movements, selecting actions in response to the task and apparatus.	I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.	I follow instructions involving several ideas or actions.	I work co-operatively with others and take turns.	I am confident to try new challenges.
Year 1	I am confident to perform in front of others.	I can link simple actions together to create a sequence.	I can make my body tense, relaxed, stretched and curled.	I can recognise changes in my body when I do exercise.	I can remember and repeat actions and shapes.	I can say what I liked about someone else's performance.	I can use apparatus safely and wait for my turn.
Year 2	I am beginning to provide feedback using key words.	I am proud of my work and confident to perform in front of others.	I can perform the basic gymnastic actions with some control and balance.	I can plan and repeat simple sequences of actions.	I can use directions and levels to make my work look interesting.	I can use shapes when performing other skills.	I can work safely with others and apparatus.

Children working below ARE	Children exceeding ARE

Assessment – Measuring children's progress, key findings

Data

EYFS

PE On a Page 2022/ 23

End of Year Evaluation

Data

KS1



- PD; All **93.2%** 84.8% National, Boys **90.2%** 78.4% National, Girls **95.7%** 91.6% National, SEND **K100%** **N95.2%** K50.1% N90% National, PP/FSM **80%** 75.6% National, EAL
- PSED; All **87.8%** 83.3% National, Boys **78.0%** 77.4% National, Girls **95.9%** 89.4% National, SEND **42.9%** 50.9% National, PP/FSM **77.8%** 74.1% National, EAL

- Year 1; Em 2%, M **98%** compared to 2021-22 results EM 2%, M98%
- Year 2; Em 6%, M **94%** compared to 2021-22 results EM 11%, M 89%

Pupil Voice - Spring 2023

Comments during pupil voice:

- George, Class 9 – I know my strengths in football are tackling and defending.
- Ella, Class 7 – My strengths are attacking and scoring in football.
- Poppy, Class 8 – My strengths in PE is dance and I am good at flexing during gymnastics.
- George, Class 9 - I like learning new skills and keeping healthy.
- Ella, Class 7 – I'd like more specialists come into school to teach other sports.
- Max, Class 7 – My favourite part of PE is Games because some of them are really fun and I like competition.
- Amber, Class 8 – I'd like to do more meditation type of PE like yoga.
- George, Class 9 – I feel like if I didn't do ball skills I wouldn't know how to play football.
- Jess, Class 9 – I remember in Year 1 doing dishes, arches and bridges in Gymnastics and other shapes and movements.
- George, Class 9 – I remember the dance that we did because it was to do with our topic Where The Dragon's Dance.
- Amber, Class 8 – In dance we had to use people in our class to make different types of houses like a semi-detached. That was in our There's No Place Like Home topic.
- Ella, Class 7 – I remember learning the dances and performing it for our parents at Christmas.
- Max, Class 7 – I think we've learnt these skills in PE to become fit and healthy.
- Jess, Class 9 – Yes it keeps us fit and healthy.
- Ella, Class 7 – We can use the skills so we can put them into games and competitions.



Banks Lane Infant School



Evidencing the impact of the PE and Sport Premium

Amount of Grant Received	£ 17800	Amount of Grant Spent £17,309	£17800 (£491 not spent)	Date 21/07/23	Updated July 2023
RAG rated progress: <ul style="list-style-type: none"> Red - needs addressing Amber - addressing but further improvement needed Green – achieving consistently 					

Evidencing the impact of the PE and Sport Premium – Events & Competitions 2020/21

Events / Competitions	Number of participants			Number of leaders	Number of staff	Parents / Volunteers	Event level * (level 1 / 2 / 3)	Year Group (s)	ABC teams	Links with clubs
	Boys	Girls	Total							
Freddie Fit Rec, Year 1 and year 2	127	140	267	?	?	?	1	?	?	?
Scoot Fit	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Sponsored active afternoon with athlete	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Infants Sport Festival Year 1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Infants Sport Festival Year 2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Bramhall Park Legacy Trail Year 2	canceled	canceled	canceled	canceled	canceled	cancelled	cancelled	cancelled	cancelled	cancelled
UK Sports Dance (after school club) Rec, Year 1 and Year 2	10	40	50	NA	NA	NA	NA	NA	NA	NA
UK <u>Sports Football</u> (after school club) Rec, Year 1 and Year 2	35	15	50	NA	NA	NA	NA	NA	NA	NA
Netball Club Year 2	30	30	60	NA	NA	NA	NA	NA	NA	NA
Bee Happy Bee Healthy – Big Leap (Rec)	41	49	90	?	?	?	1	?	?	?
5k Baton Relay Reception	41	49	90	?	?	?	1	?	?	?
Karate Club Rec, Year 1 and Year 2	30	30	60	NA	NA	NA	NA	NA	NA	NA
Be Active Afternoon	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Mindful / <u>Well being</u> day (UK Sports)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Virtual Competitions	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Sports Day Morning Nursery, Rec, Year 1 and Year 2	145	160	305	?	?	?	1	?	?	?
Tough & Muddy Sponsored	127	140	267	?	?	?	1	?	?	?

What professional development have teachers had in the subject?

- Staff meeting (Jan 2022) to promote the importance of 2 hours of PE and 4 aims of National Curriculum – Gold Mark from SHAPES
- CPD from SHAPES and Laura Kendal (dance) – increase of staff confidence of planning and teaching (staff audit)
- Get Set 4 PE resource
- PE leader: SLQ Level 5 Certificate in Primary School Physical Education Specialism (Have the skill set to improve teaching and learning, Offer a progressive, broad and balanced curriculum, Deliver a differentiated and inclusive PE offer, Understand how PE can contribute to whole school improvement, Know what Physical Literacy is, Show the intent, implementation and impact of outstanding practice in PESSPA, Articulate your school's provision through a Deep Dive)

Strengths

- **Gold Games Mark:** 2022 2023
- **Schemes of work:** Clear coverage across each unit
- **CPD** provided for all teaching staff in all year groups
- **Progression for assessment:** Vocabulary and objectives clear for staff to form judgements
- **Bespoke and engaging lessons** driven by a quality scheme of work and high-quality teaching and learning
- **Regular subject monitoring** to ensure open dialogue between subject leaders and class teachers
- **Policy:** Clear and outlined for staff – working walls, units, presentation of work.

Gold
Provide all children with 2 hours of curriculum PE per week
Have attended at least 3 SHAPES CPD events <small>(PLT meetings/NC CPD/NQT CPD/Staff inset)</small>
Use specialist PE teacher to aid curriculum support of school staff
Gold
Have a system in place for children to access 30 active minutes a day for all children including active travel to & from school
Actively encourage children to move out of the school environment for a further 30 minutes
Engage at least 25%* of children in 1 hour extra-curricular every week <small>*15% for special schools</small>

Gold
1 the appropriate level of competition
<u>Intra school competition Level</u>
<u>Inter school competition Level</u>
1 2
6* 3
<small>*4 for special schools</small>

als

Gold
Promote to parents through newsletters, social media, website etc and encourage children to talk & report on participation using SHAPES 'BE INSPIRED' sports reporter format AND enter children into the above competition

Gold
Engage at least 10%* of children in leading a Level 1 festival in their school
Engage children in the planning and development of a School Games activity
Utilise sports coaches to support school sport
Wider school staff are trained to support school sport <small>*7% for special schools</small>

Gold
Have active links with at least 2 local sports clubs

Key Findings & Actions

Finding 1

- Most recent data shows us that if Stockport was a town of 100, 21 people would be an unhealthy weight. If BLIS was a school of 100, 26 would be obese. It is worth noting that this data is pre-pandemic (2019) so with this in mind figures are likely much higher. (Data last checked with Public Health Nursing and NCMP February 2023)
- PSHE Pupil Voice tells us that our children are less active and spend significant time on their electronic devices
- Recent Year 2 DT food & nutrition projects have demonstrated a reluctance of some children to try common fruit and vegetables
- PSHE Pupil Voice tells us that children are eating less of these food at home.

Action taken

- A fantastic active club offer (football, karate, dance & netball)
- 2 X weekly PE Lessons and 30 minutes extra daily physical activity (including Smile for a Mile) to be in line with government recommendations
- New Smile for a Mile track on Year 1 and Year 2 playgrounds
- Half a day a week guaranteed active outdoor learning sessions linked to learning in the classroom
- Whole school participation in Eat The To Defeat Them campaign
- Physical activity challenges from SHAPES promoted to school families
- Cross curricular unit links from PE, PSHE, Science and DT to promote the importance of healthy lifestyles
- Freddy Fit workshop each year
- New climbing frame installed for KS1
- New quality play equipment including bikes, trikes, tyres and crates to encourage children to use their gross motor skills (Physical Development in EYFS)
- New playtime equipment for Year 1 and Year 2 to encourage physical activity
- Bought in quality dance and games CPD for teachers to ensure maximum quality PE lessons
- Banks Lane Experience.

Key Findings & Actions

Finding 2

- After School Club Attendance of specific groups:

Karate Spring 2 – maximum number 60 children
Children total 37

SEN total 2 (both boys)

PP total 9 (6 boys, 3 girls)

Dance Spring 2 – maximum number 26 children
Children total 26

SEN total 2 (1 boy, 1 girl)

PP total 2 (2 boys)

Football Spring 2 – maximum number 26 children
Children total 26

SEN total 0

PP total 2 (2 boys)

Action taken / To be taken

- PP children given £25 allowance from PP funding to attend a club per school year
- To compare previous terms statistics to target specific groups to improve participation from SEN and PP and potentially allocate more funding from the PP fund for more participation throughout the school year.

Key Findings & Actions

Finding 3

- Recent pupil voice of Year 2 children has shown that some have not enjoyed PE for a number of reasons:
 1. it's too cold outside (the majority of children who said it is too cold outside have not got appropriate clothing for outdoor PE despite a number of requests sent to parents, they also expressed they enjoyed PE when it was in the hall),
 2. a high number of boys didn't enjoy dance (potentially highlighting stereotype gender and sports),
 3. they don't enjoy getting changed for PE (children expressed that when it's not their class teacher who would read them a story whilst getting changed, they felt others would be looking at them, this is potentially due to the children to become more self-aware as they develop as this is not reflective of the rest of the school).
 4. they don't like getting hot and sweaty (possible link to the impact of Covid as they were not as physically active due to Covid restrictions in their earlier years and so their attitude to physical activity isn't reflective to that of the rest of the school).
- Recent subject monitoring and observations showed that the questioning and recall within the teaching and learning was of a high standard from EYFS. However, during pupil voice, children found it challenging to be specific about skills when articulating and why they might be learning them other than to keep healthy and fit.

Action taken / To be taken

- Physical activity challenges from SHAPES promoted to school families
- Freddy Fit workshop each year (male sports coach)
- Netball open to boys and girls in Year 2 to challenge the gender stereotyping of the sport
- After school clubs delivered by both male and female specialists
- To update PE policy and school uniform requirements and potentially buy/ask for donations of spare outdoor kits to improve the attitudes of doing PE outside in all weather
- To challenge gender stereotypes, employ a male dance teacher with Sports Premium and show genders as professionals in a range of sports
- To plan more Level 1, 2 and 3 competitions for children to encourage their development of SHAPES' 'Spirit Of The Games' with passion
- To produce a PE board showing school staff taking part in physical activity outside of school acting as role models in physical activity
- To plan a pupil voice that is practical to allow children to demonstrate specific skills and how and when they might use them for retention
- To do a whole school feedback on PE and physical activity.



PE

at Bank Lane Infant and Nursery School
Working together, nurturing excellence.

Subject Lead – Louisa Cheshire
Under Construction – October 23
We judge our PE curriculum to be
Gold Standard



Effort



Ethel

Collaboration



Cornelius

Excellence



Eberhardt

Respect



Radmilla