

## Review of the Primary PE Action Plan 2015 - 2016

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### Overview

In April 2013, the Government announced new funding of £150 million for physical education (PE) and sport. This funding should be used to improve the quality and breadth of PE and sport provision. This included increasing participation in PE and sport so that all pupils develop healthy lifestyles and reach the performance levels they are capable of.

Over the past three years Mary Rose Academy used the funding to support the following areas.

- Increase participation rates in such activities as games, dance, gymnastics, swimming and dance
- Increase competitive opportunities at level 1 and 2
- Develop and increase our Watersports Hub / Links with Fort Purbrook (OAA)
- To continue to provide PE curriculum that is inclusive to all that includes opportunities in alternative sporting activities.
- Continue to develop partnership work on physical education with other schools and local partners through our Project Ability work
- Link with other subjects to contribute to pupils overall achievement and their greater social, spiritual, moral and culture skills
- Increase awareness amongst pupils about healthy lifestyles.

| Action: Increase participation rates in activities such as games, gymnastics, dance and swimming |   |   |  |
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|  |   | Review  | Next steps   |
| Lunch time activities  | <p>Provide training to TAs and lunch time staff on 'Playground Activities'</p> <p>Purchase 'Playground Activities' manual – physical activities for inside and outside play</p> <p>Develop playground equipment/activities eg floor accessible trampoline, adventure playground</p> | <p>Pupils have had access to structured physical activities everyday linked to Key Stage topics. All Teaching Assistants received training on "how to structure the unstructured". TAs developed a range of playground activities that incorporated all different types of 'play'. Resource cards and packs have been produced linked to the Key Stage curriculum theme.</p> <p>Behavior watch indicates that there are less behavior issuers during break times</p> <p>Funding was secured to purchase a sunken trampoline in the secondary playground and a</p> | <p>Continue training for TAs and key staff on the development of 'play' and activities.</p> <p>Produce resource packs a term in advance</p> <p>Produce resourced activity packs for larger</p> |

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|                    |   | traversing wall for the primary playground. Staff have been trained on the equipment and are now ready to start to develop a range of resource packs for break.   | pieces of equipment.<br>Training KS4 leaders on how they can lead activities on these key pieces of equipment.   |
| After School Clubs | <p>Continue to develop after school clubs by providing a range of clubs over different days<br/>Swimming, games and OAA</p> <p>Provide a club for both pupils and families to promote healthy life styles eg cooking club</p> <p>Provide staff with training to be more confident to run alternative activities</p> | <p>This year there has been an increase in opportunities for more KS2 and 1pupils to take up a range of after school clubs to promote physical well being. Through staff training, staff are now more confident to differentiate activities to include all. KS1 and 2 pupil numbers at clubs have increased (see registers)</p> <p>A family cooking club was trialed and proved very popular.</p> <p>Families came together to share experiences in fun and exciting ways in promoting healthy life styles. We were able to provide contacts to families for external organizations where activities are on offer</p> | <p>Continue to work with families and pupils in providing a range of after school clubs</p> <p>Continue to work with key partners to develop clubs specifically for KS1 and 2 pupils</p> <p>Record family's feedback on family clubs. What else would they like to see and do.</p> |
| KS2 residential    | <p>Working with community partners at For Purbrook activity center, provide pupils in KS2 with a 2 night, 3 day residential which includes a day of outdoor adventurous activities</p> <p>May</p>   | <p>A very successful first KS2 residential took place in May 2016.</p> <p>As a result of this more families have requested information on the residential program. A transition program has been developed to help pupils prepare for the residential.</p>  | <p>Book Fort Purbrook activity center for May 2016 KS2 residential</p>   |

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| Continue to develop cross curricular approach to PE, Sport and Outdoor Education | Provide opportunities to have an enriched curriculum supported with offsite delivery.<br><br>Swimming – Mountbatten<br><br>Gymnastics – Portsmouth gymnastics center<br><br>OAA – Fort Widley Equestrian center<br>Fort Purbrook. Watersports program | Work on cross curricular activities has been key this year. There are some great examples of the use of climbing to promote English skills and archery to promote numeracy. Watersports have also played a key roll on providing alternative learning environments for core subjects and foundation subjects<br>See outdoor learning review | Embed a culture of learning outdoors to promote physical and mental well being |
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| Action: Increase and have success in competitive school sport |   |  |  |
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|   |   | Review   | Next steps   |
| Hampshire and IOW inclusive competition booklet               | All KS2 classes to have accessed at least 1 competition from the Hampshire and IOW competition booklet  | The inclusion competition provided by Project Ability is now embedded.<br>All KS2 pupils have the opportunity to participate in at least 1 competitive level 2 or 3 event.<br>Successful events include the PMLD festival, Racket Skills and Ball skills     | Continue to work closely with the Project Ability team to insure that our changing cohort of pupils have access to competitive opportunities   |
| Level 1 competition (intra School)                            | Level 1 (intra) school competition in place for all pupils to have access to competition<br><br>Autumn – winter games<br>Spring – aqathon<br>Summer athletics | Pupils compete on ‘personal best’<br>It is clear that the schools Level 1 format needs reviewing.<br>This is to be a key area of development next year to ensure that all pupils in KS1 and 2 have access to competitive opportunities which are meaningful. | Re launch school teams and competitive opportunities which are meaningful to all pupils.<br>Focus to be on developing physical and emotional well being.<br>(not necessary sport specific) |

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| Hampshire School Games | Entre 1 team into the Hampshire School Games | All pupils had the opportunity to participate in a level 2 competition. Due to the new format and structure put in place by the CSP we were unsuccessful in placing to be put forward to represent the area at the Hampshire School games | Can any specific coaching be available to support a team to be put forward for Level 3? |
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| Action: Provide a PE Curriculum that is inclusive to all |   |  |   |
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|  |   | Review   | Next Steps  |
| Review PE long term plans                                | In light of the new national curriculum, PE team to review long term plans ensure a fully inclusive PE curriculum is on offer taking into the account of alternative sporting opportunities | A new LTP has been developed ready for September 2016. Focus on developing pupils against our school values and physical well being. | Review termly   |
| Specialized Coaching                                     | Increase opportunities for specialized alternative coaches within the curriculum  | Pupils had had opportunities to experience specialized coaching eg clubbing/ archer and watersports                                  | Coaches share skills and expertise with staff at school. Can this be used to support lunch time activities? |

| Action: Develop a range of provisional and alternative sporting activities. |  |        |            |
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|   |  | Review | Next steps |
| See previous points above   |  |        |            |

| Action: Continue to develop partnership work on physical education with other school and local partners |  |                          |                                       |
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|   | Resources  | Review                   | Next Steps                            |
| Continue to lead on National YST work   | Continue to work on the National Project deliverables from Hampshire and IOW | See Project Ability file | Await finalised requirements from YST |

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| through Project ability and Inclusion Partnership<br><br>Watersports Hub<br>Wheelchair Sports Hub<br>Innovation Schools | Report back to YST termly<br><br>Attend Project Ability/Hub conferences 3 times a year   | Watersports Hub file<br>Wheelchair Hub file<br>Innovation School project   |  |
| Pompy in the community  | Promote Pompy in the community(PITC) inclusive sports club<br><br>Support opportunities for young leaders through PITC to develop leadership skill through MRS competition , lunch time clubs and curriculum | Young leaders from mainstream secondary schools have been trained in inclusion. Students have supported Mary Rose Academy during OSHL and competitions. Feedback from mainstream schools has been extremely positive and wish to continue to develop the project.<br><br>The young leaders have active as leadership mentors for MRA KS4 leaders | Meet with PITC late sept to discuss the outcomes of the following year |
| Cliffdale Primary   | Link with cliffdale primary to extend PE and Sporting opportunities for pupils will additional needs   | The partnership between the 2 schools has enabled constancy and sharing a best practice. Planning has been developed to ensure there is breth and depth in the curriculum<br><br>.   | Termly meeting to review   |

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| Action: Link with other subjects to contribute to pupils overall achievement in their greater social, spiritual, moral and cultures kills |   |  |   |
|   |   | Review   | Next Steps  |
| Topic days  | Termly topic days links to physical development and wellbeing | KS 1 and 2 Topic days have incorporated pupils physical development/well-being.<br>This year saw pupils go on a journey of the River | Continue to work with Head of Learnings to embed cross curricular |

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|                       |   |               | <p>Nile during watersports. See topic day planning</p> <p>With the Rio Olympics this year, a whole school Rio day took place promoting the Olympics and Paralympics. All pupils across the school took part in a range of activities to enable pupils to experience multi cultural activities.</p> |   | <p>opportunities and development of physical well- being.</p> <p>Focus for next years whole school topic day</p> |
| Summer Show           | Movement/dance focused summer show      | Whole school  | Whole school   | All pupils have access to creative dance/movement opportunities linked to different cultures and emotions | July   |
| Linked planning (STP) | Short term planning shows links to SSMC | Planning time | All PE team  | Planning allows lessons to focus on key SSMC opportunities within each lesson.                            | Termly   |

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| Action: Increase awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils' health |  |   |   |
|   |  | Review  | Next Steps  |
| Morning Exercise  | All pupils to participate in 10 minutes of morning exercise everyday | All pupils participate in structured physical activity everyday focusing on healthy bodies healthy minds as a start of the day. | Introduction of sensory circuits for all ASC classes in the morning and afternoon |
| Links to PSHE curriculum  | MTP to show links to PSHE and physical wellbeing                     | All pupils have access to cross curricular opportunities in PE and PSHE   |   |

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