|  |  |
| --- | --- |
| Stocks Green Primary School  **Learning to Live , Living to Learn** | Subject leader Action Plan  2024/25 |
| **Subject – PE Subject Leaders - Georgina, Emily and Joelle** | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Implementation Stage** | **Quality of Education** | | **Behaviour and attitudes** | **Personal development** | **Leadership and management** | **Quality of Early Years** |
| **Deliver**  Soil Clipart Seedling Silhouette  **Priorities currently being applied and implemented** | **Embed a clear and concise strategy for teaching and learning across all subjects.** | | **Develop a clear behaviour curriculum to further enhance positive attitudes to learning and others.** | **Further strengthen the promotion of inclusion and diversity across the school.** | **Develop a teaching and learning school approach through high quality PPD, CPD and coaching.** |  |
| **Develop a clearly sequenced multiplication curriculum and strategy.** | **Further develop the use of retrieval practice across the wider curriculum.** | **Further develop a whole school approach to promoting online safety.** |
| **Sustain**  Plant Silhouette Free  **Priorities currently being embedded and mastered** | **Develop effective writing implementation strategies to raise attainment in both school and National Assessments.** | **To further raise pupil attainment in the foundation subjects through a coherently planned and well-sequenced curriculum that cumulatively builds strong subject knowledge and skills for future learning and careers.** | **Further develop lunchtime provision to decrease any incidences of poor behaviour.** | **Ensure the school offers rich cultural capital experiences in a coherently planned way, in the curriculum and through extra-curricular activities.** | **Further develop highly effective subject leadership.** | **Further develop the EYFS curriculum and environment so that the environment supports the intent of an ambitious, coherently planned and sequenced curriculum.** |
|  |
|  | | | | | | |
| **Prepare**  Watering Can Silhouette Images - Free Download on Freepik  **Long term vision for the school** | **Prepare next steps for Teaching and Learning Policy and CPD arrangements.** | |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Intent** | **Implementation** | | **Cost / Resources** | **Mid-Year Impact** | **End of Year Impact** | | **Monitoring**  Who? How? When? |
| **Key Priority 1:** The engagement of all pupils in regular physical activity (Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school and 30 minutes outside of school hours). | | | | | | | |
| Use Year 6 Sports Leaders to lead and drive new era of sports clubs for all year groups to help inspire, particularly the younger children, to participate in physical activity, including after-school clubs. | * Sports Leaders to attend training. * Weekly meetings with GN to discuss, plan and implement clubs, newsletter writing and other initiatives * Subject Leads to initially start by working with them to support and teach best teaching strategies. * GN to work with children to teach how to write entries for the newsletter. * Sports leaders to share update of clubs, achievements and any other sporting news in school, every 2 weeks in celebration assembly to help inspire children. * Teachers of disadvantaged children to directly invite children to participate in lunch-time and after-school clubs. | | Subject leadership time |  |  | | * Children to keep registers to monitor participation. Subject leads to assess this at Christmas, Easter and end-of-year. * Pupil voice to include questions about participation and opinions of clubs at the beginning and of year. |
| **Key Priority 2**: The profile of PESSPA being raised across the school as a tool for whole school improvement. | | | | | | | |
| Further strengthen the promotion of inclusion and diversity across the school | * Include inclusive sport in long-term curriculum overview. * Engage and partake in inclusive sports and activities run by the Sports Partnership. * Sports partnership CPD to cover inclusive sport. | | Subject leadership time and staff meeting times |  |  | | * Subject leads to assess participation in February and end of year. * Pupil voice to include questions about inclusion and diversity. |
| **Key Priority 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | | | | |
| Embed the clear and concise strategy for teaching and learning in PE. | | * When developed, apply the new teaching and learning policy as a strategy for teaching PE. Include what this might look like in PE, in a staff meeting. * Create opportunities for talk for teaching to highlight good practice and improve. * Use learning walks to reflect where we are and next steps. | Subject leadership time |  |  | * In staff voice, include questions about confidence and skills at the beginning of the year and end. * Subject leads to arrange talk for teaching and learning walks after the T&L policy has been implemented. | |
| **Key Priority 4:** Broader experience of a range of sports and activities offered to all pupils. | | | | | | | |
| Expose children to new sports and activities to inspire and encourage participation in a range sports and activities. | * Establish sports and clubs that are commonly and less attended, both in and out of school, through pupil voice * Continue to build relationships and links with local sports and activity clubs and promote in school through assemblies, workshops and flyers. * Inspirational athletes and sport/activities workshops are put of our new whole-school Passport of possibilities. * Sports leaders to vary the sports and activities on offer at lunchtime. * Participation in more sporting events through the sports partnership. | | Subject leadership time |  |  | | * Subject leads to create pupil voice |
| **Key Priority 5:** Increased participation in competitive sport | | | | | | | |
| Increase the percentage of **pupils in Year 3 and 4** participating in competitive sport. | | * Research and apply to participate in more competitive sports tournaments for Years 3 and 4. * Directly invite children, including disadvantaged and SEN to take part in these events. * Subject leads and sports leaders to run lunch clubs to prepare for tournaments. * Children to feedback participation and a recount of the event to the rest of the school, under the help of sports leaders, to help inspire other year groups. | Subject leadership time |  |  | * Subject leads to monitor participation throughout the year. * Include questions about views and participation in competitive sports in pupil voice. | |