

# PE development plan summary: Elms Farm Primary School



## Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	
Date this summary will be reviewed	
Name of the school PE lead	A STRATFORD
Name of school leadership team member with responsibility for PE (if different)	E Baxter
Name of local PE hub	
Name of other PE educational organisation(s) (if partnership in place)	Mr Root's PE Team

This is a summary of how our school delivers physical education to all our pupils across two areas – curriculum PE and extra-curricular provision – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' PE education.

## Part A: Curriculum PE

This is about what we teach in lesson time, how much time is spent teaching PE and how it is delivered across the whole school to support the development of pupil's knowledge and skills in Physical Education.

Our aim is to develop pupils' competence and confidence in their understanding and application of Physical Education skills and knowledges across a wide variety of sports and activities. We aim to promote the physical literacy of every child, through physical development, understanding how the body works and a healthy relationship with physical activity, where children are clear on differences between sport and physical activity and where these overlap. Our school aims to encourage learners to be creative, competitive, co-operative and physically active to support their holistic development, when working in an individual, paired or team context.

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities.

- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities both in and out of curriculum time. Elms Farm looks to create a range of opportunities for these physically demanding activities, which cater for the needs and interests of all children. We believe that the exposure to these opportunities will encourage and promote healthy, active lifestyles and a lifelong engagement with physical activity. Learners will develop skills, knowledges and strategies, while planning, performing and evaluating actions, ideas and performances in ways that encourage social, emotional and psychological development in a range of contexts

Elms Farm believe that P.E., school sport and physical activity are essential to a child's social, emotional and intellectual development of children. P.E. is important to give children the knowledge, understanding and the tools to make informed choices about healthy living, to aid learners in improving their own health and wellbeing. The school aims to develop all children holistically and to use P.E., in addition, as a vehicle to improve academic performance, behaviour and interpersonal relationships at our school.

Elms Farm's P.E. curriculum is tailored towards our community, with subject skills taught with our setting and community at the forefront of our thinking. Our aim is to provide children with a range of sporting opportunities that are catered to promoting clear exit routes to continued participation in Sheldon and the wider Birmingham boroughs. We believe these school and sports club links to be key to encouraging a lifelong love of sport and physical activity in our children. High levels of physical activity are at the heart of high-quality Physical Education and Class Teachers/Sports Coaches aim to ensure children are physically active for at least eighty percent of their lessons. This is in line with our core belief that children develop in a sporting context through their interactions with the environments that are created for them. Effort, resilience, collaboration, leadership, and success are celebrated, and enjoyment is at the forefront of our lessons.

We aim to expose children to a range of activities and through this allow children to discover their preferences and aptitudes, which will allow them to make informed choices about physical activity that they can continue into their adult lives. Elms Farm also aims to expose children to new and unusual activities that, without our setting, they would be unlikely to experience.

### Planning

The subject leader and specialist sports coaches have collaborated through a range of sources to develop a rounded and progressive P.E. programme. These Long term and Medium Term planning resources are centralised through the AFPE PE Passport app to support the consistency of PE delivery across the whole school. All lessons are

underpinned by the SHARP principles of Physical Education, which promote high levels of physical activity, high repetition of motor skills and small-sided games as key pedagogical strategies to support the development of pupil's confidence and competence in a PE context. Schemes of work identify planned opportunities for pupils to develop a range of skills and to appraise their performance. There are opportunities for individual and/or group activities so pupils can express their feelings verbally and learn how to work cooperatively as well as on their own. Areas of learning at Elms Farm include fundamental skills, invasion games, dance, net and wall games, gymnastics, striking and fielding, athletics, outdoor adventurous activities, and swimming. Children are taught two sports per week, as part of our offer of two hours of high-quality PE per week. These sports are in line with our areas of learning and afford children opportunities to develop skills and knowledges that are transferable between these areas, while also building on their confidence in each sport as they progress through the school.

Rules, vocabulary and game skills/strategies will be taught. Staff encourage pupils to recall and apply knowledges in a range of contexts. Other subject knowledge is incorporated into P.E. lessons, such as speaking and listening through literacy, the School Games values (linking to PSHE) and knowledge of health and fitness linking to science. Staff aim to improve pupils in particular sports and skills over a period of time, adhering to school reward systems to encourage feelings of achievement and to aid children in reaching potential. Pupils are encouraged to share experiences and culture in order to enhance the quality of learning and to develop socially and inclusively.

### Delivery

Elms Farm deliver two hours of high-quality timetabled P.E. provision each week in line with government recommendations. In addition, extra physical activity is provided through our physical activity programme, while extra P.E. activities are provided through our after-school club provision. At Elms Farm, one hour per week is taught by specialist P.E. coaches, alongside support staff; with the other lesson taught by the class teacher on a similar skill. This parallel sports approach is key to exposing pupils to a wider range of sports and activities, while allowing them to apply taught skills and knowledges in a wider range of contexts to support development. This, along with engagement with the AFPE PE Passport centralized planning and continued collaboration with specialized Sports Coaches provide staff with consistent CPD. Appropriate settings and time slots are provided for classes depending on the activity being taught. This may include the hall, use of playgrounds or outdoor grass space.

PE unit coverage – 24/25

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Nursery	Sports Coach - Fundamental movement skills	Sports Coach - Gymnastics	Sports Coach - Fundamental movement skills	Sports Coach - Dance	Sports Coach - Fundamental movement skills	Sports Coach - Athletics
	Teacher - Fine motor skills	Teacher - Locomotion	Teacher - Stability	Teacher - Social distance	Teacher - Yoga	Teacher - Fundamental movement skills
Reception	Sports Coach - Gymnastics (balance & coordination)	Sports Coach - Dance (coordination & balance)	Sports Coach - Fundamental movement skills	Sports Coach - Fundamental movement skills	Sports Coach - Athletics (agility, balance and coordination)	Sports Coach - Athletics (agility, balance and coordination)
	Teacher - Stability	Teacher - Object manipulation	Teacher - Locomotion	Teacher - Fine motor skills	Teacher - Target games	Teacher - Fundamental movement skills
Year 1	Sports Coach - Fundamental movement skills (agility, balance and coordination)	Sports Coach - Dance (Co-Ordination & Balance)	Sports Coach - Gymnastics (Co-Ordination & Balance)	Sports Coach - Invasion Games (Co-ordination, Sending & receiving)	Sports Coach - Athletics (Agility & Co-ordination)	Sports Coach - Striking & Fielding
	Teacher - Locomotion	Teacher - Yoga	Teacher - Fundamental movement skills	Teacher - Target Games	Teacher - Invasion game skills	Teacher - Tri-Golf

Year 2	Sports Coach - Fundamental Skills (Agility, Balance and co-ordination)	Sports Coach - Dance (Co-Ordination & Balance)	Sports Coach - Gymnastics (Balance/Agility)	Sports Coach - Invasion Games (Co-ordination, Sending & receiving)	Sports Coach - Athletics & Multi-Skills (Agility & Coordination)	Sports Coach - Striking & Fielding (Sending & Receiving)
	Teacher - Invasion game skills	Teacher - Yoga	Teacher - Fundamental movement skills	Teacher - Net & Wall game skills	Teacher - Target games	Teacher - Tri-Golf
Year 3	Sports Coach - Invasion Games- Football (sending/ receiving, attack & defend)	Sports Coach - Dance (Co-ordination & Balance)	Sports Coach - Gymnastics (Flexibility and Balance)	Sports Coach - Net/Wall-Tennis (Sending & Receiving)	Sports Coach - Athletics (Agility, Co-ordination and speed)	Sports Coach - Strike & Field-Cricket (sending & receiving)
	Teacher - Invasion Games	Teacher - Netball	Teacher - Basketball	Teacher - Dodgeball	Teacher - Health Related fitness	Teacher - Strike & Field-Rounders (sending & receiving)
Year 4	Sports Coach - Invasion Games- Football	Sports Coach - Dance (Co-ordination & Balance)	Sports Coach - Gymnastics (Flexibility and Balance)	Sports Coach - Net/Wall – Tennis (Sending and Receiving)	Sports Coach - Athletics (Agility, Speed and Co-ordination)	Sports Coach - Strike & Field- Cricket (sending & receiving)
	Teacher - Invasion Games	Teacher - Netball	Teacher - Basketball/Swimming	Teacher - Dodgeball/Swimming	Teacher - Health Related fitness	Teacher - Strike & Field-Rounders (sending & receiving)

Year 5	Sports Coach - Invasion Games (tag rugby)	Sports Coach - Dance (Balance & Co-ordination)	Sports Coach - Gymnastics (Balance & Co-ordination)	Sports Coach - Net/Wall- Tennis (Sending and Receiving)	Sports Coach - Athletics (Agility, Co-ordination and Speed)	Sports Coach - Strike & Field- Rounders (sending & receiving)
	Teacher - Basketball	Teacher - Hockey	Teacher - Handball	Teacher - Netball	Teacher - Leadership skills/Swimming	Teacher - Strike & Field-Cricket (sending & receiving)/Swimming
Year 6	Sports Coach - Invasion Games (tag rugby)	Sports Coach - Dance	Sports Coach - Gymnastics	Sports Coach - Net/Wall- Tennis	Sports Coach - Athletics (Agility, Co-ordination and speed)	Sports Coach - Strike & Field- Rounders (sending & receiving)
	Teacher - Basketball/Swimming	Teacher - Hockey/Swimming	Teacher - Handball	Teacher - Netball	Teacher - Leadership skills	Teacher - Strike & Field-Cricket (sending & receiving)

Pupils' learning is evidenced through observation and through practical examples if required. Pupils' individual performance, e.g. gymnastic sequences, should be recorded through the evidence tab of the AFPE PE Passport app. Pupils' knowledge and understanding is evidenced through answers to questions within pupil voice questionnaires, led by the subject leader. All pupils will be assessed against a set criterion at the end of each unit, linked to performance, social/development and competition. This is monitored by the subject leader, through the AFPE PE Passport reporting tab.

### P.E. & Sport Premium

Elms Farm makes use of the sports premium by making additional and sustainable improvements to the quality of P.E. and sport by developing and adding to the activities the school already offers and making improvements that will benefit pupils joining the school in future years. The premium also funds our specialist team of sports coaches, who provide high-quality lessons and collaborate with all staff to support them to teach P.E. more effectively and to be able to introduce new sports activities to encourage more children to take up sport. In addition, premium funding is also used to subscribe to the AFPE PE Passport app that acts as a tool for CPD, planning and assessment, ensuring that high-quality PE is taught across the school.

### Swimming

Swimming is undertaken by Year 6 pupils in Autumn Term, with the aim of these children achieving National Curriculum standards. In Spring Term, swimming is undertaken by Year 5 pupils and Year 4 pupils are afforded the opportunity to swim in the Summer Term. We believe offering children the opportunities to build on their swimming skills across these years to be beneficial in ensuring they reach National Curriculum standards by the end of year 6. If this is not the case by the end of Autumn, any Year 6 pupils unable to swim 25 metres will be offered top-up swimming lessons. These lessons replace weekly teacher-led P.E. lesson for this year group.

## Part B: Extra-curricular PE

This is about opportunities for pupils to take part in sport, outside of lesson time, including after school clubs, teams, competitions, festivals and how pupils can make progress in PE beyond the core curriculum.

Pupils across the school have the opportunity to partake in a range of extra-curricular sports clubs, run by both specialised coaches and school staff. These range from inclusive clubs focused on giving children the opportunities to participate in as many sports as possible to competitive teams, where children compete in organised leagues against other schools. These clubs include KS1/KS2 multi sports, netball, tag rugby, dance, cricket and boys'/girls' football etc. Some run on a half termly basis, while others run for the length of the school year. League affiliations, alongside purchased kits and equipment have supported the establishment of a number of teams, who train consistently on a weekly basis. We have had over 50 children represent the school in these competitive contexts across a range of ages throughout the year.

As part of our continued participation in the School Games Award, children across all ages have the opportunity to represent the school in a range of inter school festivals and competitions. This year alone, we have attended events in swimming, football, multi skills, indoor athletics, tag rugby, basketball etc. This, along with our intra school events, have contributed to the school gaining the School Games Gold Award in previous years.

We are also committed to equality in our offer of PE and sport for all. To this end, children are offered all opportunities to partake in sport equally through our extra-curricular offer. This is especially evident in the school achieving the equal access award for our school football offer this year.

We are also fortunate to work with a number of sport specific coaches who deliver sessions to our children across a number of years. An example of this can be seen in Year 4, where Warwickshire County Cricket Club have delivered cricket sessions to supplement their curriculum objectives. We have also recently worked with specialist Tennis and Yoga coaches.

Children are also afforded more opportunities to be physically active throughout the school day. Sports Leaders initiative and continued redesign of playground layouts support this. The Pathway to Podium Gold Award highlights the progress we have made in our commitment to supporting children in being active for longer throughout the school day. An increase in the number of children achieving the recommended 30 active minutes throughout the school day has been evident.

Active travel is now consistently promoted and monitored through whole school events and systems. Active travel surveys and Wow Tracker system has shown an increase in number of children walking/cycling to school. Cycle to school, Walk to school and bike ability whole school events have been successful in promoting an increase in active

travel. Modeshift Stars Active Travel Bronze Award achieved, and Healthy schools rating Gold awarded as a result of these initiatives.

## In the future

Key development points include:

- Continue to embed SHARP PE principles through all Class Teacher and Sports Coach led PE lessons. Consistent CPD, monitoring, observations and pupil voice to be put in place to support Class Teachers/Sports Coaches with their delivery. Continued adaptations to PE Passport MTP support to help with accessibility and workload. Children should become more physically active during PE lessons, greater attainment linked to skill progression and increased motivation/inspiration through a wider range of sports being offered to children.
- Continue to develop EYFS PE provision linked to the development of children's motor skills in a range of contexts. Use of Fundamental movement skill tracking tool to continue across Nursery/Reception, following baseline assessments this year. Consistent CPD, monitoring, observations and pupil voice to be put in place to support Class Teachers with their delivery. Continued adaptations to PE Passport MTP support to help with accessibility and workload. Children to be more confident and competent performing a wider range of fine and gross motor skills in EYFS to give them a stronger foundation to support their progressions as they move through the school.
- Continue to develop oracy links throughout PE lessons to build children's confidence, problem solving, team work and leadership skills in line with key vocabulary embedded in the school's long term and medium-term planning. Consistent CPD, monitoring, observations and pupil voice to be put in place to support Class Teachers/Sports Coaches with their delivery in terms of pedagogy and subject knowledge linked to oracy and PE.