

Diving Deeper – Further Subject Review 2021-22



PE

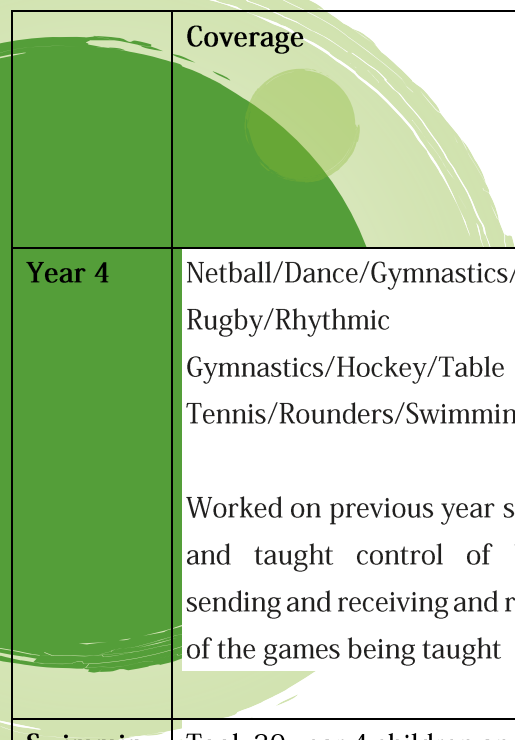
	Coverage	WWW	EBI	% Children working broadly at expected levels and GD		Enrichment Highlights	Support and Development
Reception	<p>Basic skills</p> <p>Ball skills</p> <p>Skipping</p> <p>Running</p> <p>Spring and Summer term: developing more complex skills via</p>	<p>Obstacle courses were extremely popular and children were seen to make outstanding progress.</p>	<p>Introduce team games earlier as a way to build cooperation and promote sportsmanship.</p> <p>Use the MUGA</p>	80	15	Cycling Day	Numerous occasions for activities to build team work and cooperation as this was a key skill required for this year group.

	Obstacle courses that encourage team work in houses, taking turns and supporting one another		through winter to develop resilience.				
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	Coverage	WWW	EBI	% Children working broadly at expected levels and GD		Enrichment Highlights	Support and Development
Year 1	Throwing and catching, dance, attacking and defending, gymnastics, striking and fielding and athletics.	We re-planned the year 1 lessons and incorporated use of the year 1 equipment (purchased from the year 1 budget in 2021) into our new planning, increasing the children's enjoyment and the pace of the lessons.	Some of the shared PE equipment is too large for the year 1's to handle such as the cricket bats. Some smaller bats might be helpful for the summer term lessons.	94% EXS or GD	10% GD	Tennis sessions with Yasmine Clarke. Sponsored obstacle course for Red Nose Day.	Yes Paige and Becky both supported year 1 as we were completing our new planning. Paige helped with questions on assessments also.

	Coverage	WWW	EBI	% Children working broadly at expected levels and GD		Enrichment Highlights	Support and Development
Year 2	Y2: Throwing & Catching, Dance, Attacking & Defending, Net & Wall, Sending and Receiving, Cricket and Striking & Receiving. Skills developed through the following sports; Hockey, Basketball, Cricket, Tennis and Athletics.	First time Y2 have taken part in any Transform sporting festivals before. The children loved going out of school to represent Parkdale! Good communication with PE team regards tweaking KS1 objectives, assessment outcomes and ordering of new equipment to support tennis and cricket (new tennis rackets, wind balls for cricket).	More differentiated equipment for KS1 across all sports, for example, a range of resources for the children to throw other than bean bags and tennis ball. Sensory balls for the LA ch would be helpful (different sizes, textures). Equipment is always in the PE cupboard ready for your lesson!	EXS: 92%	GD:18%	Y2 attended two KS1 tournaments: KS1 Multisport Festival and KS1 Athletics Festival. We had quite a few tennis workshops from external providers (Nottingham Tennis Club)	Liaised with PE Team for skill based activities and strategies to push the children on as this is very able sporting cohort.

	Coverage	WWW	EBI	% Children working broadly at expected levels and GD		Enrichment Highlights	Support and Development
Year 3	Rugby/Softball/Table tennis/Rounders/Netball	Access to Paige for advice/observations/planning	Help videos. Will ask to observe lessons in the various disciplines	97%	GD:20%	Tennis Workshops	Access to and support with planning. Target setting




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Year 4	<p>Netball/Dance/Gymnastics/Tag Rugby/Rhythmic Gymnastics/Hockey/Table Tennis/Rounders/Swimming</p> <p>Worked on previous year skills and taught control of ball, sending and receiving and rules of the games being taught</p>	<p>Planned lessons by Paige if requested. Gave ideas.</p> <p>The skills of the children are progressive.</p>	Access to full class of equipment available.	96%	14%	Athletics for Y4	Regular input from the PE team on lesson planning and assessment
Swimming	Took 30 year 4 children and 10 year 5 children to Carlton Forum. There were 4 swimming instructors that took the children in their ability groups and taught to their needs. The children moved up groups as they needed and progressed at their own speed.	Smaller groups now we don't take Y3. This enabled the teachers to focus on their children.	The Y5 children didn't have to come as this made the groups bigger.	85	20	Gala	

	Coverage	WWW	EBI	% Children working broadly at expected levels and GD		Enrichment Highlights	Support and Development
Year 5	<p>Netball, Fitness/Circuits Tag Rugby</p> <p>OAA, Hockey, Basketball, Table Tennis, Handball, Rounders, Cricket, Athletics</p>	<p>Good range of sports and experiences. Delivery of model lessons and support from PE team.</p> <p>Units of work delivered by HT, Tag Rugby, Netball and Hockey. Tag Rugby particularly high quality – lots of children v strong in this and they enjoyed it. High level of engagement in Hockey, notably from some of the girls of Pakistani heritage. Sports Leaders. Inclusion; challenges faced to involve a pupil with profound and complex needs</p>	<p>Hockey is difficult due to the playground surface. The new MUGA will help.</p> <p>Cricket – basic skills starting from very low point – throwing, catching etc not technically strong. Convey this to Y4 to focus on. Consider the value of rounders as a hitting and fielding sport. Does it get children involved enough? Are the pitching and striking skills needed a limit to a worthwhile game?</p>	EXS: 88%	GD:15%	<p>Sports Day</p> <p>Several Y5 members of Y5/6 competitive teams, esp girls football, who were area champions. Multi sports club for Y5 one day per week all year. Strong cricket with several boys in the school Y5/6 'a' team.</p>	<p>Model lessons delivered. Units delivered by HT. Support with assessment to both ECTs. Requirement: class teachers are both ECTs and need support with some of the more technical sports, cricket being a good example. Leadership of Sports Leaders.</p>



		generally effective – his own basic skills programme becoming the focus.	Can differentiation help? Table tennis is proving challenging to coach and teach, rather than just enabling play.				
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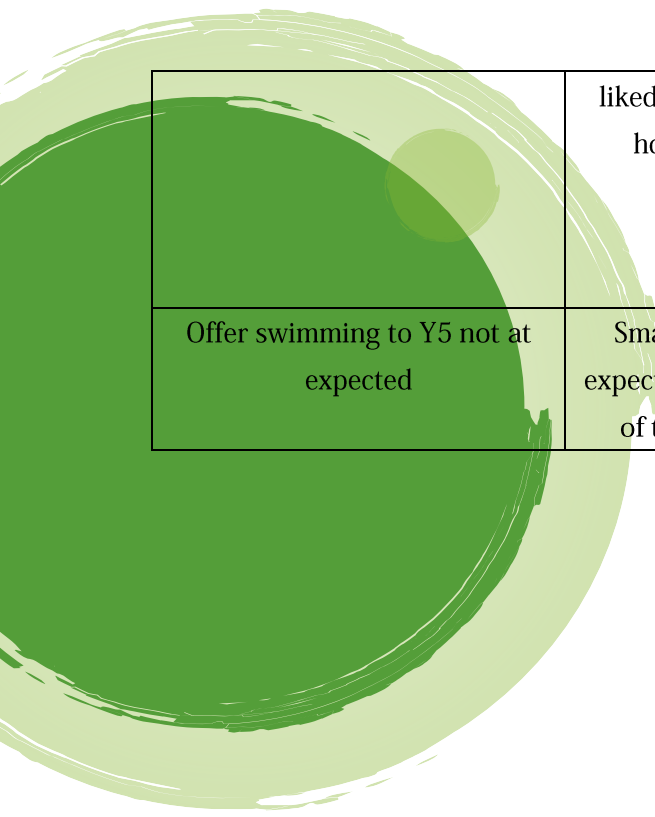


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Year 6	Netball Dance Tag Rugby Floor Gymnastics Hockey Dance Table Tennis Rhythmic Gymnastics Tennis Rounders Cricket Athletics	<p>Broad range of sports and skills.</p> <p>Enthusiasm of the children. A sporty bunch. Pupil Voice = PE is a real favourite.</p> <p>Cricket – many of the cohort, boys and girls, got to play hard-ball and experience the nets. Good representation at club.</p> <p>Quality of girls outcomes – very talented, motivated.</p>	<p>Similar challenges with table tennis to Y5. Also, more tables needed to make lessons run smoother.</p>	90	20	<p>Girls football 'a' team winning area championship.</p> <p>DWeekly multi-sports club.</p> <p>High numbers at football club.</p> <p>Sports Day and supporting other years in running theirs.</p>	

Action Plan for 2022-23

To Develop or Improve	Rationale	Planned Actions	Comments and progress
The surface for ball sports, notably hockey	The tarmac playground is not conducive to hockey or a number of other sports. It is too slippery and unforgiving of falls. The ball, in hockey) runs away from players to easily.	Installation of a 3 or 4g multi use sports pitch	Sourced, purchased and installed late July to August 2022
Capacity to continue to run clubs in the darkness of Autumn and Winter	Clubs cannot currently run outdoors due to the light from November to February	Acquire floodlighting	Portable, rechargeable floodlights purchased August/Sept 2022
The teaching of table tennis	Observation shows teachers finding this challenging to organize and differentiate effectively. The ability spread is incredibly wide. The number of tables currently makes for group sizes of 7-8. More 'table time' would benefit the children.	Provide CPD for all teaching staff, either in-house or brought in. Acquire additional indoor and outdoor tables to reduce group sizes	
Improve provision for lower ability and children with SEND	Some children struggle with 'regular' equipment – for example. More resources needed for those with poor gross and fine motor skills.	Acquire a greater range of balls, bats suitable for children with impairment, disability or otherwise poor motor skills Acquire sets of boccia and introduce this as a sport.	
Competitive cricket	Pupil Voice suggests a strong demand	CPD for staff on how to	

	<p>and potential engagement with cricket., Kwik and hard-ball.</p> <p>Children are not acquiring basic skills until Y4 and 5. It should be introduced earlier.</p> <p>Across the school, many children have under-developed catching and throwing skills</p> <p>Long term aim for involvement in hard ball cricket up to County level.</p>	<p>teach the basic of cricket, including effective throwing and catching.</p> <p>Further CPD on the basic concepts of cricket teaching/coaching: bowling, batting and fielding.</p> <p>Introduce elements of cricket no later than Y3.</p> <p>Add to the offer of hard-ball coaching in the nets through the Spring and into Summer.</p>	
Team games/sports in Early Years	Identified by the EY team as an area to develop for social skills and values.	PE team support with earlier introduction of small sided team games, such a 3-5 a side football etc in a phased way.	
The range of sports on offer, to include offer of 'non traditional' sports and activities	<p>To engage a greater number of children, particularly those who perceive themselves as 'less sporty'.</p> <p>Demand (Pupil Voice) for more Gym and Dance/Cheerleading etc)</p> <p>Climbing wall is under-used but well</p>	<p>Visiting workshops and sessions in a wide variety of sports: Tri-golf, frisbee, zorb ball, yoga etc.</p> <p>Revive Dance club, which has withered.</p>	



	liked by children. Staff had training on how to teach on it, but may need refreshing.	Establish a gym club Re-launch the climbing wall as a lesson and enrichment resource.	
Offer swimming to Y5 not at expected	Small number of outgoing Y4 not at expected for swimming. Target for 100% of these to achieve swimming 25m	Allocation of PSF to facilitate additional sessions for these Y5s.	