### Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

<table>
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<th>School focus with clarity on intended impact on pupils:</th>
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| - Improved quality of children’s physical education in Key Stage 1 to ensure they are competent and confident. | - Whole staff-professional learning to include teachers, teaching assistants and lunchtime supervisors in October professional development days.  
- PE subject leader to provide updates throughout the year in staff meetings.  
- PE subject leader to plan and undertake a series of lesson observations and/or team teaching with Key Stage 1 teachers to look at teaching, learning and assessment in physical-education.  
- PE subject leader to meet with a broad range of pupils to talk about their PE lessons and to ascertain their knowledge and understanding of the subject.  
- PE subject leader and Key Stage One teachers to discuss positive outcomes and what areas there are for development.  
- Professional development in subject leadership for PE subject leader.  
- Focus on supporting 2 TA’s in growing their confidence to work with groups of learners | £1200  
£400 supply to cover  
£1500  
£500 | - Whole staff attended professional development days which resulted in increased confidence and improved teaching and learning (see lesson observation notes).  
- The focus of lessons are now child centred and as a result pupils are engaged and are keen to learn and improve.  
- As a result pupils made good or better progress both in lessons and over time (see teachers’ planning and records).  
- At the end of Key Stage One 80% of pupils were established within the end of KS Attainment Target, 15% exceeded expectations, with only 5% emerging.  
- Almost all pupils, when questioned, said that PE lessons were really challenging and exciting and that they really enjoyed PE.  
- Both TAs fully engaged in PE lessons working with | - PE subject Leader to support new staff in school with planning for delivery of physical-education.  
- Arrange team teaching opportunities and supportive lesson observations in order to develop the quality of teaching, learning and assessment.  
- PE subject Leader to identify any staff who need further support and to provide appropriate professional learning.  
- Further professional learning opportunities for staff who request it. For example: Teachers to buddy up and carry out peer observations to support continual learning.  
- PE Subject Leader to monitor and to provide support as appropriate in order to ensure progress and achievement are maintained by all pupils.  
- PE Subject leader networks with colleagues at other schools to encourage |
- Improved role modelling of healthy active lifestyle behaviours by all school staff to reach all children.

- Within PE lessons and to lead extra-curricular clubs with a targeted group and a specific focus.

- Targeted groups of pupils to ensure appropriate challenge and as a result the gap has closed between this group and others in the class.
  - Each has introduced a new extra-curricular club to encourage pupils who don't normally take part; this has resulted in a 20% increase in attendance of pupils most in need.

- On-going sharing of good practice across schools.
  - On-going buddy support between TAs and teachers input to nurture and embed learning.