

P.E. at Fellgate Primary School

USEFUL INFORMATION

PE Policy	Action Plan and Budget	Swimming Data
PE Policy 2021 – 2022	School Sport Action Plan (2021-22)	Swimming Data (2021-22)
	School Sport Action Plan (2020-21)	Swimming Data (2020-21)
	School Sport Action Plan (2019-20)	Swimming Data (2019-20)
	School Sport Action Plan (2018-19)	PE Budget Plan (2018-19)
	School Sport Action Plan (2017-18)	
	School Sport Action Plan (2016-17)	

P.E. SPORT PREMIUM FUNDING

Following the London 2012 Olympic Games, the Government agreed to invest over £450 million in school sports funding up to 2016. Parliament then agreed to extend the funding until at least 2020, partially paid for by the introduction of the 'sugar-tax' and linked to the Government's Childhood Obesity Plan.

This is known as **Sport Premium** funding and is ring-fenced in school to be spent solely on school sport and P.E. This year (2021/22) we anticipate a P.E. budget of **£29,416** including some funds carried forward from the previous academic year.

Schools are held accountable by Ofsted regarding the spending of this grant and Ofsted will report on how we spend our Sport Premium funding.

PE Lead: Mrs Katie Marsh

Sports Coach: Mr Adam James

PE Link Governor: Mr Peter Gulbrandsen

On this page, you will find information about our PE Curriculum at Fellgate Primary School.

OUR P.E. CURRICULUM

Intent

Fellgate Primary School recognises the importance of Physical Education (P.E.) and aims to develop a **fun, high-quality P.E. curriculum** that **inspires all pupils to succeed** and **excel in competitive sports** and other physically demanding activities. We do this by fully adhering to the aims of the National Curriculum for Physical Education to ensure that all children:

- 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**.

It is our intention to build a curriculum that enables children to develop knowledge, skills and vocabulary in a broad range of sporting activities, as well as developing **values** and **transferable life skills** such as **tolerance, fairness and respect**. Through enrichment activities and intra-school competitions, we aim to raise the profile of P.E. and expose our pupils to sports they may never have had the opportunity to engage with. Children will develop the skills that will enable them to make **healthier lifestyle choices** both now and in the future.

We are passionate about the need to teach children how to **co-operate and collaborate with others**, as part of a **team**, understanding **fairness** and **equity of play** to embed **lifelong values**.

Our P.E. syllabus is based on an enhanced model of the Early Years Framework and the National Curriculum, with a clear progression structure from Reception to Year 6. This

progression of skills ensures that children build the skills needed to meet the end of Key Stage objectives in the National Curriculum.

Inclusion and Equal Opportunities

The planning and resourcing of PE takes account of every child and their needs, and we pay particular attention to ensuring there is no gender bias in equipment or in access to resources, and we promote equal distribution of questioning across all groups. The skill and ability of each child is accounted for when differentiating the lesson through equipment and challenges.

Intervention and Support in P.E.

Children who are identified as working below age related expectations in PE may require additional opportunities to practise and develop their skills. Such children may also require additional support within lessons.

Where a child has a Special Educational Need or Disability, specific and targeted support will be outlined and reviewed through the child's EHCP and/ or Pupil Progress Plan; elements of which may be recommended by external agencies (e.g. Occupational or Physical Therapists).

Sports Intervention (1:1 or small group coaching) is offered to individuals whose needs preclude them taking part in PE lessons with their peers.

Mastery in P.E.

Children who achieve mastery in PE are able to demonstrate:

- **Independence** – They can apply the skill or knowledge without recall to the teacher.
- **Fluency** – They can apply the skill or knowledge with a high level of confidence and show good resilience when the task seems demanding.
- **Application** – They can apply the skill and knowledge to a range of different contexts, including other areas of the curriculum.
- **Consistency** – They can consistently use their skills, knowledge and understanding.
- **Synthesise** – They can organise ideas to make connections with other areas of learning and new areas.
- **Re-visit** – They can return to an aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty.
- **Explanation** – They can explain their understanding to others and perhaps be a 'learning buddy' to other children.

Attachments

- P.E. Progression: Knowledge and Skills
- P.E. Policy