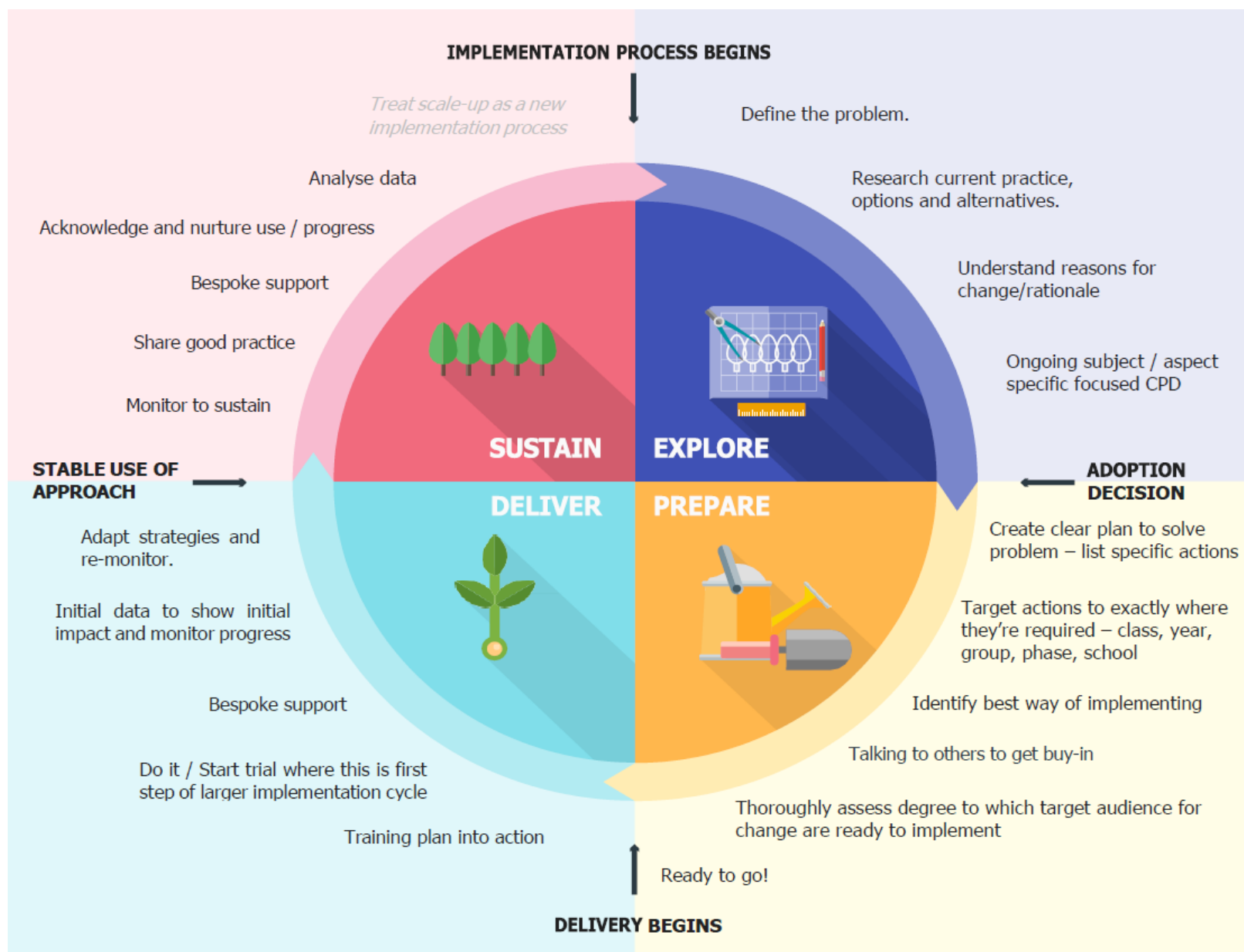




Saint Gregory's Implementation Plan





Action Plan: PE Year: 2024- 2025		
Key Successes	Key Improvements / Priorities	
‘Platinum Award’ for the School Games once again following a written submission based on how we engage all children within the School Games. Consistently viewed as an ‘excellent’ provider by external bodies. Taster days booked for October 2024- Glowball and ice skating in December 2024. A through approach towards offering new sports to our children.	Sustain Learner Profile is embedded as the language of the school for all aspects- as per 2022-23 action plan Drop in to Montague Academy PE lessons to ensure that teachers are supporting SEND within lessons (Monitoring) Assessment Overhaul completed and new objectives being used for 2024-25 in line with Athlete Tracker.	Explore Closing SEND disparity from 2023-24 - MA approach of 1 to 1 support for those children during lessons. - Focussed intervention for SEND. Inclusive after school clubs- sports premium. Invitation only. - Fizzy interventions to be actioned by TC regularly. EYFS audit into outdoor area and the needs so that this area can be improved.
	Deliver 3 SEND/PP specific clubs to be paid for in Sports Premium pot. Children are going to have improved skill sets and attitudes towards PE.	Prepare Children are invited to attend sports clubs that provide inclusive sports and work on gross motor body movements EYFS to receive high quality PD lessons (external coaching) as a means of early intervention. This worked exceptionally well previously EYFS baseline Autumn 2023- 66% Expected + Summer 2024- 91% Expected +



Key Focus in PE						
Stage	Problem (why?)	Description (what?)	Implementation Steps (how?)	Outcomes	Impact	Evaluation
Explore Prepare Deliver Sustain	What needs to change e.g. What needs to change for the teaching, learning, attainment?	What activities and behaviours will you see when it is working?	How will it be done? e.g. resources, training, monitoring, target conversations	How will you know that it is working? What activities and behaviours will you see when it is working? (teaching, learning, attainment) Consider: Short term (e.g. 3 months), medium term (e.g. 6 months), long term (e.g. 12 months)	How will you prove it? Lesson observations, partner teaching, pupil voice, test scores	Now that you know the impact of your implementation what next? Reflect on the process – did this process work? This action might move to sustain.



Prepare	Higher % of children with SEND working towards age related expectations in every year group. Spikes in both Y5 and Y6 show that significant intervention is required. Teachers need to support one to one and allow for over learning in lessons. Target specific mistakes in the learning of a new skill and allow for retrieval from previous lessons. EYFS targeted and early intervention a key component for identifying specific children. Pupil voice- competent	Children will be able to correctly carry out a skill from a given sport in their most recent PE unit. Teachers will support those with SEND in Montagu Academy lessons ensuring they are engaged and are responding to feedback from the coaches. 1 to 1's should also be present and joining in! SEND specific multi skills/fundamentals clubs are available and children are invited to.	Resources Montagu Academy coach to be briefed on expectations of all teachers. Sept 2024 School Sports Glos and Move More to be consulted on the delivery of a bespoke SEND programme. Invitation only. Paid for by School Sports Premium. Jan 2025 Monitoring Pupil voice- practical Drop into lessons to observe Feedback from coaching staff Dec 24 and March 25	Short Term Staff immediately begin to identify those WT from last years data and those with SEND. Begin working with those children in lessons. School Sport Glos working with EYFS for baseline. (Booked July 24) Medium Term Clubs are provided for these children to supplement their skill set. Cross overs with least active register are highlighted and extra intervention on top of the clubs can be utilised. E.g. Sportsability. Long Term SEND children speak positively about their PE experiences. They can show correct fundamental movements and techniques when pupil voice happens.	Short Term SEND children will begin closing the gap and teachers will be able to assess these children more accurately along with the help of MA Athlete Tracker support. Tracked through lesson observations. Dec 2024 Medium Term SEND children will participate in more clubs and extra-curricular activities. They will be confident and feel like they are able to achieve. Club data analysis. Jan 2025 Long Term SEND children will actively seek out other PE opportunities or will ask for support with external pathways outside of school. July 2025 WB to do some research into how to best support SEND children on top of the STEP principal CPD.	
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Deliver and Sustain Actions				
Actions RAG	How	When/Who	Findings	Evaluation
Update Sports Premium document and show accountability for our spend as per DfE guidelines. New template and recording.	Website	WB/CN March 2025 July 2025		
Monitor Montague Academy lessons and ensure precision teaching given by class teachers to our SEND children	Lesson visits Pupil Voice	WB Term 1 and 2		
Carry out pupil voice to ensure vocabulary, skills and lessons are being taught as per The PE Hub SOW - 2 lessons per fortnight - MA lesson plus a re-teach	Practical Pupil Voice Planning Scrutiny- are teachers annotating plans?	WB Term 2		
Make sure there is equal opportunity/access across the school in key groups. - Boys/Girls - PP/Non-PP - SEND/Non-SEND - Least Active	Event Planning Club availability	WB/AP Term 1		
Assessment Focus Montague Academy Athlete Tracker data to be used by class teachers to inform their assessment on Insight.	MA testing days (Term 1) Insight Update	WB Ongoing		



Monitoring your subject – these are the tools that need to be used in order to effectively monitor your subject:

- Website
- Pupil Voice
- CPD
- Planning/Curriculum documents
- Learning Walks
- Lesson Visits
- Data Analysis