

BRACKENWOOD INFANT SCHOOL PESG 2022_2023



REMIANING BUDGET (APRIL 2022 – AUGUST 2022)	£7,158	2022_2023 SEPTEMBER - MARCH	£10,000 (APPROXIMATE)	2023_2023 APRIL - AUGUST	£7,000 (APPROXIMATE)
TOTAL EXPECTED BUDGET	£24,158				

ASSESS/EXPLORE PE AT BRACKENWOOD INFANT SCHOOL:

PE at Brackenwood Infant School has historically been taught through the delivery of the 'Edsential' PE scheme of work.

In line with the recent changes to the Ofsted framework and the updated EYFS statutory framework, PE at Brackenwood Infant School will now be taught using the 'Complete PE' Scheme of Work and with CPD and specialist PE support from Bebington Co-op Academy Sports College.

NEXT STEPS / SUSTAINABILITY (2021-2022 PESG STRATEGY):

Quality of Education

- Developed links with Coop Academy and have bought into their PE CPD scheme for academic year 22/23 which will provide staff with further CPD and team teaching opportunities, maintaining an inclusion focus.
- New updated PE scheme of work to be used across the school (Complete PE) for academic year 22/23 and is in line with updated EYFS framework.
- Further develop links with Claremount Specialist Sports College to embed inclusion at Brackenwood Infant School through inclusive sports festivals and lesson visits.
- Develop links with Anna Jackson to return during Diversity Week and provide our children with opportunities to sample inclusive basketball sessions. This will provide staff with further inclusive sports CPD.

Personal Development

- Active Play supervisors to receive training from Coop Academy as part of new CPD scheme for academic year 22/23.
- Develop more opportunities for intra and inter school competitions with Year 2 children in partnership with Coop Academy for academic year 22/23.
- To further increase children's metacognitive strategies by delivering a Commando Joe session each half term in academic year 22/23.
- £1500 set aside in new PESG budget for developments to Forest School area.
- Internal member of staff to receive Forest School training using PESG budget during academic year 22/23.

OFSTED MAIN DRIVER	SPECIFIC OFSTED FRAMEWORK BULLET POINT	SCHOOL DEVELOPMENT PLAN DESCRIPTION	SPECIFIC ACTIONS <small>*Detailed Granular Steps Can be Found in PE APDR Action Checklist</small>	COST	DESIRED OUTCOMES
QUALITY OF EDUCATION (Mastering Adaptations to Support SEND and PP)	<p>a) Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.</p> <p>c) The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence</p> <p>d) Pupils study the full curriculum; it is not narrowed.</p>	<p>a)j) Ensure that the curriculum continues to appropriately meet the needs of all children and is delivered in such a way that allows all PP children and those with SEND to perform in line with peers – where cognitive barriers allow.</p> <p>c) + d)j) Ensure that adaptations that are made in the teaching and learning of children with SEND are appropriate, purposeful and allow children to make progress.</p>	<p>Arrange for CL (Coop Academy) to deliver staff meeting to introduce new scheme of work.</p> <p>Ensure staff have direct contact to sport specialist CL from Coop Academy to ask any questions relating to support for SEND and PP children.</p> <p>Offer greater variety of wider curriculum clubs for SEND and PP.</p> <p>Encourage SEND and PP to engage in after school clubs.</p> <p>CL and AS to monitor SEND and PP provision through team teaching and monitoring.</p> <p>AS and ST to deliver SEND Shooting Stars intervention to KS1 Send pupils (SP1)</p> <p>All staff to deliver inclusive and disability sport awareness sessions during Summer Term.</p> <p>AS to attend inclusive sports workshop CPD event at Coop Academy.</p>	<p>SLA with Coop Academy £6000</p> <p>£2000 FoB sports club provider and other wider curriculum clubs</p>	<p>DEVELOPING OUTCOMES: <i>The needs of SEND children and PP children are considered and planned for by all teachers in all lessons.</i></p> <p><i>Adaptations made by class teachers are evident planning documents.</i></p> <p>EMBEDDING OUTCOMES: <i>Increase number of SEND and PP children accessing extra-curricular clubs (22/23) (100% target)</i></p> <p><i>Staff to continue to implement at least 4 inclusive/disability sports sessions during Summer Term (22/23)</i></p> <p>MASTERY OUTCOMES: <i>End of year data shows that SEND and PP children are performing in line with peers where barriers allow.</i></p> <p><i>These improvements are sustained beyond current academic year.</i></p>

Commented [AS1]: Adaptions to PE lessons already made in Complete PE scheme. Further opportunities to adapt to meet individual child's needs are recommended using the inclusive STEP framework on display in the school hall.

Commented [AS2]: All SEND/PP pupils with the exception of those with severe complex needs, have accessed extra-curricular clubs this year.

Commented [AS3]: Inclusive sport week organised during equality and diversity week for all pupils to have inclusive/disability sport sessions.

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QUALITY OF EDUCATION (Embedding Cultural Capital)	a) Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.	a)ii) The school continues to embed purposeful opportunities for children to develop an understanding of cultural capital.	Contact former Paralympian Anna Jackson about delivering inclusive basketball workshops.	Covering the travel and equipment costs for Anna Jackson basketball workshops £50 -£100	DEVELOPING OUTCOMES: <i>Cultural capital is considered by all teachers when planning contexts, VIPs, visits/visitors and awareness days/weeks/events</i>
					EMBEDDING OUTCOMES: <i>Children show an awareness of VIPs, events and/or places that have shaped a subject or context that they are learning about.</i>
					MASTERY OUTCOMES: <i>Children can show empathy towards the impact that VIPs, events and/or places have had on them and/or the world around them</i>
QUALITY OF EDUCATION (Embedding PE Mastery)	d) A broad and balanced curriculum is taught in which all pupils access the required subjects. k) Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment	d)ii) + ki) Further develop the school’s understanding of greater depth/mastery throughout the curriculum and embed opportunities for learning to be appropriately deepened in all curriculum subjects.	All staff to receive training on ‘solo taxonomy’. Sport specialist CL from Coop Academy to work alongside all class teachers twice per year. SD meeting to revisit milestones mastery within PE.		DEVELOPING OUTCOMES: <i>All staff have attended mastery training lead by DHT in September 2022.</i> <i>Staff have been provided with resources to promote greater depth/mastery learning.</i>
					EMBEDDING OUTCOMES: <i>Subject leaders have a clear understanding of what mastery looks like in their subject.</i> <i>New assessment format created in conjunction with PE expert from Coop Academy and shared with teaching staff.</i>
					MASTERY OUTCOMES: <i>Teachers and support staff feel confident with what greater depth/mastery looks like in all subjects and are proficient at supporting/challenging children to work at this level.</i>

Commented [AS4]: New PE assessment format created (A2) in conjunction with PE specialist from Coop Academy to incorporate Complete PE assessment criteria

Commented [AS5]: Staff been made aware of STEP framework to adapt PE lessons for support and challenge. Posters displayed in hall and on playground to inform staff about how to adapt lessons using this model.

Commented [AS6]: All staff received Commando Joe’s CPD.

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<p>PERSONAL DEVELOPMENT</p> <p>(Mastering PE Outside the Curriculum)</p>	<p>d) School provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.</p>		<p>AS to conduct pupil voice each half term to identify which extra-curricular clubs children want.</p> <p>Speak to active play lead staff and leaders to identify any new equipment they feel would be beneficial for playtimes.</p> <p>AS to communicate with CL and to develop links with Coop Academy.</p> <p>AS to contact CL (Coop Academy) about possible use of sports facilities for clubs or sports events throughout the year.</p>	<p>Active playground staffing cost £2,168</p> <p>Cost of new equipment £500</p>	<p>DEVELOPING OUTCOMES:</p> <p>EMBEDDING OUTCOMES: All PP and SEND children have accessed at least one after school club. The number of children accessing after school clubs and active playground sessions has increased from 2021-2022.</p> <p>MASTERY OUTCOMES: Percentage of children working at mastery level of PE is greater of that of 2021-2022 and sustained beyond the current academic year.</p>
<p>PERSONAL DEVELOPMENT</p> <p>(Mastering Equality and Diversity)</p>	<p>f) The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.</p> <p>g) Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.</p>	<p>f) + g) Expand the range of resources used in all teaching and learning so that they echo the school's philosophy on promoting equality, diversity and The Protected Characteristics.</p>	<p>Purchase new PE resources in line with updated PE scheme of work (Complete PE)</p> <p>Contact Anna Jackson about delivering wheelchair basketball sessions to children.</p> <p>Encourage regular use of Travel Tracker amongst all class teachers.</p> <p>Deliver termly walk to school breakfasts.</p>	<p>Cost of new equipment £500</p> <p>N/A</p> <p>Purchase walk to school breakfast items £100 x 4 (termly £400)</p>	<p>DEVELOPING OUTCOMES: Audit of school resources/VIPs/Planning has been carried out in subject and areas for development have been identified and actions set to address these areas.</p> <p>EMBEDDING OUTCOMES: Appropriate resources are used in all teaching and learning that promote equality and diversity and The Protected Characteristics.</p> <p>MASTERY OUTCOMES:</p>

Commented [AS10]: All SEND/PP pupils with the exception of those with severe complex needs, have accessed extra-curricular clubs this year.

Commented [AS11]: Audit of PE equipment carried out with PE specialist from Coop Academy during A1.

Commented [AS12]: 2 Active Travel Breakfasts successfully delivered with positive impact on school community. Visitor from local bike shop offered services and delivered free bike checks for all bikes.

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LEADERSHIP AND MANAGEMENT (Embedding Staff confidence and competence)	b) Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education	b) Ensure that all staff demonstrate appropriate levels of subject knowledge and expertise and teaching and learning strategies that underpin the vision of the school and the intent of the curriculum.	CL (Coop Academy) to help in delivery of PE lessons throughout the year with all class teachers. AS to attend PE CPD training and workshops. Active play lead staff and TA's to receive training from sports specialists at Coop Academy. Arrange for CL (Coop Academy) to deliver staff meeting to introduce new scheme of work. AS to update PE context map after Complete PE SD meeting with CL (Coop Academy). RS to receive Forest School Leader training.	All actions covered by £6000 CPD package. £1000 for level 3 Forest School leader training	DEVELOPING OUTCOMES: <i>Leaders have visited/observed/team taught in other year groups and have a good understanding of the teaching and learning of their subject/area throughout the school.</i> <i>Context maps and subject expertise documents have been updated and amended where needed.</i> EMBEDDING OUTCOMES: <i>All staff have a clear understanding of the progression of the subject in terms of knowledge and subject expertise.</i> <i>Examples of best practice teaching and learning are shared throughout the school.</i> MASTERY OUTCOMES: <i>Policies/procedures adapted where required for sustained improvements.</i>
TOTAL		£23,168 + £1000 Contingency = £24,168			
IMPACT / EVALUATION					
Quality of Education: <ul style="list-style-type: none"> We have transitioned to a new scheme of work for PE provision this year and used Complete PE as our provider. Use of this scheme has enabled us to design a clear and progressive PE context map across all year groups (F2 to Year 2) which was designed alongside PE specialist from Coop Academy. Having PE specialist working alongside class teachers throughout the year ensured that the quality of education provided was of a consistently high standard. Consistent use of the STEP framework (model for inclusivity in PE) was evident in teaching. This was observed by PE specialist from Coop Academy, through CPD sessions. PE lead sustained regular contact with PE specialist who observed this in formal lesson observations. Data showed that all of our SEND (except those with severe complex needs) and PP children accessed at least one club over the course of the year. This was achieved due to regular pupil voice being conducted amongst children to determine which clubs were most popular to offer. As a result, this has contributed to a quality education amongst all children who accessed clubs, particularly SEND and PP, where pupils have been able to sustain their enjoyment of PE and sport through these extra-curricular club opportunities. Inclusive sports week was held in Summer 2 during 'equality and diversity week' for all year groups during PE lesson slots and resulted in raised awareness and increased participation in a variety of disability sports. New PE assessment format was designed alongside PE specialist and head teacher which highlights all SEND and PP children made progress and in some cases achieved in line with peers, where barriers allow. 					

- Commented [AS13]:** Monitoring scheduled for SP1 conducted by PE lead. All teachers have received team teaching CPD from PE specialist and will receive further CPD later in the academic year.
- Commented [AS14R13]:** Monitoring completed in SP1.
- Commented [AS15]:** All classes have received 2 units worth of specialist CPD support in conjunction with Coop Academy and teacher confidence and competence levels have increased as a result.
- Commented [AS16]:** PE expertise document updated (S1)
- Commented [AS17]:** PE context map for 22/23 has been updated in accordance with Complete PE scheme of work.
- Commented [AS18]:** PE CPD (Coop Academy)
- Commented [AS19]:** PE policy to be updated in S2 Policy ratified by governors during SU2 FGB meeting

Behaviour and Attitudes:

- All children have received termly Commando Joe's sessions to encourage awareness and develop progression of a variety of metacognitive strategies. These metacognitive strategies have also been used in classroom based learning to overcome barriers and help children to problem solve in subjects such as PE, Computing and Maths.
- Metacognitive strategies have also been taught and used by children during Forest School sessions. Each class received one half term's worth of Forest School Sessions with an external provider.
- We have used some of the funding to train one of our own staff members to deliver Forest School sessions from next year and are in the process of designing our own Forest School programme in order to ensure some skills taught in Forest School context driven where appropriate.
- We have purchased further Forest School resources to ensure that learning remains engaging and purposeful for our children.

Personal Development:

- Two Active Travel Breakfasts were delivered over the course of the year which had a successful impact upon the number of children actively travelling to school as a result of these events (evidenced using WOW tracker).
- We invited a bike repair specialist from a local bike shop to conduct free bike repairs during one of our Active Travel breakfast events to encourage safer cycling amongst our school community.
- All SEND and PP children provided with the opportunity to participate in extracurricular clubs and engagement percentage was higher amongst this group compared to previous year.
- PE equipment audit carried out with PE specialist from Coop Academy. As a result of this, some new equipment was purchased to meet the requirements of Compete PE scheme of work and to facilitate inclusive sports sessions throughout the year.
- Active Play initiative has been successfully continued during break times with sustained engagement levels amongst children.
- Year 2 Active Play Leaders have continued to promote this initiative amongst peers and has successfully developed their own leadership and teamwork skills.

Leadership and Management:

- Each class teacher received CPD for PE units of work they lacked confidence in teaching. These units were identified at the beginning of the year through a subject confidence audit. All staff had reflected on some areas of progression in their own knowledge and confidence of PE teaching after a full year of CPD provision in partnership with Coop Academy Bebington.
- Subject monitoring was conducted alongside CPD sessions and identified PE teaching to be strong throughout the school.
- PE policy document updated in line with current practises.
- Each teacher received a CPD training handbook which was completed in conjunction with the PE specialist from Coop Academy Bebington in order to record teaching observations, team teaching sessions and progress. PE specialist commented on improved teaching practise over the course of the year amongst all staff.
- All staff received tennis CPD in October with the LTA.