



REMIANING BUDGET (APRIL 2023 – AUGUST 2023)	£4,869	2023_2024 SEPTEMBER - MARCH	£17,195	2024_2025 APRIL - AUGUST	
TOTAL EXPECTED BUDGET FOR PESG 2023- 2024	£22,064				

ASSESS/EXPLORE PE AT BRACKENWOOD INFANT SCHOOL:

PE at Brackenwood Infants is taught using the Complete PE scheme of work. During the last academic year of 22/23, we brought in PE specialists from Coop Academy to work alongside teaching staff in order to develop subject confidence and competence. This CPD was delivered successfully using Complete PE and we have now independently purchased the Complete PE scheme of work to teach from this year. We assess PE each half term using an assessment method specially designed during the 22/23 year alongside PE specialists from Coop Academy

NEXT STEPS / SUSTAINABILITY (FROM 2022-2023 PESG STRATEGY):

Quality of Education

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.

- End of year data shows that SEND and PP children are performing in line with peers where barriers allow.
- Ensure all staff are consistently able to use the STEP framework (model for inclusivity) in their PE teaching.

Behaviour and Attitudes

To embed further opportunities for all children to develop metacognitive strategies, including but not limited to resilience, in all curriculum subjects.

- All children's resilience and confidence to overcome problems has improved throughout the school and all children can verbalise how they have overcome problems/challenges in their learning.
- Teachers and support staff use feedback effectively to promote the use of metacognitive strategies and these improvements are sustained beyond the academic year.

Leadership and Management

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.

- All staff have a clear understanding of the progression of the subject in terms of knowledge and subject expertise.
- All children can verbalise the subject and demonstrate an understanding of practical or theoretical knowledge that they are learning when asked.

Personal Development

To further embed the four key principals of character education in PE.

- Teachers and support staff use feedback effectively to promote the use of metacognitive strategies and these improvements are sustained beyond the academic year.
- Continue to ensure that there are opportunities for all pupils to implement metacognitive strategies learnt in Commando Joe's sessions within PE lessons

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
<p>QUALITY OF EDUCATION</p> <p>(Mastering Adaptations to Support SEND and PP)</p>	<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) Curriculum – Coherently planned & sequenced towards knowledge & skills for future learning & employment. <i>If not yet the case, clear from leaders' actions this is being brought about & making necessary amendments in response to pandemic</i></p> <p>e) 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>a) 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) Develop further opportunities for children to enhance their knowledge and expertise (skills) to prepare them for future employment.</p> <p>e) Ensure that adaptations that are made in the teaching and learning of children with SEND continue to be appropriate, purposeful and allow children to make progress.</p>	<p>Offer greater variety of wider curriculum clubs for SEND and PP to access.</p> <p>Attempt to sustain engagement levels in extra-curricular club opportunities amongst SEND and PP children.</p> <p>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 continue to uphold links with Coop Academy and attend any CPD offered.</p> <p>Offer CPD event or workshop to staff to ensure that they remain confident and competent to adapt PE lesson using the STEP framework (model for inclusivity).</p>	<p>£2000 FoB sports club provider and other wider curriculum clubs</p> <p>£960 for 'Complete PE' Scheme of work</p> <p>£150 for cost of delivery of CPD for STEP/ inclusive sports training</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 and 23/24</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>Policies and procedures are adapted to ensure that improvements are sustained.</i></p> <p>Subject leaders have identified which knowledge rucksack vocabulary, in all contexts, is essential knowledge (highlighted in light green) and which is for immersion only.</p> <p><i>Children can fully explain their learning in a subject or context and make specific references to the impact that VIPs, events and/or places have had on them and/or the world around them.</i></p>

					Children can explain some of the skills needed to be successful in employment involving sport.
--	--	--	--	--	--

OFSTED MAIN DRIVER	SPECIFIC OFSTED FRAMEWORK BULLET POINT	SCHOOL DEVELOPMENT PLAN DESCRIPTION	SPECIFIC ACTIONS *Detailed Granular Steps Can be Found in PE APDR Action Checklist	COST	DESIRED OUTCOMES
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) Ensure the school continues to embed purposeful opportunities for children to develop an understanding of cultural capital.	Contact Spot England to arrange for a disability sports personality to talk to and offer practical inclusive sport sessions for children	Covering any possible expense of practical workshops. £200 £960 for 'Complete PE' Scheme of work	DEVELOPING OUTCOMES: <i>Cultural capital is considered by all teachers when planning contexts, ViPs, visits/visitors and awareness days/weeks/events</i> EMBEDDING OUTCOMES: Children show an awareness of ViPs, events and/or places that have shaped a subject or context that they are learning about. MASTERY OUTCOMES: Children can show empathy towards the impact that ViPs, events and/or places have had on them and/or the world around them
QUALITY OF EDUCATION (Embedding PE Mastery)	f) The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge g) Teacher's have good subject knowledge and leaders provide effective support. h) Teachers present subject matter clearly promoting appropriate discussions about the subject matter being taught. Check for misconceptions accurately and provide clear, direct feedback and adapt teaching as necessary. k) Impact of teachers' / leaders' assessment - embedding knowledge, check understanding & informing teaching- including using assessment to understand starting points and gaps as a result of the pandemic	f) Further develop the expert teaching of the wider curriculum subjects and enhance opportunities for children to 'Go Deeper,' with key subject knowledge. g) Continue to provide/access purposeful and effective CPD to all members of staff, including support staff, to ensure that good subject knowledge is shared by all adults. h) Improvements made in feedback and marking to be sustained throughout the school and policies to be updated. k) i) To assess the current impact of the school's wider curriculum assessment procedures and further develop if required. k) ii) Further embed the school's new assessment procedures and where improvements are sustained, policies to be amended to reflect these improvements.	All staff to receive training on 'solo taxonomy'.	£960 for 'Complete PE' Scheme of work	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> <i>Some internal and external moderation has occurred and evidenced good practice throughout the school.</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> <i>Children working at a greater depth/Going Deeper can describe what</i>

					that means in the subjects they are working on.
--	--	--	--	--	---

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
<p>BEHAVIOUR AND ATTITUDES</p> <p>(Embedding Metacognitive Skills)</p>	<p>d) Pupils' are committed to their learning and have positive attitudes to their education. They show pride in achievements and are resilient to setbacks.</p>	<p>d) To embed further opportunities for all children to develop metacognitive strategies, including but not limited to resilience, in all curriculum subjects.</p>	<p>All staff to deliver half termly Commando Joe sessions within classes.</p>	<p>Commando Joe's £3,500</p>	<p>DEVELOPING OUTCOMES: <i>Teachers provide children with opportunities to overcome problems and challenges within their learning.</i></p>
			<p>All classes to receive at least 6 weeks of Forest School provision led by RS (Trained Forest School practitioner)</p>	<p>£2000 EM Staffing Cost to release RS for Forest School Sessions</p>	<p>EMBEDDING OUTCOMES: <i>Children can verbalise how they use strategies to overcome problems and challenges within their learning.</i></p>
			<p>RS to meet with external contractor to generate price for improvements made to Forest School area.</p>	<p>£5000 for new equipment and improvements to Forest School area (estimated cost)</p>	<p><i>Ensure that there are opportunities for all pupils to implement metacognitive strategies learnt in Commando Joe's sessions within PE lessons</i></p> <p>MASTERY OUTCOMES: <i>All children's resilience and confidence to overcome problems has improved throughout the school and all children can verbalise how they have overcome problems/challenges in their learning.</i></p> <p><i>Teachers and support staff use feedback effectively to promote the use of metacognitive strategies and these improvements are sustained beyond the academic year.</i></p>

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
<p>PERSONAL DEVELOPMENT</p> <p>(Embedding Metacognitive Skills)</p>	<p>b) The curriculum and wider work support pupils to be confident, resilient and independent, and to develop strength of character.</p>	<p>b) To further embed the four key principals of character education in all aspects of the curriculum.</p> <p>b)ii) To successfully embed opportunities for children to develop resilience, through both metacognitive teaching and learning and discrete activities</p>	<p>All staff to deliver half termly Commando Joe sessions within classes.</p> <p>All year groups to receive at least 6 weeks of Forest School provision.</p>	<p>Commando Joe's £3,500</p> <p>£2000 EM Staffing Cost to release RS for Forest School Sessions</p> <p>Cost of resources for development of Forest School Provision £5000</p>	<p>DEVELOPING OUTCOMES: <i>Teachers provide children with opportunities to overcome problems and challenges within their learning.</i></p> <p>EMBEDDING OUTCOMES: <i>Children can verbalise how they use strategies to overcome problems and challenges within their learning.</i></p> <p><i>Ensure that there are opportunities for all pupils to implement metacognitive strategies learnt in Commando Joe's sessions within PE lessons</i></p> <p>MASTERY OUTCOMES: <i>All children's resilience and confidence to overcome problems has improved throughout the school and all children can verbalise how they have overcome problems/challenges in their learning.</i></p> <p><i>Teachers and support staff use feedback effectively to promote the use of metacognitive strategies and these improvements are sustained beyond the academic year.</i></p>

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
<p align="center">PERSONAL DEVELOPMENT</p> <p align="center">(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>Incorporate VL (ELSA) into lunch time provision</p> <p>AS to communicate with CL and to continue 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>£2890 Staffing cost for VL's Lunch Time ELSA Support</p> <p>Cost of resources for development of Forest School Provision £5000</p> <p>£750 Cost of any new equipment to enhance the delivery of Complete PE scheme of work (estimated cost)</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 align="center">PERSONAL DEVELOPMENT</p> <p align="center">(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>g) Children understand what the phrase The Protected Characteristics is referring to and can clearly explain learning involved with these characteristics.</p>	<p>Purchase new PE resources in line with updated PE scheme of work (Complete PE)</p> <p>Continued use of Travel Tracker to record children's journeys to school and encourage active travel to school.</p> <p>Deliver termly walk to school breakfasts.</p>	<p>£750 Cost of any new equipment to enhance the delivery of Complete PE scheme of work (estimated cost)</p> <p>Currently awaiting confirmation of funded place for 23/24. Estimated cost in event of non-funded place (£450)</p> <p>Purchase walk to school breakfast items £150 x 3 (termly £450)</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: Children understand issues surrounding equality and diversity, both in their community and beyond, and show knowledge empathy and understanding of The Protective Characteristics.</p>

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
<p>LEADERSHIP AND MANAGEMENT</p> <p>(Embedding Staff confidence and competence)</p>	<p>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</p>	<p>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.</p>	<p>AS to attend PE CPD training and workshops.</p> <p>Active play lead staff and TA's to receive training from sports specialists at Coop Academy.</p> <p>AS to update PE context map.</p> <p>Release time for AS – 3 x full days a term</p>	<p>£600 Supply costs to release AS 3 full days a term</p>	<p>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></p> <p><i>Context maps and subject expertise documents have been updated and amended where needed.</i></p> <p>EMBEDDING OUTCOMES: <i>All staff have a clear understanding of the progression of the subject in terms of knowledge and subject expertise.</i></p> <p><i>Examples of best practice teaching and learning are shared throughout the school.</i></p> <p>MASTERY OUTCOMES: <i>These improvements are sustained beyond current academic year (2022-2023) and teaching and learning strategies and subject leadership approaches are seen as examples of best practice and shared with other schools.</i></p> <p><i>All children can verbalise the subject and knowledge that they are learning when asked.</i></p> <p><i>Policies/procedures adapted where required for sustained improvements.</i></p> <p><i>Leaders continue to have a clear understanding of their subject and continue to be deep dive ready.</i></p> <p>Subject leaders have identified which knowledge rucksack vocabulary, in all contexts, is</p>

					essential knowledge (highlighted in light green) and which is for immersion only.
--	--	--	--	--	---

TOTAL	£21,118 (with estimated figures)	
--------------	----------------------------------	--

IMPACT / EVALUATION

-