



PE Development Plan 2024-2025

PE and Sports Grant £17,701

Our vision for sport: Our vision was developed with pupils and staff and states our aim to 'provide a high-quality physical education curriculum that inspires all our pupils to succeed and excel in physically demanding activities'. Through inspiring pupils and giving them opportunities to flourish. The ethos of the school is to allow ALL children opportunities to develop their skills and confidence within PE, which is developed through the employment of specialist sports coaches to ensure 'good' or 'outstanding' delivery of PE.

Sporting activity: Each child has at least 2 hours of physical activity a week, excluding playtimes. The school currently has specialist PE coaches, meaning that all children are getting quality teaching, which is inspiring and motivating, in all areas of PE. Within Physical Education lessons, children are given the opportunities to try a range of different sports and clubs. These sports include: football, gymnastics, dance, hockey, athletics, tennis and cricket. The school also has various after school clubs available to the children, these include: football; gymnastics; dance; ball skills, multi-skills, hockey, and cricket. As a school, Milford Infants also believes in teaching road sense, educating pupils in road safety and awareness. That is why throughout the school we are committed to giving pupils opportunities to develop their road safety awareness through various activities in road safety week. We also work with SCARF to raise awareness of health and well-being in order to develop children's knowledge, skill and attitudes and enable them to make their own positive health choices. We are always looking for new activities in the local area to inspire and interest out pupils so as to engage them in positive experiences both in school and out.

It is expected that schools will see an improvement against the following 5 key indicators:

1. Children to have the skills to increase their understanding of mental health and well-being and how being active can help.
2. Increased confidence, knowledge and skills in teaching PE and sport.
3. Broader experience of a range of sports and activities offered to all pupils.
4. PE equipment supports the needs of all children within the school.
5. The engagement of all pupils in regular physical activity-kick starting healthy active life styles.



Action – what are you planning to do?	Strategies	Cost	Time	Lead	Success Criteria	Impact
1. Children to have the skills to increase their understanding of mental health and well-being and how being active can help.	Using the whole school behaviour plan, children understand working in a team. Adults to praise those children that not only have the physical movement, but also the cognitive (problem solving), social team work of collaboration, respect for each other and well-being. Praise is also for those children that try and show self-belief.	No cost	Monitored termly	DM/WC /AT	Celebration board in every classroom. Objectives to be discussed with class and displayed weekly. Bring back a more competitive outcome to sports day; teaching the children the resilience of working together as a team, as well as a holistic focus (win or lose).	Teachers have reported this a whole school strength, creating a more inclusive and community feel to the school and connecting with parents. Building a positive attitude to sport, allowing all learners to be praised for the different attributes that they bring.
	All class teachers to be carrying out weekly Physical activities inside and outside the classroom.	TA support £17,194	Termly	AT	Weekly time table to show appropriate time given to PE lessons. (Now using the Juniors hall to carry out lessons throughout the year). Progression plans to be used in order to encourage challenging lessons, that build skills from week to week.	Noticeable improvement in physical development and active playtimes. Playtimes seem more focused and children have more interest in playing games and using playground equipment effectively. AT to set up log-ins for all staff on PE HUB and plan training on how it works.
	Daily mindfulness activities to take place in classes encouraging classes to think about their well-being. CMT, Mental Health Lead and PE coordinator to monitor children and staff well-being.	£47 DTGS to check safety of all of the equipment	2023/24 Academic year	All	Class teachers to allow children to have self and guided mindful session to celebrate each class and allow children time to play and relax. To use outdoor space for this plus the equipment, football pitch and all sports equipment to make sure that they can have more active times.	All classes have taken part in mindfulness activities daily in order to give time to check in with children and build and support positive relationships. Children are using these games in play times, meaning they are more active and engaged, creating a more sociable and collaborative playground.
	Promote physical activity and mental wellbeing within the classroom and across the school.	No cost	Throughout the year	All	PE star of the week to be awarded by the sports coaches and displayed in the classroom. Lunchtime supervisors to encourage, monitor children's peer involvement and address/pass on any worries or concerns. New storage to be used in order for the children to self-choose and have	All classrooms have this displayed and children have worn stickers home in order to share pride with their adult. Playtime has been far more active, play equipment has not only encourage a more active playtime but it is more imaginative and more sociable for all children including SEN.

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					access to equipment to support a more active playtime.	
2. To Increase confidence, knowledge and skills in teaching PE and sport to promote children's enjoyment and engagement.	To find tool to support with teachers' subject knowledge and confidence. PE subject coordinator to monitor planning, assessment tools and work with teachers on skill development. To follow and plan the school PE skills progression AND Premier sports staff to use the lesson plans or objectives in order to follow	PE lead release time Part of TLR £ 407 PE Hub-free for a year	Throughout the year.	AT	PE lead to go to PE leaders conference, making connections with other schools and getting up to date training in changes in governmental changes External sports coaches to be consistent, to be observed my Sports lead and made sure that each class is getting a lesson of good or outstanding quality. Sports coaches complete assessment sheets and pass to Subject coordinators for analysis. To make sure all staff use and have assess to PE hub, with additional videos, clear lesson over views, support and easy access to assessment. PP meeting to highlight any children who are below age related and targeted for intervention or additional time.	Premier education is now sharing with PE subject lead their assessments of all children, in a more focused and effective way. PE lead won PE Hub for a years membership for the whole school, with a wide range of lesson plans and assessment tools. Teachers have This allows teachers to use this in order to target children for additional support and extensions for others. Although this is still new and needs to be monitored and carried into the following academic year. 4 places in each Priemer after school club to go to PP children. CMT to allocate.
	Monitor sports coaches to ensure that a quality service is being provided, working with leaders in Premier Sport	TLR	Throughout the year	AT	Drop in to PE sessions - PE lead aware of teaching styles and activities taking place. PE lead to support teaching staff to deliver lessons to at least a good standard. Sports coaches are encouraged to link to current topics. Work with Premier Sport's company in order to make sure observations show good or outstanding teaching is taking place weekly across the year groups. Teachers to be emailed termly, to ask	Meetings have occurred throughout the year, with Senior leaders from both companies present in order to make sure values and expectations are shared and consistent. Weekly observations have taken place and a manager to have a drop-in attitude in order to support staff and adhere with the school's high expectations. Additional staff have been used in order to support all children including children with both physical and behavioural needs

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					for any feedback for sports coaches.	ensuring these are met in lessons. Noticeable shift in attitude by both pupils and school staff. A more exciting range of skills and team building games and drills have been used in order to increase children's engagement and confidence.
3. Broader experience of a range of sports and activities offered to all pupils- supporting our rising number of children with SEND needs.	To add additional staff to support the SEND children to assess lesson safely and successfully.	£17,194	Academic year	CMT	With 46 children on the SEND register, we are having to support these children to progress their own physical development as well as making it safe for all other children in order to make sure a high-quality lesson is given for all.	All children to show progression in PE lessons as well as physical activity in play time. Active and engaged lessons have been seen throughout the school and all children have been able to participate in at least 2 hours weekly and 1 hour daily of active physical interaction.
	Dance sessions for all Year groups to teach dance (Premier Education).	Part of Premier Sports cost.	Academic year	AT	An active session with Premier to support movement and co-ordination skills. Children to be more motivated to be active within their own dance, promoting physical activity.	Children enjoyed exploring a range of different movement and music.
	Variety of new clubs offered to pupils, delivered by qualified coaches. Taster sessions are provided where necessary. Premier sports, along with local coaches for example Cricket club More challenging and competitive sports day.		Academic year	AT	The extra-curricular sport provision is broad, of high quality and delivered safely by school staff and quality assured coaches. This to continue to be monitored throughout the year and new clubs to be offered after school.	Throughout the academic year all year groups have been invited and taken part in sports clubs. Premier to offer 4 places for PP children for each after school club. KS1 has taken part in taster sessions held by Somerset Cricket club, which children really engaged with. 6 sessions for the whole of year 1. Cricket session were very successful, engaging coaching has allowed children to understand the basics of the game and build on their previous knowledge. Children enjoyed these sessions and many have now joined external clubs. Whole school sports day encourage team building it was wonderful to share with parents. Children enjoyed receiving a

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						winning sticker for the winning team. It was a great teaching opportunity of sportsmanship and resilience.
	Identify children who are exceeding or not meeting PE objectives for more than two terms. Consider additional provision/equipment to help meet their needs.	TA Support and SEN Support £17194	Academic year	ALL	All children's PE needs are met, this to be analysed from termly assessment. PP meeting to raise concerns and impact.	Additional equipment and staffing has been used in order to support all children both physically and mentally. In order for whole school to assess a range of sporting and physical activities. Additional classrooms have been set up in order to support high profile SEN children to explore physical activities safely, as well as providing additional adults.
	Green Crow yoga sessions for healthy minds and healthy bodies. Yoga-inspired sessions.	£5629.94	Academic year	WC/ CMT	Children are selected from year groups who have fine/gross motor needs/ emotional /behaviour that would benefit from focus and concentration sessions. Year groups are rotated.	Children have made progress through the sessions and are all able to join in, build and achieve individual targets. This has been met with enthusiasm by the children. Children come back relaxed, confident and settled from the sessions.
	Pupils who present talent in lessons and in after school clubs are signposted to appropriate sports clubs.	No cost	Academic year	AT	Parents are aware of their children's talent and what other clubs are available. Parent feedback monitored from external coaches.	Parents get feedback from staff throughout the year, focusing on PE stars of the week and celebrated through his being displayed on the classroom walls. Emails and letters sent to children for activities over the summer holiday. Football and Cricket club offer.
	TA support for vulnerable children during Sports PPA sessions and TA support for active outside play in the Reception gardens.	£17194	Academic year	WC	All children are able to take part in PPA sports safely and make progress. A greater number of children are being active outside on a day to day basis supporting development of physical skills.	This has allowed coaches to focus on whole class progress and meant all children are able to assess the objectives and allowed them to enjoy and take part in lessons. Creating a positive attitude to physical education. This has encouraged all EYFS children to be able to assess both the gross motor activities and fine motor. The trikes, bicycles, tyres and large blocks are out daily with control, creativity and a positive interaction.

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4. PE equipment supports the needs of all children within the school.	Safety of playtime equipment to be modelled by teachers across the school during PE lessons as well as termly assemblies to explore appropriate play from PE lead.	No cost	Termly	AT	Children are able to use playtime equipment safely and independently. When new equipment is added, children to be taught how to assess these safely and properly. Assemblies to talk about appropriate use and risks and how we monitor these.	Adults and playtime staff are modelling and engaging safe and appropriate active play using equipment. Such as: 1. Space and weather- safe environment. 2. Blocks not above the waist and only carrying one at a time. 3. Ask for help if not sure. 4. Have fun/ Children can now access and self-chose all playgroup equipment. It is now child led due to the purchase of new sheds. Assemblies will resume when school hall is back in use, after repairs
	PE equipment to be audited and new equipment to be ordered	£331.94	Academic year	AT	Discuss with sports coaches and teachers, any requests for equipment and replenish any equipment with wear and tear.	This to be done termly, in order to make sure all staff have appropriate resources. Premier sport to be liaised with weekly with PE lead in order to know state and storage of resources. Orders to be placed were needed. Broken and unsafe resources have been thrown and replaced. Gym equipment in hall to be audited. School council to be used in order to work out a refresh for 2025-6 academic year for playground equipment. As well as zones, play leaders, to be introduced.
5. The engagement of all pupils in regular physical activity, kick starting healthy active life styles.	Variety of sports clubs offered to KS1 children throughout the year. Reception to be introduced to a Multi skills club in the Summer term. Broader experience of a range of sports and activities offered to all pupils. Encourage more children to take part by subsidising costs.	Part of Premier Sports cost.	Throughout the year	AT	Broader experience of a range of sports and activities offered to all pupils. High quality sessions are delivered safely by school staff and quality assured coaches	KS1 has two after school clubs on offer to them termly. PE lead worked with Premier Education in order to make sure a wide range of opportunity was offered. Foundation stage children were invited to join in clubs in Summer term.

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	Employing specialist PE teachers / coaches to work alongside teachers in lessons to increase their subject knowledge and show how PE is taught effectively.	£420	Academic year	AT	Dance teacher provided for everyone. Cricket workshop and after school club.	Increase in children wanting to skip and resilience to trying and practising to skip. Cricket sessions were very successful, engaging coaching has allowed children to understand the basics of the game and build on their previous knowledge. Children enjoyed these sessions and many have now joined external clubs. Specific dance teacher carried out 3 weekly sessions per KS1 classes.