



Godalming Junior School

Subject: PE	Report prepared by: Adam Samson
<i>Our curriculum intent for PE at GJS</i>	
<p>PE at GJS intends to provide ALL children with high quality lessons taught by qualified, caring and experienced teachers providing high quality instruction, developmental feedback and time for children to practice taught content to increase their competence and confidence in PE, physical activity and sport in an inclusive setting. At GJS we expose children to all areas of the PE National Curriculum requirements, including Dance, Gymnastics OAA, Athletics, Games and Swimming whilst also providing an extensive extra-curricular suite of clubs, house events and wider opportunities for children to represent the school. We have established close links with local clubs, provide financial support to our vulnerable families to access clubs and offer a genuinely unique and physically active, water based residential trip in Year 6.</p> <ul style="list-style-type: none"> The GJS PE curriculum is intended to develop the 3 key PE concepts of: <ul style="list-style-type: none"> > Motor Competence > Rules, Strategies and Tactics > Healthy Participation Every effort is made at GJS to ensure time is maximised to ensure children are actively participating as much as possible in PE - this is achieved by children coming to school in PE kits on their day and going home in them Using the Sports Premium Grant (SPG) regular CPD sessions delivered by external experts, lead staff meeting twilight sessions throughout the year to uplevel teacher's subject knowledge and quality of instruction. This program of CPD is aligns with staff surveys on the PE subject Evidence based research material such as Youth Sports Trust Impact Reports and Ofsted Research Review Series are used to develop the subject further Curriculum organisation and rationale for this, milestones, how the curriculum is informed by the latest evidence based research 	
<i>How we implement the curriculum at GJS</i>	
<ul style="list-style-type: none"> At GJS PE is taught for at least the recommended 2 hours in each year group over the course of the week. The children alternate each week between an activity developing skills in: <ul style="list-style-type: none"> > Games, outdoor and adventurous activities and athletics (outdoor) > Gymnastic and dance activities (indoor) > Swimming (off site) The curriculum is taught following the school's Progression of Skills and Knowledge document ensuring ALL children have full access to a language rich, values based, ambitious and inclusive curriculum At GJS we use the BOLT (Building On and LeadinTo) approach in all subjects ensuring the children have a clear understanding on what they are building on and leading to in their learning through verbal explanations, clear and precise subject specific vocabulary and high quality demonstration PE is taught by members of staff with QTS across the whole school as we believe fundamentally that teachers are the best placed and most qualified to be inclusive, manage behaviour, differentiate learning, set high expectations, model best practice and ensure progression of procedural skills and declarative knowledge Through the school's appraisal and monitoring cycle, PE is monitored by school leaders by talking to the children, observing lessons and reviewing data and planning Motor Competence is developed through specific and increasingly more demanding activities through games and sports revisited during the children's time at the school providing coherence and developing fluency. These are developed using the STEP principles allowing adjustments to be made based on the level of need and difficulty Rules, strategies and tactics are developed by offering ALL children opportunities to engage in a range of structured games and activities that are revisited during their time at school in order improve, practice and refine skills. Staff regularly check understanding and respond to gaps in knowledge as required Healthy Participation is promoted by ALL children being as actively engaged in sessions as possible. Sessions begin with a review and practice of prior learning, warm up and stretching drills (developing the children's knowledge and understanding of healthy lifestyles and muscle groups) The swimming curriculum is delivered in Year 5 for ALL children with additional, SPG funded 'catch up' sessions delivered to those who require them later in the year. 	
<i>The impact of our PE curriculum at GJS</i>	
<ul style="list-style-type: none"> PE has a high profile in the school and is supported by leaders in the school championing its cause and holistic benefits ALL children actively participate, contribute ideas, critique their own and others' 'work' and have positive attitudes to the subject Following twice year assessment gathering, data suggests that a large number of children reach the end of year expectations across the school, including swimming outcomes thanks to 'catch up' sessions during Summer 2 of Year 5 for those who require them using SPG funding. Lesson evaluations take place and alterations are made to planning should there be evidence of the majority of children not reaching end of unit expectations or exceeding them 	

- The profile of the individual areas and disciplines are as high as each other. Equal weighting is given to Gymnastics, Dance, Games, Athletics and OAA as much as possible
- The subject is regularly monitored, there is a robust CPD programme in place and there are opportunities for children to take part in additional physical activity such as through inter and intra school events, clubs and cross curricular links through our innovative '10Richment' programme
- The subject is enhanced by the [SPG Action Plan](#) to provide catch up swimming sessions for children, fund CPD training for staff to support effective teaching of the [National Curriculum PE requirements](#) and supports the funding of additional PE staff to run 'Activ8' sessions designed for those who may require extra opportunities to engage in physical activity in a more nurturing and supportive environment
- The subject is never marginalised and the school genuinely provides a full broad, ambitious and demanding curriculum of which PE plays a vital part of the school identity
- [Participation levels](#) are monitored for extra-curricular clubs to ensure we are inclusive. This includes monitoring clubs accessed by different genders, those with SEND, those with EAL and those who qualify for FSM
- Our Subject Reports and Progression of Skills and Knowledge document are reviewed annually to ensure the subject continues to be ambitious, relevant and equips the children appropriately for 'secondary school sport'.
- Following twice-yearly data drops in all foundation areas, this allows the subject lead to scrutinise content of the curriculum, the pitch and expectation of activities and overall aims of units of work. This is then fed back to colleagues to make slight alterations to ensure the curriculum is fit for purpose each year.

Review 2024-25

Intent	Implementation	Costs	Actual Impact
<i>Ensure differentiation in gymnastics is highly effective and appropriately demanding</i>	<ul style="list-style-type: none"> >Seek feedback from staff following May training session and how this will inform their practice >Carry out learning walks and feedback to staff on WWW's and EBI's >Seek pupil voice to ascertain how well they are supported/stretched during gymnastic units of work 	£300 SPG Time	<i>Gymnastic provision across the school is effective and most sessions contain highly effective features of practice</i>
<i>Embed a robust and bespoke PE CPD programme to uplevel the quality of PE teaching and outcomes across the school</i>	<ul style="list-style-type: none"> >Seek feedback from staff regarding areas of CPD within the PE curriculum - this could include specific sports or elements of practice within e.g. highly effective questioning in PE >Source and rollout termly CPD sessions for staff during staff meeting time to uplevel PE practice and seek evaluations on how practice will be informed 	£900 SPG	<i>PE teaching in all areas across the school to be at least effective and improving following a sustainable, bespoke and innovative CPD programme for staff</i>
<i>Build on success of pupil representation for their house and school through inter and intra school sports events</i>	<ul style="list-style-type: none"> >Analyse data from 2023-24 year to ascertain numbers and groups who represented the school/house e.g. girls, PP, SEND, EAL and MA children >Seek pupil voice on the range of events available and ensure provision outside school is fit for purpose and provides value for money (SPG supporting SSCO role) >Seek staff and House Captain feedback on house events and how these can be up-levelled >Plot events on the school calendar ensuring avoiding of pinch points in the year and clashes and avoiding additional workload on staff 	Time £0	<i>'At least' 75% of school represent their house/school in inter/intra school events thus maintaining a high profile of being a 'Healthy School'</i>

Action Plan 2025-26

Intent	Implementation	Costs	Projected Impact
<i>To ensure active participation time in PE lessons is maximised</i>	<ul style="list-style-type: none"> >Through monitoring the subject, evidence gathered to ascertain active engagement time throughout the school, throughout the year and feed-back >Staff CPD to use voice, demonstrations and feedback most effectively whilst avoiding the reduction of active time in lessons >CT's to have deep knowledge of pupils to ensure WHO is most able to demonstrate, who requires further support and who has visibly improved 	Time SPG funding allocation	<i>Children to be physically active 'at least' ½ of the PE lessons after teaching points, plenary, demonstrations have been taken into account</i>
<i>To embed 'catch up' swimming sessions in Y5</i>	>Robust assessment systems in place identifying, reliably, who requires 'catch up' sessions using gathered evidence	£840 Approx SPG	<i>Fewer children -50% require 'catch up' sessions due to targeted sessions taught</i>