



Subject Leader Report: Physical Education (PE)

'Our Vision is for every child to love learning, be compassionate and achieve now and in the future. Working together with our communities, we will give our children roots to grow and wings to fly.'

<https://www.portsdownprimary.co.uk/pe>

<https://www.pompeyitc.co.uk/>

Our Aims in PE

EYFS

PE in the Nursery and Year R is a key part of the 'Physical Development' area of the EYFS Curriculum although there are also key links to the Personal, Social and Emotional Development; and Expressive Arts and Design areas of the EYFS Curriculum). Within the provision at Portsdown Primary School and Early Years, the children in EYFS will move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. They will learn to negotiate space successfully when playing racing and chasing games with other children, adjusting speeds or direction to avoid obstacles. They will travel with confidence and skill, around, under, over and through balancing and climbing equipment, for example, on the play trails.

PE KS1 and KS2

At Portsdown Primary School, Physical Education (PE) is an integral part of our Curriculum that is inclusive and engages all pupils, in a supportive and challenging environment. Portsdown Primary School work closely with Pompey in the Community who are our partner of choice. Together we aim to nurture, confident, resilient children who strive to achieve their potential through a wealth of competitive experiences. We aspire for children to acquire, develop and refine their practical skills and techniques; to further their knowledge and understanding of PE concepts and principles and develop their overall competence, to enjoy, and excel in, a broad range of sports and physical activities.

We aim to deliver high-quality teaching and learning opportunities which enable all children to succeed; to enjoy their learning; to be resilient and consistently strive to give their best efforts at all times and achieve their potential and personal best.

Children participate in competitive sport and through this we teach children how to cooperate and collaborate effectively as part of a team and compete appropriately against others, adhering to the principles of fairness, sportsmanship and respect, values we hope to embed for future life.

We understand the importance PE, School Sport and Physical Activity has on childrens' general health, fitness and mental wellbeing. We provide opportunities for all children to be physically active for sustained periods of time and we teach children the importance of leading healthy, active lives and making informed and appropriate lifestyle choices.

Swimming is an important life skill and we aspire for all children to leave primary school being able to swim at least 25 metres.



Substantive knowledge

In primary school PE, **substantive knowledge** refers to the key facts, concepts and skills pupils need to learn in physical education. This includes understanding rules of games, techniques for movement, key vocabulary (such as attack, defence, balance, coordination), and knowledge of health, fitness and the importance of physical activity. Substantive knowledge gives pupils the foundations to participate confidently across a range of sports and activities.

Disciplinary Knowledge

Disciplinary knowledge is about how pupils think and work like sportspeople, athletes or dancers. It involves applying their skills and knowledge in practice, making tactical decisions, evaluating performance, and reflecting on how to improve. Through disciplinary knowledge, pupils learn to adapt strategies, work as part of a team, and use feedback to develop resilience and creativity. Together, substantive and disciplinary knowledge help children build a secure understanding of PE, preparing them for lifelong enjoyment of physical activity.

Planning and Teaching

- PE at Portsdown Primary School provides challenging and enjoyable learning through a range of sporting activities including; Invasion Games, Strike and Field Games, Gymnastics, Dance, Athletics and Swimming
- Children participate in one PE lesson each week with a coach from 'Pompey in the Community', covering one sporting activity every half term. In addition, class teachers supplement with this with general fitness (yoga, outside games), healthy eating lessons to promote a healthy body and mind.
- The P.E Timetable sets out the PE Units/Activities which are to be taught each half term throughout the year and ensures that the requirements of the National Curriculum are fully met. (*this is on our website and a copy is below*)
- The emphasis of our PE curriculum is inclusion for all children regardless of sporting ability. We provide suitable learning opportunities for all children, including those with SEND.
- All Children are taught by a qualified PE specialist/ coach
- All children from years EYFS to 6 are taught Dance, for one half term, by a Dance specialist
- All children are taught Gymnastics, for one half term, by a Gymnastic specialist
- Children in Years 3 attend Swimming lessons for one term each year. Children are taught to swim competently, confidently and proficiently over a distance of at least 25 metres; use a range of strokes effectively [for example, front crawl, backstroke and breaststroke and perform safe self-rescue in different water-based situations.
- We promote both participation and competition through P.E and sport. We ensure all children experience competition at some level, individually or in a team, within lessons.
- Children participate in workshops/whole school events, sourced by the school and delivered by outside providers, covering a variety of sports throughout the year. For example; The 'Pompey in the Community' Coach Leaders Program, Additional Dance Lessons (where a senior school teacher comes in to teach them a dance in Years 5-6), mini-sporting events run by PIC and Sports Leaders from local Senior Schools.
- All children in KS1 and KS2 have the opportunity to participate in extra-curricular sports activities throughout the year. For example; Dance Club. Also, many of our children take part in an afterschool Makaton Choir (where children even get to perform at Pompey Football Stadium to an audience!) The Makaton Choir also helps raise funds for charity. Recently we raised money for Ukraine from the choir performing in school and also delivering a bake sell.

Wider Enrichment Opportunity:

Picture below shows Portsdown Primary School's Makaton Choir performing live at Pompey Football Stadium at 'Pompey in the Community's' Christmas event:



- We participate in a Greek Day in year 5 - where the children take part in their very own 'Olympics'.
- We have an annual inclusive House Sports Day, with the emphasis on participation and achievement for all as well as our 'Rainbow Day' where we explore how sport is accessible to all.
- We use and adapt a Scheme of Learning from 'Pompey in the Community' to ensure planning, content and delivery is age appropriate. This scheme ensures lessons, year on year, are progressive. Also, where possible and meaningful we look to make cross-curricular links. As an example, in Year 3 the children learn an Egyptian Dance which links with their topic in History.

Assessment

- We assess children each term with the support from 'Pompey in the Community' whose coaches deliver the lessons. The children are assessed on the 4 strands below in conjunction with the progression of skills for each PE domain:

Level 1 (Year 1)	Pupils copy, repeat and explore simple skills and actions with basic control and coordination. They start to link these in ways that suit the activities. They describe and comment on their own and others' actions. They talk about how to take part in physical activity safely, and how their bodies feel during an activity. They work with others in practice and suggest some simple ideas on how to make changes.
Level 2 (Year 1/2)	Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and coordination. They vary skills, actions and ideas and their deployment and link them in ways that suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas. They talk about differences between their own and others' performance and suggest improvements. They understand how to take part in physical activity safely, and describe how their bodies feel during different activities. They work with others, devising simple ideas for practices and rules.
Level 3 (Year 2/3/4)	Pupils select and use skills, actions and ideas appropriately, applying them with control and coordination. They show that they understand tactics and composition by starting to vary how they respond. They can see how their work is similar to and different from others' work, and use this understanding to improve their own performance. They give reasons why warming up before an activity is important, and why physical activity is good for their health.
Level 4 (Year 4/5/6)	Pupils link skills, techniques and ideas and apply them accurately and appropriately. When performing, they show precision, control and fluency. They show that they understand tactics and composition. They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance. They explain and apply basic safety principles when preparing for exercise. They describe how exercise affects their bodies, and why regular, safe activity is good for their health and wellbeing.



Monitoring the Quality of Teaching and Learning

P.E is delivered by Pompey in the Community and also monitored closely by the senior staff within that organisation. In addition, the PE subject leader at Portsdown Primary school also monitors the planning, teaching, delivery and learning each term. With 'Pompey in the Community' being a new outsourced provider to the school, this year a lot of the monitoring has been based around pupil interviews. This year the children have really enjoyed: invasion games, circle of doom, netball and different throwing techniques, helping, playing and depending on each other, jogging/ sprinting, learning new sports and the fact that each week someone gets a medal.

Evaluation of Targets for 2024 – 2025

1. Continue to manage the relationship between PITC and Portsdown Primary School
2. Assess the timetable across the school – ensure it still works for next year
3. Pupil Interviews to be continued and feedback given
4. Continue to improve engagement of all pupils in regular physical activity
5. Plan sports
6. Assess lunchtimes and implement anything else that might be needed
7. Apply for The School Sports mark.
8. Broader experience of a range of sports and activities offered to all pupils.
9. Plan Rainbow day in partnership with PIC.

Targets for 2025 – 2026

1. Continue to cement PITC relationship with Portsdown Primary and Early Years
2. Assess and update timetable across the school and PPA cover
3. Pupil interviews across year groups to assess PE delivery
4. After school clubs planned and delivered by PITC.
5. Plan Rainbow and Sports Day in partnership with PITC.
6. Look into the feasibility of Jenny Mosely training of staff to deliver co-ordinated lunchtime activities
7. Provide training for Lunchtime supervisors around activities at lunchtime that promote physical activity.
8. Increase participation in competitive sport. Continue to offer competitive opportunities in sport throughout the school. (Eg, Girls and Boys football.)

9. Review assessment arrangements and ensure PE is assessed accordingly.

Sport Premium

NB: For 2024-2025, the way that the school is required to report the spending for the Sports Premium has changed. Please see the Sports Premium section of the website for further details of how the money allocated to the school was spent alongside information about previous expenditure and how the money is allocated. This can be found at: <https://portsdownprimary.co.uk/sports-premium/>

Activity	Action	Impact and next steps
Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Staff, including the Portsmouth In The Community (PITC) staff, have been given continuing professional development through the use of learning walks by the PE SL, with this development shared, where appropriate, with the wider staff. Lunchtime staff are more confident with the provision of lunchtime activities that engage the children and provide them with opportunities to engage in active playtimes. New lunchtime staff provided with training. 2 x staff members completed multi skills training as part of the Opening Schools Facilities fund.	Follow up learning walks have shown improvements made to the teaching of PE across the school with the feedback being used to support the children's learning and progress. Staff more confident to support with PE activities at lunchtime. Lunchtime staff able to support children's active engagement at lunch. Next steps: to continue to provide opportunities for lunchtime staff to gain confidence in the delivery of lunchtime PE activities through their work with PITC coaches.

Key indicator 2: The engagement of all pupils in regular physical activity - Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school	Continued provision of clubs in 2024- 2025 to be supported. Opportunities sought for additional clubs where appropriate. Opportunities for children to complete - boys and girls football teams - girls reached finals. Transport provided for matches played. Year R bikeability. Year 5 bikeability. Year 3 swimming and transport. Clubs offered/provided: Makaton Dance club Football clubs x 2 these were funded from April 2025 by the Sports Premium. Parent/child games club funded by the Opening Schools Facilities Fund Multi skills Summer games Team building	The girls' football team were runners up in the Hampshire Plate while the boys were quarter finalists in the Hampshire Cup. Previous to 2023-2024, the school did not have competitive football teams. Parents and children have indicated that they want opportunities for clubs to continue. There is pride in the school's achievements in girls' and boys' football. Year R Bikeability was introduced in 2024-2025 and proved a great success with every child engaged in riding the balance bikes and with some progressing to pedal bikes Action: Funding for clubs to continue for 2025 to 2026 with additional spending on the 2 football clubs in order to continue with their success and the engagement of the children participating. PITC to continue to provide lunchtime PE sessions but with targeted year groups on a rota
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Key indicator 3: The profile of PE being raised across the school as a tool for whole school improvement	Sport leaders have continued to support across the school and new leaders trained. Football clubs (boys and girls) promoted in school e.g.: In assemblies. Sporting achievements celebrated and posted on school pages. Eat them to defeat them successful again this year. Walk to school week promoted and completed by all classes. Rainbow day to promote inclusion in sports. Sports days valued by each year group and nursery being provided with the time to complete and the space (spreading out so that 2 year groups compete per morning).	A number of successful events have been used to raise the profile of PE, including a new one for 2024-2205 : The Santa Dash. This involved the children competing in their house teams around a range of courses and activities. Sports Leaders actively involved in the support of PE lessons and events across the school. Action: to consider additional opportunities to develop and raise the profile of PE in the school e.g. additional house point events and also making the sports days more closely aligned to the house teams.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Rainbow day in March. Children from nursery through to year 6 were involved and the feedback from the children was very positive, with comments about experiencing new activities and also appreciating the challenges people with disabilities may have engaging in sport. PIC coaches provide the children with a broad curriculum where a range of sports are offered to all pupils. Additional opportunities provided at break times.	Engagement with a wider range of sports was clearly demonstrated in the Rainbow Day. The core curriculum of sports and activities is delivered via a carefully planned curriculum. Next steps: lunchtime activities to be expanded to engage the children with activities not in the curriculum.
Key indicator 5: Increased participation in competitive sport	The Boys' and Girls' Football Teams have both competed in competitive sport against teams in Hampshire and Portsmouth. Girls football team reached the final of the Plate and the boys reached the quarter-finals of the Hampshire Cup. Midas training for staff in July in order to allow the children to participate in competitive sport. Year 4 children (boys and girls) were involved in football matches against other teams (in addition to those completed by Years 5 and 6)	Many of the children would struggle to attend the competitive matches without the use of the school's minibus. Next Steps: to provide after-school football for boys and girls in a wider range of year groups with opportunities sought for competitive sports opportunities against other schools. Additional competitive sports within school also sought, including during lunchtimes.

	Sports day and Santa Dash were used to support competitive sport for all within the school.	
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Specific information about swimming:

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What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	52%	Opportunities for free swimming sessions at Mountbatten Centre advertised (although the parents will need to pay to also swim and this can be prohibitive). Swimming lessons are £14+ an hour. This is a potentially prohibitive amount to pay when the cost of travel is also included (as the nearest public pool is not within walking distance).
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	30%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water based situations?	8%	

