

St. Mary's Catholic Voluntary Academy 2026-2027

Identified areas of relative strength	• Soccerstars in to lead and encourage sport at lunchtime for all year groups from Nursery to Year 6 (x4 days a week - Monday to Thursday). This has been praised by staff, children and parents. • The wide range of after school clubs chosen by the children in an end of year survey. • Retrieval of substantive and disciplinary knowledge is now embedded with children knowing and remembering more. • St Mary's achieved Gold in the School Games Mark for the fourth consecutive year (2022-2023, 2023-2024, 2024-2025 and 2025-2026). • High activity levels are maintained due to the amount and range of equipment available for break and lunch times. • The increased amount of DCCT competitions and festivals attended across the year for KS1 and KS2. This has allowed the children to apply their learning and skills from the curriculum. • Sports day illustrated how skills are embedded across Athletics, throwing and catching. Positive parental feedback about the day. • Sports council created and led a water safety assembly. • Derbyshire Cricket sessions for Y5 and Y6, including an after school club for KS1 where every child received a small bag of equipment and a personalised t-shirt.
Development foci	• To focus on increasing the percentage of Y4 and Y5 pupils to achieve 25m (this will be Y5 and Y6 children in the 2026-2027 academic year). • Moderation of assessment across the school.
Cost of development programme outlined below	£3000 Swimming lessons (30 hours at £100 per lesson) £5,775 lunch time clubs Soccerstars (£55 per lunchtime club, 35 weeks x 3 clubs a week) £3,600 (approx.) Swimming transport

PE ACTION PLAN 2026-2027

Priority -Objective	Action	When	Who	Success Criteria	Resources
Quality of Physical Education Teaching .1 To further improve the quality and consistency of PE teaching across the school, ensuring all pupils receive high-quality, inclusive and progressive PE lessons.	Monitor the quality of PE teaching through lesson observations, learning walks and pupil voice. Provide coaching, support and professional development for staff. Share best practice and high-quality teaching strategies during staff meetings and CPD opportunities. Monitor planning to ensure lessons are appropriately adapted to meet the needs of all pupils, including SEND and the most able. Staff to ensure when planning, the sequence of lessons builds on prior learning (substantive knowledge) and therefore pupils can demonstrate disciplinary knowledge. Staff to ensure equipment is available for their lesson, if anything is missing/ needed to inform SR. Staff to use the progression map to support their confidence and pedagogical content knowledge. This explicitly outlines substantive and disciplinary knowledge. Audit staff confidence and provide targeted support where needed to improve subject knowledge and lesson delivery.	Sep 26 -July 27	SR	- Staff demonstrate increased confidence in planning and delivering high-quality PE lessons. -Lesson observations/drop ins and learning walks show consistently good or better teaching across the school. - PE lessons are inclusive, well-sequenced and appropriately challenge all pupils. -Identify strengths and areas for development to shape CPD and support. -Monitoring evidence shows consistent use of the school's PE curriculum and progression documents. - Key vocabulary is used by both staff and children in PE lessons, including staff being aware of substantive and disciplinary knowledge. Staff to use the updated detailed whole school progression map for support. -Staff to ensure they know children's prior knowledge in order to build on this (progression map will support staff with this). - Pupil voice indicates that children enjoy PE, feel challenged and understand how to improve. -Pupils demonstrate good progress in knowledge, skills and physical competence across the PE curriculum. -Misconceptions will be addressed as and when they appear. Clear modelling by staff and children, including the use of key vocabulary.	Equipment Progression map Survey
OSHL/ Leadership .2 Participation and Enrichment To sustain high levels of participation in PE, school sport and physical activity by maintaining a broad and inclusive programme of curricular	Continue to provide a wide range of extra-curricular sports clubs across the academic year. Maintain opportunities for pupils to participate in local festivals, competitions and School Games events. Continue to work with external providers (SoccerStarsUK and DCCT) to enhance PE and school sport provision.	Sep 26 -July 27	SR Soccerstars UK DCCT	-A broad range of sports clubs, competitions and festivals is maintained throughout the academic year. -Participation in extra-curricular sport remains high across all year groups. -All pupil groups, including girls, SEND and disadvantaged pupils, continue to access PE and sporting opportunities.	Soccerstars coaches DCCT coaches

and extra-curricular opportunities.	Promote local sports clubs and community links to encourage participation beyond school. Monitor participation data to ensure opportunities remain inclusive for all pupils, including girls, SEND and disadvantaged pupils. Gather pupil voice to review the quality and variety of PE, clubs and competitions, adapting provision where appropriate.			-Pupil voice reflects high levels of enjoyment and engagement in PE and school sport. -Strong partnerships with external providers continue to enhance pupils' sporting experiences. -Whole school data collected on what clubs children have accessed across the year.	
Progress .3 To further improve progress and attainment in PE by ensuring all pupils, particularly those with SEND, access a fully inclusive curriculum through high-quality adaptive teaching.	Monitor the progress and attainment of all pupils in PE, with a particular focus on SEND pupils. Support staff to implement effective adaptive teaching strategies that enable all pupils to access and succeed in PE lessons. Provide guidance and resources to help teachers adapt activities, equipment and teaching approaches to meet individual needs. Use assessment and monitoring to identify pupils requiring additional support and adapt provision accordingly. Share effective inclusive practice through staff meetings, CPD and collaboration. Gather pupil voice to evaluate how well PE lessons meet the needs of all learners. Staff to vary retrieval and focus on 'show me' retrieval or more creative physical approaches. Assessment framework to be used to assess the children every half term. Analysing the data on insight to support children to move from a 4-3, 3-2 and 2-1. Whole class feedback forms show assessment for each lesson and how the children are supported to address misconceptions or challenged further.	Sep 26 -July 27	SR Class Teachers PB (SENDCO)	-SEND pupils make good progress from their individual starting points. -Lesson observations and monitoring demonstrate effective adaptive teaching and inclusive practice. -Teachers confidently adapt PE lessons to meet the needs of all learners. -Assessment data shows improved attainment and progress across all groups of pupils. -Pupil voice indicates that SEND pupils feel included, supported and confident to participate in PE lessons. -Monitoring evidence demonstrates that all pupils are able to access and engage successfully in the PE curriculum.	SR to complete drop ins. SR to analyse insight.

Swimming and Self Rescue .4 To increase the percentage of KS2 pupils meeting the National Curriculum expectations for swimming and self-rescue through high-quality teaching, targeted intervention and effective progress tracking.	To continue to provide booster lessons in Years 5 and 6 for the identified children who cannot swim 25 metres by the end of their swimming lessons in Year 4. A focus placed more on Year 5 and Year 6. Assess pupils' swimming ability at regular intervals and track progress throughout the year. To continue to keep a complete and updated whole school record of the distance each child can swim (from Years 3 to 6). To award certificates in assembly for every child based on the distance they can swim during their school swimming lessons (at Woodlands Swimming Pool). Share outcomes and next steps (especially for Y5/Y6) to support home reinforcement and awareness. Continue embedding safety elements into swimming (e.g. floating, safe exits). Headteacher's certificate to be given to children who have made good progress in swimming. Sports council to continue to create and lead the annual water safety assembly. This will take place during drowning prevention week - June 2027. Ensure swimming instructors and school staff work together to review pupil progress and adapt provision where needed. Monitor attainment in swimming and self-rescue and use data to inform future planning and provision.	Sep 26 -July 27	SR KS2 staff Woodlands swimming staff	- Increase the percentage of Year 5 pupils able to swim 25 metres from 50% to at least 65%. - Increase the percentage of Year 6 pupils able to swim 25 metres from 50% to at least 75%. - An increased proportion of KS2 pupils meet the National Curriculum expectations for swimming and self-rescue. - Swimming attainment data demonstrates improved progress across Key Stage 2 compared with the previous academic year. - Pupils who are identified as non-swimmers make measurable progress towards swimming 25 metres confidently and safely. -Help maintain focus on pupils' progress and supports early support where needed. -Keep families informed and engaged, supporting high participation and success. -Maintain pupils' knowledge of life-saving strategies and safety awareness. -Can use a range of strokes effectively (Front crawl, Backcrawl and Breaststroke). -Can perform a basic float (mushroom or star float) and a push and glide. -Can perform a safe self-rescue in different water-based situations (reach and throw). -Can describe how to stay safe in and around the pool, naming the pool rules. -More certificates being awarded in celebration assembly and for a higher distance.	Lessons at Woodlands Swimming Pool Transport to the pool.
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