



Health & Wellbeing Department (Physical Education) Student Premium Promise

The Health & Wellbeing Department aims to provide Quality First Teaching for all students. The deliberate strategies which attempt to target closing the gaps for Disadvantaged Learners are evident in the methods of feedback which students are provided with.

- **Quality First Teaching:**

PE teachers will model excellence in their subject and high-quality explanations, discussions and questioning, supported by well-planned resources, enable students to engage with and master the learning. Mixed ability teaching throughout all Key Stages ensures that student expectations are not limited and Disadvantaged Learners have access to equality of opportunity and outcomes.

- **Feedback:**

Both written and verbal feedback has a clear focus on improving and developing students' Tier 2 and Tier 3 vocabulary. Staff through their written and verbal feedback will challenge any misconceptions relating to the definitions of key words and will also highlight an appropriate amount of spelling, grammar and punctuation errors. Staff will aim to extend the vocabulary of Disadvantaged Learners by providing a language rich environment. Oral communication will be developed by students participating in debate activities, additionally active listening will be encouraged as students are regularly required to listen to the ideas of others before formulating their own opinions and judgements. **Word Poverty and Low reading/spelling age:** Lessons are Differentiated to allow students of higher word vocabularies to work with students who are disadvantaged and have a lower word vocabulary.

- **Assessment:**

Physical Education staff will build in sequenced and interleaving, formative low-stakes testing and plenty of repeated practice to ensure progression and the opportunity for each student to maximise their achievement. This will aim to develop into controlled testing of moderately challenging assessment to grow resilience and understanding of how to be successful. Eventually, high stakes testing checks mastery of a subject and associated assessment styles. All assessment informs the next steps in learning for students and staff. Peer and self-assessment approaches are used to score low-stakes testing. Individual and whole class (written and verbal) feedback strategies are adopted for high-stakes testing.

- **Character Education:**

Through our designated character education programme we strive to educate students about how key character traits transfer across both school, work and life. The My Personal Best programme aims to develop students life skills, leadership skills and employability skills. It looks to encourage them to thrive and achieve their personal best – in school, in work and their personal life. **Self-Regulation:** Through the programme students are required to monitor and evaluate their own academic development and find links between academic performance and character evaluation. **Aspirations:** Some disadvantaged learners can lack aspiration and through Physical Education all staff strive to inspire students to achieve their personal best not only in school but how that also transfers to their lives. One of the barriers to learning for Disadvantaged Learners can be a lack of self-belief in their ability to make strong academic progress. Praise is a key ingredient of how we engage with students and motivate them to want to succeed.

- **Extra Curricular:**

Students are provided with an extended Extra Curricular offer at both lunch and after school which caters for the capabilities and backgrounds of all students. Student participation is regularly reviewed in order to identify areas of success in relation to which different cohorts of students come to the clubs. This feedback is then acted upon to identify next steps for development.

- **Local and International Trips:**

Students are provided with an extensive range of local and international trips which is costed and structured they are accessible to all students. We have a designated disadvantaged learner residential trip to Ogwen Cottage in Wales during October Half Term which is heavily subsidised by the Outwood Bounds Trust. The type of adventure learning involves outdoor experiences such as climbing and assault courses plus outdoor sports such as sailing and canoeing. This has shown to have positive impacts on self-confidence, self-efficacy and motivation.

“Working together to achieve our personal best”