Action Plan for PE with special emphasis on the School Sports’ Premium Funding 2017/18

Objectives:

* To maintain the amount of time that children spend doing quality PE and Sports during each week.
* To include all children in sporting activities to maximise health.
* To ensure that funding is spent in a sustainable manner.
* To target ‘least active’ pupils to participate in extra-curricular sport
* To implement ‘personal challenge’ targets for all children.
* To maintain the number of links to sports’ clubs.
* To ensure that sports’ activities are reported to stake holders and the community
* To involve children as a School Sports’ crew organising and reporting on events.
* To create pathways for G and T students to progress.
* To encourage greater leadership opportunities for all children.

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| Objective | Method | Time scale/staff time/cost | Monitoring of impact | Success criteria | Impact and sustainability |
| To maintain the gold mark standard . | Look at the criteria for activemark to ensure that the gold award can be achieved | na | Governors aware of activemark award | School is awarded gold award showing commitment to sports. |  |
| To ensure that PE lessons are at least ‘good’. | Outside coaches from clubs to deliver some lessons eg Burton Football; ; Uttoxeter gymnastics; Uttoxeter swimming; Derbyshire cricket  Premier Sport Coaches | Cost of attending Uttoxeter gym for 12 sessions in total split between Infants and Juniors ( £163.65per sess)  1hour of PE delivered per week to Infants and then Juniors from Premier Sport. | Lesson observations during summer term 2017 by PE co-ordinator/HT | Lesson observations show PE lessons are at least good |  |
| To provide at least 2 hours of good quality PE per week. | Continue to include energise sessions each morning eg activate | 10 minute session at least 4 times per week.. | HT observes children more alert during lessons | Children have an additional 30 minutes per week of activity in addition to 2 PE lessons. |  |
| To encourage greater physical activity during lunchtimes and after school | Train new mini-leaders to support intra competition during lunchtimes;  Employ an additional lunchtime supervisor to lead sports sessions 3 times per week.  Subsidise lunch time or after school sports’ club eg Progressive sports archery and fencing. Develop a more active playground. | Mini-leader and mid – day supervisor courses funded by SSP membership. Staff to attend a course on how to make the playground more active (funded by SSP).  Cost of additional Mid Day supervisor.(£1229.67 per yr)  Subsidise coaching after school or during lunch time. (£22.50 per wk)  Premier Sports delivery of 1hr session per week to infants (£45 per session = £810))  Measurement of fitness for infants and Juniors plus Golden Mile programme. (£150 per class) | HT/Governor to observe lunch time activities. Mini-leaders and lunch supervisors record activities done and who by. | More children are involved in lunch time and after school physical activities. Eg archery.  Golden mile records show the extent of participation |  |
| For children to set a personal challenge | Children target number of circuits for the golden mile. | Lunchtime mini-leader times (supported by TA) and as part of PE (Premier Sport) | Keep records of number of laps achieved without stopping. | At least 80% of children achieve their personal target. |  |
| To involve as many children as possible in intra and inter competitive sports | Enter cluster tournaments and if successful, the subsequent rounds. Hold inter sports competitions with local cluster.  Hold intra sports competitions in addition to sports day during lunch times and some PE lessons. | Ongoing through the year.  Staff to organise and accompany teams for cluster events.  Cost of cluster partnership activities -£1150.  2nd tier £490 per yr | List of participating children kept for HT to check | At least 80% of children participate in an inter competitive event and 100% of children in intra competitions. |  |
| To ensure that all children can swim at least 25metres by end of yr 6 | Children have swimming lessons for a minimum of 2 terms per year for yrs 3 to 6 | 3/4 to 1 hr per week( including changing time).  One member of staff to teach. | Swimming register kept – checked by HT | swimming certificates awarded to successful swimmers |  |
| To develop’ Forest School’ approach to outdoor and adventurous activity | All children to experience ‘Forest school’ afternoon 1 in 3 weeks | Support staff member to lead plus a TA. | Record of participation kept. | Children have access to outdoor adventure in a safe environment. Children more willing to work as a team; raised self esteem. |  |
| To target provision for the ‘least active’ children. | Provide activities that appeal to all children eg non- contact such as table tennis; orienteering, archery and golf. Golden mile. | Progressive sports coaches.  Cost of setting up an orienteering course in school. | List of children participating | At least 15% of least active children participating more in extra-curricular activities. |  |
| To expand available equipment to develop skills | Supply play ground equipment eg from Sainsbury’s vouchers | NA | Equipment in use | Greater participation practising skills during playtimes. |  |
| To hold a fully supervised sports day | Organise a sports day | Supply cover (£35.08 per TA) | Governors attend | All children can participate in an athletics sports day. |  |
| To train children sports’ reporters for newsletter/website | Ask for volunteers to write reports re sports events | na | Reports appear in newsletters on a regular basis and on local community notice boards. ( once a fortnight). | Parents, children and the local community are made aware of sporting activities and successes. |  |
| To develop a pathway for G and T children.  To create links with local sports’ clubs. | Encourage children to attend special G and T selection events.  Target archery, cricket, football, swimming, golf, gymnastics. | n/a | Children attend events. | Children can achieve their potential in sport. Children have the opportunity to develop skills beyond school level. | . |