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| **Primary School PE and School Sport Funding Targets** |  **BECOMING OUTSTANDING**  |
| **Lenham Primary School 2015-2016** |
| **TARGETS**  | **WHERE WE ARE NOW** | **SCHOOL TARGET** | **ACTIONS TO ACHIEVE TARGET** | **BY WHOM** | **PLANNED IMPACT** | **MONITORING**  | **ACHIEVED OUTCOMES** | **EVIDENCE** |
| **Does your school have a vision for PE and school sport?** | **EMBEDDED -**There is a clear vision statement included in the school’saims that recognises the value and impact of high quality PEand school sport which pupils and parents understand andhave contributed to. | To maintain and develop the school’s embedded vision for PE and school sport. | PE vision to be shared with staff and students on website.Action plan to be shared with governors at regular meetings.School council to discuss sport and PE as an agenda item. | ACSHGov. | PE and school sport can develop well fully supported by staff, parents and children. For this reason, it important that the PE vision is shared with all main stakeholders in the school. | AC to check website.PRIDE vision and values in whole school vision. | 14-15 information available on website.Link governor created specifically for sport premium. | WebsiteMeeting munites |
| **Does your PE and sport provision contribute to overall school improvement?** | **EMBEDDED -**The school has a clear physical activity policy which incorporates PE and school sport but also offers informal physical activity such as break-time activity, active travel and supervised play. Strategies are in place so that pupils are consulted about the activities offered. Positive attitudes towards healthy and active lifestyles and encouraged among pupils and staff, and is extended to parents and carers.  |  Continue to gather evidence of embedded target in practice. | * Lenham to engage in “INSPIRE” Rio programme <http://kentschoolsinspired.org.uk/>
* Curriculum week planned wc 6th June with Rio 2016 Olympic theme.
* Chris Cook to deliver sessions on mind/body/emotions with year 4 & 6
* PRIDE awards to be allocated each term based on sporting values of Personal excellence/Respect and Friendship /Inspiration/Determination and Courage/ Equality. Student council to be involved in nomination/selection process.
* AC to research use of sport narrow the gap in boys underachievement and share with SH.
* Children’s achievements at extra-curricular activities to be celebrated in assemblies/newsletters.
* Collaboration with local coaches/clubs to allow children to access sport beyond the school environment.
 | AC SHAll staff | Sport can be used as a vehicle for whole school improvement by engaging children across the curriculum. The PRIDE values can have a positive influence on behaviour and attainment. | Raising boys underachievement docs. Shared with SH, term 1.AC shared dates of active numeracy/literacy courses with SH. Literacy/numeracy coordinators to attend. | LC attended active numeracy course, term 6 and shared resources with all staff.PRIDE values embedded in whole school. Rio Inspire programme successfully delivered; 6 ways to wellbeing, road to rio.Dance in sports day. | Course attendance certificates.Resources.Newsletters.Photos |
| **Do you have strong leadership andmanagement of PE and school sport?** | **EMBEDDED -** There is a detailed PE development plan with short andlong term targets that enable all pupils (including targetgroups) to progress and achieve. The PE co-ordinator is highly skilled, able to motivate staff and has the support of the head teacher, staff, governors, pupils and parents. Staff regularly participate in CPD relevant to high quality PE. |  Continue to gather evidence of embedded target in practice. | * SH to ensure development plan is shared with all staff.
* AC to provide support and CPD opportunities to allow SH to continue to develop as PE co-ordinator.
* SH to provide a staff audit form for all teachers delivering PE lessons to tailor support provided by Swadelands.
* AC to deliver high quality lessons in PE to model good practice, focus on Dance and cross-curricular links.
* Lenham to use YST membership to access resources and evaluate current provision.
* AC to provide training for TA’s to support effectively in PE lessons.
 | ACSHGov. | Strong leadership will ensure good progress towards meeting our targets. | Development plan shared with staff in term 1.Timetable of Dance support in place.SH to attend YST update meeting.G&T targeted event attended term 6. | Improvement in staff confidence (audit) from 14-15.SH attendance at YST CPD training.Chair of governors & SH attended KCC Sports premium guidance.Linked governor  | Staff auditsTimetable of support |

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| **Do you provide a broad, rich andengaging PE curriculum?** | **ESTABLISHED** -The PE curriculum is broad and balanced, going beyond the National Curriculum expectations. It is fun and delivered safely in a range of environments, which develops all physical skills and some leadership and coaching skills of pupils. All pupils receive two hours or more of timetabled high quality PE.  | **EMBEDDED -** The PE curriculum is diverse, providing pupils with theconfidence to try new activities as well as enhancing their existing skills in a diverse range of environments. There are opportunities for all pupils to develop their leadership, coaching and officiating skills. All pupils receive two hours or more of timetabled high quality PE. | * All classes timetabled for 2 hours of PE each week
* Review/planning of progressive curriculum where children can develop transferable skills.
* Leadership workshop to be delivered for play leaders in term 3
* AC/SH to collate a whole school overview of the PE curriculum.
* Evaluation of current schemes of work
* AC to model effective assessment for learning strategies in observed lessons.
* SH/AC to implement formal assessment strategy for PE
 | ACAll staff | A broad and diverse curriculum will engage all children in their learning. Schemes of work have been put in place to allow progress from one year group to the next.  | SH to collate PE overview form 15/16.Leadership workshop with Year 5 in term 3.Modelling of leadership/coaching roles in lessons. | Observations carried out for teachers in Dance. Use of AfL checklist to ensure high quality formative assessment in lessons. | Lesson observationsPlanningcopy in folder |
| **How good is the teaching and learning of PE in your school?** | **EMBEDDED-** all staff are confident and competent to deliver high quality PE and the quality of all lessons is good or outstanding. Teaching and learning styles are matched to lesson content and to encouraging all pupils to participate. All pupils make good progress which is clearly reported to parents or carers. Assessment involves pupils fully and identifies and celebrates achievements. |  Continue to gather evidence of embedded target in practice. | * AC to observe all staff following support from Swadelands.
* Assessment resource to be shared with all staff.
* AC to support with implementation of assessment by modelling use in lessons. Use of “must, should, could” to link with other areas of the curriculum.
 | AC | In order to make rapid progress in PE, teaching must be appropriate to the ability and activity. Assessment for learning in lessons allows children to know where they are in their learning. Summative assessment at the end of the unit will be vital to track progress and ensure development across each key stage.  | Resources for assessment are being introduced ready for whole school approach 16/17. | High quality lessons modelled each term.Assessment CPD booked for 16/17.All lessons observed are good or better.Feedback given to staff. | Lesson observations. |
| **Are you providing high quality outcomes for young people through PE and school sport?** | **EMBEDDED -** All pupils are engaged, motivated, demonstrate a highlevel of understanding and skill and take some lead inhigh quality PE lessons. Behaviour is excellent across all PE lessons and pupils make decisions that challenge and inspire them even further. All pupils consistently makehealthy lifestyle choices. |  Continue to gather evidence of embedded target in practice. | * AC to model roles for non-participants in lessons
* Teaching staff to track children with no-kit and communicate with home if lesson is missed.
* Healthy lifestyle workshop to be delivered by “Inspire” programme.
 | ACAll staff | Providing high quality outcomes should result in children making excellent progress in PE and school sport. | Sports week. Planned for term 6.Health reports rec. & yr 6.Healthy lifestyle workshop, cookery workshop (8 children) targeted PP pupils. | Excellent behaviour evidenced in lesson obs.PSHE policy review, emphasis on healthy eating.  | PlanningLesson obs.PSHE policyHealth reports |

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| **Are you providing a rich, varied and inclusive school sport offer as an extension of the curriculum?** | **EMBEDDED -** All pupils are able to access a broad offer of school sport activities (as participants, leaders or organisers). An extensive range of sports is available, including opportunities foryoung disabled people, through a programme that both respond |  Continue to gather evidence of embedded target in practice. | * Achievements in sport and PE to be shared in newsletter/website/assembly every half term/blog (Silver School games mark criteria).
* Competitions calendar shared with SH/JP, regular contact with SGE Tony Baptiste tbaptiste@swadelands.kent.sch.uk
* Registers to be collated by JP to track participation in clubs and competition (target of 50% of children engaged in activity each week-Gold criteria).
* JP to create a sports achievement board to celebrate sporting success (Gold School games mark criteria)
* AC to research opportunities for Change4life training.
* Targeted trampoline club for G&T in term 3.
* AC to run gymnastics clubs in term 2 & 3 to enable Lenham to access Next step gymnastics competition (possible B team).
* AC to deliver hockey club in term 4 to allow access to quicksticks competition.
 | ACJPSHTB | By providing a broad offer of school sport activities, children have the opportunity to find a sport they are both successful in and enjoy. This will result in children gaining a sense of belonging when playing as part of a team and produce healthy active children. | Entries in for;Cross country Gymnastics key stepsBasketball SquashLacrosseHockey Tennis Duathlon  | Gym club successfully run in term 2& 3.Trampolining School Games Mark application made, confirmation of level t.b.c.Hockey clubSwimming sessions at Swadelands offered as a reward for year 5 children. | Clubs timetableRegisters Photos School Games Mark |
| **Are all pupils provided with a range of opportunities to be physically active and do they understand how physical activity can help them to adopt a healthy and active lifestyle?** | **EMBEDDED -**The school has a clear physical activity policy which incorporates PE and school sport but also offers informal physical activity such as break-time activity, active travel and supervised play. Strategies are in place so that pupils are consulted about the activities offered. Positive attitudes towards healthy and active lifestyles are encouraged among pupils and staff, and is extended to parents or carers. |  Continue to gather evidence of embedded target in practice. | * AC to deliver Change4life club training in term 4.
* Physical activity updated 14/15, now needs to be shared on school website.
* Lunch time supervisor
* Healthy lifestyle day delivered in partnership with the “Inspire” programme.
 | SHJPSchool council | It is important that children understand the benefits of being physically active and that where possible, barriers to participation are broken down to encourage all children to lead a healthy and active lifestyle. | Change4life training/equipment no longer available.JP Active play role at lunch times. Targeted intervention to improve social skills. Year 5/6 leadership training delivered.Targeted intervention for disengaged students.Using field at break/lunch.Sponsored long distance event-container.  | Engagement of children in active play at lunchtime.Children involved in “fit trail” and fundraising from “sponsored long distance” event.Use of field at lunchtime to encourage maore active play. | Photos |
| **Does your school know how to effectively utilise the new PE and school sport funding?** | **EMBEDDED-** Budgets are monitored regularly, enabling the school to see which elements of spend have the greatest and most sustainable impact. |  Continue to gather evidence of embedded target in practice. | * Action plan in place for Swadelands support to be reviewed and updated in term 4 and 6
* SH to evidence remainder of budget and impact on school website.
 | ACSHGov. | Planning and monitoring of the sports premium budget will allow for maximum impact on the development of sport and PE. | SH/AC meetings to review. | Governor involved in monitoring. | Action planEvidence folders |
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