

Primary School PE and School Sport Funding Targets								
Lenham Primary School 2016-2017		BECOMING OUTSTANDING						
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's aims that recognises the value and impact of high quality PE and school sport which pupils and parents understand and have contributed to.	To maintain and develop the school's embedded vision for PE and school sport.	<ul style="list-style-type: none"> Ensure vision is updated clearly accessible on school website. Sharing of vision with sports crew/school council. Online survey to be used to collect data from students on sport & PE. Maintain strong link with Governor to oversee use of Sports Premium funding. Parental contribution by survey 	SH AC SH AC/RC	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.	Website updated Booked date for values award/sports council training. AC to meet termly with sports council. SurveyMonkey created. SurveyMonkey results collated, copy in folder?	Up to date action plan on website. Sports council minutes shared. Children have completed survey. AC met with link governor RC term 5.	Website Copy on minutes in folder.
Does your PE and sport provision contribute to overall school improvement?	EMBEDDED - PE and sport is a central part of the school development plan. The context of sport is used across the curriculum and the skills and positive values of sport are integrated into the school ethos. PE and sport are used to engage the wider community and foster positive relationships with other schools.	Continue to gather evidence of embedded target in practice.	<ul style="list-style-type: none"> Sport and physical activity identified on whole school improvement plan following analysis of rec. yr. 6 obesity data. Online survey to be used to collect data from students on participation/activities on offer. Explore continued link with The School Health Team in Maidstone (Helen Zinzan). Lenham to host annual football tournament, inviting local schools creating positive relationships. 	SH SH All staff SH/HZ	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.	Online survey created and shared. Results collated term 3 Uptake of morning walk in term 1- develop in term 4 certificates? Combine policies to create health and wellbeing policy-staff and pupils-complete end of term 4. Signposting parents to health services. PRIDE awards	PRIDE awards successful, whole school engaged. Restructuring within NHS school team has limited community link. Date set for football tournament in term 6.	Display in hall
Do you have strong leadership and management of PE and school sport?	EMBEDDED - There is a detailed PE development plan with short and long term targets that enable all pupils (including target groups) 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.	<ul style="list-style-type: none"> Development of action plan for 2016/2017. AC to meet regularly with SH to update and review action plan. RC (parent governor) to meet with AC to discuss impact of funding. AC /SH to develop long term plan with vision for future funding term 6 SH to continue to coordinate PE, VT to be trained for new role. AC to assist VT with training in term 5/6. AC to deliver exemplar PE lessons as part of a planned CPD support programme to all staff (2 terms over the year) 	AC/SH AC/SH RC/AC AC/SH VT/AC AC/ All staff	Strong leadership will ensure good progress towards meeting our targets.	Action plan created Term 1. Update to action plan in term 3. AC to email support resources for VT-PE coordinator booklet/YST matrix. Update to action plan term 5 25/05.	AC to meet with VT term 5, PE folder in place.	VT folder

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Do you provide a broad, rich and engaging PE curriculum?	EMBEDDED - The PE curriculum is diverse, providing pupils with the confidence 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.	Continue to gather evidence of embedded target in practice.	<ul style="list-style-type: none"> AC to deliver sessions in OAA to develop diversity in curriculum. AC to plan and deliver CPD on progression in PE. Assessment overview to be shared with all staff. AC to model leadership roles in curriculum time. Share resources for leadership in curriculum with all teaching staff. 	AC/ All staff AC SH AC AC	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.	CPD delivered in assessment/planning for progression. Moderation of assessment-future plans. Schemes of work-yr. 1 complete. Assessment, AC to model. AC to email s.o.w. at end of year.	Assessment CPD delivered term 1. Schemes of work shared with teachers. Leadership in lessons resource shared term 6.	Copy of assessment overview in folder. Schemes of work in PE 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.	<ul style="list-style-type: none"> PE to be specified on reports Use of Target tracker statements to track progress AC to deliver staff CPD to all teaching staff regarding assessment Model use of whole school “must, should, could” outcomes Use of assessment circuit in term 1 and 6 to evidence progress over time. 	SH SH AC 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.	Lesson observations carried out on all staff. Assessment plan for term 4? Reassess term 6 AC to support. KC obs planned for term 6	Assessment CPD delivered 22/09. LC-feedback term 1 AB- feedback term 2 SD-feedback term 1/3 AM-feedback term 4. CW-feedback term 2.	Assessment CPD resources in folder. Lesson feedback in folder/
Are you providing high quality outcomes for young people through PE and school sport?	EMBEDDED - All pupils are engaged, motivated, demonstrate a high level of understanding and skill and take some lead in high quality PE lessons. Behaviour is excellent across all PE lessons and pupils make decisions that challenge and inspire them even further. All pupils consistently make healthy lifestyle choices.	Continue to gather evidence of embedded target in practice.	<ul style="list-style-type: none"> AC to include healthy lifestyle choices/leadership in schemes of work. AC to model student leadership in exemplar lessons. Positive behaviour to be evidenced in feedback from lessons obs. 	AC AC AC	Providing high quality outcomes should result in children making excellent progress in PE and school sport.	Positive behaviour observed in lessons, evidenced in feedback sheet.	See above re:lesson feedback.	Lesson feedback

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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 for young disabled people, through a programme that both respond	Continue to gather evidence of embedded target in practice.	<ul style="list-style-type: none"> Broad timetable of extra-curricular activities to be shared with parents/children. Targeted children invited to attend clubs to increase participation (use of data from last year). AC to lead alternative activities in addition to extra-curricular programme Engagement of parents to coach in extra-curricular activities. 	SH AC SH	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.	Gymnastics club provided as a result of student's survey. Yr. 5/6 in term 4. Yr. 3/4 in term 5. Sports council created in term 3. Meetings planned for each term. Football club run by parent coaches.	Sports council established. SC delivered assembly to whole school term 5. Registers completed for all clubs.	Sports council minutes.
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.	<ul style="list-style-type: none"> Physical activity policy Trim trail use School field to be opened for 15-minute walk before school 3 times a week. Whole school "fitness Friday" planned in term 6. Student survey to be created and carried out in term 3. 	SH SH All staff SH	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.	Sports council to support with fun fitness Friday.	Survey carried out. Sports council supporting with fitness Friday delivery. Field opened before school term 1 & 2.	Register of walkers Photo evidence of "fitness Friday". Survey results.
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.	<ul style="list-style-type: none"> AC to create action plan in collaboration with SH. Termly meetings to review 	AC	Planning and monitoring of the sports premium budget will allow for maximum impact on the development of sport and PE.	Action plan reviews; Term 2 Term 4 Term 6	Action plan complete term 6.	AC to email completed action plan to VT/SH.