**PE Action Plan 2018-19**

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| **PE ACTION PLAN 2018-19** | | | | | | | |
| **Priority: Ensuring spend of Sport Premium**  **Is this action plan a Whole School Key Development Plan Priority for 2018-19: No** | | **Year 2018-19**  **Lead person accountable for the plan:** | | | **Finance Plan**  **How much will the plan cost -**  **Which account code/s will fund the plan -** | | |
| **Success criteria:** | **Focus on outcomes. Specific, measurable impact on pupils. (write this before you identify the actions to be taken).**   * Maintain Sainsbury’s School Games award (Gold level) * Bigger role for School Sports Organising Crew * Develop bigger involvement for PE in mental health: yoga mats and yoga teacher training for whole staff to include in mental wellbeing afternoons * Ensure that the ‘less active’ children (20% identified), including those with SEND identified last year are encouraged as much as possible to take part in physical activities offered by school. * Development of outdoor learning experiences that link into the PE curriculum. * Establish ‘Active Lessons’ throughout school to aim for the target of 30 extra minutes of physical activity each day | | | | | | |
| **Action** | | | **Lead person accountable for the action** | **Time Scale**  **Start and End dates** | | **Training/CPD**  **needs** | **Resources/Costs/Time** |
| Apply for this year’s Sainsbury’s School Games (SSG) award | | | JW, ED | Summer Term | |  | Afternoon required for ED/JW |
| Monitor system to evidence the improvement in teachers’ skills and knowledge to justify the spend on training in the SSP and particularly support new members of staff through paired support teaching. | | | JW, ED | Throughout year – regular monitoring of spending. | |  |  |
| Look for opportunities to involve School Sports Crew in a wider range of roles. | | | JW, ED | Autumn, Spring and Summer Term | |  | Time for AA. ED, JW and children to meet once per term. |
| Monitor impact of AA in encouraging the less active children, including those with SEND | | | JW, ED, AA | Autumn term through rest of year | |  | Cost of paying the salary of AA. Time for Leads to monitor/observe |
| Collate SSP from previous year | | | JW, ED | Through year | |  | Regular time required to update spreadsheets. |
| Purchase yoga mats and train staff members to deliver yoga with the aim of improving mental health for children | | | JW, ED | Through year | | Training for staff November 2018 | Cost of mats/training. |
| Street Dance Club for all age groups throughout the year and Street Dance activities to be timetabled for each class during Friday mental wellbeing afternoons. | | | JW, ED | Throughout the year | |  | Christian’s costs. |
| AA to run a club specifically for the less active children including those with SEND by invitation. Children to decide on what games / activities they would like to do. | | | JW, ED | Autumn Term initially | |  | AA |
| Monitor ‘least active’ children including those with SEND for attendance at clubs and events. Use Sports Crew pupil voice to establish ways to improve the activity of this group of children. | | | JW, ED | Through year | |  | Through SSC meetings/questionnaires |
| 1 half-day per class identified in the Autumn Term to further develop outdoor adventurous activities through Get Outside the Classroom. Further support available if needed in the Spring Term. | | | CP, JW, ED | November 2018 | |  | Cost of 7x half days with Get Outside the Classroom |
| Write subject lead report for governors | | | JW, ED | Summer Term | |  |  |
| Establish throughout the school “Active lessons” using ‘Quick lesson breaks’ document, Train Like a Jedi cards and Active Maths website as a starter. Also encourage use of Jump Start Johnny, Just Dance and Wake Up Shake Up.  Heat maps will show an improvement across the school. | | | JW, ED | Through the year | |  | Documents mentioned:  ‘Quick lesson breaks’ document, Train Like a Jedi cards and Active Maths website  Staff meeting Autumn Term |

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| **Monitoring** | | | | |
| **Who** | **What** | **Where** | **When** | **External Validation** |
| *JW, ED* | *Monitoring of delivery of PE by external coaches and teachers in school. Keeping track of children accessing clubs and school organised events. Monitoring of skills acquired through training.* | *In the annual PE report.* | *Termly* | *Governors* |
| *JW, ED* | *Monitoring of attendance of ‘least active’ group of children at clubs.* | *In the annual PE report* | *Termly* | *Governors* |
| *JW, ED* | *Monitor the impact of the Outdoor Adventurous days. What have staff learned? What activities / ideas can the carry forward?* | *In the annual PE report* | *Termly* | *Governors* |
| *JW, ED* | *Monitor the impact of finding more opportunities for physical activity. What activities / ideas can staff share that are easily applicable?* | *In the annual PE report* | *Termly* | *Governors* |

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| **Impact:** *What will the outcomes be?* | **Update** *How close are you to the stated outcomes?* | **Final Evaluation** *Have the intended outcomes been achieved?* |
| School will be in position to receive the gold award when applied for July 2019 |  |  |
| Improvement in general teachers’ confidence and skill level in delivering PE, including new member of staff and RQT. |  |  |
| Increase in involvement of School Sports Crew |  |  |
| Increase in number of active children at lunchtimes and participating in a range of activities/clubs. |  |  |
| Yoga mats purchased; staff members trained up and yoga is an integral part of our mental health Friday afternoons. |  |  |
| Decrease in the number of ‘least active’ children from this year. |  |  |
| Staff are more confident and skilled-up in leading outdoor physical activities and are able to share ideas and good practice between themselves. |  |  |
| More opportunities for children to participate in physical activities during the school day |  |  |