

For Successful and Sustainable Change to take place there need to be 3 non-negotiable elements:

1. A compelling reason for the change

2. A clear vision of the future with the change in place i.e. the Impact

3. A coherent Action Plan identifying the steps needed

**Subject Improvement Plan 2018-19**

**Amount of Grant Received** – Year 2018-19 £17,180

Key Indicator 1: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

Key Indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement

Key Indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport

Key Indicator 4: broader experience of a range of sports and activities offered to all pupils

Key Indicator 5: increased participation in competitive sport

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | | **The actions we will implement to achieve the impact are…** | | | | |
| **What is the issue / context / compelling reason?**  **(Evidence of need)** | **What difference are we intending to make? (Impact)** | **What** will be completed? | **How** this will be achieved? | **Who** will lead on this and who will support? | **When** this will take place? (including milestones) | **Cost** – overall and at each stage |
| **Curriculum**  To continue to prioritise and meet professional developments needs of staff members in Physical Education  (Staff questionnaire)  To keep updated with continued changes to PE and sports funding.  (obesity strategy, sports funding)  Ensure monies are spent within remit of sports premium and sustainability and impact recorded.  Planning and assessment has been embedded and children above and below identified.  We now need to identify strategies to support the identified children.  Quality of EYFS resources  Links to: Key Indicator 2 and 3 | – Targeted plan in place to improve subject specific knowledge in aspects of PE for all members of staff. – 85% of pupils meeting age related expectations in PE – Subject leader actively leading action planning improvements and monitoring impact in school.  **Evidence:** Lesson observations, planning documents, Learning walks, Staff feedback, pupil voice, PE development plan  **Sustainability**: Staff increased knowledge for future years.PE subject lead competency to strategically continue moving the school forward in terms of PE and the impact of this shared knowledge with the rest of the staff. Resources and ideas gained from attendance at courses. Putting these ideas into practice with all staff.  All EYFS children to be able to ride a balance bike | Targeted training for specific staff (CPD)  PE subject leader to ensure PE goes from strength to strength and the school is recognised for its hard work and achievements. Network with other good schools from across the county to share best practice ideas and moderate planning and assessment.  Action Planning of sports premium money. -Consultancy support in strategic planning and effective use of the spend. Externally reviewed, monitored and moderated throughout the year.  Check how pupils are being supported  Monitoring activities planned to check use of planning and assessment resources.  - Lesson observations – Autumn/ May  - Planning scrutiny – Dec/ April  - Staff questionnaire – May/June  - Pupil voice – May/June  - Parent Questionnaire – May/June  Inclusion of PE unit on riding balance bikes | External courses  Network meetings  P.E Conference  1:1 action planning day/impact report writing  Feedback to staff  Lunchtime activities  More effective differentiation during lessons  Club links  Purchase Balance bikes, helmets. (15) | C.Taylor  T.Raybould  T.Raybould  J.Gainey/D.Steele/Dinner supervisor ???  SS  SS  SS  SS | 15th November-Active learning course  19th March Dance course (Leasowes,Stafford, ST17 0HT)  Enhancing athletics Thurs 9th May 9.30-12.00. ½ day (Leasowes,Stafford, ST17 0HT)  Skipping skills ½ day Friday 3rd May 9.30-12.00 (Leasowes,Stafford, ST17 0HT)  Network meetings – 26.09.18, 17.01.19, 03.05.19 (Lichfield)  PE conference 2019 – Friday 14th June  30.11.18 St. Georges Park  20.06.18 St. Georges Park  Spring | (Paid last year)  All courses part of intermediate package  £1000.  Supply £250-day  £125-1/2 day  £125-1/2 day  3x £125-1/2 day  =£375.  £250.  Pay SS day  £250. Supply cover  £\_\_\_\_\_  Investigate |
| **Health**  Lack of zoned areas /marking on playground.  No facility for daily mile to progress.  Low level activity if any during wet play.  To continue with the number of competitive opportunities for pupils.  To continue to raise the profile of PE within the school due to obesity  Links to: Key Indicator 1, 4, 5 | **Impact**  Increased awareness of health recommendations and number of pupils meeting the 30mins within school and 30mins at home. -Increased pupil engagement and involvement in activities in lunchtimes  – Opportunities available for all pupils to take part in competitive situations.  **Evidence:** Pupil voice, staff feedback, parental feedback, newsletters, display, observation.  **Sustainability**: New additional activities and resources will continue to support healthy life styles and also raise attainment in numeracy and literacy. These activities will be continued in future years. Through the range of activities and situations pupils have been exposed to. These changed attitudes and enjoyment of pupils in physical activity will hopefully lead to a lifelong enjoyment and involvement in health-related activities. | Increase activity levels and develop lunchtimes Training for lunchtime staff on increasing physical activity sessions.  Teach how the playground markings/zones can be used to engage children in physical activities and games during play/lunchtimes.  Train pupil play leaders to run games/ encourage play with equipment.  Put all weather surfacing around current equipment in KS1 playground so access is all year round.  Daily mile track on field.  Write funding bid to try and access additional funding for playground markings and equipment for pupils to use in free time.  To continue our intra competitions but incorporate in ‘Fitness Friday’ enrichment days.  Promotion of selfie board so activities children take part in outside of school is known to staff.  Use dojo to promote physical activities/clubs outside of school. | External agency to come into school and work with SS and dinner supervisors in the morning. Look at equipment and zoning areas, wet play ideas.  Lunchtime-model positive communication and play areas.  PM- work with children (play leaders) including Becky Darkes so further training of play leaders is sustainable. | SS  Laura Kirby  Dinner supervisors-AM | Spring/Summer Date to be decided after marking on playground done. | £250 supply to release SS  Dinner supervisors AM  Payment for external training agency has been paid already as part of a previous package. |
|  |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Autumn term** | **Spring term** | **Summer term** |
| **Area 1**  **Curriculum**  **Progress**  **Next Steps** | **Staff have attended autumn term courses as per identified on the action plan.**  **CT to feedback to rest of staff on active learning course and ideas** |  |  |
| **Area 2**  **Health**  **Progress**  **Next steps:** | **Selfie board up and running and children bringing in photos for this.**  **Quotes gained for playground markings.**  **Organise playground markings to be installed. Sort date for lunchtime training and fitness Fridays.** |  |  |

All comments in the boxes should relate to impact of your work in the subject. Dates need to be included wherever possible. A copy to be given to SLT at the end of every term.