

School Sports Premium / Healthy Schools Action Plan 2016/17

Money Allocated £8885

Objective	Action	Intended Outcome	Evidence of Outcome Being Achieved (to be updated and RAG rated by end of each term)	Estimated Costs
1. To continue to raise awareness of all aspects of leading a healthy lifestyle (including mental health) to children and their families.	1.1 Arrange after school clubs run by external organisations, that inspire and motivate children to be active.	Continue to raise participation from 2015/16 (44.5%) and 2014/15 (42%).	Autumn – Clubs voted for by children arranged. 15% of school have currently participated. Spring – participation now at 39% Summer – Participation of after schools club 47% of whole school.	KS2 (6 X 5 week blocks) £750 FS/KS1 (6X5 week blocks) £750
	1.2 Develop opportunities for all pupils to take part in competitive events in school.	Minimum of 2 inter-class or house events, including sports day, run through the year for each child. Fitness Friday embedded.	Autumn – Fitness Friday completed every week without fail. Spring – Fitness Friday continues to take place, reorganised despite building work. Plans put in place for summer term inter-sports events. Summer – Fitness Friday held weekly, route adapted for building work. Sports days held for KS1 and KS2. Teaching staff to hold competitions between year groups during last few weeks (Y5/6, Y3/4, Y2/1/R)	
	1.4 To ensure a range of resources are provided for children to develop and use PE and sport skills during lunch time.	Exciting equipment and opportunities provided at lunchtimes that inspire, motivate and challenge children.	Autumn – Welfare staff have ordered, organised and provide small sports equipment at lunchtime. Planning has begun for playground trim trail. Spring – Trim trail is in place and	£500 allocated to Welfare Lead to maintain small equipment (not from PE/Sports Premium)

			regularly used. Developments contributing to healthy schools award.	Fund) £12,000 for trim trail (£2000 from friends pledged + money carried over from 2015/16 SSP)
	1.5 Engage and develop more of the healthy school standard so that the first level of accreditation is achieved by the end of the year.	+Ethos award achieved +Emotional Health and Wellbeing award achieved +Partnerships with families award OR Leadership, Management and Managing Change award achieved	Autumn – Ethos award work completed and ready for accreditation Spring – Ethos award submitted and accredited. Health and Wellbeing award improvement plan submitted and accepted. Work being undertaken by class teachers as directed by PSHE lead. Summer – Emotional Health and Wellbeing award submitted, awaiting accreditation (June 2017). Leadership, Management and Managing change improvement plan submitted and accepted. Children reported, through questionnaires, an increased understanding of impact of physical activity of emotional health and 97% of children report that they sometimes or always choose to be active at play times, which is a rise on the start of the year.	LHSP SLA (not funded by PE and Sports Premium)

	1.6 To continue to engage families and raise the awareness of the importance of leading a healthy lifestyle.	Whole family courses and clubs available.	Autumn – family courses arranged by Inclusion Manager for whole year, family sports club planned in for Jan 2017. Poor uptake meant sports club had to be cancelled (3 children on register)	
	1.6 To monitor changes to the Health LSIP	Staff are aware of findings, trends and issues of health LSIP.	Autumn – Health LSIP not yet published Spring – Health LSIP published, staff meetings held for Teaching, Support staff and governors.	
2.To ensure teaching, learning and assessment is consistent throughout the school and adapted to meet the needs of all pupils.	2.1 To implement non-negotiables for PE to ensure consistency across all PE teaching.	PE is delivered in a consistent manner across the school.	Autumn –Non-negotiables for PE shared at INSET training. Non-negotiable walk rounds completed in KS1/2 Spring - Non-negotiable walk rounds completed in KS1/2	
	2.2 To embed the use of an effective assessment systems so that accurate judgements of attainment can be made and progress measured	Data is placed into assessment file at the end of units. Assessment system developed in 2015/16 is completed by all staff teaching PE.	Autumn –PE Assessment shared at INSET training. PE Lead has provided 1:1 support to 3 members of staff. Autumn data analysed. Spring – staff meetings led and individual support provided regarding assessment.	
	2.3To monitor whether staff have an accurate understanding of children’s ability and their needs.	All staff provide accurate assessments for subjects.	Autumn –PE Assessment shared at INSET training. PE Lead has provided 1:1 support to 3 members of staff. Autumn data analysed. Spring/Summer –data analysed. Some errors in data, addressed at	

			staff meetings. Suitability of PE assessment to be addressed as part of 2017/18 action plan.	
	2.4 To monitor whether plans are changed/adapted to meet children's needs inc. AGT, SEND	Evidence of planning being adapted . Teachers can provide examples of how they meet needs of children		
	2.5 To regularly analyse assessment data throughout the school	Data is analysed at regular intervals and key messages reported back to staff.	Autumn - data analysed, fed back to staff. Spring – data analysed, feedback given to Gobs and staff. Summer – data analysed. <ul style="list-style-type: none"> In EYFS 57% of children reached expected and 33% exceeding standards against Moving and Handling Early Learning Goal. In KS1 progress seen in jumping and rolling. By end of Y2 all children are working at ARE or better in jumping, hopping, running and skipping. However only 95% in underarm throw, 83% overarm throw and catching 90%. In lower key stage 2 throwing and catching skills remain an issue, with a significant number of children working below ARE. 	

			<ul style="list-style-type: none">• At the end of KS2 this trend remains. 69% of Y6 are able to use an underarm and overarm throw accurately in a game.• From Y5 to Y6 there is a clear progression in the number of children able to apply movement skills in games. In year 5 66% can do this for running whilst 75% can do this in Y6.• The focus for 2017/18 will be on developing throwing and catching skills across all key stages.	
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