**Key Indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes pf physical activity a day in school**

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|  |  |  |  | Percentage of total allocation %  28% |
| School focus with clarity on intended **impact on pupils:** | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Improvement in the opportunities that are available for pupils to participate in regular physical activity during the school day | * Golden mile challenge that will be run as a before school and lunchtime club by Mrs Rozentals and Sports crew members. This challenge will also be implemented by all staff members during set lesson times to engage pupils in regular physical activity. * *More varied extra-curricular clubs offered after school to engage both Key stages* * Greater variety of organised activities available at lunchtimes and before school to be run by Mrs Rozentals and sports crew members. Tri-golf and handball equipment to be purchased. Physical Activity playground equipment to be purchased. * Maths of the Day implemented across the school | £5180 | * Golden mile data and graphs * Club timetables and records * Clubs data and class lists * Stathern lunchtime stars * Maths of the Day training | * Sports crew and staff members to continue with Golden Mile challenge and organise competitions with local schools that are also participating to keep pupils motivated and extend the challenge * Mid-day Supervisors facilitate lunchtime activity without coaching element (but consider further training for them) * Staff continue to run Maths of the Day |

**Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement**

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|  |  |  |  | Percentage of total allocation %  20% |
| School focus with clarity on intended **impact on pupils:** | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| To raise the profile of PE and sport across the school by implementing a wider variety of physical activities during lessons, extra-curricular clubs and at break and lunchtimes.  To use PE as a vehicle to improve writing  To improve the health and well-being and capacity to learn of pupils through improvements in healthy eating and physical activity | * PE coordinator to work with PE specialist to implement a wider variety of activities * Tri golf and handball equipment to be purchased * PE specialist to work with staff during PE lessons to up skill them on new activities. * Blogging on school website and school games website by SSOC and SSOC notice board to be regularly updated by PE specialist and SSOC members. * All intra and inter sport competitions to be reported on the website or on the SSOC board and celebrated in assembly * *Maths of the Day implemented across the school* * Healthy eating workshops and Healthy Schools Enhanced status * Packed Lunch Audit | £3660 | * Plans and activity logs * Equipment purchased * Annotated planning to show CPD and next steps if needed * Evidence that children have been involved in writing blogs and reflecting on their sporting achievements. * More children to be taking part in a range of activities to raise the profile of sport and exercise in school. * CPD to take place for all members of staff. * Improved writing opportunities through blogging * Maths results and pupil voice * Soil Association Awards * Healthier Packed Lunches | * Activities are embedded and run by school staff * School Blog is run by SSOC and monitored by school staff with year on year improvements * SSOC board is updated and maintained in school hall * Blogging is monitored by staff and reports facilitated so that it can be an integral part of all sports competition * Maths of the Day used by all staff * Fitness and mental health is a key part of children’s readiness and capacity to learn |

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

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|  |  |  |  | Percentage of total allocation %  15.5% |
| School focus with clarity on intended **impact on pupils:** | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Improved quality of PE teaching to ensure that all staff are competent and confident in delivering high quality PE lessons | * Up skilling of staff by PE specialist * PE specialist and PE coordinator to observe and support staff * Feedback forms to be completed by staff at the end of each term on their strengths and areas for improvement and PE specialist to tailor the support needed in the planning and delivery of their PE lessons | £2840 | * Joint lesson planning so staff feel they are confident to teach next time. * Observations and pupil interviews carried out to see children's enjoyment factor and activity level is high. * Monitoring of staff through feedback to make sure CPD is specific for the teacher. | * Removal of teaching support over time to be replaced by critical friend and planning support approach * Careful identification of weaker areas to target support into planning, teaching or evaluation of parts of lessons * Introduction of new sports along with teaching support |

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

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|  |  |  |  | Percentage of total allocation %  22% |
| School focus with clarity on intended **impact on pupils:** | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Improved range of activities offered both within and outside the curriculum to maximize pupil involvement across both Key stages. | * Purchase table tennis tables and equipment * Purchase tri golf, dodgeball and handball equipment * Purchase a variety of playtime equipment to improve the variety and quality of activities offered during break and lunchtimes * PE specialist and SSOC members to run challenges during break and lunchtimes such as Golden Mile, Skipping challenges and house sports tournaments * PE specialist to deliver a variety of extra-curricular clubs for Key stage 1 to maximise pupil involvement in physical activity | £4010 | * Registers for after school clubs. * Audit of PE equipment * Display to show children's individual achievements and own self improvements. * Increase of KS1 children in clubs | * Use of pupil voice to lead further broadening of PE and Sport opportunities in school * KS2 children running new sporting opportunities for younger children (under supervision) * Rolling program of resourcing and replacement of equipment * Use of lunchtime staff/sports crew to further facilitate challenges * Staff to implement new sports into curriculum following new clubs such as Tri-Golf and Dodgeball |

**Key Indicator 5: Increased participation in competitive sport**

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|  |  |  |  | Percentage of total allocation %  14.5% |
| School focus with clarity on intended **impact on pupils:** | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Continue to enter existing and new School Games competitions  Improve the delivery of house sports activities(Intra – competition)  Identify less active pupils and engage them in competitive sporting activities or individual challenges | * PE coordinator to work with Claire Marlow to ensure that pupils engage in all School Games competitions available * PE specialist to organise and run with SSOC members weekly house sports tournaments * Introduce level 0 School Games challanges | £2670 | * Evidence on Sport's board that children are taking part in Level 0 challenges. * Sports Crew to be active in engaging children in a variety of activities at lunch times. * Health check completed and folder to be kept throughout the year to show evidence towards Platinum award. * Pupil voice indicates improving participation and enjoyment statistics | * Children self-initiate individual challenges from a range of choices * Continued success in competitions for teams coached by staff members * Less active pupils involved in competitions at all levels * Central venue leagues to increase the number of multiple competition, non-knock out tournaments to give teams and individuals a better sense of healthy competition. |