

<b>Key achievements to date:</b>	<b>Areas for further improvement.</b>
<ul style="list-style-type: none"><li>● Children enjoy a wide variety of not readily available sports; archery tag, handball, pickleball.</li><li>● Development of our Sports Day to include a wider range of events and participation for <u>all children</u>. The our families attending were full of praise; a wonderful day was had by all.</li><li>● The review of our lettings policy has encouraged the letting of our site for external sports providers; football (x2) and kickboxing. These have enabled a higher proportion of our younger students and those previously less active to participate in sport.</li></ul>	<ul style="list-style-type: none"><li>● Continue to increase confidence, knowledge and skills of staff in teaching PE and sport - especially in gymnastics and members of staff who haven't taught P.E in recent times.</li><li>● Allocate more time within the school day for staff to be able to organise sport opportunities between schools so that we increase our participation within inter-school competition and events.</li><li>● Develop further opportunities for children to be more active throughout the school day, in line with the 30:30 guidelines.</li></ul>

Academic Year: 2018/19	Total fund allocated: £17,810	Date Updated: Autumn 2018	Percentage of total allocation %	
<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity - Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</p>				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and Impact	
<p>Introduce the St. Helen's Run/Fitness Challenge. Increased engagement in physical activity for <u>all children</u>, including those who are considered 'less active'.</p> <p>Use Greenacre to develop play leaders who will lead activities at lunchtimes for all children within the school to increase physical activity levels.</p>	<p>PE lead and class teachers to lead the St. Helen's Run/Fitness Challenge delivering daily on a rotational timetable across both key stages.</p> <p>Timetable discussion opportunities during PE staff meeting</p> <p>Introduce to children through whole school assembly</p> <p>Begin implementation during T3</p> <p>Review during subsequent staff meeting</p> <p>Arrange training time with Greenacre.</p> <p>Greenacre to develop the leadership skills of year 5 by training them as play leaders. Physical activities are organised for children at lunchtimes.</p> <p>Create play leader timetable</p>	<p>PE lead time</p> <p>£300</p>	<p>See staff meeting notes - Dec 18.</p> <p>Begun implementation Jan 19 following whole school assembly. Started as 2x5 minutes a week, then gradually build up to 2 x 15 minutes. All children taking part.</p> <p>Initially taken up with great enthusiasm as noted by staff and pupils: "I've been getting a lot better at running!"</p> <p>Staff meeting (May 19), reviewed Fit in 15. Not embedded within the teaching week, only 2/3 classes regularly engaging. Re-timetabled run to suit class teachers.</p> <p>Play leaders engaging with pupils every lunchtime, particularly the youngest within the school. Pupil voice indicates pupils enjoy play leaders and engage in physical activity.</p>	<p><b>Sustainability and suggested next steps</b></p> <p>Sustainable.</p> <p>Next steps: Need to embedded Fit in 15 within the school day. New PE lead to continue dialogue with pupils/staff in making this appropriate for timetable.</p> <p>Sustainability: YR 5 play leaders chosen, meaning they can continue role in YR 6. New playleader training not necessarily</p>

<p>Creating zones for a range of activities on the KS1 and KS2 playgrounds in order to give further opportunities to increase physical activity levels.</p>	<p>Investigate playground opportunities e.g. new markings, alternative equipment.</p> <p>EYFS and field trim trails to be repaired or replaced.</p> <p>Children to design and have an active voice in decisions made regarding playground opportunities, focusing on engaging the 'less active'.</p>	<p>£10,000</p>	<p>EYFS and field trim trail repaired - pupils can now access these safely. EYFS pupils have access on a daily basis, can engage in different movements.</p> <p>Playground consultation with pupils begun. Pupils have designed own playground markings drawing inspiration from playground marking companies illustrations. List of preferred playground marking types given to finance officer to contact companies for quotes.</p>	<p>required.</p> <p>Next steps: Possibly look into training YR2 pupils to support morning/afternoon playtime on KS1 playground.</p> <p>Next steps: Enhance playground provision by purchasing new equipment - large or small.</p>
<p>Sustain physical education environments to ensure maximum range of equipment is safely available to pupils.</p>	<p>Yearly safety checks are carried out on required equipment, both indoors and outdoors.</p>	<p>£100</p>		<p>To maintain sustainability, more regular checks to be suggested to ensure trim trails do not fall into such dis-</p>

				repair.
<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.</b>				<b>Percentage of total allocation %</b>
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated</b> :	<b>Evidence and Impact</b>	
Timetable 'Celebration' assemblies every week to ensure that the whole school is aware of the importance of PE and Sport and to encourage pupils to share their achievements in assemblies.	Invite children to share their successes in our celebration assembly; both school and home achievements.  Encourage children to participate in the local clubs and events by sharing their routines/demonstrating skills in	£0	Greater number of pupils eagerly volunteer to share their wide range of sporting achievements. PE is seen as a higher priority within celebration assemblies.	<b>Sustainability and suggested next steps</b>  Easily sustainable.

<p>New notice board in high traffic area to raise the profile of PE and Sport to pupils from both key stages.</p> <p>Role models - local sporting personalities so pupils can identify with success and aspire to be a sporting hero.</p>	<p>assembly.</p> <p>Allocate notice board to celebrate sporting achievements, both inside school and outside school and sign post events.</p> <p>Invite local clubs to visit our school to inspire children.</p> <p>Invite athletes who are participating in the high profile events e.g. future Olympians</p>	<p>PE lead time</p> <p>No Cost</p> <p>PE lead time</p>	<p>PE board updated with MYG achievements; photos, write up, 'shout outs' to players. Pupils feel sense of pride and achievement representing their school.</p> <p>Invited Junior Park Run - Mar 19.</p> <p>Supported our new Fit in 15 drive, gave pupils a renewed sense of enthusiasm to take part: "I really want to be able to run more".</p> <p>Attempted to invite 2x SSE Wildcats (girls football) facilitators with no success in securing dates for visit.</p>	<p>Next Steps: Attempt to use pupil links to invite clubs into school (e.g. workshops with pupils?).</p> <p>Sustainable.</p> <p>Next steps: Liase with Junior Park Run to gain figures of pupils attending or figures of pupils who run regularly.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	
Greenacre sports coaches to support teachers. Tailored CPD 1-1 team teaching support for teachers based on their own perceived weaknesses.	Identify staff weaknesses using questionnaire tool.  Timetable teachers to access CPD 1-1 support delivered via team teaching with sports coaches.	£2125	Staff questionnaire led to tailoring of CPD for staff. CPD feedback forms indicate positive results and impacted practice including: vocabulary, lesson structure, assessment and managing equipment.	<b>Sustainability and suggested next steps</b>  Sustainable for the next academic year due to continuation of sports premium funding.
Provide admin support for Sports Events (part of Greenacre competitions package)	Appoint Greenacre staff to play supportive roles in organising and attending sports events.	£1540	School have competed in 4 MYG events, featuring pupils from YR4-6. Achieved highest positioning in competitions; 4th in netball. 8th in cricket.	Next steps: Competition opportunities for younger pupils, LKS2/KS1
To provide a broad, balanced and progression PE curriculum.	Purchase complete schemes of work for year groups EYFS-6. Include assessment tool in order to support knowledge and skills further.  Strengthen teachers knowledge and confidence to teach higher quality PE by purchasing the matching Greenacre visual cards.	£1000  £600	Drop ins show most staff members are consistently using the planning. Planning ensures skills progression between year groups. Drops ins show that lessons are well structured, differentiated more. Assessment shows that most pupils are at achieving an expected level, if not better. Pupil voice indicates that lessons are “better”, “more active” and “more advance techniques being taught”.	Next steps: PE lead to ensure all staff are consistently using the Greenacre planning.
PE lead to provide staff meetings to improve identified standards.	Audit of teachers skills.  Termly inclusion on the staff meeting rota.  Identify needs through drop-ins/staff questionnaires	PE lead time		

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

**Percentage of total allocation:**  
%

**School focus with clarity on intended impact on pupils:**

**Actions to achieve:**

**Funding allocated:**

**Evidence and impact:**

<p>St.Helen's will continue to offer a wider range of activities both within and outside the curriculum in order to have more pupils involved.</p> <p>St. Helen's to extend support beyond that expected of the National Curriculum with emphasis on teaching about Health and well-being within extra PE lessons.</p>	<p>Identify children's sporting interests through assemblies and pupil voice.</p> <p>Organise external coaches to run clubs in a wide range of Sports Activities at the end of the school day.</p> <p>Greenacre to provide MYG coaching across four sports; tag rugby, netball, kwik cricket and athletics.</p> <p>To develop timetable where classes can access newly developed healthy living area.</p> <p>Demonstrate how the 'Health Related Exercise' planning works.</p> <p>Up to an extra hour a week for KS2 children. Teachers to teach about healthy eating and well-being through sport. Emphasis also on responsibility.</p> <p>PE lead to run 'healthy living club' for years 3/4 and 'less active' during the Spring/Summer term.</p> <p>St. Helen's to participate in Healthy Living Week (June 19)</p>	<p>£1000</p> <p>£1540</p> <p>PE lead</p> <p>£150 for resources for healthy living lessons and club.</p> <p>£100 for resources for healthy living week.</p>	<p>NGS assembly Oct 18. Exciting, interactive assembly inviting pupils voices as to which clubs they ran. Basketball offered the following term as a result. Pay for club possibly put parents off.</p> <p>Team positioned 4th in Netball, 8th in Kwik Cricket. Tag Rugby cancelled so attended Football MYG for the first time in 5 years. Inspired parent to get involved in providing new sporting kit for pupils.</p> <p>Still developing/researching schemes of learning (SOL) to support the teaching of healthier living through cooking. SOL put forward.</p> <p>Not feasible to timetable an extra hour a week due to current timetable constraints.</p> <p>Healthy living club attended by pupils from year 3/4 (target year groups). Turned into and advertised as a cookery club to gauge more interest, which this achieved.</p> <p>T6 - too many event days already planned.</p>	<p><b>Sustainability and suggested next steps:</b></p> <p>Next steps: Staff to offer at least one sporting club a term, in line with pupils interests. Liaise with Greenacre and timetable MYG club for the term before to maximise training time. Need to consider how we can teach healthier eating more cross curricularly to allow it to 'fit' within the timetable.</p>
<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p><b>Percentage of total allocation:</b></p> <p style="text-align: center;">%</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	
<p>Develop inter class competitions.</p> <p>Further Sports Day development.</p> <p>Invite local club/s to run workshop/s.</p>	<p>Timetable competitions at the end of the Autumn, Spring and Summer terms.</p> <p>Celebrate in assembly and on school website.</p> <p>Introduce and begin to embed school games values.</p> <p>During sports day, include an 'opening ceremony' focussed on school/games values.</p> <p>Mini-medals (linked to school and sporting values) to be awarded during the following celebration assembly.</p> <p>Contact coaches and identify opportunities to deliver workshops.</p> <p>Organise local club/s to come deliver short workshops across applicable key stages.</p>	<p>PE lead time/staff time</p> <p>£50</p> <p>PE lead time</p>	<p>Football tournament organise and run for EYFS/KS1.</p> <p>Not achieved.</p> <p>Attempted to invite 2x SSE Wildcats (girls football) facilitators with no success in securing dates for visit.</p>	<p><b>Sustainability and suggested next steps:</b></p> <p>Next steps: Engage staff in supporting/leading inter class/inter school competitions.</p> <p>Next steps: Approach clubs attended by pupils to lead a workshop.</p>