

Academic Year: 2017/18	Total fund allocated: £16, 750	Date Updated:		
<b>Key indicator 1: 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</b>				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Weekly swimming lessons provide for all children Years R-4 during Autumn 1 and Summer 2 in order to for all pupils to achieve beyond the minimum curriculum standard required by Year 6.	Renegotiate pool space and swimming instructors for Summer 2 term.  Arrange a coach to transport children to and from the pool.  Utilise the coaches base at the swimming pool to work alongside teachers.	£3000	Majority of children in Years 1-4 swimming without aids by July 2017.  Year 4 children to be swimming above national standard- at least 50% to swim 25 m+ in at least two strokes.	The teachers will work together to ensure all staff involved are confident and secure in teaching swimming.  Provide parents with information about the pool and access times and encourage them to take their children swimming outside of school hours.  Looking ahead, review the progress made by children in swimming during 2017/2018 academic year and decide if the amount of swimming opportunities provided were sufficient to meet our goals.

<p>Provide additional extra-curricular sporting and well-being opportunities to children, offered through lunchtime and after school clubs to help engage more children in sporting activities. – Rolling programme of different sports including speedstacking, multi-sports and change for life club (change for life – specifically targeting Free School Meal and Pupil Premium students)</p>	<p>Employ specialist outside coaches to deliver a broad range of extra-curricular opportunities</p> <p>Seek out training opportunities for existing staff so that they can lead extra-curricular clubs with the knowledge and skills required.</p> <p>Staff given opportunities to observe the extra-curricular clubs provided by outside specialist coaches.</p>	<p>£3,100</p>	<p>Reflect on the base line and end of unit assessment carried out by all staff and specialist coaches that lead the extra-curricular clubs.</p> <p>More children will be involved in sporting activities.</p> <p>Free school meal and pupil premium children will partake in change for life club and will display an increase in self-esteem and confidence.</p> <p>Parents will feedback on their children’s enjoyment of the extra-curricular clubs</p> <p>Pupil Surveys to determine which types of sporting opportunities the children would like to be offered and to reflect on the enjoyment of the clubs attended so far.</p> <p>Photographs and videos of extra-curricular clubs.</p> <p>Website and newsletters detailing the extra-curricular clubs on offer.</p>	<p>Staff are confident in running the clubs themselves that the outside coaches had previously led.</p> <p>Parents provided with information about the coaches’ work outside of school and encouraged to take their children to holiday clubs.</p> <p>Extra-curricular clubs firmly embedded in the school week.</p>
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<p>Purchase of <b>springboard</b>, new mats and vaulting equipment to allow children to do gymnastics safely and with increased confidence and to engage more children to take part.</p>	<p>Order <b>springboard</b>, mats and vault that will help enhance and support the delivery of gymnastics in school lessons and extra-curricular clubs.</p>	<p>Included in £2,950 – amount allocated for general sporting equipment</p>	<p>Check that the new equipment is being used during gymnastics PE lessons and in extra-curricular clubs.</p> <p>Children will make good progress in gymnastics.</p> <p>Pupil survey – Ask children if the equipment has helped them to feel more confident during gymnastics and if they enjoy using the mat.</p> <p>Photos and video footage of new equipment being used.</p>	<p>Staff are confident in using the new equipment including how to safely bring it out and put it away.</p> <p>Staff utilise the equipment to improve quality and enjoyment of sporting activities.</p> <p>T Pearce to instruct staff as to how to do points above.</p> <p>More children sign up to the extra-curricular gymnastics club and actively engage in gymnastics lessons.</p>
<p>Increase inter and intra school sporting opportunities to help children take pride in their sporting achievements and to develop a positive can-do attitude.</p> <p>Continue and develop participation in the North Herts Schools Partnership sporting fixtures, festivals and events throughout the calendar year</p>	<p><b>Purchase of North Herts Schools Partnership.</b></p> <p><b>PE Lead N Gould and other staff members to attend training opportunities recommended by the North Herts Schools Partnership.</b></p> <p><b>Regular checking of School games website for upcoming fixtures, festivals and events and ensure entries are submitted on time.</b></p> <p><b>Newsletters to detail upcoming events and reflect on past ones.</b></p>	<p>£500</p>	<p>Photos and video footage of inter and intra school sporting events</p> <p>Pupil interviews during and after events to ascertain enjoyment and participation levels.</p> <p>Children will develop as sense of competition and develop their growth mindset to become positive with a can-do attitude.</p> <p>Parents comments on their child's enjoyment of the competitions.</p>	<p>Children feel their sporting efforts are valued and celebrated.</p> <p>Children take pride in their sporting team and develop a positive can-do attitude</p> <p>Children support those that are partaking in sporting competitions</p> <p>Parents given information of clubs outside of school that would hold regular competitions such as football and cricket clubs and are encouraged to take their children to holiday clubs.</p>

	<p>Upcoming events to be displayed on school sports boards</p> <p>Specialist coaches employed to work alongside staff in preparation for upcoming intra-school events such as the maypole/ country dancing fair.</p> <p>Ask children which events they would like to be involved in.</p> <p>Arrange intra-school competitions, perhaps a PE day with the house teams competing against each other.</p> <p>Arrange Sports Day alongside specialist coaches Small Stars</p> <p>Beth Williamson from North Herts Partnership to come in and run mini-tournaments at the end of a PE unit.</p> <p>Sporting achievements are shared and celebrated in newsletters, on the website, sports display boards and during Achievement assemblies.</p>			<p>Intra-school competitions are embedded within the school year.</p> <p>Specialist coaches are involved in helping us carry out intra-school tournaments.</p>
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<p>CPD opportunities to address needs of staff and develop particular aspects of PE that have been identified by the school's self-audit-rugby, dance, swimming, gymnastics and active lunchtimes.</p>	<p>T Pearce to attend gymnastics training to gain qualifications, knowledge and skills needed to run extra-curricular gymnastics clubs.</p> <p>N Gould to attend PE Conferences and training to help her develop confidence in leading PE and gain the knowledge needed to complete this action plan. A further member of staff, possibly a TA or MDA to attend training to help disseminate information across the Federation.</p> <p>N Gould to attend the government training tackling childhood obesity (compulsory attendance for those that wish to apply for the 2018 gold mark award).</p> <p>J West to attend three-day Forest Schools training</p> <p>Beth Williamson to train MDAs and TAs to help them run active playtimes.</p> <p>Release time provided for staff so that they can observe, team teach and lead PE lessons with our specialist outside coaches.</p> <p>Staff to feedback to other staff what they learned during CPD training via</p>	<p>£1,950</p>	<p>Staff survey – Finding out if after training/ observing specialist coaches they feel more confident in leading sessions themselves.</p> <p>Staff take on roles of leading extra-curricular clubs and intra-school tournaments.</p> <p>Staff have increased their skills and knowledge in PE and related activities.</p> <p>Certificates obtained on completion of training.</p> <p>Increase in progress made by children in PE and other academic areas.</p> <p>Increase in confidence and self-esteem of children.</p> <p>Increased take-up of extra-curricular activities.</p> <p>One of the criteria met in order to apply for the gold mark award in 2018.</p> <p>Active Forest Schools at Newsells every Thursday</p> <p>More active playtimes</p>	<p>Staff can take on the role of leading PE sessions/ extra-curricular clubs previously led by specialist coaches.</p> <p>Staff to feedback to other staff what they learned during CPD training via emails/ during staff meetings and INSET days.</p>
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	<p>emails/ during staff meetings and INSET days.</p> <p>N Gould to share with parents on website knowledge gained during CPD training.</p> <p>Secretaries of Federation to forward to N Gould and S Brown any PE CPD opportunities they come across.</p>			
<p>Improve the existing school outdoor natural environment to encourage continuous activity and healthy lifestyle.</p>	<p>Speak to building contractors/ landscapers about possibilities of building on existing apparatus at Barkway school</p> <p>Create a mindfulness/ contemplation zone in both schools (which include items such as large glitter jars).</p> <p>Continue open dialogue with owners of field next to Barkway school to ensure grass is kept short and area remains accessible to the children.</p> <p>SSoC Reps and MDAs help to ensure outdoor environments are well maintained and report any unsafe areas/ equipment immediately.</p>	£2,000	<p>Pupil survey via SSoC Reps – How would they like the outdoor environment to be?</p> <p>Photos and video footage of children using the outdoor environment.</p> <p>Children make good use of the outdoor natural environment.</p> <p>Children return from the mindfulness zones calmer and more focused for learning.</p>	<p>Any building work is carried out to a high standard and ensures safety requirements are met.</p>

<p>Audit P.E. provision and ensure that we at least maintain our gold school games mark and aim to obtain platinum accreditation</p>	<p>N Gould to attend government training on childhood obesity (compulsory for those wishing to apply for the gold mark award in 2018)</p> <p>N Gould to meet with Beth Williamson to go through criteria and ensure everything is in place to obtain the award.</p> <p>N Gould to look at criteria and make sure we are doing everything required, ie Personal Challenge, Daily Mile (Active 10), SSoC Reps, display boards, inter and intra-competitions etc.</p> <p>SLT and PE lead governor to support N Gould in achieving accreditation.</p> <p>N Gould to liaise with specialist coaches as to how best to achieve accreditation and to reflect on practice so far.</p> <p>Share with children our aim for accreditation and the types of things this involves.</p>	<p>£0</p>	<p>School Games mark trophies displayed at schools.</p> <p>Success of accreditation will be celebrated in assemblies/ website, newsletter and twitter.</p> <p>Children, specialist coaches, staff and parents take pride in their sporting/ well-being achievements and understand the significance of the accreditation.</p>	<p>All the criteria needed to obtain accreditation is firmly embedded within the schools.</p> <p>Firm foundations are laid for applying for the school games mark in 2018/2019.</p>
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<p>Book Mike Mullen BMX sporting champion <a href="http://www.bmxacademy.com/">http://www.bmxacademy.com/</a> to speak to all children in assemblies and staff in after-school meeting about growth mindset, reliance, mindfulness and behaviour (with a particular focus on Pupil Premium and Free School Meal children).</p> <p>Combine his visit with his BMX workshops.</p>	<p>Contact Mike and find out his availability for assemblies/ staff meeting and BMX workshops</p> <p>Discuss if possible for both schools to come together for assembly.</p> <p>Purchase glitter jars</p>	<p>Included in expert coaches allocated funding above</p>	<p>Children will increase their self-esteem, positivity and can-do attitude (with a particular focus on Pupil premium and Free school meal children)</p> <p>Children will make good progress in PE and other areas of the curriculum</p> <p>Staff will be motivated and more enthusiastic about ensuring their children are active and taking up sporting opportunities.</p> <p>An increase in take up of sporting opportunities.</p> <p>Video footage and photos of BMX workshops</p> <p>Video footage and photos of mindfulness, red head, blue head sessions.</p> <p>Newsletters, website, twitter, sports boards.</p>	<p>Staff to feedback to MDAs and TAs what they have learned from M Mullen.</p>
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<p>Subscribe to 5 a Day TV to boost children's activity levels (part of our Active 10), increase concentration, relaxation, improve listening skills and the ability of children to re-focus on task in hand.</p> <p>New playtime equipment to encourage active playtimes.</p> <p>Order table tennis tables to target inactivity during wet playtimes</p>	<p>Register on website and subscribe to 5 a day TV</p> <p>Share with staff via email and staff meetings how to access and make use of the site during the school day.</p> <p>MDAs given time to watch the 5 a day activities so that they can incorporate into active playtimes</p> <p>Staff to learn the 5 a Day activities so that they could independently run a session they have watched</p> <p>In first instance order 4 table tennis tables for Barley School.</p> <p>Tell staff where table tennis tables and equipment is kept and show them how to move and set them up.</p>	<p>£288</p>	<p>Photos and video footage of children joining in with the 5 a day activities</p> <p>Increased activity levels on class heat maps on activeschools site.</p> <p>Children are more able to concentrate, they are focused and relaxed, happier and more positive.</p> <p>Work is produced to a higher standard</p> <p>Good progress is made in all areas of the curriculum.</p> <p>More children are engaged in physical activity every day.</p> <p>More children are active during playtimes including wet playtimes</p> <p>Staff know where to locate the table tennis tables, they can transport them and set them up safely.</p>	<p>Staff can independently run a 5 a day type session.</p> <p>Children are excited to play table tennis and this will encourage them to get up and play it in out of school clubs and holidays etc.</p>
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<p>Staff to include Active 10 (daily mile) into their weeks with a focus on targeting those less active and on those days that there is no PE or Forest School.</p>	<p>N Gould to give staff ideas via email and at staff meetings as to how to get their children up and moving for ten minutes a day, i.e. BBC Supermovers, 5 a day tv, outdoor climbing apparatus, running a few laps, children trying to beat their best Personal Challenge)</p>	<p>£0</p>	<p>Children making good progress across the curriculum/ become more effective learners.</p> <p>Inappropriate behavior decreases</p> <p>Children are more relaxed, less anxious and more positive.</p> <p>Pupil surveys – which activities do they enjoy the most/ which activities would they like to be introduced into the Active 10?</p> <p>Photos and video footage of children doing Active 10 for Newsletters, website, assemblies, sports boards.</p>	<p>Staff have a range of Active 10 ideas at their fingertips to use during the school day.</p>
<p>Introduce Weekly Forest School for Years 1-4 with a focus on getting all children up and outside and more active.</p>	<p>Children to walk to Newsells on a Thursday morning to attend Forest School where they will partake in a range of activities including orienteering.</p>	<p>£332</p>	<p>Video footage and photographs for Newsletters, website, twitter, assemblies, sports boards</p> <p>Children increase their Forest Schools skills and knowledge</p> <p>Children are happier and less anxious</p> <p>Children increase in self-confidence and self-esteem.</p>	<p>Newsells is well maintained, wildlife encouraged to flourish</p> <p>Children can take the skills they have learned to share with their friends and families outside of school hours.</p>

<p>Children to set themselves Personal Challenges (Level 0 Competition) during Active Playtimes/ Active 10 sessions with a focus on encouraging more children to be active.</p>	<p>N Gould to introduce idea of Personal Challenge to children at Barkway school during assemblies.</p> <p>Staff at Barley School to introduce Personal Challenge to children.</p> <p>N Gould to publish in Newsletter our plans to introduce Personal Challenge and give examples of particular students.</p> <p>Audit PE equipment liaise with MDAs and order new equipment that will help support and enhance active playtimes.</p> <p>N Gould to liaise with MDAs and decide on which PE equipment to purchase to help children carry out their Personal Challenges an enjoy Active Playtimes.</p> <p>Staff to create a wall chart for their class to record Personal challenges, to be displayed at entrance of classroom.</p>	<p>Included in playtime equipment funding</p>	<p>Photos and video footage of PC and Active Playtimes for newsletters, website, sports boards</p> <p>Children are motivated, telling staff their personal challenges – which staff can then write on the charts at classroom entrances.</p> <p>Personal challenge successes to be shared in achievement assemblies.</p> <p>Wall charts displayed outside classrooms.</p>	<p>Staff and arents to encourage children to continue their personal challenges (where possible) outside of school.</p> <p>Children to teach non-school friends and family members how to set themselves a Personal challenge.</p>
<p>Register with activeschools website and use their heat map to identify overly long periods of inactivity for pupil premium/ free school meals students/ classes/ whole schools to help increase activity and work towards the 30:30 government recommendation.</p>	<p>N Gould to register to site and liaise with a sample class initially such as Year 3/ 4 to map their periods of activity across a school week</p> <p>Share the heat map with SLT</p> <p>N Gould to suggest ways staff can increase activity levels of sample class</p>	<p>£0</p>	<p>Children decrease their periods of inactivity.</p> <p>Children are more effective learners, behavior and focus improves.</p>	<p>Children themselves become aware of periods in a day when they are inactive and know ideas for how to get moving.</p>

	<p>during a school week, ie Active 10, Active Playtimes.</p> <p>Share the heat map with the children, discuss it and see if they can come up with ideas for decreasing inactivity.</p>			
Introduce scoot to school initiative	<p>Purchase 8 scooters for the schools to use when travelling to schools</p> <p>Purchase rack to store scooters during the school day</p>	£1,500	<p>Children are seen arriving at school on their school scooter</p> <p>Parents feedback that children are more active when travelling to and from school</p> <p>Children arrive to school calm and ready to learn</p>	<p>Scooters only to be used by those children whose families have not been able to purchase their own scooter and children take good care of the scooters that they borrow.</p>
PE Registers taken at the end of PE lessons and extra-curricular clubs with a focus on identifying individual pupil participation in sport	<p>F Harris to order two registers one to be put in each school office</p> <p>N Gould to email outside sports coaches explaining the registers and asking them to complete them at the end of session based on pupil participation (not attendance).</p> <p>N Gould to email all coaches and say that registers should be completed at the end of a lesson/ club rather than the</p>	Included in general sporting equipment funding	<p>Registers</p> <p>Any children not partaking in sporting activities will be quickly identified and steps will be made to rectify this, i.e. a child who does not do swimming each week.</p> <p>An increase in pupil participation in sporting activities.</p>	Data from registers to be inputted onto SIMS for longevity and data interrogation.

	beginning to make sure participation data is accurate.			
<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
<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>	<b>Sustainability and suggested next steps:</b>
School Sports Display Boards to be Visible in both schools in areas children often frequent with purpose of raising profile of PE, celebrating sporting successes and the SSoC crew.	Order a display board for Barkway school choosing a prominent position.  N Gould to prepare display materials for both sports boards at Barley and Barkway school  Mrs S McDonald to create signs for the display boards.  N Gould to ask a member of staff from Barley school to display the materials N Gould has made for them	£100	Children talk to each other and to staff about the photographs and information on the sports boards  SSoC Reps increase in self-esteem and confidence and feel proud to be on display.  Visitors to the school can see the importance that we place on Physical Education and sporting activities	Staff at Barley school begin to display photos and display materials independently of N Gould  Staff add to the sports board when they spot some sporting successes.

<p>SSoC Representatives Re-elected and established in both schools with the initial aim of Reps carrying out pupil surveys to create a top 3 wish list for sport premium spend</p> <p>After school gym club members to perform short display to school and parents at achievement assembly</p>	<p>Teachers to explain to class the election process and job description of a SSoC Rep.</p> <p>Class elections are held to elect new SSoC Reps.</p> <p>N Gould to create ID cards and welcome packs for the Reps that include notepads, clipboards, pens, sporting stickers and details of their first task.</p> <p>Photos taken of SSoC Reps to be shared on website, newsletters and sports boards</p>	<p>Included in General sporting equipment</p>	<p>SSoC Reps increase in confidence and self-esteem. They wear their ID badges with pride and carry out their tasks thoroughly.</p> <p>Newsletters, website</p>	<p>When future SSoC Reps elected the previous Reps can do a handover.</p>
<p>Employ specialist outside coaches to raise the profile of PE across the Federation</p>	<p>N Gould, T Pearce and S Brown to interview possible outside coaches to work with us.</p> <p>Specialist sports coaches to provide high quality PE lessons</p> <p>Specialist outside coaches to deliver extra-curricular clubs</p> <p>Staff given release time to observe coaches</p>	<p>See Key Indicator 1 point 2</p>	<p>Photos and video footage for newsletters, website and twitter</p> <p>PE registers</p> <p>Pupil and Parents surveys as to enjoyment of new coaching and skills learned.</p> <p>Children feel happier on PE days and actively look forward to their PE sessions.</p> <p>Children make good progress in PE and in other areas of the curriculum.</p>	<p>Staff have observed coaches and feel confident in delivering their own sessions to children.</p>

<p>Create house colour teams with a focus on children having a team spirit, a sense of competition and pride in their team's efforts.</p>	<p>Intra-school competitions such as Sports Day to be delivered through the house colour teams.</p> <p>SSoC Reps to give out house points to children think are displaying good positive attitudes and team spirit.</p> <p>Colour tokens and pots purchased for classrooms.</p> <p>T Pearce to disseminate to staff her ideas for house teams and make sure all classes have the colour tokens they need to partake.</p> <p>Winning house team to be celebrated every week in achievement assembly</p> <p>Purchase a cup to be given out during achievement assemblies to the winning colour team to display each week.</p> <p>Special sporting activities to be arranged for the winning team at the end of a term.</p>	<p>£30</p>	<p>An increase in team spirit, children develop a sense of competition and take pride in their team's achievements.</p>	<p>Tokens and cup to be re-used each week.</p> <p>Children more likely to enter into competitions and team events outside of school.</p>
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<p>Create a Sports News Section in the weekly newsletter with the aim of raising the profile of PE across the Federation and celebrating success.</p>	<p>N Gould to email school secretaries with any sports news each week.</p> <p>N Gould to ask SSoC Reps if they have anything they wish to add to the sports section.</p>	<p>£0</p>	<p>Staff, parents and children are informed on upcoming sporting events and successes are celebrated.</p> <p>Children grow in self-esteem and confidence</p>	<p>Other members of staff to also write the sports section on occasion.</p>
<p>Weekly Achievement Assemblies to include sharing and sporting updates and successes and to remind children of tasks they need to set themselves such as Personal Challenge.</p>	<p>T Pearce and S Brown to liaise with N Gould and other staff prior to assembly to see if there is any sporting news to be shared.</p> <p>Ask children/ parents to inform us of any sporting successes their children have outside of school so that we can share them together.</p> <p>Extra-curricular clubs such as gymnastics to put on a display during assembly</p>	<p>£0</p>	<p>Children take pride in the successes of themselves and their peers.</p> <p>Children increase their self-esteem and grown in confidence.</p> <p>Parents can share in the sporting successes of the children and the schools.</p> <p>Increased uptake in extra-curricular clubs</p>	<p>Other staff feel confident in leading an achievement assembly in case SLT absent.</p>
<p>When possible, invite parents to come and intra and interschool competitions</p>	<p>Email parents and write them letters inviting them to upcoming intra and inter-school competitions, ie the dance competition at Meridian School</p> <p>N Gould and any other staff involved to ensure safety measures are in place for sporting events outside of school.</p> <p>Pupils invited to attend Maypole and Country Dancing Day – the Country</p>	<p>£0</p>	<p>Increased uptake in intra and inter-school competitions</p> <p>Parents can share in the sporting successes of their children.</p> <p>Children increase in self-esteem and self confidence and feel pride in front of their families.</p>	<p>Parents will be motivated to be actively involved in the sporting lives of their children</p>

	dances to then be performed at the local village fair.			
Role models such as local sporting stars (ie. Mike Mullen) to be invited to come in to school and speak to all staff and children with the aim of increasing the profile of sport and for addressing growth mindset	<p>N Gould to contact sporting stars and see if they are available to come in a meet with staff and children.</p> <p>School staff including TAs and MDAs to share their own sporting successes with the children to help inspire them.</p>	Included in Key indicator 1 point 2	<p>An increased participation in PE lessons, extra-curricular clubs, intra and inter-school tournaments.</p> <p>Increased confidence and positive attitude in staff and children.</p>	<p>Children to share with friends outside of school and families the things they heard from the sporting heroes that inspired them.</p> <p>Children in time become sporting heroes themselves and in turn inspire others to greatness.</p>

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:	Sustainability and suggested next steps:
<p>CPD opportunities to address needs of staff and develop particular aspects of PE that have been identified by the school's self-audit-rugby, dance, swimming, gymnastics and active lunchtimes.</p>	<p>T Pearce to attend gymnastics training to gain qualifications, knowledge and skills needed to run extra-curricular gymnastics clubs.</p> <p>N Gould to attend PE Conferences and training to help her develop confidence in leading PE and gain the knowledge needed to complete this action plan. A further member of staff, possibly a TA or MDA to attend training to help disseminate information across the Federation.</p> <p>N Gould to attend the government training tackling childhood obesity (compulsory attendance for those that wish to apply for the 2018 gold mark ward).</p> <p>Beth Williamson to train MDAs and TAs to help them run active playtimes.</p>	<p>See Key Indicator 1 point 5</p>	<p>Staff survey – Finding out if after training/ observing specialist coaches they feel more confident in leading sessions themselves.</p> <p>Staff take on roles of leading extra-curricular clubs and intra-school tournaments.</p> <p>Staff have increased their skills and knowledge in PE and related activities.</p> <p>Certificates obtained on completion of training.</p> <p>Increase in progress made by children in PE and other academic areas.</p> <p>Increase in confidence and self-esteem of children.</p>	<p>Staff can take on the role of leading PE sessions/ extra-curricular clubs previously led by specialist coaches.</p> <p>Staff to feedback to other staff what they learned during CPD training via emails/ during staff meetings and INSET days.</p>

	<p>Release time provided for staff so that they can observe, team teach and lead PE lessons with our specialist outside coaches.</p> <p>Staff to feedback to other staff what they learned during CPD training via emails/ during staff meetings and INSET days.</p> <p>N Gould to share with parents on website knowledge gained during CPD training.</p> <p>Secretaries of Federation to forward to N Gould and S Brown any PE CPD opportunities they come across.</p>		<p>Increased take-up of extra-curricular activities.</p> <p>One of the criteria met in order to apply for the gold mark award in 2018.</p> <p>More active playtimes</p>	
Motivational sporting heroes to come in and inspire staff such as Mike Mullen the BMX champion	See last point of indicator 2	As above		
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Continue to offer a wide range of activities both within and outside the curriculum in order to get more pupils involved with a particular focus on those pupils who do not take up additional PE and Sport opportunities.</p>	<p>N Gould and S Brown to discuss with outside specialist coaches what range of activities they can offer the children.</p> <p>Pupil surveys to find out which sports and sporting activities the children would like to be offered to them.</p> <p>Involve external coaches such as Beth Williamson to work with staff during extra-curricular clubs and active playtimes.</p> <p>Swimming offered to all children Years R-4.</p> <p>Change for Life club to be delivered by local author and children's life coach Zelna Lawrens with a focus on empowering children and boosting self-esteem (target Pupil Premium and Free School Meals Children).</p> <p>Yoga extra curricular lunchtime club to be delivered by local yoga teacher.</p> <p>Bikebility (Check ages that can do this)</p> <p>Arrange exciting outside agencies for one off sessions in school, i.e.</p>	<p>As above</p>	<p>More staff, such as TAs and MDAs involved in active playtimes and extra-curricular clubs</p> <p>4 new clubs are offered this year, i.e. a Change for life with a focus on life coaching skills and taking control and yoga/ mindfulness clubs with a focus on those children prone to stress and anxiety.</p> <p>Increased participation in sporting activities</p> <p>Children make good progress in PE and other areas of the curriculum.</p> <p>Photos and video footage for newsletters, website, twitter and achievement assemblies.</p>	<p>Staff will work together and share good practice.</p> <p>More staff will be keen to get involved with extra activities.</p> <p>Children more motivated to join in with a wider range of activities and develop a 'have a go' attitude.</p>
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	<p>BMX workshops with Mike Mullen local sporting star and Climbing Towers.</p> <p>Continued involvement with North Herts School Partnership for festivals and tournaments such as cricket, cross country and speed stacking.</p> <p>Liaise with specialist sports coaches to prepare for a maypole dancing and country dancing festival.</p>			
<p>Purchase new equipment with the aim to improve the quality of sporting activities and increase the range of activities available to children.</p>	<p>N Gould to set the SSoC Reps a task to interview all the children in the school as to what equipment they would like to be purchased and for which activities.</p> <p>N Gould to liaise with SSoC Reps to narrow down pupil survey results to a top 3 wish list which will then be feedback to SLT.</p>	<p>See indicator 1 point 3</p>	<p>New equipment is purchased and visible within the schools.</p> <p>Playtimes become more active</p> <p>Children partake in a wide range of sporting activities.</p> <p>Video footage and photographs for newsletters, website</p>	<p>Children can play with the new equipment independently of new coaches.</p>
<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation:</p>
				<p>%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<p>Continue paying into the North Herts Schools Partnership</p>	<p>N Gould to regularly check emails from Jo Prior and the School Games website to see any upcoming festivals and tournaments that we are invited to partake in.</p> <p>Beth Williamson to come in periodically across the school year to school and run mini-tournaments such as speed stacking and rounders.</p> <p>Share in achievement assemblies, newsletter, website and twitter upcoming events and accounts of completed competitions.</p> <p>Staff to work alongside Beth when she runs the competitions.</p> <p>SSoC Reps to carry out pupil surveys to see which sporting competitions children would like to partake in.</p>	<p>£500</p>	<p>Increased participation in competitive sports</p> <p>Children increase self-esteem and confidence and develop a team spirit.</p> <p>Photos and video footage for newsletters, website and twitter.</p>	<p>Staff that have worked alongside Beth feel confident in running a sporting competition themselves.</p> <p>Children are motivated and share successes with friends and families outside of school.</p> <p>Children grow in confidence and are more likely to join in with sporting competitions outside of school.</p>
<p>Carry out intra-school competitions periodically across the year, making use of the new House Colour teams, with a focus on engaging those children that do not take up extra-curricular sporting opportunities.</p>	<p>N Gould to plan with SLT and other interested staff intra-school competitions such as a PE day where children compete in their House Colour teams against each other in a carousel of activities.</p>	<p>Include in house team events £30</p>	<p>A team spirit develops across the schools.</p> <p>Children are more motivated in succeeding in their sporting activity to gain the approval of their team mates.</p>	<p>Staff feel confident in running intra-school competitions.</p> <p>Children can share what they have done with friends and family outside of school and arrange their own mini tournaments during school holidays!</p>

