

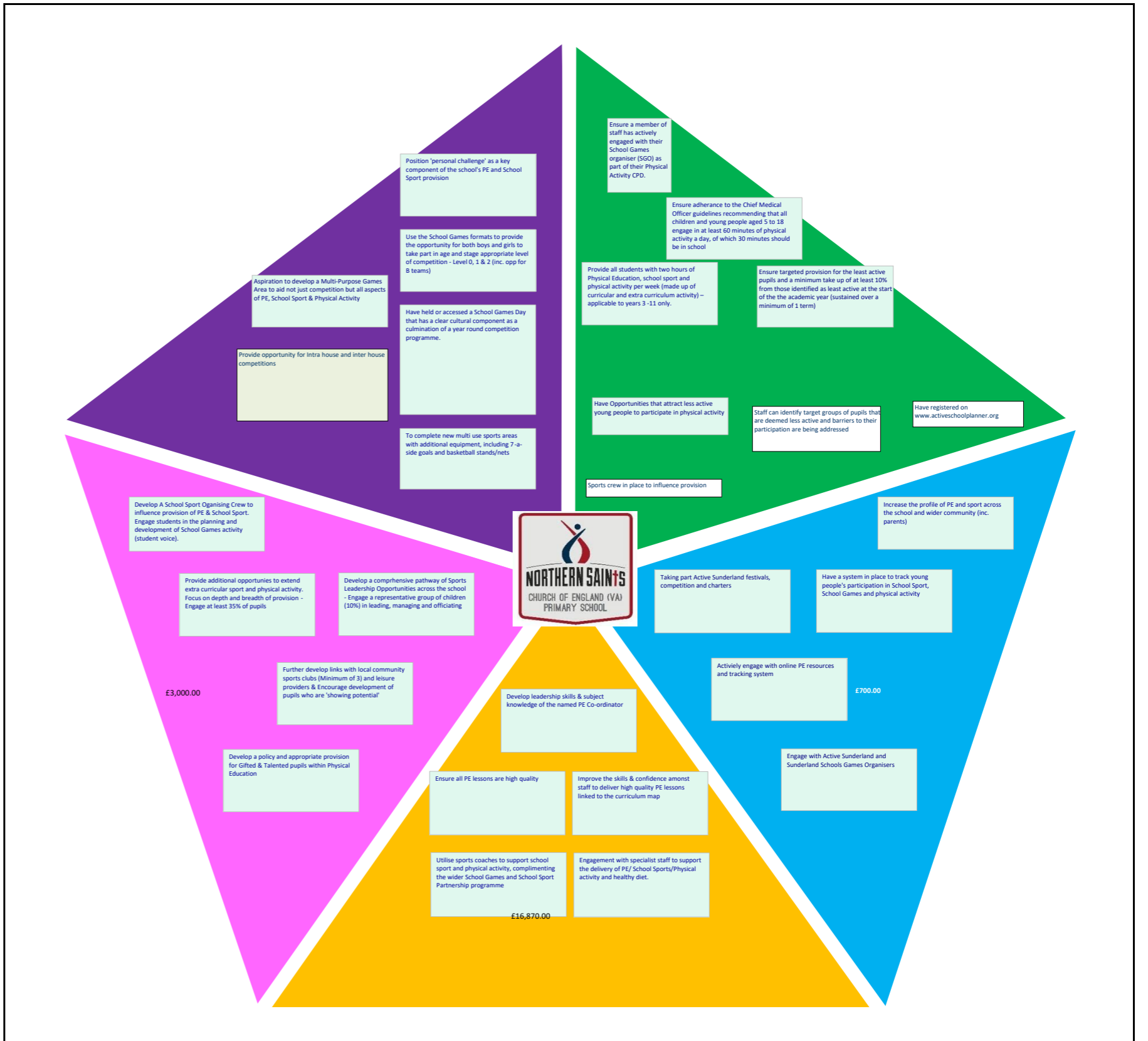
Date:	Apr-21
School:	Northern Saints CofE (VA) Primary
Staff:	Will Clydesdale
Email:	will.clydesdale@nsprimary.org.uk
No. Pupils	549
SSG Mark Target:	Gold

*This action plan template and the associated criteria are based around the School Games Mark criteria for a primary school with more than 120 pupils in KS2 – different criteria will apply to a school with a KS2 of 120 pupils or less

School Vision for PE & School Sport:

The PE curriculum is designed to develop pupils who are passionate, engaged and enthusiastic about sport. Pupils are given the opportunity to participate in a wide variety of activities covering invasion, racket, striking and fielding, aesthetics and athletics. The curriculum extends beyond traditional sports to encompass the benefits that an active lifestyle can have for an individual. This is to promote the enjoyment of sport and develop positive attitudes and habits for fitness in later life. The curriculum enables pupils to cooperate and collaborate with others, as part of a team. Pupils develop transferable life skills such as leadership. They learn about our school values of respect, compassion, wisdom and courage, through sport. Pupils are taught to be aspirational and ambitious in their outlook. This is exemplified by the study of local and national sports stars: Jordan Henderson, Jordan Pickford, John Robertson, Jill Scott, Amy Tinkler, Steph Houghton and Tony Jeffries who have all been successful in their sporting careers. Their achievements span from captaining England, winning an Olympic medal, representing their country at a major sporting event and winning the Champions League. Pupils take an active role in the development and delivery of the PE curriculum. For example, the after-school programme is tailored to pupil interest to increase the level of participation. The School Sports Crew develops leadership skills, as pupils are given additional responsibilities within after school clubs and other school events. PE specialists and coaches within school are raising the level of pupil performance in competitive school events. Participation in competitions and festivals is high. The curriculum is adapted to ensure pupils are prepared with appropriate knowledge and skills for these events. Prior learning is revisited, and skills extended. Northern Saints has strong links with outside agencies to enhance sporting opportunities and develop community cohesion. Pupils develop a sound understanding of different sports, their origins, including British and world-wide sporting role models.

Finance & Budget		
	Funding	TOTAL(s)
<small>This section provides an overview of the planned activities and the forecasted expenditure against each of the 9 key indicators (APE – Evidencing the Impact of Primary PE and Sport Premium - Guidance & Template, Sep 2016) listed below. Expenditure has been split into 'core' and 'Sport Premium' to demonstrate how Sport Premium funding is being utilised to complement the school's existing provision within Physical Education and school sport.</small>		
1. Engagement of ALL pupils in regular physical activity – kick starting healthy active lifestyles.	£850.00	£850.00
1.1 Ensure targeted provision for the least active pupils and a minimum take up of at least 10% from those identified as least active at the start of the academic year (sustained over a minimum of 1 term)	£500.00	£500.00
1.2 Provide all students with two hours of Physical Education, school sport and physical activity per week (made up of curricular and extra-curriculum activities) – restricted to years 3-11 only.	£0.00	£0.00
1.3 Have opportunities that attract less active young people to participate in physical activity	£0.00	£0.00
1.4 Ensure a member of staff has actively engaged with their School Games organiser (SGO) as part of their Physical Activity CPD	£350.00	£350.00
2. Profile of PE and sport being raised across the school as a tool for whole school improvement.	£700.00	£700.00
2.1 Increase the profile of PE and sport across the school and wider community (inc. parents)	£0.00	£0.00
2.2 Taking part Active Sunderland festivals, competition and charters	£0.00	£0.00
2.3 Have a system in place to track young people's participation in School Sport, School Games and physical activity	£0.00	£0.00
2.4 Actively engage with online PE resources and tracking system	£0.00	£0.00
2.5 Engage with Active Sunderland and Sunderland Schools Games Organisers	£700.00	£700.00
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.	£16,870.00	£16,870.00
3.1 Develop leadership skills & subject knowledge of the named PE Co-ordinator	£20.00	£20.00
3.2 Ensure all PE lessons are high quality	£600.00	£600.00
3.3 Improve the skills & confidence amongst staff to deliver high quality PE lessons linked to the curriculum map	£0.00	£0.00
3.4 Utilise sports coaches to support school sport and physical activity, complementing the wider School Games and School Sport Partnership programme	£2,500.00	£2,500.00
3.5 Engagement with specialist staff to support the delivery of PE/ School Sports/Physical activity and healthy diet.	£13,750.00	£13,750.00
4. Broader Experience of a Range of Sports and Activities Offered to all Pupils.	£3,000.00	£3,000.00
4.1 Develop a School Sport Organising Crew to influence provision of PE & School Sport. Engage students in the planning and development of School Games activity (student voice).	£1,000.00	£1,000.00
4.2 Provide additional opportunities to extend extra curricular sport and physical activity. Focus on depth and breadth of provision - Engage at least 35% of pupils	£0.00	£0.00
4.3 Develop a comprehensive pathway of Sports Leadership Opportunities across the school - Engage a representative group of children (10%) in leading, managing and officiating	£1,000.00	£1,000.00
4.4 Further develop links with local community sports clubs (Minimum of 3) and leisure providers & Encourage development of pupils who are 'showing potential'	£1,000.00	£1,000.00
4.5 Develop a policy and appropriate provision for Gifted & Talented pupils within Physical Education	£0.00	£0.00
5. Increased Participation in Competitive Sport	£5,000.00	£5,000.00
5.1 Position 'personal challenge' as a key component of the school's PE and School Sport provision	£0.00	£0.00
5.2 Use the School Games formats to provide the opportunity for both boys and girls to take part in age and stage appropriate level of competition - Level 0, 1 & 2 (inc. opp for B teams)	£1,000.00	£1,000.00
5.3 Have a calendar that demonstrates opportunities for all young people with SEND and other targeted groups to participate in competitions and festivals.	£0.00	£0.00
5.4 To complete new multi use sports areas with additional equipment, including 7-a-side goals and basketball stands/nets	£4,000.00	£4,000.00
TOTAL(s)	£26,420.00	£26,420.00



OVERVIEW & BASELINE			
Criteria	RAG Rating		
	Red	Amber	Green
1 Does your school have a vision for PE and school sport?	There is a limited (or no) vision which identifies the potential for a whole school approach to, or recognises the value of, PE and school sport.	There is a vision statement, adopted across the school and included in public documents available to parents.	There is a clear vision statement included in the school's aims that recognises the value and impact of high quality PE and school sport which pupils and parents understand and have contributed to.
2 Does your PE and sport provision contribute to overall school improvement?	PE and sport are recognised for the impact they have on a positive school ethos and there is some attempt to use major sporting events or the positive values of sport in whole school strategies.	PE and sport are celebrated across the life of the school. The context of sport is regularly used in other curriculum lessons and as a whole school theme.	PE and sport is a central part of the school development plan. The context of sport is used across the curriculum and the skills and positive values of sport are integrated into the school ethos. PE and sport are used to engage the wider community and foster positive relationships with other schools.
3 Do you have strong leadership and management of PE and school sport?	The head teacher understands the importance of PE and school sport and there is an identified PE co-ordinator.	The PE co-ordinator is a skilled professional who has developed core provision and is supporting all staff. The head teacher values PE and school sport and it is integral to school development.	There is a detailed PE development plan with short and long-term targets that enable all pupils (including target groups) to progress and achieve. The PE co-ordinator is highly skilled, able to motivate staff and has the support of the head teacher, staff, governors, pupils and parents. Staff regularly participate in CPD relevant to high quality PE.
4 Does your school know how to effectively utilise the new PE and school sport funding?	Consideration has been given and a basic plan of how to use the funding is being established.	It is clear how the planned budget will improve provision and outcomes in PE, physical activity and school sport.	Budgets are monitored regularly, enabling the school to see which elements of spend have the greatest and most sustainable impact.
5 Do you provide a broad, rich and engaging PE curriculum?	The PE curriculum covers the minimum National Curriculum expectations in a safe, yet limited, range of environments. It focuses mainly on developing pupils' physical skills. Pupils receive less than two hours timetabled PE each week.	The PE curriculum is broad and balanced, going beyond the National Curriculum expectations. It is fun and delivered safely in a range of environments, which develops all physical skills and some leadership and coaching skills of pupils. All pupils receive two hours of timetabled PE.	The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments. There are opportunities for all pupils to develop their leadership, coaching and officiating skills. All pupils receive two hours or more of timetabled high quality PE.
6 How good is the teaching and learning of PE in your school?	The confidence and competence of staff varies. A limited number of lessons are good or outstanding. Most pupils make some progress but assessment lacks rigour. Limited reporting of progress to parents or carers.	Most staff are confident and competent to use a range of teaching and learning styles in PE. Most lessons are good or outstanding. The majority of pupils make good progress, which is fully reported to parents or carers, and there is a sound assessment process.	All staff are confident and competent to deliver high quality PE and the quality of all lessons is good or outstanding. Teaching and learning styles are matched to lesson content and to encouraging all pupils to participate. All pupils make good progress which is clearly reported to parents or carers. Assessment involves pupils fully and identifies and celebrates their achievements.
7 Are you providing high quality outcomes for young people through PE and school sport?	Most pupils are engaged in PE and can demonstrate their level of understanding and skill. The majority of behaviour is good and pupils are starting to make healthy lifestyle choices.	All pupils are engaged in PE and can demonstrate their level of understanding and skill. Behaviour is good across all PE lessons and pupils co-operate in collaborative and competitive situations. All pupils are starting to make healthy lifestyle choices.	All pupils are engaged, motivated, demonstrate a high level of understanding and skill and take some lead in high quality PE lessons. Behaviour is excellent across all PE lessons and pupils make decisions that challenge and inspire them even further. All pupils consistently make healthy lifestyle choices.
8 Are you providing a rich, varied and inclusive school sport offer as an extension of the curriculum	Most pupils are able to access a basic range of opportunities to take part in school sport through clubs and competitions. Through these opportunities pupils learn about training and competing, although leadership development is not catered for. Provision for, and the inclusion of, young disabled pupils is inadequate.	The school sport offer includes activities that cater for and appeal to all pupils. The programme enables pupils to utilise a range of skills and establish participation habits through regular clubs and competitions both within and between schools. Pupils enjoy participation and leadership, this enhances their understanding of sports participation and increases the likelihood that they will continue to take part.	All pupils are able to access a broad offer of school sport activities (as participants, leaders or organisers). An extensive range of sports is available, including opportunities for young disabled people, through a programme that both responds to demand and introduces sports activities that the pupils may not otherwise experience. Numerous young people represent the school and are part of community clubs that the school has links with. Pupils' achievements are celebrated and shared with parents or carers.
9 Are all pupils provided with a range of opportunities to be physically active and do they understand how physical activity can help them to adopt a healthy and active lifestyle?	Staff in the school have a knowledge and understanding of the key behaviours of a healthy and active lifestyle. There is a programme of extra-curricular and informal opportunities that promote physical activity, but the breadth of the provision is limited and the offer is universal.	The school is committed to supporting every child to be physically active. Staff can identify target groups of pupils that are deemed less-active and barriers to their participation are being addressed. Positive attitudes towards healthy and active lifestyles are encouraged among all pupils.	The school has a clear physical activity policy which incorporates PE and school sport but also offers informal physical activity such as break-time activity, active travel and supervised play. Strategies are in place so that pupils are consulted about the activities offered. Positive attitudes towards healthy and active lifestyles are encouraged among pupils and staff, and is extended to parents or carers.

SCHOOL SWIMMING INFORMATION

MEETING THE NATIONAL CURRICULUM REQUIREMENTS FOR SWIMMING & WATER SAFETY

1. What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25m when they left your school at the end of the last academic year? Information updated Jan 19	48.6
2. What percentage of your Year 6 pupils could use a range of strokes effectively (for example, front crawl, backstroke, breaststroke) when they left your primary school at the end of last academic year? Information updated Jan 19	49%
3. What percentage of your Year 6 pupils could perform a safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? This has been requested by RGPS from the provider.	%
4. Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	YES

1. Engagement of ALL Pupils in Regular Physical Activity - Kick Starting Healthy Active lifestyles

PLAN							REVIEW					
School Priority	Planned Impact <i>on pupils</i>	Actions to Achieve	Lead Person	Timescales	Funding	Evidence Required	School Games Mark Criteria	Actual Funding		Actual Impact <i>on pupils</i>	Sustainability/ Next Steps	RAG
								Core	Premium			
1.1	Ensure targeted provision for the least active pupils and a minimum take up of at least 10% from those identified as least active at the start of the the academic year <i>(sustained over a minimum of 1 term)</i>	Improved health & wellbeing Increased confidence Transition to school/community clubs	1. Least active cohorts to be identified. Survey for children to ask what they do in and out of school. Use results to inform the type of club we need. 2. Cohort specific activities to be planned. Use results of survey to inform activities 3. Deliver training based on cohort findings	Mr Clydesdale, Mr Wallace and Miss Haigh Mr Clydesdale, Mr Wallace and Miss Haigh Mr Clydesdale, Mr Wallace and Miss Haigh	Apr-22 Apr-22 Apr-22	£500.00	Tracking sheets/ registers held in office. Survey monkey used for survey of children and activities Activity evidence (photos etc)					G
1.2	Provide all students with two hours of Physical Education, school sport and physical activity per week (made up of curricular and extra curriculum activity) – applicable to years 3 -11 only.	Improve social, emotional and physical health & wellbeing	1. Train staff and support staff to use the new Scheme of work. 2. Equipment purchased for luntime play and sports specific lessons 3. To introduce Active Homework.	Mr Wallace and Miss Haigh Mr Clydesdale, Mr Wallace and Miss Haigh Mr Clydesdale, Mr Wallace and Miss Haigh	Sep-21 October2021-April 2022 09/21- 07/22		Timetable Schemes of Work Healthy School meetings attendance Active Playtimes					G
1.3	Have Opportunities that attract less active young people to participate in physical activity	Development of gross motor skills Improved health & wellbeing	1. Consult with School Council. Sports crew who have a sense of pride in their delivery in school 2. Deliver Bikeability Training 3. Target groups for specific School Sports Games events and after school clubs.	Mr Clydesdale, Mr Wallace and Miss Haigh Mr Clydesdale, Mr Wallace and Miss Haigh Mr Clydesdale, Mr Wallace and Miss Haigh	Spr-22 Spr-22 Ongoing	£0.00	Sportsability (Tennis, Boccia, Sitting Volleyball and Goal Ball) KS2 Boys and Girls Sunderland Tennis Centre Tuesday 2nd April 2021					G
1.4	Ensure a member of staff has actively engaged with their School Games organiser (SGO) as part of their Physical Activity CPD.	Improved health & wellbeing	1. Attend Training x 3 2. Summer network meeting for CPD arranged		Spr-22 Spr-22	£350.00	Attendance certificate					G
						£850.00						

2. Profile of PE and Sport Being Raised Across the School as a Tool for Whole School Improvement

PLAN											
School Priority	Planned Impact <i>on pupils</i>	Actions to Achieve	Lead Person	Timescales	Funding	Evidence Required	School Games Mark Criteria	Funding	Actual Impact <i>on pupils</i>	Sustainability/ Next Steps	RAG
2.1	Increase the profile of PE and sport across the school and wider community (<i>Inc. parents</i>)	Greater pride, emphasis and understanding place on participation/engagement	1. Update School Games Information on website.	Mr Clydesdale, Mr Wallace and Miss Haigh	Ongoing		School Games Notices on website and Facebook (inc Logo)	Pre Requisite (10)			G
			Noticeboard in school for children to see sports activities and news- update weekly	Mr Clydesdale, Mr Wallace and Miss Haigh	Ongoing		Examples of promotion at least once per half term. An uptodate notice board with key information and achievements				
							Silver (21)				
2.2	Engage with the <i>School Games Values or your School values to support the competition and festival experience for all young people</i>	Develop an understanding of the values which can be both nurtured and portrayed thorough PE/Sport/Physical Activity	1. Select School Sports Games projects to undertake	Mr Clydesdale, Mr Wallace and Miss Haigh	Annual		SSG Value Mark certificates and evidence submitted	Pre Requisite (11)			G
			3. Staff made aware of values and use in PE delivery. PE school values to be created.	Mr Clydesdale, Mr Wallace and Miss Haigh	Sep-21						
			4. School and school games valued to be displayed on PE notice board and be referred to within lessons.	5. Contribution to transport to allow school to participate	Sep-21						
2.3	Have a system in place to track young people's participation in School Sport, School Games and physical activity	Improved health & wellbeing via engagements and ensuring cohort specific targeted activities	1. To establish a database which tracks pupil participation	Mr Clydesdale, Mr Wallace and Miss Haigh	Ongoing	£0.00	Office registers, Spreadsheet for staff doing events and PE Data to demonstrate targeting (PE Hub)	Pre Requisite (1)	£0.00		A
			2. Ensure tracking sheets/registers are maintained	Mr Clydesdale, Mr Wallace and Miss Haigh	Ongoing						
			3. Record data and participation	Mr Clydesdale, Mr Wallace and Miss Haigh	Ongoing						
			4. Review and evaluate data and change provision if needed.	Mr Clydesdale, Mr Wallace and Miss Haigh	1/2 Termly						
2.4	Actively engage with the School Games programme and website resources/tools	Ensures that all pupils are fully included and able to access a broad PE/School Sport/Physical Activity offer with a celebratory culmination	1. Register on the School Games website	Mr Clydesdale,	Annual		Registration and actions indicated as 'complete' on dashboard	Pre Requisite (3)			G
			2. Complete the inclusive health check	Mr Clydesdale,	Sep-21						
			3. Register date of School Games Day	Mr Clydesdale,	09/21-07/22						
			4. Plan and resource school games day	Mr Clydesdale,	Annual						
2.5	Engage with Sunderland School Sport Games and access service level agreements.	Linked to impact statements within ALL key indicator sections	1. Affilliate to the Bronze service level agreement. (Six flagship events, School sports crew training, access 3 full days sport sepcfic CPD)	Mr Clydesdale, Mr Wallace and Miss Haigh	Annual	£700.00	As per each individual 'evidence required' section	Links to ALL areas within the plan			G
					Annual						
					£700.00						

3. Increased Confidence, Knowledge and Skills of all Staff in Teaching PE and Sport

PLAN											
School Priority	Planned Impact <i>on pupils</i>	Actions to Achieve	Lead Person	Timescales	Premium	Evidence Required	School Games Mark Criteria	Funding	Actual Impact <i>on pupils</i>	Sustainability/ Next Steps	RAG
3.1	Develop leadership skills and subject knowledge of the named PE Co coordinator and PE HLTA'S.	Improved physical attainment and progress	1. Attend PE and School Sports Conference	Mr Clydesdale, Mr Wallace and Miss Haigh	Annual	£20.00	Attendance Certificates Booking confirmations				G
			2. Introduce PE into additional curriculum areas	Mr Clydesdale, Mr Wallace and Miss Haigh	9/1/2021-7/1/2022						
3.2	Ensure all PE lessons are high quality	Improved physical ability. Higher pupil engagement.	1. Monitor and Observe PE lessons		Oct-21	£600.00	Scheme of Work introduction (pe Hub)				G
			2. Interview Pupils		Autumn -21						
			4. Deliver training, as needed.		Autumn -21						
					Sum -21						
3.3	Improve the skills and confidence amongst staff to deliver high quality PE lessons linked to the curriculum map.	Improved physical attainment and progress	1 Undertake staff audit		Summer 21	£0.00	Staff audit results and subsequent actions				G
			2 Introduce new Scheme of work with training		Sep-21						
			4. Monitor impact of training.		Jul-22						
3.4	Utilise sports coaches to support school sport and physical activity, complimenting the wider School Games and School Sport Partnership programme	Improved pupil physical attainment and progress in a broad programme of activity	1. Develop opportunities for coaches to supplement sports on school		Ongoing	£2,500.00	Coaching plan- Following sports and coaches to be booked: Rugby, Golf, Tennis, Cricket, multiskills and Dance. (More sports to be looked at depending on outcomes of sport survey) Delivery tracking				G
			2. Devise a school sports coaching programme.		Ongoing						
3.5	Engagement with specialist staff to support the delivery of PE/ School Sports/Physical activity and healthy diet.		1. Top up swimming lessons and assessment.		Annual	£8,000.00 £1,000.00 £4,750.00					G
			2. Book Cooking 4 Life Workshops - Healthy Eating		Autumn 22						
			3. OPAL delivering training for lunchtime staff		Sep-21						
					£16,870.00						

4. Broader Experience of a Range of Sports and Activities Offered to All Pupils

PLAN								REVIEW				
School Priority	Planned Impact <i>on pupils</i>	Actions to Achieve	Lead Person	Timescales	Premium	Evidence Required	School Games Mark Criteria	Actual Funding		Sustainability/ Next Steps	RAG	
								Core	Premium			
4.1	Develop A School Sport Organising Crew to influence provision of PE & School Sport. Engage students in the planning and development of School Games activity (student voice).	Improved confidence, motivation, self-esteem and delivery ability	1. Utilise Sports Crew to plan and deliver School Games Day	Mr Clydesdale, Mr Wallace and Miss Haigh	Spr-21	£1,000.00	Photos Meeting notes Work undertaken	Silver (23)				G
			2 Sports Crew help deliver School Games day and other sport based activities in school.	Mr Clydesdale, Mr Wallace and Miss Haigh	Jul-21							
4.3	Develop a comprehensive pathway of Sports Leadership Opportunities across the school - Engage a representative group of children	Improved school-club link transition	1. Engage 10% of students in leading managing & officiating via School Games Day, PE lessons and lunchtime activity	Mr Clydesdale, Mr Wallace and Miss Haigh	Ongoing	£1,000.00	Photos Registers Score cards	Silver (22)				A
4.4	Further develop links with local community sports clubs (Minimum of 3) and leisure providers & Encourage development of pupils who are 'showing potential'	Improved school-club link transition	1. Develop links via School Sport Games competition	Mr Wallace and	Ongoing	£1,000.00	Photos Coaching plan- Following sports and coaches to be booked: Rugby, Golf, Tennis, Cricket, multi-skills and Dance. (More sports to be looked at depending on outcomes of sport survey) Registers	Silver (26)				G
			2. Develop links with local providers e.g. Cricket Shine	Mr Clydesdale,	Ongoing							
			3. Develop links through extra curricular programme	Mr Clydesdale,	Ongoing							
4.5	Develop a policy and appropriate provision for Gifted & Talented pupils within Physical Education	Enhanced development of physical literacy and multi-skills	1. Adopt School Sport Games Showing Potential policy work alongside Castle View Talent ID programme	Mr Wallace and Miss Haigh	Annual		Policy documents Pupil identification sheets	N/A - previously part of SG Mark and considered good practice				A
			2. Identify pupils to engage with Showing Potential	Mr Wallace and Miss Haigh	Ongoing							
					£3,000.00							

5. Increased Participation in Competitive Sport

PLAN											
School Priority	Planned Impact <i>on pupils</i>	Actions to Achieve	Lead Person	Timescales	Funding	Evidence Required	School Games Mark Criteria	Funding	Actual Impact <i>on pupils</i>	Sustainability/ Next Steps	RAG
								5.1	Position 'personal challenge' as a key component of the school's PE and School Sport provision	Develop competitive traits in relation to personal best and develop determination	1. Skills tests introduced at start/end of each block (look to link this to assessment) 2. Deliver staff training according to outcomes
5.2	Use the School Games formats to provide the opportunity for both boys and girls to take part in age and stage appropriate level of competition - Level 0, 1 & 2 (inc. opp for B teams)	Develop competitive traits, improve teamwork, instil pride and improve overall health & wellbeing	1. Ensure delivery of min 1 x Level 0 comp. 2. Ensure delivery of min 5 x Level 1 comps 3. Ensure participation in min of 4 x Level 2 comps 4. Ensure B participation on min of 1 x Level 2 comp. 5. Contribution to transport to allow school to participate		Jul-22 Jul-22 Jul-22 Jul-22 Ongoing	£1,000.00	Entry forms Certificates & results Photographs	Silver (19&20)			G
5.3	Have a calendar that demonstrates opportunities for all young people with SEND and other targeted groups to participate in competitions and festivals.	Development of gross motor skills Improved health & wellbeing	1. Maintain 'non-exclusion' policy 2. Entry into a minimum of 2 Sports ability events 3. Sports calendar to be displayed on PE display		Ongoing Jul-22 01/09/2021	£0.00	Calendar detailing opportunities available	Pre-Requisite (9)			G
5.4	To complete new multi use sports areas with additional equipment, including 7-a-side goals and basketball stands/nets	To improve use of multi sports area. To allow for greater participation in a range of new sports. To help participation in competitive competitions.				£4,000					
					£5,000						#REF!

	BRONZE	SILVER	GOLD
1	Have a system in place to track young people's participation in the School Games inclusive of physical activity.	Have a system in place to track young people's participation in the School Games inclusive of physical activity.	Have a system in place to track young people's participation in the School Games inclusive of physical activity.
2	Have opportunities that attract less active young people to participate in physical activity.	Have opportunities that attract less active young people to participate in physical activity.	Have opportunities that attract less active young people to participate in physical activity.
3	Have completed the Inclusive Health Check tool as accessed on your school's dashboard on www.yourschoolgames.com .	Have completed the Inclusive Health Check tool as accessed on your school's dashboard on www.yourschoolgames.com .	Have completed the Inclusive Health Check tool as accessed on your school's dashboard on www.yourschoolgames.com .
4	Have a member of staff who has actively engaged with their School Games organiser (SGO) as part of their Physical Activity CPD.	Have a member of staff who has actively engaged with their School Games organiser (SGO) as part of their Physical Activity CPD.	Have a member of staff who has actively engaged with their School Games organiser (SGO) as part of their Physical Activity CPD.
5	Primary Schools Only – Have registered on www.activeschoolplanner.org .	Primary Schools Only – Have registered on www.activeschoolplanner.org .	Primary Schools Only – Have registered on www.activeschoolplanner.org .
6	Have positioned 'personal challenge' as a key component of your School Games provision.	Have positioned 'personal challenge' as a key component of your School Games provision.	Have positioned 'personal challenge' as a key component of your School Games provision.
7	Have held or accessed a School Games Day that has a clear cultural component as a culmination of a year round competition programme.	Have held or accessed a School Games Day that has a clear cultural component as a culmination of a year round competition programme.	Have held or accessed a School Games Day that has a clear cultural component as a culmination of a year round competition programme.
8	Registered a School Games Day date on your dashboard on www.yourschoolgames.com .	Registered a School Games Day date on your dashboard on www.yourschoolgames.com .	Registered a School Games Day date on your dashboard on www.yourschoolgames.com .
9	Have a calendar that demonstrates opportunities for all young people with SEND and other targeted groups particular to your school (for example BAME, Free School Meals, LGBT, Inactive) to take part in competitions and festivals.	Have a calendar that demonstrates opportunities for all young people with SEND and other targeted groups particular to your school (for example BAME, Free School Meals, LGBT, Inactive) to take part in competitions and festivals.	Have a calendar that demonstrates opportunities for all young people with SEND and other targeted groups particular to your school (for example BAME, Free School Meals, LGBT, Inactive) to take part in competitions and festivals.
10	Have a notice board and/or in house school digital system that promotes School Games activity and uses social media for the same purpose.	Have a notice board and/or in house school digital system that promotes School Games activity and uses social media for the same purpose.	Have a notice board and/or in house school digital system that promotes School Games activity and uses social media for the same purpose.
11	Have maximised the School Games Values or your School values to support the competition and festival experience for all young people.	Have maximised the School Games Values or your School values to support the competition and festival experience for all young people.	Have maximised the School Games Values or your School values to support the competition and festival experience for all young people.
12	Plans in place to provide all students with two hours of Physical Education, school sport and physical activity per week inclusive of extra curriculum provision – applicable to years 3-11 only.	Provide all students with two hours of Physical Education, school sport and physical activity per week (made up of curricular and extra curriculum activity) – applicable to years 3-11 only.	Provide all students with two hours of timetabled Physical Education per week (within the curriculum only) and have extra curriculum provision inclusive of physical activity in addition to this – applicable to years 3-11 only.
13	Engage at least 20% of pupils (5% for special schools/PRUs) in extracurricular sporting and physical activity every week – applicable to years 3-11 only	Engage at least 35% of pupils (10% for special schools/PRUs) in extracurricular sporting and physical activity every week – applicable to years 3-11 only.	Engage at least 50% of pupils (20% for special schools/PRUs) in extracurricular sporting and physical activity every week – applicable to years 3-11 only.
14	Use the School Games formats to provide the opportunity for both boys and girls to take part in the appropriate level of competition.	Over the course of the academic year, have targeted provision for those least active young people in your school and a minimum take up of at least 10% from those identified as least active at the start of the the academic year. This take up needs to be sustained over a term – applicable to years 3-11 only.	Over the course of the academic year, have targeted provision for those least active young people in your school and a minimum take up of at least 15% from those identified as least active at the start of the academic year. This take up needs to be sustained over a term – applicable to years 3-11 only.
15	Engage at least 5% of students (2% for PRUs/FE Colleges) in leading, managing and officiating in School Games activity.	Use the School Games formats to provide the opportunity for both boys and girls to take part in age and stage appropriate level of competition.	Use the School Games formats to provide the opportunity for both boys and girls to take part in the appropriate level of competition.
		Use the School Games formats to provide the opportunity through inter-school competition (Level 2) for both boys and girls to take part in B team standard competition.	Use the School Games formats to provide the opportunity through inter-school competition (Level 2) for both boys and girls to take part in B and C team standard competition.
		Promote the School Games inclusive of physical activity to parents and the local community at least once every half term using newsletters, website, social media and local press.	Promote the School Games inclusive of physical activity to parents and the local community at least once a fortnight using newsletters, website, social media and local press.
		Engage a representative group of students within and beyond the curriculum in leading, managing and officiating in School Games activity. (10% for schools/special schools and 4% for FE/PRUs).	Every young person is provided the opportunity to learn to lead through curriculum PE as part of the lesson structure.
		Engage students in the planning and development of School Games activity through student voice.	Engage a representative group of students in leading, managing and officiating in School Games activity. (15% for schools/special schools and 6% for FE/PRUs).
		Primary Only - Have completed the self review tool on www.activeschoolplanner.org .	Have a School Sport Organising Committee or Crew in place that influences provision.
		Utilise sports coaches to support school sport and physical activity that compliments your School Games Organisers (SGO) School Games provision.	Utilise sports coaches, volunteers or other providers to support school sport and physical activity delivery that complements your School Games Organiser's (SGO) provision.
		Have active links with at least three local community and pathways sport/physical activity and leisure providers e.g. sport clubs, leisure centres, youth centres etc (one for special schools/N/A for PRUs) where the link is a signposting function (posters/assemblies etc) including one where the relationship is about the provider delivering taster sessions on site or the school/educational including one (N/A Special Schools/PRUs) where institute is a partner host site for the activity and young people are actively engaged to attend. Simply letting your facility to a club does not constitute a link.	Primary Only – have completed the self review tool on www.activeschoolplanner.org and can demonstrate some of the principles of an active school.
			Have active links with at least five local community and pathways sport/physical activity and leisure providers e.g. sport clubs, leisure centres, youth centres etc (two for special schools/N/A for PRUs) where the link is a signposting function (posters/assemblies etc) including of two (N/A Special Schools and PRUs) where the relationship is about the provider delivering taster sessions on site or the school/educational institute is a partner host site for the activity and young people are actively engaged to attend. Simply letting your facility to a club does not constitute a link.
			Train and engage wider school staff in the delivery of school sport and physical activity.

BACKGROUND

BRONZE	
1	Have a system in place to track young people's participation in the School Games inclusive of physical activity.
2	Have opportunities that attract less active young people to participate in physical activity.
3	Have completed the Inclusive Health Check tool as accessed on your school's dashboard on www.yourschoolgames.com .
4	Have a member of staff who has actively engaged with their School Games organiser (SGO) as part of their Physical Activity CPD.
5	Primary Schools Only – Have registered on www.activeschoolplanner.org .
6	Have positioned 'personal challenge' as a key component of your School Games provision.
7	Have held or accessed a School Games Day that has a clear cultural component as a culmination of a year round competition programme.
8	Registered a School Games Day date on your dashboard on www.yourschoolgames.com .
9	Have a calendar that demonstrates opportunities for all young people with SEND and other targeted groups particular to your school (for example BAME, Free School Meals, LGBT, Inactive) to take part in competitions and festivals.
10	Have a notice board and/or in house school digital system that promotes School Games activity and uses social media for the same purpose.
11	Have maximised the School Games Values or your School values to support the competition and festival experience for all young people.

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Plans in place to provide all students with two hours of Physical Education, school sport and physical activity per week inclusive of extra curriculum provision – applicable to years 3-11 only.

Engage at least 20% of pupils (5% for special schools/PRUs) in extracurricular sporting and physical activity every week – applicable to years 3-11 only

Use the School Games formats to provide the opportunity for both boys and girls to take part in the appropriate level of competition.

Engage at least 5% of students (2% for PRUs/FE Colleges) in leading, managing and officiating in School Games activity.

SILVER	GOLD
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	<p>Train and engage wider school staff in the delivery of school sport and physical activity.</p>

Outstanding School Priorities
Staff to use registration forms for all activities
PE coordinator to complete
Registers

