



Date:	Apr-22
School:	Northern Saints VA Primary
Staff:	Will Clydesdale
Email:	will.clydesdale@nsprimary.org.uk
No. Pupils	545
SSG Mark Target:	Gold

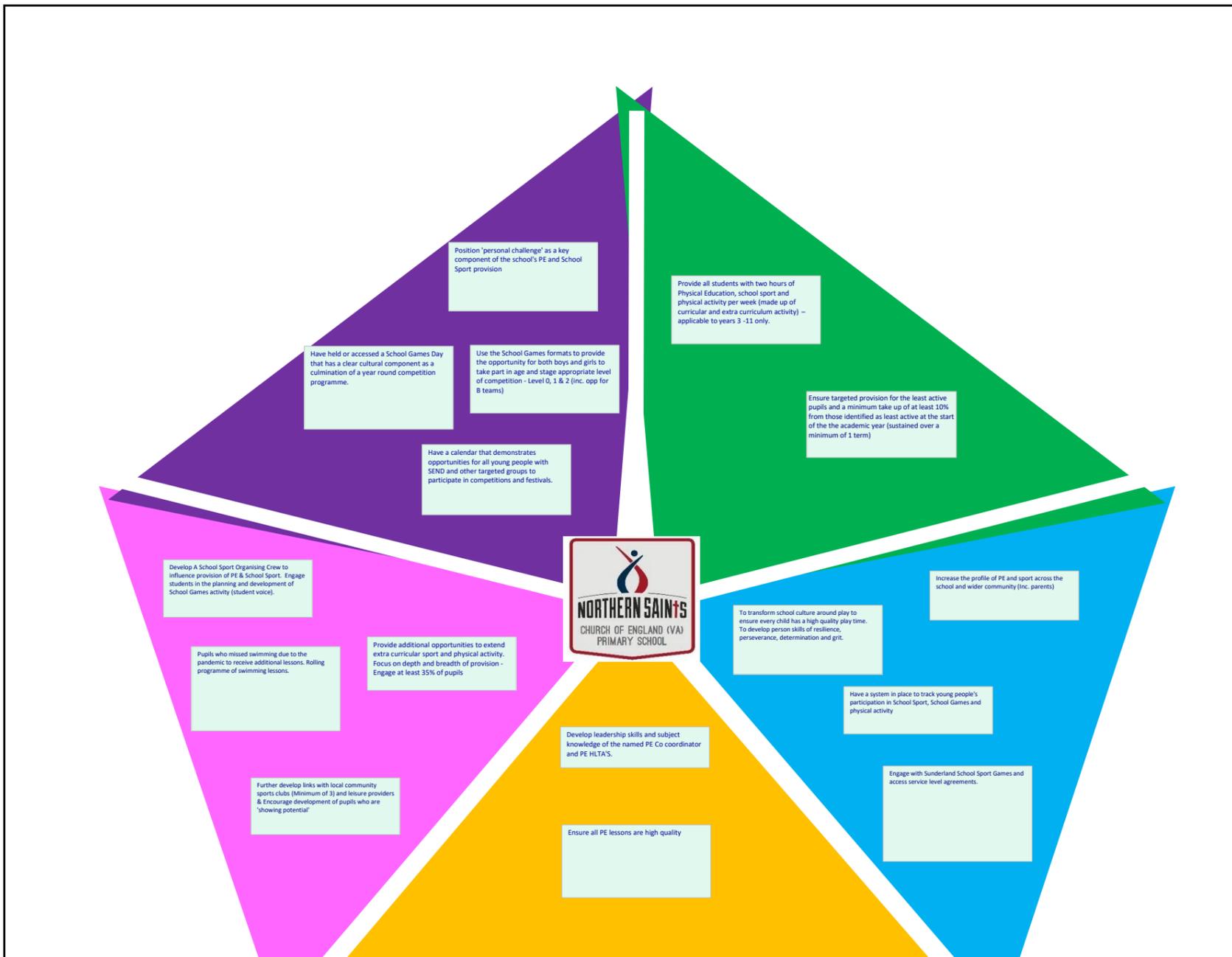
**This action plan template and the associated criteria are based around the School Games Mark criteria for a primary school with more than 120 pupils in KS2 – different criteria will apply to a school with a KS2 of 120 pupils or less*

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. 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 '5 Key Indicators' (A/P/E - Evidenceing 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.	£500.00	
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)	£0.00	
1.2 Provide all students with two hours of Physical Education, school sport and physical activity per week (made up of curricular and extra curricular activity) – applicable to years 3 – 11 only.	£500.00	
2. Profile of PE and sport being raised across the school as a tool for whole school improvement.	£7,700.00	
2.1 To transform school culture around play to ensure every child has a high quality play time. To develop person skills of resilience, perseverance, determination and grit.	£7,000.00	
2.2 Increase the profile of PE and sport across the school and wider community (inc. parents)	£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	
2.4 Engage with Sunderland School Sport Games and access service level agreements.	£700.00	
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.	£20.00	
3.1 Develop leadership skills and subject knowledge of the named PE Co coordinator and PE HLTA'S.	£20.00	
3.2 Ensure all PE lessons are high quality	£0.00	
4. Broader Experience of a Range of Sports and Activities Offered to all Pupils.	£10,100.00	
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).	£100.00	
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	£5,000.00	
4.3 Pupils who missed swimming due to the pandemic to receive additional lessons. Rolling programme of swimming lessons.	£5,000.00	
4.4 Further develop links with local community sports clubs (Minimum of 3) and leisure providers & Encourage development of pupils who are 'showing potential'	£0.00	
5. Increased Participation in Competitive Sport	£6,000.00	
5.1 Position 'personal challenge' as a key component of the school's PE and School Sport provision	£1,000.00	
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)	£5,000.00	
5.3 Have held or accessed a School Games Day that has a clear cultural component as a culmination of a year round competition programme.	£0.00	
5.4 Have a calendar that demonstrates opportunities for all young people with SEND and other targeted groups to participate in competitions and festivals.	£0.00	
TOTAL(s)	£24,320.00	



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											
School Priority		Planned Impact <i>on pupils</i>	Actions to Achieve	Lead Person	Timescales	Funding	Evidence Required	School Games Mark Criteria	Actual Impact <i>on pupils</i>	Sustainability/ Next Steps	RAG
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.A termly after school provision planned with a wide range of coaches 2. School sports crew to run an after school club to use skills taught during training. 3. Clubs to be constantly monitored via pupil voice and participation levels. 4. groups for specific School Sports Games events	Mr Clydesdale , Mr Wallace and Miss Swan	Spr-22	£0.00	Tracking sheets/ registers held in office. Pupil voice to be carried out end of each term to monitor clubs offered and enjoyment of children taking part.				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. To continue to use the scheme (PE hub) for PE curriculum 2. To provide a range of extra 30 mins of physical activity breaks. 3. Training to be provided by PE team to help implementation of safe play 4. Monitor and replenish playtime stock. Linked to OPAI	Mr Wallace and Miss Swan	01/09/2022 Sep 22 Autumn 1 22/23 Summer 2	£500.00	Timetable Schemes of Work Active Playtimes (see 3.4)	Silver (16)			G
						£500.00					

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	To transform school culture around play to ensure every child has a high quality play time. To develop person skills of resilience, perseverance, determination and grit.	Pupils will display character building skills and opportunities. Pupils will be more physically active. An increase in happiness, wellbeing and mental health. Improved social skills and team building. Greater inclusivity as no child is left out. Improved behaviour and more creative play evident.	1. PE lead and HT to attend Opal showcase event 2. Opal to undertake school audit on quality of playtime to create a baseline score. 3. Action Planning 4. Plan grounds for 12 month access 5. Staff INSET 6. Working Party established with roles 7. Review and work towards accredited award	Will Clydesdale	Implementati on from Sept 22 for 18 mths	£7,000.00	Opal Audit Action Plan Evaluation Impact Assessment Play observations Pupil Voice REduction in behaviour incidents at break and lunchtime				
2.2	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. 2. Noticeboard in school for children to see sports activities and news- update weekly	Mr Clydesdale, Mr Wallace and Miss Swan	Ongoing	£0.00	School Games Notices on website and Facebook (inc Logo) Examples of promotion at least once per half term. An uptodate notice board with key information and achievements	Pre Requisite (10)			G
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. Ensure tracking sheets/registers are maintained 2. Record data and participation	Mr Clydesdale, Mr Wallace and Miss Swan	01/09/2022 Ongoing	£0.00	Office registers, Spreadsheet for staff doing events and PE Data to demonstrate targeting	Pre Requisite (1)	£0.00		A
2.4	Engage with Sunderland School Sport Games and access service level agreements.	Linked to impact statements within ALL key indicator sections	1. Afilliate 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 Swan	Annual	£700.00	As per each individual 'evidence required' section	Links to ALL areas within the plan			G
					£7,700.00						

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	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 Swan	Mar-23	£20.00	Attendance Certificates Booking confirmations Range of activities to be placed on the one drive for opportunities for physical breaks				G
3.2	Ensure all PE lessons are high quality	Improved physical ability. Higher pupil engagement in lessons and unstructured time.	1. All staff to attend Opal training programme. 2. Monitor PE lessons/ undertake PE Deep Dive 3. New form of assessment to be used to make it easier for staff to assess skills used during PE units	Mr Clydesdale Mr Clydesdale Mr Clydesdale, Mr Wallace and Miss Swan	6/1/2022 then half termly Summer 22 Summer 22 - review impact July 23	£0.00	Pupil voice survey after each topic to be stored on the one drive Online assessment form to be used to allow videos to be uploaded online. (see 5.1)				G
						£20.00					

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

PLAN											
School Priority	Planned Impact <i>on pupils</i>	Actions to Achieve	Lead Person	Timescales	Premium	Evidence Required	School Games Mark Criteria	Actual Impact <i>on pupils</i>	Sustainability/ Next Steps	RAG	
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 play time activities and a termly after school club. 2. School sports crew to help gather pupil voice throughout school. 3. Children to get opportunities to lead parts of the session to improve sporting values being taught throughout the curriculum	Mr Clydesdale, Mr Wallace and Miss Swan	Spr-23 May 23 Ongoing throughout PE	£100.00	Photos Meeting notes Work undertaken	Silver (23)		G	
4.2	Provide additional opportunities to extend extra curricular sport and physical activity. Focus on depth and breadth of provision - Engage at least <u>35% of pupils</u>	Improved confidence, motivation, self-esteem and delivery ability	1. Annual plan of provision devised to ensure variety of physical activities across each year group. 2. Provision to be used to allow a wide range of activities to be offered across school	Mr Clydesdale, Mr Tarpey	Ongoing	£5,000.00	Photos Website Plans Registers	Silver (17)		G	
4.3	Pupils who missed swimming due to the pandemic to receive additional lessons. Rolling programme of swimming lessons.	Every child to exit KS2 able to swim a minimum of 25 metres	1. Each year 4 class to attend weekly swimming lessons for 1 term. 2. Identify pupils unable to swim 25 metres independently to attend additional catch up swimming lessons			£5,000.00	Swimming Assessment Tracker				
4.4	Further develop links with local community sports clubs (<u>Minimum of 3</u>) and leisure providers & Encourage development of pupils who are 'showing potential'	Improved school-club link transition Improved pupil physical attainment and progress in a broad and balanced programme of activity	1. Identify gifted and talented pupils. 2. Develop links via School Sport Games competition programme. 3. Liaise with pupils/ parents to promote attendance.	Mr Wallace and Miss Swan Mr Clydesdale, Mr Wallace and Miss Swan	Ongoing	£0.00	Photos Promotional material Registers	Silver (26)		G	
					£10,100.00						

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. New online assessment scheme to be introduced at the start and end of each topic. 2. Introduce active homework (linked to each topic)	Mr Clydesdale, Mr Wallace and Miss Swan	01/09/2022 School year 22/23	£1,000.00	Photos and recordings (PE staff ipads and tripods) Homework to be recorded on dojo in a portfolio termly	Pre-Requisite (6)				G
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. House competition to be run throughout the school year to contribute to school games award.	Mr Clydesdale, Mr Wallace and Miss Swan	School year 22/23	£5,000.00	Entry forms Certificates & results Photographs	Silver (19&20)				G
5.3	Have held or accessed a School Games Day that has a clear cultural component as a culmination of a year round competition programme.	Greater pride, emphasis and understanding place on participation/engagement	1. Register for Sunderland active creditation mark. 2. Run a school sports day to help promote skills and values taught over the last academic year. 3. Ensure cultural element is embedded in Sports Day.	Mr Clydesdale, Mr Wallace and Miss Swan	Jul-22	£0.00	Registration Photographs Photographs Pupil voice Equipment to be used from last year's budget and cancelled sports day	Pre-Requisite (7&8)				G
5.4	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	Mr Clydesdale, Mr Wallace and Miss Swan	Ongoing Spring and Summer term 22/23	£0.00	Calendar detailing opportunities available	Pre-Requisite (9)				G
						£6,000.00						

#REF!

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.
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.
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
14	Use the School Games formats to provide the opportunity for both boys and girls to take part in the appropriate level of competition.
15	Engage at least 5% of students (2% for PRUs/FE Colleges) in leading, managing and officiating in School Games activity.

SILVER	
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.
16	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.
17	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.
18	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 academic year. This take up needs to be sustained over a term – applicable to years 3-11 only.
19	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.
20	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.
21	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.
22	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).
23	Engage students in the planning and development of School Games activity through student voice.
24	Primary Only - Have completed the self review tool on www.activeschoolplanner.org .
25	Utilise sports coaches to support school sport and physical activity that complements your School Games Organisers (SGO) School Games provision.
26	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.

GOLD	
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.
27	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.
28	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.
29	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.
30	Use the School Games formats to provide the opportunity for both boys and girls to take part in the appropriate level of competition.
31	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.
32	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.
33	Every young person is provided the opportunity to learn to lead through curriculum PE as part of the lesson structure.
34	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).
35	Have a School Sport Organising Committee or Crew in place that influences provision.
36	Utilise sports coaches, volunteers or other providers to support school sport and physical activity delivery that complements your School Games Organiser's (SGO) provision.
37	Primary Only – have completed the self review tool on www.activeschoolplanner.org and can demonstrate some of the principles of an active school.
38	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.
39	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
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 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 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 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.
Primary Schools Only – Have registered on www.activeschoolplanner.org .	Primary Schools Only – Have registered on www.activeschoolplanner.org .
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 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.
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 .
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 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 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.

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.
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.
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.
Use the School Games formats to provide the opportunity for both boys and girls to take part in age and stage appropriate level of ompetition.	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 offi ciating 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 offi ciating 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 infl uences provision.

<p>Utilise sports coaches to support school sport and physical activity that compliments your School Games Organisers (SGO) School Games provision.</p>	<p>Utilise sports coaches, volunteers or other providers to support school sport and physical activity delivery that complements your School Games Organiser's (SGO) provision.</p>
<p>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.</p>	<p>Primary Only – have completed the self review tool on www.activeschoolplanner.org and can demonstrate some of the principles of an active school.</p>
	<p>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.</p>
	<p>Train and engage wider school staff in the delivery of school sport and physical activity.</p>

