



# Gateshead School Sport Partnership



<b>Date:</b>	Monday 20th November 2017
<b>School:</b>	Clover Hill Primary School
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<b>No. Pupils KS2*</b>	51-120
<b>SSG Mark Target:</b>	SILVER

\*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:

Clover Hill Primary School, we aim to embed the culture and enjoyment of sport and physical activity. We are passionate to ensure that all children have the knowledge, skills, determination and motivation to be physically and mentally healthy in the hope that it will lead to life-long participation in sport.

OVERVIEW & BASELINE			
Criteria	RAG Rating		
	Red	Amber	Green
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.
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.
Do you have strong leadership and management of PE and school sport?	The headteacher 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 headteacher 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 headteacher, staff, governors, pupils and parents. Staff regularly participate in CPD relevant to high quality PE.
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.
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.
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.
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.
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.
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?	<b>100%</b>
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?	<b>93%</b>
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?	<b>90%</b>
4. Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	<b>NO</b>

## 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	Planned Funding		Evidence Required	School Games Mark Criteria	Actual Funding		Actual Impact <i>on pupils</i>	Sustainability/ Next Steps	RAG
						Core	Premium			Core	Premium			
1.1	Ensure targeted provision for the least active pupils and a minimum take up of <b>at least 10%</b> 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	1. Least active cohorts to be identified	D. Temperley	Sep-17	£0.00	£0.00	Tracking sheets	Silver (18)	£0.00	£0.00	More children are opting into being active at lunch times.	This will continue in the new accademic year using our track.	
			2. Lunchtime Supervisors trained to lead activities	D. Temperley	Sep-17			Activity evidence (photos etc)						
		3. Activities in place for <b>ALL</b> pupils	L. Supervisors	Oct-17										
		4. Cohort specific activities to be planned	D. Temperley	Dec-17										
			5. Deliver based on cohort findings	D. Temperley	Jan-17									
1.2	Ensure adherence to the Chief Medical Officer guidelines recommending that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school	Improve health & wellbeing	1. Register on <a href="http://www.activeschoolplanner.org">www.activeschoolplanner.org</a>	D. Temperley	Dec-17	£0.00	£500.00	Registration and self review complete	Pre Requisite (5)	£0.00	£1,428.00	All children in school are now participating in the daily mile ensuring at least 15 minutes exercise per day.	This will continue in the new accademic year using our track.	
			2. Have completed the self review tool	D. Temperley	Dec-17			Silver (24)						
		3. Implement findings of self review	All Staff	Jan-18	Registers, reports and pictures of implementations			Gold (37)						
		4. Introduce Daily Mile	D. Temperley	Jan-18										
1.3	Provide all students with two hours of Physical Education, school sport and physical activity per week (made up of curricular and extra urriculum activity) – applicable to years 3 -11 only.	Improve social, emotional and physical health & wellbeing	1. Research new Schemes of Work (SoW)	D. Temperley	Nov-17	£0.00	£1,795.00	Timetable	Silver (16)	£2,285.00	New schemes provide teachers with the resources they need to deliver exciting and inspiring PE lessons that provide children with the skills they need to participate in sports.	the new scheme can now be used and adapted year after year.		
			2. Purchase & Implement new SoW	D. Temperley	Jan-18			Schemes of Work						
1.4	Have Opportunities that attract less active young people to participate in physical activity	Development of gross motor skills	1. Introduce non-traditional curriculum coaching	D. Temperley	Sep-17	£0.00	£567.00	Coaching registers	Pre Requisite (2)	£405.00	Year 5 children have all successfully completed bike ability. Introducing non traditional coaching has encouraged interests in different sports for those that do no enjoy	children can apply the knowledge and skills learnt through bikeability and use them yo keep active out of school.		
			2. Deliver the Bikeability programme (life skills)	D. Temperley	Jan-18			Bikeability completion certificates						
1.5	Imcrease focus on HEALTHY lifestyle to compliment activity	Greater understanding of health related nutrition and healthy eating	1. NUFC healthy lifestyle sessions delivered alongside PE.	D. Temperley	Apr-18	£0.00		Booking documentation	N/A	costs shown in staff section (orange)	NUFC tests showed that 67% of children increased their nutritional and fitness knowledge over the course of the program.	Children can apply the knowledge and skills learnt through this course and use them to keep healthy and active out of school.		
								Delivery photographs						
						£0.00	#####							

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

PLAN										REVIEW				
School Priority		Planned Impact <i>on pupils</i>	Actions to Achieve	Lead Person	Timescales	Planned Funding		Evidence Required	School Games Mark Criteria	Actual Funding		Actual Impact <i>on pupils</i>	Sustainability/ Next Steps	RAG
						Core	Premium			Core	Premium			
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. Have a School Games notice board	SSOC - Media	Sep-17	£0.00	##### ##### #	School Games Notice Board in place (inc Logo)	Pre Requisite (10)		##### ##### #	Children feel proud to have competed or taken part in sports competitions on behalf of their school. Social media and website reviews encourage the children to take part	This will continue next year.	
			2. Sport/School Games promotion once per half term via Webiste, Twitter and Newsletters	D. Temperley	Sep-17			Examples of promotion at least once per half term	Silver (21)					
			3. Develop school vision & improve PE 'reporting'	L. Easton	Dec-17									
			4. Purchase sports kits for teams/classes to wear	D. Temperley	Jan-18									
2.2	Engage with the GSSP Blazing The Trail programme - <i>Have maximised the 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 3 Pathway projects to undertake	D. Temperley	Nov-17	£0.00	£0.00	BTT Value Mark certificates and evidence submitted	Pre Requisite (11)	£0.00		Children love taking part in the pathway projects, it raises the profile of sport in school.	This will continue next year.	
			2. Share with relevant subject leads in school	D. Temperley	Jan-18									
			3. Produce work/performance	Subject Leads	Mar-18									
			4. Submit evidence	Subject Leads	Jun-18									
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 targetted activities	1. Ensure basic tracking sheets are maintained	J. Butler	Ongoing	£0.00	£0.00		Pre Requisite (1)	£0.00	Helps to identify those pupils who are least active and enables us to provide opportunities for us to target their activity in school.	Particular focus on less active children to ensure they become more active in school.		
			2. Record data and participation	Deliverers	Ongoing									
			3. Review and evaluate data	D. Temperley	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 revised website	D. Temperley	Sep-17	£0.00	£0.00	Registration and actions indicated as 'complete' on dashboard	Pre Requisite (3)			Helth check and timetable gave us an indicator of when our children are most and least active to enable us to target specific times in the day to add activity	30 minutes activity added to every school day for all children.	
			2. Complete the inclusive health check	D. Temperley	Dec-17									
			3. Register date of School Games Day	D. Temperley	Dec-17									
2.5	Engage with Gateshead School Sport Partnership and access both the CORE and PREMIUM service level agreements	Linked to impact statements witin <u>ALL</u> key indicator sections				#### #### ###	#### #### ###	As per each individual 'evidence required' section	Links to <u>ALL</u> areas within the plan	##### ##### #	##### ##### #			
			N/A	N/A	N/A									
						####	####							

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

PLAN										REVIEW				
School Priority		Planned Impact <i>on pupils</i>	Actions to Achieve	Lead Person	Timescales	Planned Funding		Evidence Required	School Games Mark Criteria	Actual Funding		Actual Impact <i>on pupils</i>	Sustainability/ Next Steps	RAG
						Core	Premium			Core	Premium			
3.1	Develop leadership skills & subject knowledge of the named PE Co-ordinator	Improved pupil physical attainment and progress	1. Attend PE & School Sport Conference	D. Temperley	Nov-17	£0.00	£400.00	Attendance certificates	Gold (38)	£0.00	£380.00	developed the competence and knowledge of PE lead to improve physical attainment and progress.	PE lead compitent in providing a huge range of sporting and fitness opportunities for childre in school	
			2. Premium SLA specialist support to be booked	D. Temperley	Jan-18			Completed surveys						
			3. Specialist coach shadowing	D. Temperley	Jan-18			Booking confirmations						
			4. FA Coaching course undertaken	D. Temperley	Sep-17									
3.2	Ensure all PE lessons are high quality	Improved physical literacy	1. Introduction of updated SoW as per 1.3	D. Temperley	Jan-18	£0.00	£0.00	SoW introduction	Gold (39)	see 1.3	see 1.3	see 1.3	see 1.3	
3.3	Improve the skills & confidence amongst staff to deliver high quality PE lessons linked to the curriculum map	Improved pupil physical attainment and progress	1. Undertake a staff audit	D. Temperley	Jan-18	£0.00	£0.00	Staff audit results & subsequent actions	Gold (39)	£0.00	£0.00	Teachers are confident in delivering a new scheme providing a new an exciting approach to PE to engage pupils.	Children are given a skills based scheme which equips them to take part in a range of sports that can be used year after year.	
			2. Introduce new SoW with training	D. Temperley	Jan-18									
			3. Develop strategies & techniques to motivate staff	D. Temperley	Feb-18									
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 and balanced programme of activity	1. Curricular coaching plan in place	D. Temperley	Sep-17	£0.00	##### ##### #	Coaching plan	Silver (25)	£0.00	##### ##### #	Specialised coaches develop		
			2. GSPP in-school coaching programme delivery	Coaches	Ongoing			Delivery tracking						
			3. NUF in-school coaching programme delivery	NUF	Ongoing									
3.5	N/A					£0.00	£0.00							
						£0.00	#####							

#### 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	Planned Funding		Evidence Required	School Games Mark Criteria	Actual Funding		Actual Impact <i>on pupils</i>	Sustainability/ Next Steps	RAG	
						Core	Premium			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. Maintain current SSOC	D. Temperley	Sep-17	£0.00	£150.00	Photos	Gold (35)	£0.00	£0.00	Children improved confidence, motivation, self-esteem and delivery ability	Children feel confident in delivering and planning activities in future,		
			2. Utilise Yr6 to plan and deliver School Games Day	A. Holden	Jun-18				Silver (23)						
								Work undertaken							
4.2	Provide additional opportunities to extend extra curricular sport and physical activity. Focus on depth and breadth of provision- Engage at least <b>35% of pupils</b>	Improved confidence, motivation, self-esteem and delivery ability	1. Annual plan of provision devised	J. Butler	Sep-17	£0.00	£0.00	Photos	Silver (17)	£0.00	£800.00	Improved confidence, motivation and self-esteem of pupils. 61% of pupils engaged in at least 1 after school club.	Children continue to attend clubs to keep active outside of school, many formed links with local clubs and attend sessions away from		
			2. Confirm staffing	J. Butler	Sep-17										
			3. Promote to school & parents	All Staff	Ongoing										
			4. Purchase additional equipment as required	D. Temperley	Ongoing										
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	Improved confidence, motivation, self-esteem and delivery ability	1. Leadership in PE (Learn 2 Lead)	D. Temperley	Ongoing	£0.00	£150.00	Photos	Gold (33)	£0.00	£150.00	Children improved confidence, motivation, self-esteem and delivery ability	More active play time activities available for children across the school provided by sports lead.		
			2. Engage 10% of students in leading managing & officiating via School Games Day and Lunchtime activity	D. Temperley	Ongoing				Silver (22)						
			3. Maintain current Playground Buddies delivery	D. Temperley	Ongoing										
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	1. Develop links via GSSP competition programme	D. Temperley	Jul-18	£0.00	### ### ### ##	Photos	Silver (26)	£0.00	### ### ### ##	successful links with NUFC, Bladon Tennis Club, kensho Karate and Gateshead cricket club allowed children to have sport specific lessons with a professional sport which can	Many children attending local clubs and keeping active outside of school.		
			2. Develop links with local providers	D. Temperley	Jul-18										
			3. Develop links through extra curricular programme	D. Temperley	Jul-18										
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 GSSP Showing Potential policy	D. Temperley	Feb-18	£0.00	£0.00	Policy documents	N/A- previously part of 50 Mark and consistent good practice	£0.00	£0.00	Links with clubs allowed gifted children to be scouted and offered coaching and activity out of school to enhance their ability and help them reach their potential.	Children invited to continue their skills outside of school		
			2. Identify pupils to engage with Showing Potential	D. Temperley	Apr-18										
						£0.00	##								

## 5. Increased Participation in Competitive Sport

PLAN								REVIEW						
School Priority		Planned Impact <i>on pupils</i>	Actions to Achieve	Lead Person	Timescales	Planned Funding		Evidence Required	School Games Mark Criteria	Actual Funding		Actual Impact <i>on pupils</i>	Sustainability/ Next Steps	RAG
						Core	Premium			Core	Premium			
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. SSOC to devise challenges	D. Temperley	Mar-18	£0.00	£0.00	Photos	Pre-Requsite (6)	£0.00	Children became determined to better themselves without competing with classmates. Allowed less able sports people to see progression	Children have developed sporting traits that can e applied to future sporting and non sporting events		
			2. Playground Buddies to run/score challenges	D. Temperley	May-18			Score sheets						
			3. Link to Skipping activities	C. Prinn	Jan-18			Meeting notes						
5.2	Use the School Games formats to provide the opportunity for both boys and girls to take part in <b>age and stage appropriate</b> level of competition - <b>Level 0, 1 &amp; 2 (inc. opp for B teams)</b>	Develop competitive traits, improve teamwork, instil pride and improve overall health & wellbeing	1. Ensure delivery of min 1 x Level 0 comp.	D. Temperley	Jul-18	£0.00	see 2.5	Entry forms	Silver (19&20)	£730.00	All children able to experience and compete in a sporting competition developed competitive traits, team work and improved health and well being	Continue to provide these opportunities at local competitiond		
			2. Ensure delivery of min 5 x Level 1 comps	D. Temperley	Jul-18			Certificates & results						
			3. Ensure participation in min of 4 x Level 2 comps	D. Temperley	Jul-18			Photographs						
			4. Ensure B participation on min of 1 x Level 2 comp.	D. Temperley	Jul-18									
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. Registered the School Games Day date on <a href="http://www.yourschoolgames.com">www.yourschoolgames.com</a> as per 2.4	D. Temperley	Dec-17	£0.00	£589.00	Registration	Pre-Requsite (7&8)	£589.00	Hightened the profile of sport inschool. Inspired children to become active and have a positive outlook.	Advise from Atletes referred to in school to motivate children to do well and take part in sport.		
			2. Deliver School Games Day	D. Temperley	Jun-18			Photographs						
			3. Deliver School Games Day (Sportsday)	A. Holden	Jul-18									
5.4	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	D. Temperley	Feb-18	£0.00	£200.00	Attendance certificate	Pre-Requsite (4)	£200.00	improved health and well being	continue to meet with governor K.Hay		
5.5	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	1. Maintain 'non-exclusion' policy	All Staff	Ongoing	£0.00	£300.00	Calendar detailing opportunities available	Pre-Requsite (9)	£0.00	All children with SEND were able to take parting in sporting opportunities developing skills and improving health and well being	continue to provide opportunities.		
		Improved health & wellbeing	2. Specialist non-traditional coaching as per 1.4	D. Temperley	Ongoing									
			3. Entry into a minimum of 2 TOP Sportsability events	D. Temperley	Jul-18									