

# The Sherwood School Physical Education (PE) and Physical Activity (PA) Action Plan

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**PE Coordinator's Name:** Paul Steenkamp

**Version / Date Updated:** June 2019

Agreed by Senior Management – Andriana Samouel

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Agreed by Governor – Jane Savill

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## Aims

- 1. PE Curriculum** (PPESP Key Indicator: 1)  
Provision of at least 100 minutes (50 minutes of Physical Development for EYFS) of progressive, active and engaging curriculum PE per week (across 2 separate lessons on different days) for all children.
- 2. Physical Activity** (PPESP Key Indicator: 1)  
All children are enthused and able to be physically active for at least 60 minutes per day (minimum 30 mins within school time) with particular attention to those from disadvantaged backgrounds and those that are currently less active.
- 3. Whole School Ethos** (PPESP Key Indicator: 2)  
Raise the profile of and celebrate sport, PE, physical activity, play and wellbeing across the ethos of the whole school. Highlighting the importance of respecting others, positive attitudes and fair play. Utilise physical activity to contribute to the positive mental health and well-being of children.
- 4. Range of Activity** (PPESP Key Indicator: 4)  
Children have access to and enjoy a range of different sports, physical activities, leadership opportunities and unstructured play.
- 5. Competitions** (PPESP Key Indicator: 5)  
Children are able to take part in and enjoy competitive sport.
- 6. Swimming** (PPESP Key Indicator: N/A)  
All children are able to be safe in the water and develop as competent swimmers.
- 7. Workforce Development** (PPESP Key Indicator: 3)  
All staff and volunteers receive the training and support to enable and inspire them to deliver our aims effectively.

## **What we do well:**

- Curriculum map in place and published on school website.
- Children have participated in a range of sports competitions.
- Children in Y4 participate in weekly curriculum swimming lessons.
- PE scheme of work available online for teachers to use.
- MSSP coach providing quality PE lessons from years 1 – 6.
- New PE resources bought for teachers to use.
- Lunchtime and after school clubs in place.

## **Key areas we will develop further:**

- Continue to monitor the quality of PE provision across the school.
- Providing opportunities for girls to compete in sporting competitions.
- Improve provision of lunchtime activities and clubs.
- Further strengthen the provision of extra-curricular sports clubs across the school.

## Action Plan 2018/19

### Allocated funding from the Primary PE and Sport Premium (PPESP):

Schools must use the PPESP funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that we should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

1. PE Curriculum - Provision of at least 100 minutes of progressive, active and engaging curriculum PE per week (across 2 separate lessons on different days) for <u>all</u> children. (PPESP Key Indicator: 1)					
Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	REVIEW <ul style="list-style-type: none"> <li>• What was the outcome/impact for your pupils?</li> <li>• Next steps?</li> <li>• How will you sustain this?</li> </ul>
All children have at least 100 minutes of PE across at least 2 separate lessons, on different days.	<ul style="list-style-type: none"> <li>- All PE lessons timetabled for 2x lessons a week.</li> <li>- MSSP and Artis to teach some of these lessons.</li> </ul>	<p>Children are engaged in a wide range of sports activities at lunchtime, which has led to a decrease in the number of behaviour incidents reported to SLT.</p> <p>Pupil &amp; parent surveys and feedback reflect positive impact of provision.</p> <p>Children in the EYFS are encouraged to scoot to school.</p>	<p>Qualified coach</p> <p>Teaching staff costs</p>	None	<ul style="list-style-type: none"> <li>✓ All pupils received 100 minutes of PE each week with MSSP and Artis teaching some lessons. This arrangement proved very successful as children developed different skills during the year.</li> <li>✓ Many children participated in a range of lunchtime clubs and there were lesson behaviour incidents that SLT had to deal with.</li> <li>✓ The school council also conducted a pupil survey and the feedback from pupils were positive.</li> <li>✓ <b>Next steps:</b> Further strengthen lunchtime provision in key stage 1.</li> </ul>

		Attitudes to learning improved - better concentration in lessons.			
An effective curriculum map and scheme of work is in place.	- Purchase from MSSP and PE leader to support class with planning.	Wider Impact as a result of above:  Pupils are more active in PE lessons.  Standards achieved in PE NC are improving.	MSSP Scheme of work  None	None	<ul style="list-style-type: none"> <li>✓ Curriculum map in place to ensure progression of skills across the year groups.</li> <li>✓ MSSP scheme of work really support teachers with the planning and delivery of their PE lessons.</li> </ul>
PE lessons are observed as good or better and meet the 2014 NC expectations.	- PE leader to monitor teaching of PE across the school.	Feedback given.	MSSP Scheme of work  None	None	<ul style="list-style-type: none"> <li>✓ PE leader monitored teaching of PE with Merton Sports Partnership.</li> <li>✓ PE leader supported some teachers at the start of the academic year with the delivery of their lessons. This proved to be successful.</li> </ul>
Effective measurement of pupils' progression is in place across school.	<ul style="list-style-type: none"> <li>- PE leader to check progression of skills taught.</li> <li>- PE leader to provide regular PE updates during the year.</li> <li>- PE leader to attend regular CPD.</li> </ul>	Feedback from assessments.	MSSP Scheme of work  None	None	<ul style="list-style-type: none"> <li>✓ PE leader attend annual PE conference and other relevant courses. Updates are then provided to staff and support given where necessary.</li> <li>✓ Assessment were done at the end of the academic year. This also supported teachers with the writing of their reports.</li> <li>✓ <b>Next steps:</b> develop provision of dance and gymnastics across the school.</li> </ul>
Children are consulted with and enjoy their PE lessons.	- School council to conduct a pupil survey about the enjoyment of PE lessons.	Feedback from children as part of the school council survey.	None	None	<ul style="list-style-type: none"> <li>✓ Pupils across the school enjoy PE lessons and they are all very keen to participate and demonstrate a real desire to improve.</li> </ul>

**2. Physical Activity** - All children are enthused and able to be physically active for at least 60 minutes per day (minimum 30 mins within school time) with particular attention to those from disadvantaged backgrounds and those that are currently less active. (PPESP Key Indicator: 1)

Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	<b>REVIEW</b> <ul style="list-style-type: none"> <li>• What was the outcome/impact for your pupils?</li> <li>• Next steps?</li> <li>• How will you sustain this?</li> </ul>
Less active children are identified and targeted. Barriers are removed to help them engage more in a healthy and active lifestyle (this may be via C4L clubs or similar).	<ul style="list-style-type: none"> <li>- PE equipment to be bought to promote body awareness and skill development.</li> <li>- Sport Leadership training during school time.</li> </ul>	<p>Children become more active and have an improved attitude to their learning.</p> <p>Pupil surveys reflect the positive impact of the provision.</p>	<p>Equipment £500</p>	<p>Equipment £500</p>	<ul style="list-style-type: none"> <li>✓ Equipment bought to assist with developing leadership in key stage 2.</li> <li>✓ Year 5 pupils led KS1 Sports Day with great success.</li> <li>✓ More children participating in clubs and festivals across the school.</li> </ul>
Physical Activity is mapped and ensures all children are able to meet the 30 minutes in school minimum guidance.	<ul style="list-style-type: none"> <li>- PE timetable in place.</li> <li>- Cross curricular links with PE.</li> </ul>	<p>Children engaged in PE.</p> <p>Obesity checks in reception and Year 6.</p>	<p>None</p>	<p>None</p>	<ul style="list-style-type: none"> <li>✓ All children participating actively in PE lessons.</li> <li>✓ Cross curricular links in place with History and Geography.</li> </ul>
Clubs and activities are enjoyable and available for <u>all</u> children to access including children with SEND.	<ul style="list-style-type: none"> <li>- Activities in lessons differentiated to meet the needs of all abilities.</li> <li>- A range of lunch time and after school clubs on offer.</li> </ul>	<p>Take up of clubs.</p> <p>Feedback from children and parents.</p> <p>Targeted children to take up the sport.</p>	<p>£1000</p>	<p>£1000</p>	<ul style="list-style-type: none"> <li>✓ All children able to participate in a range of sporting activities.</li> <li>✓ Children with SEND given opportunities to participate in different festivals organised by MSSP.</li> </ul>

**3. Whole School Ethos** - Raise the profile of and celebrate sport, PE, physical activity, play and wellbeing across the ethos of the whole school. Highlighting the importance of respecting others, positive attitudes and fair play. Utilise physical activity to contribute to the positive mental health and well-being of children. (PPESP Key Indicator: 2)

Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	<b>REVIEW</b> <ul style="list-style-type: none"> <li>• What was the outcome/impact for your pupils?</li> <li>• Next steps?</li> <li>• How will you sustain this?</li> </ul>
Health and wellbeing is promoted across the school and the 'Healthy Schools' accreditation is obtained.	<ul style="list-style-type: none"> <li>- Applying for healthy school's status in February 2019.</li> <li>- Children encouraged to have fruit snacks and drink water regularly.</li> </ul>	<p>Healthy Schools status obtained by Summer 2019.</p> <p>Children encouraged by the success of others to actively participate.</p>	None	None	<ul style="list-style-type: none"> <li>✓ Healthy Schools status obtained in March 2019.</li> <li>✓ Children are encourage via newsletter and assembly to regularly bring in fruit snacks and water.</li> </ul>
Maintain our swimming programme to support the maximum number of children to achieve their potential in swimming.	<ul style="list-style-type: none"> <li>- Additional staffing allocated to support top-up swimming activities for year 5.</li> </ul>	Greater % of pupils achieving their swimming target.	Top up swimming cost £1,490	Top up swimming cost £1,490	<ul style="list-style-type: none"> <li>✓ Additional staffing allocated to support top-up swimming activities for year 5.</li> </ul>
Sporting achievement, effort and progress is regularly celebrated across the school.	<ul style="list-style-type: none"> <li>- Achievements celebrated in assembly (match results + notable achievements in lessons etc).</li> </ul>	Children become more resilient in the classroom and attain better by the end of the academic year.	None	None	<ul style="list-style-type: none"> <li>✓ Sporting achievement celebrated regularly in assembly and newsletters.</li> <li>✓ Pupils are very proud to be involved in assembles/photos on notice boards etc. which is impacting on confidence and self-esteem.</li> <li>✓ Increased self-esteem and confidence are having a positive impact on learning across the curriculum.</li> </ul>
Children are taught resilience through sport, PE and PA and links to emotional and mental health and wellbeing including coping with stress and performance are considered in	<ul style="list-style-type: none"> <li>- PE promoted as part of being a Rights Respecting Schools.</li> <li>-</li> </ul>	Teachers/coaches feel more confident to teach PE.	Dan Jackson £500	Dan Jackson £500	<ul style="list-style-type: none"> <li>✓ Pupils show resilience in sporting competitions.</li> <li>✓ Increased emotional wellbeing across all lessons.</li> </ul>

the curriculum and promoted throughout the school day.	- Mindfulness/resilience programmes put in place for all children.	Happy children leading healthy lives.			
The school website (as well as other correspondence and social media) displays and promotes the sporting ethos of the school and opportunities available to all children effectively.	- PE display in place. - MSSP displayed in the foyer. - Website up to date with relevant information.	Pupils are very proud to be involved in assemblies/photos on notice boards etc. which is impacting on confidence and self-esteem.	None	None	<ul style="list-style-type: none"> <li>✓ PE display board in place to actively promote PE and other sporting competitions taking place.</li> <li>✓ Pupils are really proud of their achievements and this is celebrated in assembly and weekly newsletter.</li> </ul>
Purchase quality resources to enhance the PE and sporting curriculum.	- New PE equipment to encourage a wider range of activities.	Increased self-esteem and confidence are having a positive impact on learning across the curriculum.	Scooters £2500  Balls – £200  Gym equipment  £2000	£4450	<ul style="list-style-type: none"> <li>✓ PE equipment purchased to ensure pupils can actively participate in variety of sports.</li> <li>✓ They have displayed a positive attitude to all lessons especially in sports that they may be unfamiliar with.</li> <li>✓ <b>Next steps:</b> Encourage more girls to actively participate in lunch and after school activities. Develop the gymnastics provision across the school.</li> </ul>

**4. Range of Activity** - Children have access to and enjoy a range of different sports, physical activities, leadership opportunities and unstructured play.  
(PPESP Key Indicator: 4)

Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	<b>REVIEW</b> <ul style="list-style-type: none"> <li>• What was the outcome/impact for your pupils?</li> <li>• Next steps?</li> <li>• How will you sustain this?</li> </ul>
Maintain the number/range of sports and PE specialist coaches working alongside our staff team.	- Merton School Sports Partnership working alongside the PE leader.	Behaviour around has improved and this has impacted on improved learning in the afternoons.	Affiliation to MMSP costs  £2000	£2000	<ul style="list-style-type: none"> <li>✓ The focus of lessons is now child-centred and as a result pupils are engaged and are keen to learn and improve.</li> <li>✓ As a result, pupils made good or better progress both in lessons and over time.</li> <li>✓ Skills, knowledge and understanding of pupils are increased significantly.</li> <li>✓ Pupils really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve.</li> <li>✓ The school is no longer</li> </ul>

					<p>dependent on 'experts' coming in to teach PE and Sport as staff are more confident and keen.</p> <p><b>Next steps:</b> Develop dance and gymnastics provision.</p>
<p>A leadership programme is in place for <u>all</u> Year 5s (initial training session delivered by MSSP or similar then 6 unit programme).</p>	<ul style="list-style-type: none"> <li>- Leadership program in place for Spring 2019.</li> <li>- Develop play/activity leaders programme.</li> </ul>	<p>Children in Y5 actively involved as play/activity leaders and relationships between KS1 and KS2 is strong.</p>	None	None	<ul style="list-style-type: none"> <li>✓ Year 5 pupils developed their own leadership by supporting games in the key stage 1 playground.</li> <li>✓ Teamwork in pupils has developed and this is now a strength within lessons.</li> </ul>
<p>Continue to offer a wider range of activities both within and outside the curriculum in order to encourage pupil participation.</p>	<ul style="list-style-type: none"> <li>- Additional sessional coaches for specific sports / competition preparation.</li> </ul>	<p>More children to participate in sporting competitions.</p>	<p>Football £250</p> <p>Cricket £250</p>	£500	<ul style="list-style-type: none"> <li>✓ Increased participation of both girls and boys in inter-school competitions has resulted in a team-spirit amongst the school and improved self-esteem and confidence of pupils involved.</li> <li>✓ Netball and cricket teams qualified for the Merton Borough finals.</li> </ul>
<p>Gifted and talented pupils in PE and sport (including those with SEND) are recognised by teachers. Support is provided to signpost them to find progression pathways both within and out of school.</p>	<ul style="list-style-type: none"> <li>- PE leader to organise enrichment days.</li> <li>- PE leader promote external agencies who offer clubs to the wider community.</li> </ul>	<p>WJTI tennis enrichment event organised by the PE leader.</p> <p>Surrey Cricket Schools day in April 2019.</p>	None	None	<ul style="list-style-type: none"> <li>✓ Pupils have shown a real interest in tennis have been active participants in the enrichment days.</li> <li>✓ Surrey Cricket Schools day proved very successful as some children attended having no prior cricket knowledge.</li> <li>✓ PE leader organised cricket coaching via the Chance to Shine Foundation for pupils in year 5.</li> <li>✓ <b>Next steps:</b> Develop link with Surrey Cricket to enable more</li> </ul>

					pupils(with SEND) to receive specialist cricket coaching.
Focus particularly on those pupils who do not take up additional PE and Sport opportunities and those who are eligible for the Pupil Premium Grant.	<ul style="list-style-type: none"> <li>- Arrange a pupil survey to ascertain what pupils would like.</li> <li>- Include pupils eligible for PPG in sporting competitions.</li> </ul>	Pupil survey feedback enable the PE leader to organise activities that pupils want to participate in.	None	None	<ul style="list-style-type: none"> <li>✓ Increase uptake of sporting clubs for pupils eligible for the Pupil Premium Grant.</li> <li>✓ Pupil survey indicate pupils would be interested in dance lessons during PE.</li> </ul>

### 5. Competitions - Children are able to take part in and enjoy competitive sport. (PPESP Key Indicator: 5)

Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	REVIEW <ul style="list-style-type: none"> <li>• What was the outcome/impact for your pupils?</li> <li>• Next steps?</li> <li>• How will you sustain this?</li> </ul>
School games day (sports day) delivered which engages <u>all</u> children in the school.	<ul style="list-style-type: none"> <li>- Sports day in place for Summer 2019.</li> <li>- WJTI whole school tennis day March 2019</li> </ul>	Increased participation of both girls and boys in inter-school competitions has resulted in a team-spirit amongst the school and improved self-esteem and confidence of pupils involved.	House cup and certificates  £400	£400	<ul style="list-style-type: none"> <li>✓ WJTI whole school tennis day was hugely successful and a pupil in Nursery was scouted for tennis lessons.</li> <li>✓ Team spirit and group work in PE lessons generally good as children engage in more competitive activities.</li> <li>✓ <b>Next step:</b> Create more opportunities for girls to participate in tennis lessons.</li> </ul>
Intra comp programme in place for <u>all</u> children to meet the MSSM gold standard.	<ul style="list-style-type: none"> <li>- Regular class and house competitions organised by MSSP coach and PE leader.</li> </ul>	Establish and improved relationship amongst pupils.	Cover for teachers to attend matches.  £400	£400	<ul style="list-style-type: none"> <li>✓ Children participated in various sporting competitions organised by MSSP coach and PE leader this improved self-confidence and resilience among pupils.</li> </ul>

Our competitions programme is improved through participation in a wide range of sports competitions across the whole school.	<ul style="list-style-type: none"> <li>- PE leader/MSSP coach to engage more girls in school's sports.</li> <li>- Arrange friendly competition - inter/intra school - use the local sport partnership.</li> </ul>	<p>Improved standard of participation in competitions.</p> <p>Establish and improved relationship with local schools.</p>	<p>Cover for teachers attending sport competitions.</p> <p>£6000</p>	£6000	<ul style="list-style-type: none"> <li>✓ Children developing early leadership and social skills.</li> <li>✓ Young children participating in more PE and learning teamwork skills.</li> <li>✓ Children became more resilient winning/losing games.</li> <li>✓ Wider range of pupils are able to represent school and participate in a competitive environment against other schools.</li> </ul>
Pupils, teachers and accompanying parents understand the rules, etiquette and formats for each sport. Children are given opportunities to practice before the competition.	<ul style="list-style-type: none"> <li>- MSSP coach to provide lunch time coaching in preparation for upcoming competitions.</li> <li>- PE leader to send leaflet with competition information to parents.</li> </ul>	Improved communication with parent/carers about upcoming sporting events.	None	None	<ul style="list-style-type: none"> <li>✓ Increased participation of both girls and boys in inter-school competitions has resulted in a team-spirit amongst the school and improved self-esteem and confidence of pupils involved.</li> <li>✓ Improved standards in invasion games in curriculum time.</li> </ul>

<b>6. Swimming</b> - All children are able to be safe in the water and develop as competent swimmers. (PPESP Key Indicator: N/A)					
Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	REVIEW <ul style="list-style-type: none"> <li>• What was the outcome/impact for your pupils?</li> <li>• Next steps?</li> <li>• How will you sustain this?</li> </ul>
All children receive swimming lessons for a full academic year.	<ul style="list-style-type: none"> <li>- Children to receive regular lessons in year 4.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Children to become confident swimmers.</li> </ul>	None	None	35% of children that swim 25m when completed programme in year 4

<p>60% can swim 25m at the end of the swim programme.</p> <p>60% can use a range of strokes effectively at the end of the swim programme.</p> <p>25% can perform safe self-rescue in different water based situations at the end of the swim programme.</p>	<ul style="list-style-type: none"> <li>- Teacher to track which children are not yet using a range of strokes effectively.</li> <li>- Liaise with swimming coach to support these pupils.</li> </ul>	<p>✓ Children able to perform self-rescue in different water based situations.</p>			<p>54% of children can use a range of strokes effectively when completed programme in year 4</p> <p>35% of children can perform safe self rescue when completed programme in year 4</p>
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<p><b>7. Workforce Development</b> - All staff and volunteers receive training and support to enable and inspire them to deliver our aims effectively. (PPESP Key Indicator: 3)</p>					
Objective / Target / Focus Area	How will it be achieved / actions?	How will you measure the impact?	Costs	PPESP Costs	REVIEW <ul style="list-style-type: none"> <li>• What was the outcome/impact for your pupils?</li> <li>• Next steps?</li> <li>• How will you sustain this?</li> </ul>
<p>The PE Coordinator is leading 'good' PE effectively and confidently across the whole school.</p>	<ul style="list-style-type: none"> <li>- PE leader providing regular CPD opportunities.</li> <li>- PE leader doing drop-in visits to PE lessons.</li> <li>- PE leader to attend both Autumn and Summer MSSP conferences.</li> </ul>	<p>The focus of lessons are now child-centred and as a result pupils are engaged and are keen to learn and improve.</p>	<p>£400</p> <p>Supply cover costs</p>	<p>£400</p>	<ul style="list-style-type: none"> <li>✓ The PE leader monitors lessons regularly and involved the school council to get their views on PE.</li> <li>✓ <b>Next step:</b> will be to embed summative assessment.</li> </ul>
<p>Inclusive sport forms part of PE planning and delivery. Pupils' needs are known and teachers feel confident to deliver inclusive</p>	<ul style="list-style-type: none"> <li>- CPD opportunities arranged for all NQTs.</li> </ul>	<p>As a result, pupils made good or better</p>	<p>£600</p>	<p>£600</p>	<ul style="list-style-type: none"> <li>✓ Teachers more confident in teaching PE and adapting lessons as required.</li> </ul>

PE lessons and clubs, making any adaptations as required.	<ul style="list-style-type: none"> <li>- Continue successful affiliation with Merton School's Sports Partnership.</li> </ul>	progress both in lessons and over time	Supply cover costs		<ul style="list-style-type: none"> <li>✓ Feedback from CPD was positive.</li> </ul>
To strengthen teachers expertise in delivering PE and sport through a high quality training programme.	<ul style="list-style-type: none"> <li>- Provide regular CPD opportunities for all staff.</li> <li>- Professional development in subject leadership for PE subject leader.</li> </ul>	All staff confident in the delivery of PE; differentiating tasks as required.	None	None	<ul style="list-style-type: none"> <li>✓ PE leader attended the MSSP Autumn conference and FA award day. This information was shared with staff.</li> <li>✓ NQTs attended training days with MSSP.</li> </ul>
Staff understand how physical activity can contribute to the positive mental health of students.	<ul style="list-style-type: none"> <li>- Staff getting regular updates from PE leader regarding mental health.</li> <li>- PE leader introduced GoNoodle to encourage teachers to give children short brain breaks during the day.</li> </ul>	Children are calm in the afternoon and will make better progress in the wider curriculum.	£990	£990	<ul style="list-style-type: none"> <li>✓ Staff regularly use GoNoodle or other resources to give children short brain breaks during the day.</li> <li>✓ The afternoons are much calmer and lunch times have settled down.</li> </ul>
				Total: £19,230	