

Larkrise Primary School PE Action Plan 2018-19 – Hannah Ahmad



Area for development	Action	Objectives and goals	Progress/Monitoring	Success
<p>More games opportunities and equipment available at playtimes and lunchtimes.</p>	<ul style="list-style-type: none"> • Teach staff some basic playground games/activities. Could be as a staff meeting or have a game of the week that is taught to all staff. • Teach older children to be PE leaders and run playtime games as well as adults. • Order new equipment and have PE leaders who are in charge of it. 	<ul style="list-style-type: none"> • Less problems at playtime, as children will have more activities to do. • Adults on duty engaging with the children, therefore forging better relationships. • Encouraging children to be more active at play and lunch. • Teaches responsibility and leadership to older children. 	<ul style="list-style-type: none"> • HA to oversee. Observations at playtime. • Feedback from teachers on playground issues. 	
<p>Planning, progression, coverage and CPD.</p>	<ul style="list-style-type: none"> • Look at whole school PE plans and ensure correct coverage. Edit and adapt if necessary. Share with staff. • Organise CPD/training in areas staff are less 	<ul style="list-style-type: none"> • Clear progression through the year groups. • Teachers confident about what they are covering throughout the year and how to teach it. • Skills taught through 	<ul style="list-style-type: none"> • Questionnaire to teachers about what they plan to teach. Draw up a curriculum map from this. • HA or FD to book/deliver some CPD in the areas 	

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	confident in.	a range of sports.	that staff are least confident with. <ul style="list-style-type: none"> • HA to try to share ideas/plans via email. 	
Clubs	<ul style="list-style-type: none"> • Clubs timetable drawn up. • Letters to parents to inform of clubs. • Registers drawn up. • Radios and end of the day routines to ensure safety shared. 	<ul style="list-style-type: none"> • A range of clubs offered across the year groups. • All children provided with clubs opportunities. • Staff are not spending time chasing where children are at the end of the day. 	<ul style="list-style-type: none"> • HA/FD to Tom from Master the Game to set up which clubs are happening when. • HA/FD send out letters (unless Master the Game have their own) • All staff made clear of end of the day procedures in regards to clubs. HA to share via email or at staff meeting. 	
Resource Audit	<ul style="list-style-type: none"> • Audit and list all resources in indoor and outdoor PE cupboards. • Order resources needed. 	<ul style="list-style-type: none"> • Allows us to have a clear idea of what we have in order to tell teachers. • Able to list what should be in each PE cupboard. • Tells us what we need to replenish. 	<ul style="list-style-type: none"> • HA to use PE time to do this. 	

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<p>Sport/PE for mental health</p>	<ul style="list-style-type: none"> • Look into introducing The Daily Mile (depends on whether it fits into the day!) • Investigate starting some PE interventions/breaks for those children with mental health issues. • Train 1:1 TAs in basic games/PE lessons to do with specific children (check insurance) • Work in class and assemblies on the benefits of exercise. • Share with parents to encourage out of school activities. 	<ul style="list-style-type: none"> • Children are calmer, fitter and raise their self-esteem. • Children can concentrate better, and attainment raised. • Children and parents have a better understanding of the benefits of exercise. 	<ul style="list-style-type: none"> • HA to share ideas and activities with staff. • HA to talk to FM about The Daily Mile. • HA to do a regular slot in the newsletter about the exercise and well-being and the benefits of being active. • HA (and anyone else who wants to) provide assemblies on it. 	
<p>Competitions</p>	<ul style="list-style-type: none"> • Respond to competition invitations, aiming to do at least one competition a small term. • Draw up a 	<ul style="list-style-type: none"> • We enter a range of children into a variety of competitions. • Staff know in advance and so are not disrupted by 	<ul style="list-style-type: none"> • HA/FD to respond to emails and draw up a calendar, which is then shared. • HA/FD check/draw up risk assessments and organise staff 	

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	<p>competition calendar and share with all staff asap.</p> <ul style="list-style-type: none"> • Draw up risk assessments and organise transport and staffing. • Organise trials to pick teams? And allow time to practise. 	<p>losing children from lessons.</p> <ul style="list-style-type: none"> • We compete to the best of our ability. 	<p>and transport.</p> <ul style="list-style-type: none"> • HA/FD hold trials and practise sessions. 	
<p>Target groups – PP, inactive children.</p>	<ul style="list-style-type: none"> • Look at PP list and try to encourage specific children to join clubs. Save some spaces if possible. • Ask teachers to try to establish who are the least active children in their class (questionnaire?) and then target them for clubs or interventions. 	<ul style="list-style-type: none"> • We raise the percentage of PP children participating in clubs. • We raise the activity levels of those least active children and hopefully reduce obesity. 	<ul style="list-style-type: none"> • HA to get PP list and talk to class teachers about targeting specific children. 	