

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

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

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		<ul style="list-style-type: none"> <li>• Tells us what we need to replenish.</li> </ul>		
Sport/PE for mental health	<ul style="list-style-type: none"> <li>• Look into introducing The Daily Mile (depends on whether it fits into the day!)</li> <li>• Investigate starting some PE interventions/breaks for those children with mental health issues.</li> <li>• Train 1:1 TAs in basic games/PE lessons to do with specific children (check insurance)</li> <li>• Work in class and assemblies on the benefits of exercise.</li> <li>• Share with parents to encourage out of school activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are calmer, fitter and raise their self-esteem.</li> <li>• Children can concentrate better, and attainment raised.</li> <li>• Children and parents have a better understanding of the benefits of exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• HA to share ideas and activities with staff.</li> <li>• HA to talk to FM about The Daily Mile.</li> <li>• HA to do a regular slot in the newsletter about the exercise and well-being and the benefits of being active.</li> <li>• HA (and anyone else who wants to) provide assemblies on it.</li> </ul>	
Competitions	<ul style="list-style-type: none"> <li>• Respond to competition invitations, aiming to do at least one</li> </ul>	<ul style="list-style-type: none"> <li>• We enter a range of children into a variety of competitions.</li> </ul>	<ul style="list-style-type: none"> <li>• HA/FD to respond to emails and draw up a calendar, which is then shared.</li> </ul>	

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	<p>competition a small term.</p> <ul style="list-style-type: none"> <li>• Draw up a competition calendar and share with all staff asap.</li> <li>• Draw up risk assessments and organise transport and staffing.</li> <li>• Organise trials to pick teams? And allow time to practise.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff know in advance and so are not disrupted by losing children from lessons.</li> <li>• We compete to the best of our ability.</li> </ul>	<ul style="list-style-type: none"> <li>• HA/FD check/draw up risk assessments and organise staff and transport.</li> <li>• HA/FD hold trials and practise sessions.</li> </ul>	
<p>Target groups – PP, inactive children.</p>	<ul style="list-style-type: none"> <li>• Look at PP list and try to encourage specific children to join clubs. Save some spaces if possible.</li> <li>• Ask teachers to try to establish who are the least active children in their class (questionnaire?) and then target them for clubs or</li> </ul>	<ul style="list-style-type: none"> <li>• We raise the percentage of PP children participating in clubs.</li> <li>• We raise the activity levels of those least active children and hopefully reduce obesity.</li> </ul>	<ul style="list-style-type: none"> <li>• HA to get PP list and talk to class teachers about targeting specific children.</li> </ul>	

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