

# St. James' C of E Primary School

## PE and Sports Action Plan 2018 - 2019

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

| Key achievements to date:   | Areas for further improvement and baseline evidence of need:   |
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| <p>Achieved the <b>Gold Schools Games Mark</b></p> <p>The <b>Scrapstore Play pod</b> continues to engage pupils in active, imaginative play at lunchtime, encouraging pupils to take risks whilst making dynamic risk assessments with the support of the MDS. The playpod also <b>develops the values needed for sport</b>; teamwork, problem solving, creativity, imagination and self-confidence within their peers – <i>see case study of effective practice written for the Youth Sport trust by Steve Price (Development Coach, Gloucestershire and West of England SGO areas).</i></p> <p>Increased <b>participation in Level 2 and inclusive school games</b> for a second year running – <i>St James' won the Move More Large Schools Participation award 2017/2018 (2016/2017: 449 pupils 23 events 2017/2018: 508 pupils attending 26 events) This number doesn't include other sporting events we attend outside of our sport network at local secondary schools.</i></p> <p><b>Inclusive house events continue to be part of the sporting calendar</b> each term, engaging the whole school with Level 1 competitive sporting events with <b>Year 6 leading</b> the Infant Sports Day stations for the first time.</p> <p><b>Continued communication with parents</b> about sporting opportunities provided in school and <b>signposting to external sports clubs</b> – The Scoop PE Extra, Twitter and Facebook. Parents have compiled and update an <b>external sports club list</b> with contact details which is shared in the Scoop PE Extra and in the Reception Welcome Pack</p> <p>Continue to provide a <b>rich and varied afterschool extra-curricular club provision</b> with <b>3 new clubs engaging families</b> with healthy eating and getting active: Family Cookery club, Family Fun club and Family Run club - <i>see 2018 parent questionnaire feedback</i></p> <p>PE co-ordinator has an <b>active relationship with Move More</b> speaking at the 'Move More annual conference' in Tom Hall from Active Gloucestershire's seminar.</p> <p>Developed an <b>excellent relationship with Cheltenham Town Community Team</b>: Ryan Godwin worked with 1 Year 6 pupil for 10 weeks on the Premier League Reading stars programme, the team worked with Year 6 and teachers for 10 Football CPD sessions.</p> | <p><b>Increase the activity levels of our pupils from 2017/2018</b><br/> <i>Sport England Active Lives Children and Young People Survey 2017/2018<br/>           130 pupils from Year 2,4 and 6 and 15 Year 2 parents completed the survey<br/>           19% of pupils are doing 60 minutes of moderate to vigorous activity 7 days a week.<br/>           75% are doing vigorous activity at least 3 days a week.<br/>           Boys and Girls are equally active.</i></p> <p><b>Maintain and improve pupils attitudes towards sport and physical activity</b><br/> <i>Sport England Active Lives Children and Young People Survey 2017/2018<br/>           Years 3-6 only<br/>           93% of pupils feel confident when exercising and playing sport<br/>           78% find sports and exercise easy<br/>           97% feel that they understand why exercise and sports are good for them<br/>           95% enjoy taking part in exercise and sport</i></p> <p><b>Continue to provide CPD for staff focusing on PE lessons not only teaching skills and attitudes but ensuring pupils are engaged in moderate to vigorous physical activity. ( contribute to 60 minutes of physical activity in a day)</b><br/> <i>PHE : Around two in ten children aged 5-15 years meet the Gov. recommendations for physical activity (boys 21%, girls 16%)</i></p> <p><b>Promote and support pupils and parents knowledge of how to keep themselves healthy, including through exercise and healthy eating. Pupils making informed choices about eating and physical activity.</b><br/> <b>2017 National child measurement programme:</b><br/> <i>16.8% of St James' Reception pupils were overweight or obese compared to 22% across schools in England and 23% in Glos. LEA<br/>           22.8% of St James' Year 6 children were overweight or obese compared to 34% across all schools in England and 32% in Glos LEA</i><br/> <b>2018 National child measurement programme: TBC</b><br/> <b>Findings from the 'Food education and learning landscape study' to support this aspect of our provision</b></p> <p><b>Achieve the Gold School Games Mark for 2<sup>nd</sup> Year running</b></p> |

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| <p><b>Target clubs and support in PE sessions to prepare pupils for Level 2 competitions:</b> Gloucester Rugby coach, Gym Coach, Gloucestershire Cricket Coach, Cheltenham Town (Girls Football)</p> <p>For the 2<sup>nd</sup> Year running we have <b>supported a PE and Sport Apprentice</b> from 'Move More', who worked alongside teachers supporting and leading PE sessions, supported a strong team of 13 Year 5 sports leaders and ran an afterschool club each term.</p> <p><b>Staff CPD monitored</b> for sustained confidence and competence: Real Gym, Inclusive PE, Hockey, Football, Cricket and Rugby.</p> <p><b>High Quality PE provision</b> through high quality teacher CPD and every class being supported for at least 6 weeks by an external coach<br/> <i>Reception: Balanceability Year 1: Football and Gym Coach Year 2: Apprentice, Cricket and Football Coach Year 3: Football Coach and Apprentice Year 4: Apprentice, Football, Fun Fit and Cricket Year 5: Rugby and Hockey Year 6: Football</i></p> <p><b>Increased number of girls engaging with Girls Football</b> due to new Year 2,3,4 Girls Football Club and Girls attending Wild Cats Football clubs outside of school. 50 girls asked to attend the Girls Football session at the University of Gloucester Nov. 2017</p> <p>Developed a <b>strong relationship with University of Gloucestershire Sports department</b> who provide students to run after-school sports clubs.</p> | <p>2016-2017 achieved Silver Games Mark<br/>2017-2018 achieved Gold Games Mark</p> <p>Take part in the <b>Sport England Active Lives Children and Young People Survey 2018/2019</b> and compare and improve on 2017/2018 survey.</p> <p><b>Documents supporting the 2018/2019 Action Plan</b><br/> <b>The link between pupil health and wellbeing and attainment</b><br/> <i>Public Health England, Nov. 2014</i><br/> <b>What works in Schools and Colleges to Increase Physical Activity?</b><br/> <i>HM Government, Youth Sports Trust and the Association of Colleges Sport Oct. 2015</i><br/> <b>A practical Guide for School Leaders: Designed to Move Active Schools</b> <i>designedtomove.org</i><br/> <b>The Sport England Strategy 'Towards an Active Nation' (2016)</b></p> |
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| Meeting national curriculum requirements for swimming and water safety  | Please complete all of the below: |
| What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?       | 97%                               |
| What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | 97%                               |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?                               | 97%                               |

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| 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? | Yes/ <b>No</b><br>2 pupils attended Heidi's Heroes Intensive swimming Intervention programme |
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| Academic Year: 2018/19  |   | Date Updated: October 2018 <b>April 2019 &amp; July 2019</b>   |   |  |
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| <b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</b> |   |  |   |  |
| School focus with clarity on intended impact on pupils:   | Actions to achieve:   | Funding allocated:   | Evidence and impact:  | Sustainability and suggested next steps:   |
| Further develop opportunities for physical activity throughout the day through active playgrounds, active teaching and engagement with parents to get active and play sport together.   | <p>Black – Not Achieved<br/>Green - Achieved</p> <p>Develop and sustain Daily Fit 15 sessions where pupils are encouraged to get out of breathe: Mile a Day, Wake and Shake, zumba</p> <p>Continue to offer a wide range of afterschool clubs guided by the pupils through the sports council.</p> <p>Sign post pupils to sporting events outside of school e.g. Tewkesbury Triathlon, Badminton Clubs</p> <p>Sports Leaders to introduce and run personal challenge sessions at break times with a group of focus pupils. Supported by Apprentice</p> <p>Conduct termly 'active registers' so inactive pupils can be supported in increasing their activity. – 1 term only which identified pupils for inclusive events run by Move More</p> <p>Develop the 'Scrapstore' Playpod to encourage Junior children to get active and engage with imaginative and active play.</p> <p>New MDS attend Scrapstore Playpod Training St James' to host this</p> <p>Year 4 to take part in a 6 week FunFit programme focusing on 5 key components of fitness; cardiovascular capacity, strength, speed, coordination and agility. Children will also learn about the different components of fitness, how the body moves and how to effectively work as part of a team.</p> <p>Staff meeting to make staff aware of the obesity and inactivity trends. Show films shared at Move More conference last year to highlight that this</p> | <p>2 free as part of our membership plus £40 per person (1 extra free due to hosting the training)</p> <p>£480</p> | <p>Sport England Active Lives and Children Survey evidence greater engagement and attitudes to physical activity. <b>Will be completed in the Autumn Term 2019. Due to staff changes at Active Gloucestershire we didn't receive the survey in July 2019</b></p> <p>Pupil surveys evidence the impact of fun fit <b>95% of pupils enjoyed this programme improving on the number of reps for each supermove and quality of movement. The programme consisted of:</b></p> <p><b>1A 90s of Burpees 1B 90s of Burpees Repeat<br/>2A 90s of Squats 2B 90s of Squats Repeat<br/>3A 90s of Box Jumps 3B 90s of Box Jumps Repeat<br/>4A 90s of Skips 4B 90s of Skips Repeat<br/>5A 90s of Lunges 5B 90s of Lunges Repeat<br/>6A 90s of Worm Press Ups 6B 90s of Worm Press Ups Repeat<br/>5 Star Movers</b></p> <p><b>Overall results for Class 10 – The moves they haven't increased repetitions for they improved the quality of their moves</b><br/>1A 1B 2A 2B 3A 3B 4A 4B 5A<br/>495 538 836 1045 551 555 1070 0 832<br/>5B 6A 6B<br/>784 723 620</p> <p><b>Overall results for Class 9</b><br/>1A 1B 2A 2B 3A 3B 4A 4B 5A 5B<br/>457 592 1081 0 530 0 936 0 857 1204</p> <p>Active surveys to include a section which asks children if they have joined a club/entered an event as a result of</p> | <p>Children who are active at school and enjoy being active are more likely to be being active adults.</p> <p>Year 6 sports leaders to train Year 5 Sports Leaders in the Summer term in preparation for Autumn Term 2019</p> <p>Playpod is established for future years and scrapstore playpod is a growing company. All new MDS attend training so kept up to date.</p> <p>Links with external sports clubs maintained so coaches come into school in future years.</p> <p>As the impact of active lessons on the pupils ability to focus and learn is recognised and how to adapt lessons to include activity this will then become embedded in our teaching</p> <p>Staff from each key stage to attend courses and share with their phase colleagues</p> |

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|  | <p>generation could live 5 years less due to inactivity and poor diet. – Autumn 2019</p> <p>Fran Allen and Hannah Hanks Action Research Project<br/>Staff start considering and planning for greater movement and activity in their lessons where possible. Kagan and Magenta principles will support this but greater use of activity and the outdoor space could be used</p> <p>Staff to attend Move More training linked to active classrooms e.g active maths course</p> |  | <p>promotion through school.<br/>Will be completed in the Autumn Term 2019</p> <p>Audits throughout the year monitor number of junior children engaged with the play pod<br/>On average a 1/3 of Junior children engage with the playpod for imaginative and active play. The rest of the children are playing football, basketball, netball, chase and other games with only a few (10%) doing more sedentary activities. These children have been identified given them opportunities to be active through: attending swimming interventions, Sportsability, engaging PE sessions, identified to attend level 2 competitions e.g. Archery, Orienteering</p> <p>2 MDS attended Scrapstore Playpod training and feedback showed they had a greater understanding of the importance of play and risk and are better able to support the children in the playground</p> <p>Lesson observations and pupil conferencing evidences pupils are more active throughout the day and within their lessons<br/>Fran Allen and Hannah Hanks completed Action Research projects on Active learning. Staff meeting training on Active learning and sharing their research June 2019<br/>Fran Allen has shared resources and websites to support teachers in getting outside, making lessons more active.</p> <p>Lesson obs. Evidence children are active in lessons and not remaining in seats throughout (Kagan principles support this)</p> <p>3 members of staff attended the Active Maths course which they are using in their maths lessons. The school is looking to purchase this resource to support teachers.</p> |  |
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## Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

| School focus with clarity on intended impact on pupils:   | Actions to achieve:   | Funding allocated: | Evidence and impact:   | Sustainability and suggested next steps:  |
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| <p>Develop the schools culture in promoting aspects of pupils' welfare by supporting pupils and parents knowledge on how to keep themselves healthy, including through exercise and healthy eating.</p> | <p>Subscribe to the Move More Bronze Health Membership.</p> <ul style="list-style-type: none"> <li>• Health activator in school in Terms 1,3 and 5</li> <li>• Healthy Living passports to be used across the whole school: Physical activity, Mental Wellbeing, Healthy Eating and Sleeping.</li> </ul> <p>Trial Healthy Eating and Living passport in Year 4 supported by 6 sessions run by the Health Activator Coach Autumn Term</p> <p>Whole school focus on Physical Activity during Term 3 in line with Health Activator coach being in school.</p> <p>Whole school focus on Mental Wellbeing in Term 5 in line with Health activator being in school</p> <p>Health Activator to run a Real Play club: Open and Families identified by the Pastoral Team.</p> <p>Move More Health Coach to develop their role as a health activator. Their role will be to:</p> <ul style="list-style-type: none"> <li>• Run Personal Best sessions with Sports Leaders for targeted pupils each Thursday Lunchtime</li> <li>• Run an after school club targeted at families to promote healthy lifestyles through physical activity and playing together: Real Play</li> <li>• Engage whole school with passbooks</li> </ul> <p>Run family active clubs to promote families being active together.</p> <p>Targeted pupils attend a Sportsability programme engaging them with sport and giving them confidence to participate.</p> <p>Engage with parents through the Sports Scoop Extra each half term and regular Facebook and</p> | <p>£2500</p>       | <p>Parent questionnaires evidence improved knowledge and understanding of how general health choices can impact on their children. <b>All Parents who collected their children after school on 22<sup>nd</sup> May attended a Mental Health Open Event attended by:</b></p> <ul style="list-style-type: none"> <li>• Gloucestershire Healthy Learning and Living</li> <li>• Gloucestershire Library</li> <li>• Aces – police representative</li> <li>• CCP- caring for communities and people</li> <li>• Christians against poverty</li> <li>• Teens in crisis</li> <li>• Trailblazers clinical commissioning group</li> <li>• No Child Left Behind</li> </ul> <p>Parent Questionnaire: O-outstanding G – Good S-Satisfactory I-Inadequate</p> <p>How good are we at meeting our children's emotional needs: O-42% G-43% S -1\$ I-1%</p> <p>How good are we at providing for our children's physical development?<br/>O-42% G – 40% S-6% I-1%</p> <p>How good are we at promoting Healthy Lifestyles?<br/>O-41% G – 40% S-6% I-0%</p> <p>Pupil conferencing evidence improved knowledge and understanding of how general health choices can impact on them.</p> <p>Whole School engaged in Mental Health Week – Parents workshop/Teacher Training/Pupils in lessons</p> <p>All staff using SCARF resources from Spring Term 2019</p> <p>Pupil conferencing:<br/>"We now park the car a few streets away so I can now scoot to school."<br/>"I don't go on my I pad an hour before bedtime like I used to."<br/>"I enjoyed the passports, they made me think about being active, I now go to park run every week with some friends."</p> <p>5 families attended the Spring Term Real Play</p> | <p>Healthy Living passports are embedded in curriculum and are recognized as supporting and promote mental health and wellbeing alongside PSHE and PE</p> |

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|  | <p>Twitter feeds about PE and Sport. Celebrating pupils sporting achievements, signposting outside clubs and agencies. Develop a <b>new section</b> in the scoop that will promote <b>healthier lifestyles</b>.</p> <p>Sports Scoop Extra which summed up the year was shared with parents this year. 2019/2020 we will go back to writing Termly Sport Scoop Extra</p> | <p>Family Club run by the Health Activator and returned to attend the Summer Club.</p> <p>Pupil engagement with the passports and numbers of pupils who complete them.</p> <p>Whole School took part on the Mental Wellbeing and Physical Passports 60% of physical passports returned 50% of mental wellbeing (children found these trickier to complete.) We might have had a higher success rate in returning them if they were completed over a shorter period of time?</p> <p>Every class had a session with the Move More Health Activator which promoted the passport. Children engaged with Healthy Living display – see photos</p> <p>Sport England Active Lives and Children Survey evidence greater engagement and attitudes to physical activity.</p> |  |
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

| School focus with clarity on intended <b>impact on pupils:</b>   | Actions to achieve:   | Funding allocated: | Evidence and impact:   | Sustainability and suggested next steps:  |
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| <p>Pupils experience quality teaching in PE that challenges them, develops their skills appropriately whilst also physically exercising.</p> | <p>Audit teachers' strengths and weaknesses in teaching and attitudes to PE at the start and the end of the year.</p> <p>Use coaching hours as part of SSN membership to provide targeted CPD.</p> <p>Train teachers in Reception to teach Gym using the 'Real Gym' resource and principles</p> <p>Coach to support Reception teachers in using Real Gym in lesson time</p> <p>Year 1 teachers to continue to teach gym using Real Gym resources.</p> <p>Support staff through training to ensure PE sessions are inclusive for all</p> <p>PE Apprentice to support PE sessions to improve the quality of provision by lowering adult to pupil ratio and supporting teacher in providing high quality provision.</p> <p>PE Apprentice to support Reception PE</p> |                    | <p>Monitoring sheets from teaching staff on CPD and courses attended</p> <p>Feedback from teachers and pupil voice evidences greater confidence in teaching Gym and pupils responding positively to this new approach.</p> <p>Higher ratios of staff in PE sessions due to Apprentice and University students will enable focused support for pupils to improve their skills and quality of movement</p> | <p>Year 1 teachers to continue to trial Real Gym approach to teaching with a view to roll out to the rest of the school in 2019/2020</p> <p>It is important for our pupils to receive high quality PE provision in order to develop their basic movement skills and physical literacy needed to make activity possible and 'more fun' later on.</p> <p>Strong links with the University of Gloucestershire will lead to sustainability in this relationship</p> |

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|  | <p>Engage with local sports groups to support high quality PE sessions and CPD</p> <p>Book INSET training for 2019-2020 for Real PE with a view to move from the Lancashire scheme to Real PE next year.</p> <p>Maintain links with 'University of Gloucestershire' providing a placement at our school for PE and Sport students. These students will run afterschool clubs and support/lead PE sessions</p> <p>Cheltenham Town Community lead 10 weeks of CPD sessions with Year 6</p> <p>4 staff to attend FA Primary Teachers Award</p> <p>Gloucester Cricket lead 6 weeks of CPD sessions with year TBC</p> <p>6 weeks of Tennis coaching and CPD in Year 1 and Year 5 instead of Cricket this year. New link has been made with Tennis Club at East Glos Tennis Club.</p> |  |  |  |
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

| School focus with clarity on intended impact on pupils:  | Actions to achieve:   | Funding allocated:   | Evidence and impact:  | Sustainability and suggested next steps: |
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| <p>Target the least active pupils through giving them the opportunity to engage with new sports and physical activities.</p> | <p>Identify how active pupils are through online SPWA pupil questionnaire at the start and end of the academic year</p> <p>Give pupils to opportunity to engage with new sports and signpost to clubs out of school e.g.<br/>           Year 4: Lacrosse<br/>           Year 5: Ultimate Frisbee<br/>           Year 5/6: Lunchtime American Football,<br/>           All year groups: afterschool cycling club<br/>           Junior: Fencing/Archery/Skateboarding Clubs</p> <p>Target pupils to attend SSN Sportsability programme</p> | <p>Coach: £30 an hour<br/>           Total: £2280<br/>           Autumn Term:<br/>           14 x 2 hours = 28hrs<br/>           Spring Term<br/>           12 X 2 hours =24hrs<br/>           Summer Term<br/>           12 X 2 hours = 24hrs</p> | <p>SPWA pupil questionnaire and sport England questionnaire identify a higher percentage of pupils who are active</p> <p>Pupil voice evidence positive attitude to sport, getting active and engagement with new sports/physical activity</p> <p><b>Impact report Joe O'Hara Dec'2018</b><br/>           Alongside the Quidditch and Ultimate Frisbee skills year 5, as requested, have also had the chance to develop some of the values and activities that are valued by the school games and wanted to share with you the following information should you require it for evidence.</p> |  |

Engage pupils with the Sports leaders programme where pupils are encouraged to help out during PE sessions and lunchtimes – 15% of pupils for Gold Schools Games Mark

Establish a 'School Sports Organising Committee' (SSOC) who work as a separate group and alongside the school council-Apprentice

Co-ordinate with University of Gloucestershire, Cheltenham Town Community, Gloucestershire Tennis Club and Gloucestershire Cricket Board to support curriculum sessions and run afterschool clubs

Co-ordinate with Gloucestershire Cricket board to source funding/coaches to run girls cricket clubs in school Year 3- 6. **No funding available**

All Reception pupils to take part in the balanceability programme.

Offer the children a balanced and varied extra-curricular programme from team sports with an aim to play on the school team and new sports that pupils won't access in the curriculum e.g. Archery, Tattybumpkins, Cycling Club

**Learn to Lead**  
24 children have had the opportunity to take part in leadership roles across the term, officiating, counting, timing, setting up activities and peer coaching. 16 of these were in Ultimate Frisbee and 8 in Quidditch.

**Intra-House Competition**  
We have run 2 intra-house competitions, 1 for each of the sports.

**Personal Best Challenge**  
In Ultimate Frisbee the children were challenged to increase the number of accurate passes they could make to their partner and many saw great improvements over the term.

**Impact Report School Games Values Joe O'Hara – Spring Term**

**School Games Values**  
We have actively discussed the values of Honesty, Determination and Teamwork through year 4's PE this term, culminating in a values led competition where teams were awarded bonus points, by their peers, for demonstrating these values in competition.

**Sports Leaders – Report – Sam Lane – Move More Apprentice**

Having worked with the sports leaders since September I can tell you that they have made phenomenal progress with their coaching and have become very professional. The first Monday of every term we come together to plan our sessions ready to start the following week. Together we have implemented the element of personal challenge in the playgrounds at lunchtime. Personal challenge is where instead of the sports leaders and I giving them the challenge, we tell them the task and they choose how hard they want to make it for themselves so they can develop their target setting skills and learn to take control of their own physical development.

Throughout the year I have been able to pass the responsibility of the lunchtime activities over to the sports leaders and for them to lead it and plan it by themselves with occasional help from myself.

As a group, we encourage the children to participate at lunchtime and encourage them to work in groups as well as individuals. Each week there is a different personal challenge which the sports leaders will

Through engaging with Gloucestershire FA and Cricket board a strong relationship will be built for St James to be involved in future sporting opportunities

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|  |  |  | <p>implement into the activities.</p> <p>To conclude, the sports leaders and making great progress and and looking forward to continuing our sessions together and develop them on even further and continue their outstanding coaching skill!</p> <p><b><u>Balanceability</u></b></p> <p>Around 30% of pupils arriving in school are able to cycle before Balanceability, this is slightly higher than than the national average and this is reflected by the large numbers of St James' Pupils who actively commute to school.</p> <p>After the Balanceability lessons 90% of pupils are now able to ride and all others have made great progress towards riding.</p> <p><b><u>Extra-Curricular Participation with Joe O Hara Cycling/Skateboarding and American Football</u></b></p> <p>42 pupils have taken part in extra-curricular activity across the summer term of these 10 have taken part in level 2 School Games competitions and 8 have taken on leadership roles within the lessons/sessions.</p> |  |
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**Key indicator 5: Increased participation in competitive sport**

| School focus with clarity on intended impact on pupils:  | Actions to achieve:   | Funding allocated:  | Evidence and impact:  | Sustainability and suggested next steps:   |
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| <p>Continue to raise the profile and number of children who have the opportunity to participate in competitive sport and level 2 Move More events. KS1 to experience sport festivals between cluster schools:</p> <p>Gold School Games Mark</p> <p>Level 1 – 8 sports</p> <p>Level 2 – 6 sports</p> <p>B Teams – 3 sports</p> <p>C Teams – 1 sport</p> | <p>Pupils to have the opportunity to take part in a House Competition each term: Orienteering, Football, Diamond Cricket and Sports Day</p> <p>Work with Cluster school to organise at least 2 festivals for KS 1 pupils</p> <p>Buy in a coach for football club to ensure high quality coaching for A/B Football team and Girls Football Team</p> <p>Play and A, B and C teams where possible for Level 2 competitions e.g. Netball, football, Cross Country, Rounders</p> <p>Enter KS 1, Year ¼ and Year 5/6 Key Steps Gym competitions</p> | <p>£30 per hour</p> <p>SSN Membership package</p> <p>SSN Membership package</p> | <p>Achieve Gold Schools Games Mark for second Year.</p> <p>Gold School Games Mark achieved for 2<sup>nd</sup> Year</p> <p>Reach Level 3 in at least 2 events - Reached Level 3 in 5 events</p> <p><b>Autumn Term</b> - Girls Football team reached the County Final and came second at this event. Won their round at the Hartpurty Girls Football Tournament reaching the semi-final. Didn't get into final after losing to penalties.</p> <p>Autumn Term – Year 3 Curling Team reached the County Final</p> <p><b>Spring Term</b> – Quicksticks Hockey B Team reached County Final</p> <p>Gym coach for Year 2, ¼ and 5/6 competitions. Gold silver and Bronze medals won</p> <p>Gym Coach from Bourton pn the Water trained gym team for</p> | <p>As the profile of competitive sports is raised, the number of children wanting to attend increases as they want to represent the school and be part of St James sports team</p> |

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|  | <p>Enter a KS1 dance into the Feetfirst Dance festival</p> <p>Ensure pupils are prepared for events through targeted clubs and curriculum sessions e.g. girls football training sessions through Cheltenham Town Curriculum sessions and lunchtime club</p> <p>Gloucestershire Cricket – run afterschool club/ Girls Lunchtime club and Year ¼ target sessions. – Apprentice ran Cricket club which 25 children attended</p> <p>Gym Coach – Coach from Cotswold Gym Centre trained the team</p> <p>G &amp; T pupils have the opportunity to develop their overarching skills to support their chosen competitive sport through attending a 10 week 'Maximise Your Potential' course</p> | <p>£250</p> | <p>gymnasts who compete for more than an hour comp – Bronze, silver and Gold medals won</p> <p><b>Summer Term</b> – Archery and Open Cricket Team reached the County Final</p> <p>Greater number of pupils attend sporting events than 2017-2018<br/><b>Waiting for Move More data</b></p> <p>Maintain being in Division 1 for the Athletics competition having been demoted in 2016-2017 and coming second in 2017-2018 to be promoted back.<br/>Parent helped run Athletics Club training them on Starting and baton changing for the Relay<br/>Came 13<sup>th</sup> out of 18 Schools – We will remain in Division 1 for 2019-2020</p> <p>Pupil voice – house events<br/><b>Impact Report School Games Values Joe O'Hara – Autumn Term</b><br/>Further to our conversation about utilising the School Games Values in PE I would like to share with you the tournament format we used to use the School Games Values to support the competition experience for your year 5 classes, should you need it for your evidence.</p> <p>We have been learning Quidditch in PE but used the School Games handball format for the tournament to make sure it counted as a level 1 School Games event.</p> <p>We discussed the School Games values of Honesty, Team Work and Determination and each team was given a score against each of these by a group of pupils, these scores were added to the match score to give an overall result.</p> <p>In the tournament all pupils in year 5 were given the opportunity to develop their leadership skills through officiating, setting up and scoring matches.</p> <p><b>Impact Report School Games Values Joe O'Hara – Spring Term</b><br/>School Games Values<br/>We have actively discussed the values of Honesty, Determination and Teamwork through year 4's PE this term, culminating in a values led competition where teams were awarded bonus points, by their peers, for demonstrating these values in competition.</p> <p>Inter-House Competition<br/>We have held 2 level 1 school games frisbee events with year 4.</p> <p>Leadership</p> |  |
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|  |  |  | 30 year 5 pupils have taken an active role in leadership across the term, mainly through officiating competitions. |  |
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2 Year 5 pupils who couldnt ride a bike were offered private sessions with our balanceability coach and after 2 sessions will be ready to ride for their year 6 bikeability programme. Mum has been signposted to the bike rental scheme and feels happier to support then in gaining confidence to ride.