



Gateshead School Sport Partnership

Date:	2018-19
School:	Oakfield Infant School
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No. Pupils KS2*	n/a
SSG Mark Target:	n/a

*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 total of 120 pupils or less.

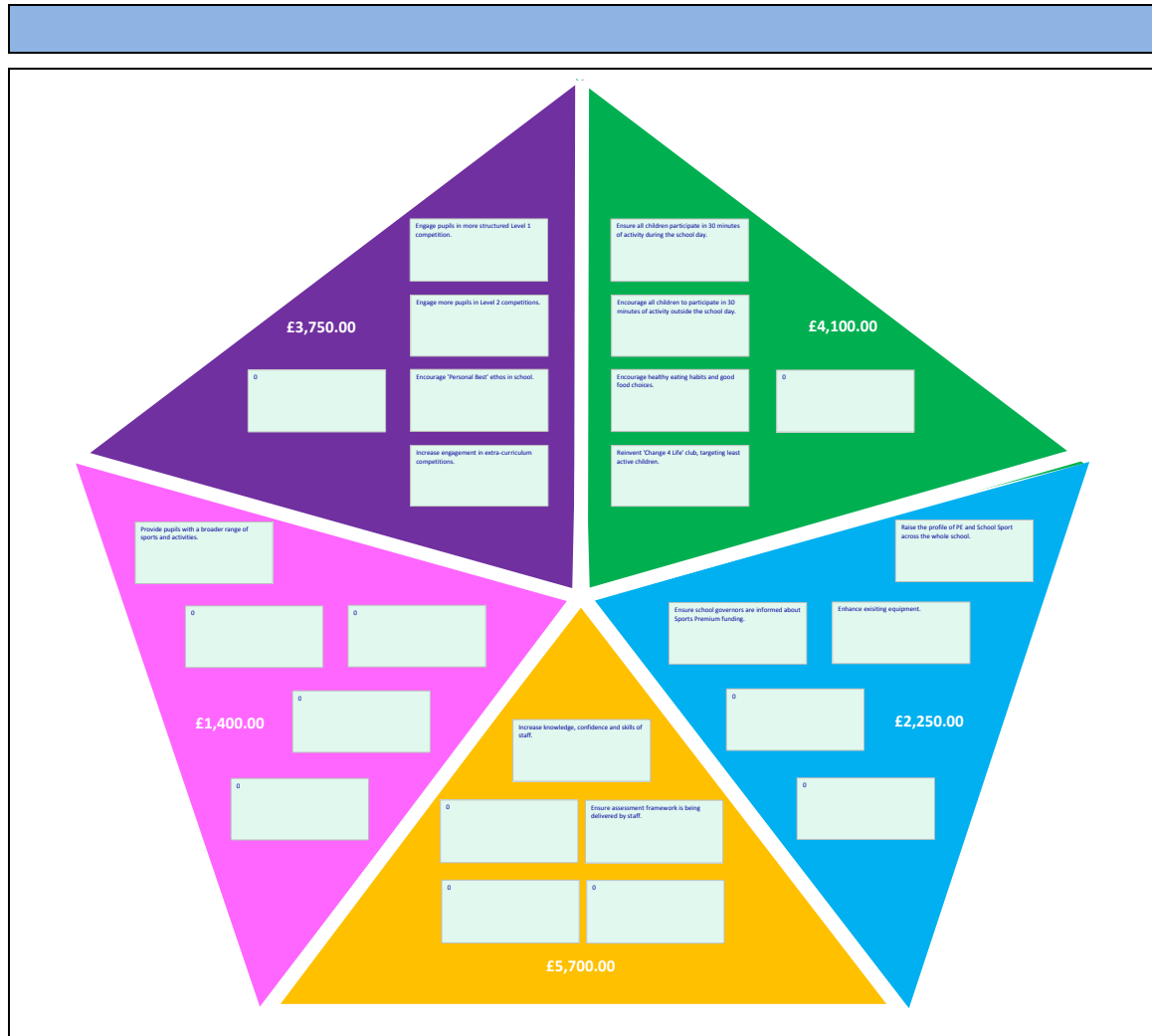
School Vision for PE & School Sport:

At Oakfield Infants and Junior Schools Federation we aim to provide high quality experiences in all aspects of school life, enabling the children to be happy, healthy, active and successful learners. We strive to ensure that each child develops to their full potential and is well prepared for their next step in life.

Finance & Budget

This section provides an overview of the planned activities and the forecasted expenditure against each of the 5 Key Indicators (KPIs). Considering the impact of Primary PE and Sport Premium, Guidance & Targets (Apr 2016) (last revised). Expenditure has been split into 'Sport and School Premium' to demonstrate how Sport Premium funding is being utilised to complement the school's existing provision within Physical Education and School Sport.

	Core	Premium	TOTAL(s)
1. Engagement of ALL pupils in regular physical activity - kick starting healthy active lifestyles.	£0.00	£4,100.00	£4,100.00
1.1 Ensure all children participate in 30 minutes of activity during the school day.	£0.00	£1,500.00	£1,500.00
1.2 Encourage all children to participate in 30 minutes of activity outside the school day.	£0.00	£1,000.00	£1,000.00
1.3 Encourage healthy eating habits and good food choices.	£0.00	£1,000.00	£1,000.00
1.4 Runment Change 4 LHM clubs, targeting least active children.	£0.00	£600.00	£600.00
1.5 0	£0.00	£0.00	£0.00
2. Profile of PE and sport being raised across the school as a tool for whole school improvement.	£0.00	£2,250.00	£2,250.00
2.1 Raise the profile of PE and School Sport across the whole school.	£0.00	£2,250.00	£2,250.00
2.2 Ensure school governors are informed about Sports Premium funding.	£0.00	£0.00	£0.00
2.3 Enhance existing equipment.	£0.00	£0.00	£0.00
2.4 0	£0.00	£0.00	£0.00
2.5 0	£0.00	£0.00	£0.00
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.	£0.00	£5,700.00	£5,700.00
3.1 Increase knowledge, confidence and skills of staff.	£0.00	£1,700.00	£1,700.00
3.2 0	£0.00	£0.00	£0.00
3.3 Ensure assessment framework is being delivered by staff.	£0.00	£0.00	£0.00
3.4 0	£0.00	£0.00	£0.00
3.5 0	£0.00	£0.00	£0.00
4. Broader Experience of a Range of Sports and Activities Offered to all Pupils.	£0.00	£1,400.00	£1,400.00
4.1 Provide pupils with a broader range of sports and activities.	£0.00	£50.00	£50.00
4.2 0	£0.00	£50.00	£50.00
4.3 0	£0.00	£1,300.00	£1,300.00
4.4 0	£0.00	£0.00	£0.00
4.5 0	£0.00	£0.00	£0.00
5. Increased Participation in Competitive Sport	£0.00	£3,750.00	£3,750.00
5.1 Engage pupils in more structured Level 1 competition.	£0.00	£200.00	£200.00
5.2 Engage more pupils in Level 2 competitions.	£0.00	£1,750.00	£1,750.00
5.3 Encourage 'Personal Best' ethos in school.	£0.00	£1,000.00	£1,000.00
5.4 Increase engagement in extra-curriculum competitions.	£0.00	£800.00	£800.00
5.5 0	£0.00	£0.00	£0.00
TOTAL(s)	£0.00	£17,200.00	£17,200.00



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?	%
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?	%
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?	%
4. Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	YES / NO

1. Engagement of ALL Pupils in Regular Physical Activity - Kick Starting Healthy Active lifestyles

PLAN								REVIEW						
School Priority	Planned Impact on pupils	Actions to Achieve	Lead Person	Timescales	Planned Funding		Evidence Required	School Games Mark Criteria	Actual Funding		Actual Impact on pupils	Sustainability/ Next Steps	RAG	
					Core	Premium			Core	Premium				
1.1	Ensure all children participate in 30 minutes of activity during the school day.	Improved health and well-being. Maintain healthy weight.	Introduce 'Wake and Shake ' programme across the school.	CB	Summer 19	£0.00	£500.00			£0.00	£1,500.00	Buddy scheme in place throughout year. KS2 chn trained to deliver games and sports with KS1 children. Chn have accessed Loose Parts Zone on a weekly basis. Chn are more active during the school day.	Continue buddy scheme with KS2 chn. Train year 2 children in games to play with reception children during playtimes.	G
			Continue to develop 'Playtime Buddy' scheme involving KS2 children. Year 2 buddies for reception.	LM	Summer 19	£0.00	£1,000.00							
			Children to access Loose Parts Zone at playtimes (following the rota).	LM										
1.2	Encourage all children to participate in 30 minutes of activity outside the school day.	Improved health and well-being. Maintain healthy weight.	Communication with parents regarding daily activity target.	LM	Autumn 19	£0.00	£0.00			£0.00	£1,000.00	Termly sports newsletters sent to parents to update on Government exercise targets. Parents are aware of daily activity target for children outside of school hours.	Continue to develop communicatin with parents regarding daily activity targets. SMT to sign off funding / time for creation of home-school Personal Best Challenge Bags.	
			Create 'Personal Best Challenge' bags to go home. (Bags of PE equipment for parents and children to use at home to encourage physical activity)	CB	Autumn 19	£0.00	£1,000.00							
			Mention in termly sports newsletters	LM	Summer 19									
1.3	Encourage healthy eating habits and good food choices.	Improved health and well-being. Maintain healthy weight.	Healthy living/eating to be incorporated into PSHE. Link to mental health and wellbeing	Staff	Summer 19	£0.00	£1,000.00			£0.00	£1,000.00	Healthy living incorporated into PSHE lessons throughout all year groups. Children are aware of healthy lifestyle choices they can make.	Continue to include healthy living into curriculum.	
1.4	Reinvent 'Change 4 Life' club, targeting least active children.	Improved health and well-being. Maintain healthy weight.	Change 4 Life' Club to continue over the course of a term.	LM, external coach	Spring 19	£0.00	£300.00			£0.00	£600.00	Change 4 Life club was effective in educating Year 2 chn about a healthy lifestyle.	Aim to attend event next year.	
			Attend 'Change 4 Life Celebration Event'. (cost to cover transport and supply cover) aimed at least active children.	LM	Summer 19	£0.00	£300.00							
1.5						£0.00	£0.00			£0.00	£0.00			
					£0.00	£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 on pupils	Actions to Achieve	Lead Person	Timescales	Planned Funding		Evidence Required	School Games Mark Criteria	Actual Funding		Actual Impact on pupils	Sustainability/ Next Steps	RAG
					Core	Premium			Core	Premium			
2.1	Raise the profile of PE and School Sport across the whole school.	Pupils access a broad PE and School Sport offer. Improved health and well-being. Improved confidence. Competitive traits developed. Teamwork skills improved. Pride instilled.	Subscribe to Premium SLA.	JJ/CA	Autumn 18	£0.00	£2,250.00				Accessed free equipment from Premier League Stars and used in PE lessons effectively. Preparation for Sports Day event underway. Sports notice board developed to inform chn about events and highlight importance. Children see Pe as an important, core subject.	Engage with Gateshead SSP competitions as part of SLA.	
			Enhance the School Games Day (Guest Speaker, Equipment hire, Resources e.g. medals/trophies, Kit (House t shirts)	LM with PC	Summer 19		£900.00						
			Access free equipment from Premier League Stars programme.	LM	Spring 19	£0.00	£0.00						
			Book inspirational sportsman/guest speaker for School Games Day (Owen Bailey- NUFC U23's captain?)	LM	Summer 19	£0.00	£0.00						
			Purchase additional resources for School Games day (medals, trophies, t-shirts)	LM with PC	Sum 18	£0.00	£500.00						
2.2	Ensure school governors are informed about Sports Premium funding.	Governors may have ideas about how to increase impact of funding on pupils.	Meet with link governor.	LM/CB	Spring 19	£0.00	£0.00			£0.00	Met with link governor. Funding shared with governors. PE is seen as an important curriculum subject amongst the governing body.	Continue to work with Governors to sort Sport premium funding.	
			Budgets and costs for Sports Premium funding shared with Lead Governor.	LM/CB	Spring 19								
2.3	Enhance existing equipment.	Increased motivation to participate.	Carry out Audit of equipment.	LM	Spring 19	£0.00	£0.00			£850.00	Audit carried out of Pe equipment. More small sponge and tennis balls as well as medium and large inflatable balls required to deliver games lessons effectively. Purchase of these new pieces of equipment will inspire children to	Complete new audit in Autumn term to order new equipment.	
			Order any equipment deemed needed to enhance provision.	LM	Summer 19		£850.00						
2.4						£0.00	£0.00			£0.00			
2.5						£0.00	£0.00			£0.00			
						£0.00	#####						

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

PLAN								REVIEW					
School Priority	Planned Impact on pupils	Actions to Achieve	Lead Person	Timescales	Planned Funding		Evidence Required	School Games Mark Criteria	Actual Funding		Actual Impact on pupils	Sustainability/ Next Steps	RAG
					Core	Premium			Core	Premium			
3.1	Increase knowledge, confidence and skills of staff.	Improved pupil physical attainment and progress. Send TAs on training courses. TAs to shadow coaches in school. Badminton (y2) £300, Tennis (y1) £200 per term, Multiskills (y1) £480 per term, Little Rugby £300 (rec) =£1000 per term Send teachers on other appropriate courses e.g. Active Numeracy and Active Literacy. £50 per course plus supply cover Book a day of supply cover (x1 per half term) for Subject leader to plan PE and SS activities. £150 per day.	LM	Autumn 19	£0.00	£1,000.00			£0.00	##### ##### #	Tas have shadowed some coaches during PE sessions. Staff have been unable to attend courses. Should Tas be required to teach Pe lessons, they should have developed some knowledge of how to teach PE.	Explore professional development opportunities for 2019.	
			LM	Autumn 18-Summer 19									
			CB/LM	Summer 19									
			LM/CB	Summer 19									
3.2													
3.3	Ensure assessment framework is being delivered by staff.		Communication between coaches and teachers regarding children's progression in PE lessons. Implement assessments for coaches to update after delivering a block of coaching?	LM LM	Termly Autumn 19	£0.00	£0.00			Some verbal feedback from coaches regarding progress in PE. Teachers able to report generally on children's abilities in PE and identify next steps.	Lise with coaches more regularly, particularly at the start and end of each unit. Use Core Task Assessment sheets to record progress at start and end of unit.		
3.4													
3.5													
					£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	Provide pupils with a broader range of sports and activities.	Attend 'OAA Day' at Gibside with B-outdoors.	LM	Summer 19	£0.00	£50.00			£0.00	##### ##### #	Year 1 attended OAA day at Gibside to develop orienteering and outdoor skills. Year 1/2 children attended the Gymnastics festival and showcased the skills they had developed through lessons/club.	Restart Sports Crew in Autumn term. Try to attend as many cluster events as possible. Explore opportunities for chn to engage in other sports.	
		Attend cluster events including 'Paralympic Festival' at Cedars School.	LM	Summer 19		£50.00							
		Organise taster sessions on club/community sites e.g. Clip n Climb at Gateshead Leisure Centre, Cricket Day	CB/LM	Autumn 19		£1,300.00							
		Restart Sports Crew to develop Pupil Voice.	CB/LM	Autumn 19		£0.00							
		Staff to work alongside coaches to create Gymnastics routine for festival.	LM/external coaches	Autumn 18									
4.2													
4.3													
4.4													
4.5													
					£0.00	#####							

5. Increased Participation in Competitive Sport

PLAN										REVIEW				
School Priority	Planned Impact on pupils	Actions to Achieve	Lead Person	Timescales	Planned Funding		Evidence Required	School Games Mark Criteria	Actual Funding		Actual Impact on pupils	Sustainability/ Next Steps	RAG	
					Core	Premium			Core	Premium				
5.1	Engage pupils in more structured Level 1 competition.	Organise 2 dedicated Intra-School competitions per year (Class v Class) at the end of units of work.	LM	Summer 19	£0.00	£0.00			£0.00	£200.00	Intra-school football tournament at Joseph Swan to allow children to play competitively.	Find more opportunities to do this linked to PE units covered.		
		Purchase resources to enable this.	LM	Summer 19										
5.2	Engage more pupils in Level 2 competitions.	Organise inter-school competitions for specific targeted groups of children e.g. Less active. Book supply cover and transport.	LM	Summer 19	£0.00	£500.00			£0.00	£1,500.00	Some year 2 chn competed in Key Steps Gymnastics event where they were awarded 3rd place. Chn attended Tri-Golf Tournament as a cluster event.	Find more opportunities to attend cluster competitions.		
		Provide 2 additional opportunities at Level 2. Book supply cover and transport.	LM	Summer 19		£1,000.00								
		Attend all Cluster competitions.	LM	Summer 19										
		Book supply cost to cover staff out at competitions.		Summer 19		£250.00								
5.3	Encourage 'Personal Best' ethos in school.	Organise 'Personal Best Equipment Bags' for children to take home and play with with parents. (already budgeted for in previous section)	CB	Autumn 19	£0.00	£1,000.00			£0.00	£1,000.00				
5.4	Increase engagement in extra-curriculum competitions.	Plan X number of cross curricular competitions.	LM		£0.00	£300.00			£0.00	£800.00	Entered some of the Blazing the Trail awards.	Aim to achieve Kite Mark.		
		Plan for Blazing the Trail awards. Dance festival front cover design, cricket world cup mascot design...etc.	LM			£500.00								
5.5					£0.00	£0.00			£0.00	£0.00				
					£0.00	£3,750.00								

BRONZE	
1	Have a system in place to track young people's participation in the School Games inclusive of physical activity.
2	Have opportunities that attract less active young people to participate in physical activity.
3	Have completed the Inclusive Health Check tool as accessed on your school's dashboard on www.yourschoolgames.com
4	Have a member of staff who has actively engaged with their School Games organiser (SGO) as part of their Physical Activity CPD.
5	Primary Schools Only – Have registered on www.activeschoolplanner.org .
6	Have positioned 'personal challenge' as a key component of your School Games provision.
7	Have held or accessed a School Games Day that has a clear cultural component as a culmination of a year round competition programme.
8	Registered a School Games Day date on your dashboard on www.yourschoolgames.com .
9	Have a calendar that demonstrates opportunities for all young people with SEND and other targeted groups particular to your school (for example BAME, Free School Meals, LGBT, Inactive) to take part in competitions and festivals.
10	Have a notice board and/or in house school digital system that promotes School Games activity and uses social media for the same purpose.
11	Have maximised the School Games Values or your School values to support the competition and festival experience for all young people.
12	Plans in place to provide all students with two hours of Physical Education, school sport and physical activity per week inclusive of extra curriculum provision – applicable to years 3-11 only.
13	Engage at least 20% of pupils (5% for special schools/PRUs) in extracurricular sporting and physical activity every week – applicable to years 3-11 only.
14	Use the School Games formats to provide the opportunity for both boys and girls to take part in the appropriate level of competition.
15	Engage at least 5% of students (2% for PRUs/FE Colleges) in leading, managing and officiating in School Games activity.

SILVER	
1	Have a system in place to track young people's participation in the School Games inclusive of physical activity.
2	Have opportunities that attract less active young people to participate in physical activity.
3	Have completed the Inclusive Health Check tool as accessed on your school's dashboard on www.yourschoolgames.com
4	Have a member of staff who has actively engaged with their School Games organiser (SGO) as part of their Physical Activity CPD.
5	Primary Schools Only – Have registered on www.activeschoolplanner.org .
6	Have positioned 'personal challenge' as a key component of your School Games provision.
7	Have held or accessed a School Games Day that has a clear cultural component as a culmination of a year round competition programme.
8	Registered a School Games Day date on your dashboard on www.yourschoolgames.com .
9	Have a calendar that demonstrates opportunities for all young people with SEND and other targeted groups particular to your school (for example BAME, Free School Meals, LGBT, Inactive) to take part in competitions and festivals.
10	Have a notice board and/or in house school digital system that promotes School Games activity and uses social media for the same purpose.
11	Have maximised the School Games Values or your School values to support the competition and festival experience for all young people.
16	Provide all students with two hours of Physical Education, school sport and physical activity per week (made up of curricular and extra curriculum activity) – applicable to years 3-11 only.
17	Engage at least 35% of pupils (10% for special schools/PRUs) in extracurricular sporting and physical activity every week – applicable to years 3-11 only.
18	Over the course of the academic year, have targeted provision for those least active young people in your school and a minimum take up of at least 10% from those identified as least active at the start of the academic year. This take up needs to be sustained over a term – applicable to years 3-11 only.
19	Use the School Games formats to provide the opportunity for both boys and girls to take part in age and stage appropriate level of competition.
20	Use the School Games formats to provide the opportunity through inter-school competition (Level 2) for both boys and girls to take part in B team standard competition.
21	Promote the School Games inclusive of physical activity to parents and the local community at least once every half term using newsletters, website, social media and local events.
22	Engage a representative group of students within and beyond the curriculum in leading, managing and officiating in School Games activity. (10% for schools/special schools and 4% for FE/PRUs).
23	Engage students in the planning and development of School Games activity through student voice.
24	Primary Only - Have completed the self review tool on www.activeschoolplanner.org .
25	Utilise sports coaches to support school sport and physical activity that complements your School Games Organisers (SGO) School Games provision.
26	Have active links with at least three local community and pathways sport/physical activity and leisure providers e.g. sport clubs, leisure centres, youth centres etc (one for special schools/N/A for PRUs) where the link is a signposting function (posters/assemblies etc) including one where the relationship is about the provider delivering taster sessions on site or the school/educational including one (N/A Special Schools/PRUs) where institute is a partner host site for the activity and young people are actively engaged to attend. Simply letting your facility to a club does not constitute a link.

GOLD	
1	Have a system in place to track young people's participation in the School Games inclusive of physical activity.
2	Have opportunities that attract less active young people to participate in physical activity.
3	Have completed the Inclusive Health Check tool as accessed on your school's dashboard on www.yourschoolgames.com
4	Have a member of staff who has actively engaged with their School Games organiser (SGO) as part of their Physical Activity CPD.
5	Primary Schools Only – Have registered on www.activeschoolplanner.org .
6	Have positioned 'personal challenge' as a key component of your School Games provision.
7	Have held or accessed a School Games Day that has a clear cultural component as a culmination of a year round competition programme.
8	Registered a School Games Day date on your dashboard on www.yourschoolgames.com .
9	Have a calendar that demonstrates opportunities for all young people with SEND and other targeted groups particular to your school (for example BAME, Free School Meals, LGBT, Inactive) to take part in competitions and festivals.
10	Have a notice board and/or in house school digital system that promotes School Games activity and uses social media for the same purpose.
11	Have maximised the School Games Values or your School values to support the competition and festival experience for all young people.
27	Provide all students with two hours of timetabled Physical Education per week (within the curriculum only) and have extra curriculum provision inclusive of physical activity in addition to this – applicable to years 3-11 only.
28	Engage at least 50% of pupils (20% for special schools/PRUs) in extracurricular sporting and physical activity every week – applicable to years 3-11 only.
29	Over the course of the academic year, have targeted provision for those least active young people in your school and a minimum take up of at least 15% from those identified as least active at the start of the academic year. This take up needs to be sustained over a term – applicable to years 3-11 only.
30	Use the School Games formats to provide the opportunity for both boys and girls to take part in the appropriate level of competition.
31	Use the School Games formats to provide the opportunity through inter-school competition (Level 2) for both boys and girls to take part in B and C team standard competition.
32	Promote the School Games inclusive of physical activity to parents and the local community at least once a fortnight using newsletters, website, social media and local events.
33	Every young person is provided the opportunity to learn to lead through curriculum PE as part of the lesson structure.
34	Engage a representative group of students in leading, managing and officiating in School Games activity. (15% for schools/special schools and 6% for FE/PRUs).
35	Have a School Sport Organising Committee or Crew in place that influences provision.
36	Utilise sports coaches, volunteers or other providers to support school sport and physical activity delivery that complements your School Games Organiser's (SGO) provision.
37	Primary Only – have completed the self review tool on www.activeschoolplanner.org and can demonstrate some of the principles of an active school.
38	Have active links with at least five local community and pathways sport/physical activity and leisure providers e.g. sport clubs, leisure centres, youth centres etc (two for special schools/N/A for PRUs) where the link is a signposting function (posters/assemblies etc) including of two (N/A Special Schools and PRUs) where the relationship is about the provider delivering taster sessions on site or the school/educational institute is a partner host site for the activity and young people are actively engaged to attend. Simply letting your facility to a club does not constitute a link.
39	Train and engage wider school staff in the delivery of school sport and physical activity.

BACKGROUND

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	BRONZE	SILVER	GOLD
1	Have a system in place to track young people’s participation in the School Games inclusive of physical activity.	Have a system in place to track young people’s participation in the School Games inclusive of physical activity.	Have a system in place to track young people’s participation in the School Games inclusive of physical activity.
2	Have opportunities that attract less active young people to participate in physical activity.	Have opportunities that attract less active young people to participate in physical activity.	Have opportunities that attract less active young people to participate in physical activity.
3	Have completed the Inclusive Health Check tool as accessed on your school’s dashboard on www.yourschoolgames.com .	Have completed the Inclusive Health Check tool as accessed on your school’s dashboard on www.yourschoolgames.com .	Have completed the Inclusive Health Check tool as accessed on your school’s dashboard on www.yourschoolgames.com .
4	Have a member of staff who has actively engaged with their School Games organiser (SGO) as part of their Physical Activity CPD.	Have a member of staff who has actively engaged with their School Games organiser (SGO) as part of their Physical Activity CPD.	Have a member of staff who has actively engaged with their School Games organiser (SGO) as part of their Physical Activity CPD.
5	Primary Schools Only – Have registered on www.activeschoolplanner.org .	Primary Schools Only – Have registered on www.activeschoolplanner.org .	Primary Schools Only – Have registered on www.activeschoolplanner.org .
6	Have positioned ‘personal challenge’ as a key component of your School Games provision.	Have positioned ‘personal challenge’ as a key component of your School Games provision.	Have positioned ‘personal challenge’ as a key component of your School Games provision.
7	Have held or accessed a School Games Day that has a clear cultural component as a culmination of a year round competition programme.	Have held or accessed a School Games Day that has a clear cultural component as a culmination of a year round competition programme.	Have held or accessed a School Games Day that has a clear cultural component as a culmination of a year round competition programme.
8	Registered a School Games Day date on your dashboard on www.yourschoolgames.com .	Registered a School Games Day date on your dashboard on www.yourschoolgames.com .	Registered a School Games Day date on your dashboard on www.yourschoolgames.com .

9	Have a calendar that demonstrates opportunities for all young people with SEND and other targeted groups particular to your school (for example BAME, Free School Meals, LGBT, Inactive) to take part in competitions and festivals.	Have a calendar that demonstrates opportunities for all young people with SEND and other targeted groups particular to your school (for example BAME, Free School Meals, LGBT, Inactive) to take part in competitions and festivals.	Have a calendar that demonstrates opportunities for all young people with SEND and other targeted groups particular to your school (for example BAME, Free School Meals, LGBT, Inactive) to take part in competitions and festivals.
10	Have a notice board and/or in house school digital system that promotes School Games activity and uses social media for the same purpose.	Have a notice board and/or in house school digital system that promotes School Games activity and uses social media for the same purpose.	Have a notice board and/or in house school digital system that promotes School Games activity and uses social media for the same purpose.
11	Have maximised the School Games Values or your School values to support the competition and festival experience for all young people.	Have maximised the School Games Values or your School values to support the competition and festival experience for all young people.	Have maximised the School Games Values or your School values to support the competition and festival experience for all young people.
	Plans in place to provide all students with two hours of Physical Education, school sport and physical activity per week inclusive of extra curriculum provision – applicable to years 3-11 only.	Provide all students with two hours of Physical Education, school sport and physical activity per week (made up of curricular and extra curriculum activity) – applicable to years 3 -11 only.	Provide all students with two hours of timetabled Physical Education per week (within the curriculum only) and have extra curriculum provision inclusive of physical activity in addition to this – applicable to years 3-11 only.
	Engage at least 20% of pupils (5% for special schools/PRUs) in extracurricular sporting and physical activity every week – applicable to years 3-11 only	Engage at least 35% of pupils (10% for special schools/PRUs) in extracurricular sporting and physical activity every week – applicable to years 3-11 only.	Engage at least 50% of pupils (20% for special schools/PRUs) in extracurricular sporting and physical activity every week – applicable to years 3 -11 only.

<p>Use the School Games formats to provide the opportunity for both boys and girls to take part in the appropriate level of competition.</p>	<p>Over the course of the academic year, have targeted provision for those least active young people in your school and a minimum take up of at least 10% from those identified as least active at the start of the the academic year. This take up needs to be sustained over a term – applicable to years 3-11 only.</p>	<p>Over the course of the academic year, have targeted provision for those least active young people in your school and a minimum take up of at least 15% from those identified as least active at the start of the academic year. This take up needs to be sustained over a term – applicable to years 3 -11 only.</p>
<p>Engage at least 5%of students (2% for PRUs/FE Colleges) in leading, managing and officiating in School Games activity.</p>	<p>Use the School Games formats to provide the opportunity for both boys and girls to take part in age and stage appropriate level of ompetition.</p>	<p>Use the School Games formats to provide the opportunity for both boys and girls to take part in the appropriate level of competition.</p>
	<p>Use the School Games formats to provide the opportunity through inter-school competition (Level 2) for both boys and girls to take part in B team standard competition.</p>	<p>Use the School Games formats to provide the opportunity through inter-school competition (Level 2) for both boys and girls to take part in B and C team standard competition.</p>
	<p>Promote the School Games inclusive of physical activity to parents and the local community at least once every half term using newsletters, website, social media and local press.</p>	<p>Promote the School Games inclusive of physical activity to parents and the local community at least once a fortnight using newsletters, website, social media and local press.</p>
	<p>Engage a representative group of students within and beyond the curriculum in leading, managing and officiating in School Games activity. (10% for schools/special schools and 4% for FE/PRUs).</p>	<p>Every young person is provided the opportunity to learn to lead through curriculum PE as part of the lesson structure.</p>
	<p>Engage students in the planning and development of School Games activity through student voice.</p>	<p>Engage a representative group of students in leading, managing and officiating in School Games activity. (15% for schools/special schools and 6% for FE/PRUs).</p>

<p>Primary Only - Have completed the self review tool on www.activeschoolplanner.org.</p>	<p>Have a School Sport Organising Committee or Crew in place that influences provision.</p>
<p>Utilise sports coaches to support school sport and physical activity that complements your School Games Organisers (SGO) School Games provision.</p>	<p>Utilise sports coaches, volunteers or other providers to support school sport and physical activity delivery that complements your School Games Organiser's (SGO) provision.</p>
<p>Have active links with at least three local community and pathways sport/physical activity and leisure providers e.g. sport clubs, leisure centres, youth centres etc (one for special schools/N/A for PRUs) where the link is a signposting function (posters/assemblies etc) including one where the relationship is about the provider delivering taster sessions on site or the school/educational including one (N/A Special Schools/PRUs) where institute is a partner host site for the activity and young people are actively engaged to attend. Simply letting your facility to a club does not constitute a link.</p>	<p>Primary Only – have completed the self review tool on www.activeschoolplanner.org and can demonstrate some of the principles of an active school.</p>

Have active links with at least five local community and pathways sport/physical activity and leisure providers e.g. sport clubs, leisure centres, youth centres etc (two for special schools/N/A for PRUs) where the link is a signposting function (posters/assemblies etc) including of two (N/A Special Schools and PRUs) where the relationship is about the provider delivering taster sessions on site or the school/educational institute is a partner host site for the activity and young people are actively engaged to attend. Simply letting your facility to a club does not constitute a link.

Train and engage wider school staff in the delivery of school sport and physical activity.

