

Health and Wellbeing

Importance of a healthy lifestyle and making healthy eating choices understood by pupils.

Parents/carers and local community engaged to promote Health and Wellbeing.



A commitment to Health and Wellbeing evident throughout the school, with innovative policies and interventions capturing interest of pupils, supporting them to develop lifelong participation habits.

Needs and interests of all pupils, including disabled, more able and those with special educational needs, fully provided for.

Healthy eating promoted across the school and with parents/carers, and school lunches meeting school food based standards.



Sustained commitment to Health and Wellbeing of all pupils and clear focus around lifelong participation established, starting with highly inclusive curriculum challenging all pupils to remain physically active.

Successful family engagement strategies established to develop and sustain healthy habits.

Active and sustainable travel promoted by the school with bike/scooter racks for both staff and pupils.



Competitive opportunities

Healthy competition policy, with inclusion and Personal Best at centre, established and communicated.

Strong awareness of and links with school games programme and other external local opportunities in place.



Appropriate and broad range of competitive sports and activities/experiences developed for all ages and abilities.

Competition used as a tool for learning with regular opportunities for intra and inter-school competition.



Healthy competition central to both curricular and extra-curricular programmes, with all pupils regularly accessing safe and challenging healthy competition.

Effective review and celebration of competition highlighting impact on broader learning.



Swimming

Non-swimmers identified and specific programme with external provider established to ensure pupils can swim 25m unaided before leaving the school.

N.B. PSP funding may only be used to enhance the basic swimming programme, not replace or fund the basic swimming offer.



Early intervention strategies established with structured swimming lessons for all pupils at as early an age as possible.

All pupils perform a range of strokes effectively and a safe self-rescue in different water-based situations.



Strong links with parents/carers, external coaches, facilities and clubs established to provide suitable needs and ability led opportunities for all pupils to access.

Internal staff trained to support planning and delivery.



Creating positive relationships with physical activity for life

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PE, Sport and Health Wheel

Emerging

Developing

Established

Evidence

Pupil achievement and progress

Clear learning journeys established so pupil progress recognised.
Most groups making Good progress.



Less able pupils supported effectively and more able appropriately challenged so all groups make clear and evidenced progress.



All pupils making secure and sustained progress aligned to assessment framework.
Culture of high expectations with an established growth mindset amongst pupils in place.



Teaching and learning, assessment and planning

All pupils included within lessons with activity levels high.
Teaching well-judged and often imaginative producing high levels of pupil engagement.
Effective and clearly aligned curriculum and assessment framework with clear learning journeys linking directly with national curriculum and needs of all pupils established and understood by all staff.



Pupils working at appropriate levels, with interventions personalised to challenge and support. Consistent praise of positive behaviours means pupils have positive experiences and consequently want and expect to do well.
Effective assessment tools and methods used to recognise progress and inform effective planning with challenging tasks based on pupils' skills, knowledge and understanding.
Effective review of learning by teachers and pupils an integral part of all lessons.



Pupils show exceptional levels of thinking skills, imagination and creativity.
Pupils know how to improve their own performance and work for extended periods without need of guidance or support.
Assessment for learning embedded with peer assessment and collaborative learning integral to all lessons.
Clear progress celebrated and shared with pupils and parents/carers.



Inclusion, engagement and school culture

Provision for some pupils to participate in daily activity in school.
Outdoor spaces promoting physical activity and active play.
Gaps in existing opportunities for pupils to be active everyday identified, with plans in place to develop provision.



Most pupils engaged in at least 30 minutes of moderate to vigorous daily activity in school through a variety of solutions, and specific measures taken to ensure engagement of inactive pupils.
Outdoor spaces used to promote outdoor play, and staff given training and resources to engage pupils in play based activity.



Being active enthusiastically promoted and supported by the school with pupils, families and staff engaged in physical activity.
All pupils engaged in 30+ minutes of moderate to vigorous daily activity in school, with specific measures to ensure engagement of inactive pupils and families, working towards a further 30 minutes of daily activity out of school hours.
Active learning promoted across the school to reduce sedentary behaviours.
Methods of evidencing physical activity levels in place.



Staff training and support

Sustained commitment established by identified subject leader to improve quality of existing PE teaching through continuing professional development in PE for generalists.



Needs-led staff development plan established (in consultation with all staff) to include engagement with relevant, high quality, externally provided training, supporting resources and teaching aids.



Positive growth mindset culture established among staff, with effective ongoing internal lesson based observation, review and staff support in place.
Evidenced increase in staff confidence and positive perception with increase in quality of learning and teaching, and individual staff taking greater responsibility for future development.



Enrichment opportunities

Initial range of school based and external opportunities established, with opportunities for pupils to lead and volunteer.



Positive relationships established with internal staff and high quality, child centred external clubs/coaches providing range of enrichment, extension and enabling opportunities accessed by the majority of pupils.
Pupils involved in design of extra-curricular programmes and participation in school based and external opportunities recorded and celebrated.
Junior leaders supported with leadership training in place.



Diverse and quality assured extra-curricular clubs and residential opportunities established with clear pathways and links to local opportunities.
Positive family engagement and pupil voice driving decision making around the enrichment offer, with participation data effectively used to plan for further widening of opportunities.
Junior leaders experience high quality training and supported to be deployed across a range of whole school opportunities.



Whole school advocacy and impact

Annual Primary PE and Sport Premium action plan detailing spend and impact displayed on school website.
At least one kitemark linked to PE, Sport and/or Health obtained at Bronze level.
At least 2 hours of core PE lessons each week in all Key Stages.



Annual impact review of Primary PE and Sport Premium completed and shared.
A clear, long term strategy in place clearly linked to whole school development and supported by wider school community, including senior leadership.
At least one kitemark linked to PE, Sport and/or Health obtained at Silver level.



Primary PE and Sport Premium planning and review a cyclical process feeding into school development plan.
Clear vision and mission in relation to development of PE, Sport and Health supported by long term strategy, and by school, parents/carers and governors.
At least one kitemark linked to PE, Sport and/or Health obtained at Gold level.

