

# Sport Premium Funding Action Plan

2017 - 2018

**Ings Farm Primary School**

Working in partnership with Redcar & Eston School Sport Partnership



## Guidance Notes

Guiding principles which have been considered when putting this action plan together and deciding how to allocate the primary school funding:

- Consider the overall PE and sport provision across the school with respect to all pupils.
- Identify how best to maximise the impact of PE, physical activity and competitive school sport on young people and school standards. This may include targeting of specific pupils e.g. using PE and sport as a vehicle to develop numeracy and literacy.
- Embed the investment within the school development plan to ensure that there is a strategy for the development of teacher confidence and competence in PE and wider outcomes for young people.
- Build on the generic teaching skills of the classroom teachers, giving professional development opportunities, and therefore further expertise, in how to develop physical literacy and the breadth of learning that comprises physical education.
- Identify a subject coordinator for PE and sport.
- Work collaboratively with other schools to develop a creative and higher quality provision.
- Develop physical literacy by focusing on your pupils' fundamental movements, then their generic sport skills and ultimately small-sided games.
- Use qualified and suitably trained coaches to improve the quality and range of school sport offered to enrich the curriculum (but not replacing it).

## Action Plan

Before putting together our action plan we considered the following questions:

1. Does your school have a vision for PE and school sport?
2. Does your PE and sport provision contribute to overall school improvement?
3. Do you have strong leadership and management of PE (and school sport)?
4. Do you provide a broad, rich and engaging PE curriculum?
5. How good is the teaching and learning of PE in your school?
6. Are you providing high quality outcomes for young people through PE and school sport?
7. Are you providing a rich, varied and inclusive school sport offer as extension of the curriculum?
8. Are all pupils provided with a range of opportunities to be physically active and do they understand how physical activity can help them adopt healthy and active lifestyles?
9. Does the school know how to effectively utilise the new PE and school sport funding?

Department for Education **VISION** for the Primary PE and Sport Premium

**ALL** pupils leaving primary school are **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to ensure impact against the following **OBJECTIVE**:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (above) that will live well beyond the Primary PE and Sport Premium funding.

**It is expected that schools will see an improvement against the following 5 key indicators:**

1. The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. Broader experience of a range of sports and activities offered to all pupils.
5. Increased participation in competitive sport.

In our action plan below we have specified which of the above key indicators each action/priority is relates to. This helps the school to focus their actions and ensure the funding is used as the Department for Education intended.

2017 -2018 Sport Premium Funding allocated to our school is: £20,090

## Physical Education

Physical education is education through physical activity: its goal is the development of the individual as a whole, not just their physical development or their proficiency in specific sports.

Through a focus on ensuring physical education at primary school we provide young people with access to physical activity for life as well as build the foundation for future participation and performance in sport.

A high quality PE programme will develop physical literacy and allow children to learn about themselves, the importance of a healthy lifestyle, self-expression and concepts such as fair play and respect. PE also contributes to the development of a range of important cognitive skills such as decision making and analysis, and social skills such as teamwork, communication and leadership.

<b>Specific Objectives</b> What we want to do	<b>Strategies</b> What are we going to do to achieve objective(s)	<b>Signs of Success/Impact</b> When we have achieved our objective(s) we should see	<b>Who</b>	<b>When</b>	<b>Linked to Key Indicator no:</b>
Teachers to update curriculum maps to identify and implement Guy Sweetman's programme of lessons.	Teachers to observe and liaise with Guy Sweetman to complete all sections of curriculum map.	Teachers have developed their skill set to allow them to deliver a sustainable, broad and balance curriculum.	Teachers to work with Guy. SH to review completion.	Throughout year. Summer 2018	2,3,4
All teachers to be offered Team Teaching opportunities to develop any areas of the curriculum that they have identified.	SSP support to develop identified areas of development across the PE & Sport curriculum.	Pupils to receive high quality teaching across a broad and varied PE curriculum.	RESSP to work with staff over 3 lessons, all of which will develop the member of staff	All year groups throughout the year. Summer 2018	3,2
Increase leadership opportunities across the whole school, using PE as the development tool.	Encourage children in the organisation and delivery of Warm Up, Demonstration, Delivery and Cool Down of PE lessons	All children across the school year undertaking leadership roles. This will increase confidence, organisation and skill development e.g. Leading.	All Staff across the school to identify a rota each week.	Throughout the whole school year  Summer 2018	1,4

### **Impact of the developments in Physical Education:**

All plans in place across all year groups to support staff movement and transition of children from year to year, therefore ensuring consistent delivery of quality PE and progress throughout year groups. Continued CPD through team teach and working alongside experienced sports coach gives increased staff confidence and ability to deliver. Children then have opportunity to progress further and gain more developed and deeper understanding of skills.

As a school, the children's leadership skills transfer across subjects and year groups. Children have these skills for all future opportunities.

### Healthy, Active Lifestyles

Healthy behaviour in childhood and the teenage years set patterns for later life and, if acquired early can have a dramatic impact on well-being. Nearly a quarter of all reception-aged children and one third of year 6 pupils are overweight or obese and it has been documented that inactivity causes nine per cent of premature mortality.

Identify the children who are least active or who are at risk of obesity and design targeted physical activity interventions specifically for them. The focus needs to be on enjoyment, so engage these pupils by offering a breadth of appealing activities that include plenty of exercise and promote wider health and well-being messages in a young people-centred environment.

<b>Specific Objectives</b> What we want to do	<b>Strategies</b> What are we going to do to achieve objective(s)	<b>Signs of Success/Impact</b> When we have achieved our objective(s) we should see	<b>Who</b>	<b>When</b>	<b>Linked to Key Indicator no:</b>
Embed 30mins of Physical Activity across the whole school.	A range of initiatives across each school day to help provide teachers with a choice to engage their pupils.	All pupils given the opportunity to fulfil their 30mins of physical activity per day. Including Daily mile, active lessons and active lunchtime sessions.	School Staff to book on CPD and link with the SSP to develop further ideas	Throughout the school year	1,2
Broaden the access for after school provision across the whole school	Look to offer suitable after school provision from Reception to Year 6 throughout the year	Increase physical activity levels and raise participation % over the term.	SH to identify potential external/internal delivers and space depending on the time of year.	Throughout the Year target individuals who are not accessing sport through tracker.	1,4
Offer KS2 the opportunity to develop Physical Wellbeing and Mindfulness through a variety of Physical Activity	Identify a variety of Physical Activities that will engage KS2 for eg Running, Walking, Yoga.	To encourage staff and pupils to consider and value their Physical and Mental Wellbeing.	SH to coordinate and develop opportunities.	Use the whole school year to develop all areas	1,4
Widen the range of opportunities to travel to school.	Deliver Bike ability training level 1 and 2 to pupils in Y5/6 Deliver Bike ability training Level 1 to Y3/4. Deliver Balance Ability with reception.	Increase in pupil's confidence to ride their bike and walk to and from school and in and around the local community.	SSP to coordinate with SH.	Throughout the year with all projects focussing on Reception - - Balanceability Year 3 – Street Wise Year 4 - L1 Bikeability	1,4

	Take part in Street Wise project with Year 3 pupils.			Year 5 – L2 Bikeability Year 6 - L2 Bikeability	
Track all children throughout the school to ensure they are all Physically active.	Put a tracking system in place across all Year groups listing, PE, Sport, Physical Activity and Swimming lessons.	We will have identified the inactive children and put intervention in place e.g. Change 4 Life club to ensure they can take part and educate themselves and their family.	All staff plus identified TA alongside C4L champions to work on the intervention.	Summer Term	1,3,4,5

**Impact of the developments in the promotion of healthy, active lifestyles:**

Including more activity in children’s daily routine will increase physical activity, well-being and habits of children to promote healthy lifestyles. To encourage children to develop active habits and interest a mix of school-led and external providers, delivers range of opportunities within and after school. External led courses are fee-paying so not affected by budget constraints. Embedding the ethos of taking part voluntarily.

Healthy lifestyles require children to be mentally fit and healthy, as well as physically fit. Skills developed by children (running/yoga/breathing techniques) are transferrable and stay with the children for life.

Children take away the skills needed for a healthy life style as well as developing their road safety.

Tracking participation and encouraging and enabling involvement ensures all children are physically active (therefore a healthy lifestyle) and system helps to continually identify least active children.

Competitive School Sport

All children enjoy being appropriately challenged and at a young age most are keen to explore what they are capable of. Competitive school sport for primary school children should be categorised on a focus by achieving one’s ‘personal best’ rather than being ‘the best’.

Engage primary children in personal challenges, allow them to practice and test their skills and personal competence, and small-sided games to encourage teamwork and a sense of how to play and succeed.

A good competitive school sport programme includes regular club participation opportunities where children can learn more about specific sports, receive age-appropriate coaching and practice their skills (after School Club) before attending competitions.

<b>Specific Objectives</b> What we want to do	<b>Strategies</b> What are we going to do to achieve objective(s)	<b>Signs of Success/Impact</b> When we have achieved our objective(s) we should see	<b>Who</b>	<b>When</b>	<b>Linked to Key Indicator no:</b>
Increase attendance at SSP Festivals, Events and Competitions by looking at entering three teams where possible.	Increase knowledge and understanding of staff to be able to accommodate more children to access the competitions  Identify key members and assign specific sports	More pupils having the opportunity to take part  Up skill and build the confidence of teaching staff	SSCo to send information out regarding cluster/open competition  SH to identify staff to take on board a sport and link this to competition calendar.	On-going	3,5
Develop a more sustainable Intra competition structure to ensure that ALL pupils have the opportunity of competitive sport throughout KS2.	At the end of every teaching block a competition is held in class to give all pupils the opportunity to compete against each other	We will be offering all children competitive opportunities, in turn they we will be able to offer more children the chance to access Level 2 competition.	SH to implement across KS2	Ongoing throughout the school year.	2,4,5
Increase the awareness of pupil's achievements with praise, reward and acknowledgement.	Pupils to report on festivals, events and competitions. Blog on the School Games site and update Facebook and Twitter with results and experiences.	Whole school awareness and positive attitudes towards sport and representing the school, among pupils, staff and extended to parents.	SH to identify pupils to become sports writers to Blog and update notice boards  SH to discuss with potential staff to update Facebook and Twitter.	On-going throughout the year.  Make staff aware of twitter and Facebook.	2

**Impact of the developments in competitive school sport:**

Ensuring all children have the opportunity to participate in competitive sport and development festivals. Affords children the opportunity to experience competitive sport. The ability to win, lose and enjoy competitive pursuits is an essential life skill. Children and teacher re up-skilled following attendance at development festivals, this supports curriculum provision. Access to external clubs.

Sports organising crew develop their leadership skills, confidence and organisation ability. All children get opportunity to compete therefore develop their skills and confidence for further competitions. Increased longer term engagement in sports, following promotion, praise and positive feedback.

**Sustainability of whole plan:**

The actions focus on enabling children and developing skills (physical and interpersonal), experiences and habits that will stay with them for life. Providing ongoing CPD for staff ensures that they are continually developing their skill sets to allow high quality PE provision

<b>Meeting national curriculum requirements for swimming &amp; water safety</b>	<b>Please complete all of the below</b>
What percentage of your current Y6 cohort swim competently, confidently and proficiently over a distance of at least 25m?	94%
What percentage of your current Y6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	81%
What percentage of your current Y6 cohort perform safe self-rescue in different water-based situations?	94%
Schools can choose to use the Primary PE & 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?	No (as at March)

Sport Premium Cost Breakdown

Cost Area (e.g. Equipment)	Projected Amount
School Sports Partnership	£4500
CPD/Team teaching Coaches	£5000
After School Provision	£1100
Sports Leader Training	£900
Transport	£2500
Equipment	£3000
Yoga/Mindfulness	£2500