

Sport Premium Funding Action Plan

2016 - 2017

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? **Established**
2. Does your PE and sport provision contribute to overall school improvement? **Embedded**
3. Do you have strong leadership and management of PE (and school sport)? **Embedded**
4. Do you provide a broad, rich and engaging PE curriculum? **Embedded**
5. How good is the teaching and learning of PE in your school? **Established**
6. Are you providing high quality outcomes for young people through PE and school sport? **Established**
7. Are you providing a rich, varied and inclusive school sport offer as extension of the curriculum? **Embedded**
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? **Established**
9. Does the school know how to effectively utilise the new PE and school sport funding? **Embedded**

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 – kick-starting healthy active lifestyles.
2. The profile of PE and sport being raised across the school as a tool for a 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.

2016-2017: Sport Premium Funding allocated to our school is: £9,745.00

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.

Specific Objectives What we want to do	Strategies What are we going to do to achieve objective(s)	Signs of Success/Impact When we have achieved our objective(s) we should see	Who	When	Linked to Key Indicator no:
Continue to develop the curriculum to link with CORE TASKS and ensure all teachers are using an assessment spread sheet across whole school.	On-going staff assistance sessions based around CORE TASKS and assessment.	Completed Long Term Planning – All accessing the Curriculum Map and on-going assessment.	SSCo to deliver staff training work alongside SH to ensure staff are working alongside curriculum and assessment	Staff Training October 16 Individual Staff training on-going.	2,3
Sustainability	Ongoing tracking of pupil's ability and achievement throughout their school life. Ensures continuous development throughout the school year and transition in to other years.				
Improve the skills and confidence of staff across the school whilst delivering PE	Guy Sweetman co-deliver lessons to support teaching and learning in PE. Staff to receive new modules of work to accompany shadowing.	High quality PE delivered across the school. Staff committed to new curriculum plan, delivering with appropriate skills, knowledge and confidence.	SH to liaise with Guy Sweetman to coordinate support in lessons	Across academic year	2,3
Sustainability	Teachers work alongside Guy who provides continuous professional development, support and ideas for teachers to deliver a broad, high quality PE/School Sport offer.				
Ensure lessons are skill focussed not sport specific.	Review of the Curriculum Map – Termly	Develop a broader curriculum offer ensure all pupils have access to a wide variety of PE/Sport lessons.	All staff to review individual curriculum and NY & SH to ensure implementation of skills not sports.	Throughout the Year	
Sustainability	Ensure children have a broad range of skills that they can apply to a wide variety of Sports and enhance their physical activity/literacy opportunities.				

Impact of the developments in Physical Education:

- 1) Based on the CORE Task outcomes, every child is challenged within each PE block, using differentiation and multi ability groupings.
- 2) Due to the wide range of ideas and opportunities provided by Guy and embraced by the teaching staff lessons are far more engaging and enjoyable for all children. This has increased enjoyment of a wide range of sports and this has encouraged children to attend, festivals, events and after school clubs.
- 3) Confidence gained within the multi skill approach has given all children the opportunity to take part in more PE/School Sport and Physical Activity
Quote: "Since Child A has become more physically active she has engaged in a number of after school clubs and has recently attended the local Park Run on a number of occasions"

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.

Specific Objectives What we want to do	Strategies What are we going to do to achieve objective(s)	Signs of Success/Impact When we have achieved our objective(s) we should see	Who	When	Linked to Key Indicator no:
Broaden the access for after school provision across the whole school	Look to offer suitable after school provision from Year 1 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
Sustainability	Engaged with external providers to offer after school provision which has increased the range and frequency of activities for our children to attend. Due to the high demand for after school activities staff have now become more engaged and are looking to provide a timetable of provision across the year.				
Non-competitive opportunities for girls across KS2	Look to suitable activities to engage girls as after school club.	Increased participation across all young girls, % increase at after school and impact on healthy active lifestyles.	SH to identify external opportunities and raise the profile of opportunities for girls across the school.	Post SATS to support girls engagement	1
Sustainability					

Continue to improve our pupils road safety skills for riding their bikes to and from 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 pupil's confidence to ride their bike to and from school and in and around the local community.	SSP to coordinate with SH.	Targeted classes	4
Sustainability	Booking on the Balanceability, Level 1 and Level 2 of the Bikeability provides ALL children with the opportunity to learn to ride a bike and provide them with the necessary skills to continue this in a safe manner in and around the community.				
Develop pupil's leadership skills to improve knowledge and confidence.	Engage children in planning and development of games and activities. Active lunchtime/ play leaders training and Sports Crew.	Pupils delivering lunchtime activities to other children. Planning activities and events within school lessons e.g. warm ups	SSCo to deliver training, SH to coordinate with teaching staff to identify pupils.	Autumn Term: Year 5 Spring Term: Year 4	1,4
Sustainability	Young Leaders are providing weekly playground games and physical activity opportunities for their peers. Throughout the year this workforce will develop and look to offer events, competitions and take warm ups and parts of a PE lesson.				

Impact of the development in the promotion of healthy, active lifestyles:

- 1) Every child in Year 5 has taken part in an event, festival, competition or after school club since September.
- 2) .
- 3) We have seen a rise in children cycling and scooting to school, more awareness of safety and understanding of appropriateness when riding to and from school.
- 4) Young Leaders are pro-active, more organised and their communication skills have improved, most notably when they asked if they could run the Friday lunchtime sessions, advertised them and wrote a letter to invite other children to attend.

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.

Specific Objectives What we want to do	Strategies What are we going to do to achieve objective(s)	Signs of Success/Impact When we have achieved our objective(s) we should see	Who	When	Linked to Key Indicator no:
Maintain attendance at SSP Festivals, Events and Competitions. Increase opportunities for our pupils to represent school at cluster events.	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
Sustainability	The SSP provide a wide range of opportunities to appeal to all ages and abilities of the young therefore it is necessary for all teaching staff to have involvement.				
All pupils to experience competitive sport within the school setting using the house system.	Develop more intra school sports competitions. Young leaders to help plan and run the events	Increase in the number of pupils gaining experience of more competitive sport	SH & NY to organise a competitions day throughout school involving the house system.	Spring Term.	4,5
Sustainability					
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
Sustainability					

Impact of the developments in competitive school sport:

- 1) Involvement of all staff has ensured 100% attendance at all events, festivals and competitions to date (December 2016)
- 2)

Sport Premium Spend 2016-17

Redcar & Eston SSP – provision of training, CPD, competitions, events and festivals.	£3,898.00
CPD – Team teaching, staff training, development of lesson planning and support.	£4,447.00
Transport - coach transport to and from festivals, events and competitions	£ 800.00
Equipment – replacement and purchase of new Sporting equipment for PE, Sports and physically active play/lunchtimes.	£ 600.00
Total	£9,745.00