

# Sport Premium Funding Action Plan

2019-2020

**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 is 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.

2019-2020 Sport Premium Funding allocated to our school is: £19570

## 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 (INTENT)</b> What we want to do	<b>Strategies (IMPLEMENTATION)</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>
Ensure children have solid skill progression across year groups – in all areas of PE.	Develop LTP with progressive skills / LO's outlined.	Children making solid progress in their mastery of physical (plus cognitive, social, team etc) skills. Staff able to ensure teaching delivers progress and able to identify next steps for stretch and challenge.	Sam Holmes (working alongside RESSP for advice)	Term 1b	2,3
Increase confidence and competence of all staff in delivering high quality PE.	Identify and offer Team teach and PE CPD programme to all staff.	Staff feel more confident in delivering engaging, high quality PE lessons.	RESSP deliver team teach	Share and offer through Term 1a. Deliver in line with CPD plan and LT Curriculum map.	3,4
Increase progress and physical literacy for all children.	Identify target groups of children for specific intervention (e.g LA, less active or GT) and invite, as appropriate, to GSw Friday sessions.	Increased physically literate children across all year groups	SH /staff to identify from Pre assessment grids / participation spreadsheet.	Throughout year. Reception and Y6 already identified and attending weekly intervention sessions	1,4,5
Develop children's cognitive, social, Team skills, alongside their physical skills (Hand, head and heart)	Incorporate and implement additional skills (cognitive, social, team etc) across curriculum, introducing My PB to whole school staff.	Children's 'life skills' will increase delivering whole school improvements.	Sam Holmes alongside RESSP, with support of Headteacher for whole school rollout.	Tbc	2,3

### 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. Identification of target groups allows for specific focused intervention to increase individual's progress.

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.

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Ensure 30 minutes of moderate to vigorous activity are scheduled into school day across all year groups.	Use I-moves, daily mile, active lessons, break and lunch clubs etc. Complete heat maps to assess.	Children have improved strength, stamina and lead healthier lifestyles. Encourage participation and enjoyment to establish habits for later life.	Sam Holmes and all staff	All Year – check termly.	1,4
Offer a wider range of activities (extra curricula and lunchtime) and personal challenge to increase activity	Use sports leaders, organising crew and staff to promote personal challenges and break/lunch time clubs. Crew	Children discovering activities and sports they enjoy to encourage them to lead healthy active lifestyles.	Sam Holmes and all staff	All Year – check termly.	1,4,5

levels of all children	to advertise and engage. Increase connections with local clubs to encourage attendance.	Improved well-being.			
Engage less active children in activities within and outside school.	Use participation data and staff knowledge to identify and encourage less active children to take part in clubs/activities.	Children discovering activities and sports they enjoy to encourage them to lead healthy active lifestyles. Improved well-being.	Sam Holmes and all staff	Termly	1,4,5
Improve the mental, as well as physical, wellbeing of children across the school.	Mindfulness, yoga and I-moves utilised throughout year groups.	Children equipped with skills to help them to maintain and improve mental fitness and wellbeing.	All staff	Termly	1,2
Ensure all Key stage 2 children have the necessary road safety skills.	Provide bikeability sessions for all Y4/5/6 children and pedestrian training for y3.	Improved safety and confidence when out in the community.	Sam Holmes	End of year All Year 5 and 6 children attended at least level 1. Most completed level 2.	1,4

**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.

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Ensure all children are offered the opportunity to take part in an inter-school competition	Continue to monitor participation and feedback to staff to ensure all children are offered competitions or festivals, as appropriate.	Children develop their team working skills and competitive spirit. Increased confidence and competence.	Sam Holmes	Each half term	1,2,4,5
Increase range of staff confident and competent to attend competitions and festivals.	Encourage staff to attend events, educate in code of conduct. Explain structure to staff attending.	Increased confidence and enjoyment at events. Wider range of staff able to participate at events. Increased enjoyment of staff and pupils at events – encouraging further participation.	Sam Holmes/ Jill Senior to support cover.	Termly	

### **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

Meeting national curriculum requirements for swimming & water safety	Please complete all of the below
What percentage of your current Y6 cohort swim competently, confidently and proficiently over a distance of at least 25m?	89%
What percentage of your current Y6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	89%
What percentage of your current Y6 cohort perform safe self-rescue in different water-based situations?	87%
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?	Not at the stage.



Sport Premium Cost Breakdown

	Projected Amount	
School Sports Partnership	£4500	
CPS/Team teach	£5800	
Sports Leader Training	£1000	
After school/alternative provisions	£2000	
Transport to Competitions	£4000	
Equipment/Subscriptions	£2300	