

Sport Premium Funding Action Plan

2015 - 2016

Green Gates 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

1. Does your school have a vision for PE and school sport? *Stage 2 - Established*
2. Does your PE and sport provision contribute to overall school improvement? *Stage 1 - Emerging*
3. Do you have strong leadership and management of PE (and school sport)? *Stage 2 - Established*
4. Do you provide a broad, rich and engaging PE curriculum? *Stage 1 - Emerging*
5. How good is the teaching and learning of PE in your school? *Stage 1 - Established*
6. Are you providing high quality outcomes for young people through PE and school sport? *Stage 1 - Established*
7. Are you providing a rich, varied and inclusive school sport offer as extension of the curriculum? *Stage 2 - Established*
8. 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 lifestyles? *Stage 2 – Established*
9. Does your school know how to effectively utilise the new PE and school sport funding? *Stage 2 - Established*

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.

2015 -2016 Sport Premium Funding allocated to our school is: **£ 8,780.00**

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:
Include context of sport across the curriculum in particular to engage boys in literacy	<ul style="list-style-type: none"> ❖ Use context of major sporting events to motivate boys learning. E.g. Rugby world cup 2015, Euro 2016, Rio Olympics 2016 Using sporting heroes as a context for writing biographies ❖ Encourage children to complete reports on sporting competitions attended for rewards. ❖ Open literacy competitions ❖ ❖ Half termly sporting newsletter with pupil reports 	<ul style="list-style-type: none"> Improved writing levels in targeted boys Displays of children's sports reports on notice board raising profile of writing. Link to blogging and targeted competitions relating to current activity More boys contributing to the sport newsletter 	<ul style="list-style-type: none"> Class teachers to provide examples of work where sport is used as a context for learning in other subjects R Bigley to compile half termly sports newsletter. Sport Crew to write reports and updates on festivals; events and competitions KS 2 – Involve class teachers. R Bigley to run weekly lunchtime sports meetings for students to compile reports and blog posts. 	<ul style="list-style-type: none"> On going throughout the year. Throughout the year Termly 	2

<p>Improve target groups linked to assessments</p>	<ul style="list-style-type: none"> Implementation of a simple colour coded assessment system on the shared drive allows PE co-ordinator to monitor progress of all pupils Use of core tasks at the beginning of each unit of work as a starting point to establish target groups for following lessons. 	<ul style="list-style-type: none"> All staff completing colour coded assessments with assessments showing continual improvements through the year. Teachers' planning identifying key skills needing to be developed informed by core task. Assessments identifying target children for extra curricular activities. 	<p>R Bigley to monitor teacher assessments and planning</p> <p>All teachers across all year groups</p> <p>Using engagement tracker to identify children who are below target.</p>	<p>Termly</p>	<p>2,3</p>
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Impact of the developments in Physical Education:

- Children's blogging about competitions has led to the school being awarded a prize for their involvement; children are now fully engaged in updating and sharing their experiences based on the rewards.
- Staff are beginning to use the assessment system and this is supporting them to target low attainment and identify young children to attend further sessions at lunchtime and after school, which will in turn increase whole school participation.

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:
Promote physical activity through planned games on a lunchtime	M Dowson to run planned play sessions for KS2 M Carter to act as play facilitator to run games with KS1	Children more active on a lunch times. Fewer behaviour incidents due to more focused lunch times. School Sports Crew reports on activities that are taking place.	M Dowson and M Carter Success monitored by R Bigley and S Fiske	On going throughout the year, R Bigley and M Dowson to monitor impact half termly.	1,4
Run a change for life activity day	Plan a change for life day in the Spring Term. Including Physical Activities, Cooking opportunities and possibilities to invite parents in to share in the children's learning	Parent, teacher and pupil comments Displays of event.	R Bigley to coordinate once attendance on course is complete.	Spring Term 2016	1
Improve our pupils road safety skills for riding their bikes to and from school	Deliver Bikeability training level 1 and 2 to pupils from across Year 6 in the first instance and continue with Year 5	Pupils qualified in Level 2 Bikeability More pupils riding their bike to and from school	SSP to coordinate with R Bigley	September 2015	1,4

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

Year 6 pupils are now more confident in using their bikes and are far more confident on the road and around the estate.

Lunchtime activities have had a huge impact of behavioural incidents and GG are looking to improve this further by introducing a Zone system.

84% of parents (who returned questionnaires) have stated that the PE, PA, SS offered at Green Gates provides their child with a variety of opportunities.

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:
Develop Inter School Competitive opportunities for pupils to improve upon last year's league position.	Enter SSP cluster and partnership competitions advertised in the primary competition calendar M Dowson to provide after school training for competitions not covered in curriculum map	Regular attendance in inter school competitions. Aiming to improve upon this year's primary inter competition league table position	R Bigley to coordinate entries for competitions. SSP to provide competitions	On-going throughout the year	4, 5
Develop competition opportunities for pupils participating in after school club teams	Regularly run an after school club team for Hockey and Football. Take part in Football competitions as organised by the Redcar League	Regular after school attendance of team training. Regular attendance of matches	M Dowson with the support from SSP and R Bigley	On-going throughout the year	4,5

Impact of the developments in competitive school sport:

Large uptake in after school clubs, 66% of the children in KS1 & KS2 have taken part in at least one after school sports club to date.

Engagement tracker is being used to track attendance and identify inactive children who are being offered further opportunities through the C4L club.

78% of children in KS1 & KS2 have taken part in a Partnership competition or cluster competition so far this year.