

Sport Premium Funding Action Plan

2016 - 2017

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/Established(working towards Spring 2017)*
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 2 - Established*
5. How good is the teaching and learning of PE in your school? *Stage 2 - 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 - 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: **£ 8,830.00**

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. Wimbledon, Rugby VI nations, 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 	<p>Improved writing levels in targeted boys.</p> <p>Displays of children's sports reports on notice board raising profile of writing.</p> <p>Link to blogging and targeted competitions relating to current activity</p>	<p>Class teachers to provide examples of work where sport is used as a context for learning in other subjects.</p> <p>Sport Crew to write reports and updates on festivals; events and competitions to include in headteacher's newsletter</p> <p>KS 2 – Involve class teachers.</p> <p>R Bigley to run regular sports</p>	<p>On-going throughout the year.</p> <p>Throughout the year</p> <p>Termly</p>	2

	❖ Half termly sporting newsletter with pupil reports	More boys contributing to the sport newsletter	crew meetings for students to compile reports and blog posts.		
Sustainability	Increase the involvement of staff with the literacy competitions and ensure that they are aware of upcoming literacy events.				
Develop the PE in EYFS so that children are able to develop the fundamental skills.	<ul style="list-style-type: none"> Children in EYFS to have a 1 hour PE lesson per week. Children to be taught the fundamental skills in order to equip them for Year 1 Reception children getting themselves ready for PE. 	<p>Children becoming engaged in PE from an early age</p> <p>Children's gross motor skills developing meaning they are ready to write and take part in sports.</p> <p>Children able to dress and undress themselves independently.</p>	EYFS Class teachers and staff R Bigley to monitor children's progress.	Termly	1, 2
Sustainability	Ensure that EYFS have allocated hall time each week, staff to take part in training with the SSP on delivering fundamental skills lessons.				
All pupils to be offered the opportunity to lead within PE lessons	<ul style="list-style-type: none"> Develop leadership opportunities within PE lessons e.g. warm up, small sided games, carousel stations 	<p>Increased confidence in pupils</p> <p>Peer recognition</p> <p>Empowering the children to take ownership of lessons/ activities</p>	All staff NY to deliver leadership training with KS2.	Ongoing throughout the year	1, 2
Sustainability	Teachers to receive CPD support from the SSP and through dedicated staff meeting time to ensure they know how to promote leadership throughout all PE lessons. School ethos to promote leadership.				

Impact of the developments in Physical Education:

- All children focused their literacy around sport during sports week and this engaged some of the KS2 boys.
- All EYFS children now take part in a weekly PE session, the percentage of children who achieved the GLD for moving and handling has increased to 96% compared to 78% last year.

- Some children are leading warm ups and running lunchtime clubs and this has boosted their confidence and self esteem.

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:
Increase the profile of PE across school to ensure that the children are more active.	<ul style="list-style-type: none"> Implementation of a 'wake up, shake up' session at the start of the day to ensure that children are ready to learn. Continue to develop lunchtime clubs so that the majority of children have the opportunity to take part in sport. Staff and children to complete PE questionnaires. 	<ul style="list-style-type: none"> ❖ All children taking part in 'wake up shake up' at the start of the day to get them ready for learning. <p>An increasing number of children taking part in lunchtime activities</p> <p>The questionnaire will reflect what the young people want to see offered within the school across lunchtimes, after school and in some lessons.</p>	<p>All teachers across all year groups</p> <p>R Bigley to monitor which children are attending after school clubs.</p> <p>R Bigley to complete and send out questionnaires across the</p>	<p>Throughout the year</p> <p>Spring Term</p> <p>Spring Term – Young Children</p> <p>Summer Term – Staff</p>	2,3

		Staff Questionnaire will reflect what CPD is needed.	whole school		
Sustainability	Whole staff training to promote the importance of exercise and to show how PE can be incorporated into all lessons.				
Run a change for life activity club	Plan a change for life club to be run by the sports crew. Including Physical Activities, Cooking opportunities and possibilities to invite parents in to share in the children's learning Use the engagement tracker to target children who do not engage in sport.	Parent, teacher and pupil comments Photographs of club	R Bigley to monitor and ensure targeted children are progressing and becoming engaged with sport. NY- to run a change for life club training- Feb to start in Spring	Throughout the year	1
Sustainability	Sports Leaders to be trained so that they are able to deliver activities to their peers, change for life club participants to then lead activities.				
Improve our pupils' road safety and balancing skills when riding their bike.	Deliver Bikeability training level 1 and 2 to pupils in Year 6. Deliver balance ability training to children in Reception and develop their skills.	Pupils qualified in Level 2 Bikeability More pupils riding their bike to and from school Increased skill when riding balance bikes	SSP to coordinate with R Bigley	Autumn term 2016	1,4
Sustainability	Funding allocated each year to ensure that all children have the opportunity to access this training.				

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

- Year 6 and some Y5 pupils are now much more confident and safer when riding their bikes on the roads.

- Reception children enjoyed the balance ability sessions and some of them now regularly ride their bikes to school.
- The change4life club is running on a weekly basis. 17 children have been targeted using the engagement tracker and these children enjoy coming to the sessions. Following the sessions and sports week, one child is now choosing to do the daily mile in his own time.
- A large number of classes use daily 'cyber coach' this means that the children are engaged and ready for learning.

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 the curriculum map so that it is linked to upcoming competitions and festivals.	Use the SSP cluster and partnership competitions advertised in the primary competition calendar when planning the PE curriculum for the following year. SSCO to provide support to	Children to have learnt the appropriate skills prior to attending inter school competitions.	R Bigley to coordinate curriculum map and ensure staff are aware of upcoming competitions and festivals. SSCO	On-going throughout the year	4, 5

	staff through team teaching and coaching.				
Sustainability	Regularly update the curriculum map to match upcoming events etc. Target the year group below for the after school clubs so that they have the skills required for a match etc.				
Develop competition opportunities for pupils participating in PE lessons	<p>Planning to include opportunities for competitions.</p> <p>Develop year group competitions at the end of a unit of work.</p>	<p>Regular competitions taking place in PE lessons.</p> <p>Children engaging in competitive sport.</p> <p>Children developing their knowledge of respect and fair play during games.</p>	All class teachers R Bigley to monitor across the year groups.	On-going throughout the year.	4, 5
Sustainability	Monitored by PLT, SSP to support teachers with this through lesson CPD. Team leaders to arrange competitions.				
Ensure all pupils have access to competitions/ festivals and events from the SSP competition calendar.	Use engagement tracker to identify pupils who have not had opportunity.	All children identified and engaged in sport/ competitions.	R Bigley to update tracker and inform staff of target children.	Ongoing throughout the year	5
Sustainability	Continue to use engagement tracker and target children who have not entered a competition/ festival				

Impact of the developments in competitive school sport:

- A large percentage of the children (around 80%) have attended at least one partnership event or competition this year.
- Engagement tracker is being used to track attendance and identify inactive children who are being offered further opportunities through the C4L club.
- 54% of KS2 children have taken part in a lunchtime or after school club this year
- 56% of KS1 children have taken part in a lunchtime club this year.