Sport Premium Funding Action Plan

2018 - 2019

**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? *Established (Website – Sports Premium)*
2. Does your PE and sport provision contribute to overall school improvement? *Established*
3. Do you have strong leadership and management of PE (and school sport)? *Established*
4. Do you provide a broad, rich and engaging PE curriculum?  *Established*
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?  *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 lifestyle? *Established*
9. Does your 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 - 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: **£17,630.00**

**School Vision for PE**

At Green Gates Primary School, we recognise the role that physical education has to play in promoting a long term healthy lifestyle which is both enjoyable and fulfilling. Our aim is to provide a high-qualify physical education curriculum that inspires all of our pupils to succeed and excel in competitive sport and other physically demanding activities. We want to provide opportunities for our pupils to become physically literate and confident in a way which supports their health and fitness as they move towards making their own choices as young adults. In addition, we aim to provide opportunities for children to compete in sport and other activities in order to build character and help to embed values such as team work, fairness and respect.

Our PE and sport aspires to build self-esteem, teamwork and leadership skills enabling each child to **be the best they can be** by:

* Improving health and well-being
* Providing high quality opportunities and outcomes for all
* Encouraging community involvement
* Promoting active participation and competition
* Raising achievement and supporting excellence

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.

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| 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 High Quality PE provision throughout the school. | Team Teaching offered. Support and observations of PE lessons identified by individual staff on areas of development. | Young people will be accessing high quality PE and sport provision which will enable them to become more confident and skilled across a wide range of Sport & Physical Activity. | PLT to identify staff and liaise with NY to book in and deliver Team Teach and any CPD opportunities | Ongoing throughout the year. | 1, 2, 3, 4 |
| Sustainability | All staff will receive at least two hours of support in PE which will aim to improve their own practise and provide them with new ideas for delivering PE. Staff can then offer support throughout the school. AP to book support sessions with NY based on staff confidence questionnaires. | | | | |
| Embed the ethos of physical education within the school and consult with parents/carers. | Children bring the correct PE kit into school weekly.  Children attend lunch time and after school sports clubs.  Ensure parents are kept up to date with after school clubs. | Children will all be dressed up full PE kit and more children will be attending after school sport clubs. | AP to organise more sports related after school clubs.  Class teachers to ensure all children have correct PE kit. | End of Autumn term. | 2 |
| Sustainability | Once ethos is clearly embedded, children will have the correct attitude towards PE and choose to attend sports related clubs. | | | | |
| Develop the PE in EYFS so that children are able to develop the fundamental skills. | 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  Children to have access to Yoga bugs for one term.  Reception children getting themselves ready for PE. | Children becoming engaged in PE from an early age  Children’s gross motor skills developing meaning they are ready to write and take part in sports.  Children able to dress and undress themselves independently.  Children will develop fundamental skills which will support them in later life. | EYFS Class teachers and staff  NY to deliver several lessons around Get Moving; Get Active and stories/themes linked to PE.  AP to organise Yoga bugs sessions for children in nursery (am), reception and year 1. | Ongoing throughout the year. | 1, 2, 3, 4 |
| Sustainability | Ensure hall time is allocated for EYFS each week, AP to organise for NY to deliver get active sessions for staff to observe. Children will develop motor skills such as balance early that will support their development throughout school. Yoga bugs staff training to be offered across the school. | | | | |
| All pupils to be offered the opportunity to lead within PE lessons | Develop leadership opportunities within PE lessons e.g. warm up, small sided games, carousel stations.  Provide a rota for all teachers to ensure all children take part in leadership opportunities. Also gives opportunity to identify gifted and talented pupils. | Increased confidence in pupils  Peer recognition  Empowering the children to take ownership of lessons/ activities | All staff  Green Gates to attend Leadership & Crew training offered by SSP.  NY to follow up with specific training around PE lessons. | Ongoing throughout the year | 1, 2 |
| Sustainability | Children will be more competent at leadership therefore as a school, there will be a wider workforce of sports leaders. Also, children will act as peer role models and KS2 children will be able to run provisions for KS1 and EYFS. | | | | |

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| Impact of the developments in Physical Education: |

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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| 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: |
| Ensure all pupils are getting 30 minutes a day exercise (not in PE) | Ensure active playtime and lunchtimes for all pupils. Good use of buddy system.  15 minutes cybercoach activities every morning.  Active lessons throughout the curriculum.  Active Maths.  Just dance. | Pupils will sit less.  Staff will see pupil’s concentration improve due to brain breaks and being physically more active. | All staff and buddies. | Throughout the year | 1, 2, 4 |
| Sustainability | SSP to deliver training to children in school so that they are able to deliver to their peers and lead activities. Staff to plan active lessons based on training. | | | | |
| All pupils to become more active, confident and be aware of the dangers to and from school. | Deliver Bikeability training level 1 and 2 to pupils in Year 5 & 6.  Deliver balance ability training to children in Reception and develop their skills.  Deliver Streetwise training to all pupils within Year 3 | Pupils qualified in Level 2 Bikeability  More pupils riding their bike to and from school  Develop the fundamental skill of balance.  Be aware of road safety and the varying ways of crossing the road. | PLT to book in all 3 initiatives with the SSP team. | Throughout the year | 1, 4 |
| Sustainability |  | | | | |

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

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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| 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 participation in the SSP Competition, Events and Festival offer.  Children to be fully engaged and competitive throughout. | Identify and enter teams, classes, individuals in to the SSP competition offer throughout  Development of a skill based curriculum will lead to more competent and confident young people. | Children engaging in competition throughout the year and increasing the broad range of sports offered to each child | AP & Head to ensure all staff are aware of competitive opportunities and identify entry to all.  Ensuring class teachers have all relevant information prior to event. | Throughout the year | 1, 4, 5 |
| Sustainability | Continue to use engagement tracker and enter full classes onto festivals and competitions to ensure all participate. Children will all be actively involved in sporting competitions and festivals which will build confidence. | | | | |
| Personal challenge | Pupils to undertake a variety of personal challenges. E.g. skipping, ball throw, hula hoop. Linked to buddy system to identify challenges. | This will impact children’s social skills, including building their confidence. | AP to speak to buddies to introduce challenge and hold an assembly. | Throughout the year. | 1, 3, 5 |
| Sustainability | Increase staff involvement with literacy competitions and ensure that they are aware of upcoming events. | | | | |
| Put engagement tracker in place to ensure all pupils have opportunity to take part in all events. | Make all teaching staff aware of the tracking system and update half termly.  Identify appropriate activities for targeted inactive young people. | All children identified and engaged in sport/ competitions. | AP and staff 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. Children’s confidence will increase and so will engagement in physical activity. | | | | |

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| Impact of the developments to Competitive School Sport: |

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| **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? | % |
| What percentage of your current Y6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)? | % |
| What percentage of your current Y6 cohort perform safe self-rescue in different water-based situations? | % |
| 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 |

Total amount Sports Premium - £17,630.00

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| Area of Expenditure | Rationale of Expenditure | Planned expenditure |
| Redcar and Eston School Sports Partnership Contribution | The SSP organise and co-ordinate the competitive sport events for our cluster and across the partnership.  Our SSCo (Neil Young) provides support to the PE Subject Leader, Teachers and TAs within school to ensure that our pupils have access to high quality PE lessons  PE CPD courses are organised and often financially supplemented by the SSP to ensure that staff have access to high quality training to improve PE teaching across school | £4500 |
| Play Facilitators at lunchtime and staff for after school clubs to help lead PE and sports activities. (Hockey, Multi Skills, Football etc.) | These hours are used to provide and coordinate lunchtime clubs for children with no charge to pupils. This ensures that all children (and specifically Pupil Premium children) are able to access extra hours of sport and exercise to ensure that have a healthy, active lifestyle regardless of their family income. | £5000 |
| Funding to supplement pupil contributions to after school Dance club ran by professional coaches. | Children expressed interest in a variety of sporting activities they would like to attend after school. We aim to provide children to opportunities to attend after school sports sessions that are led by coaches. This ensures that all children (and specifically Pupil Premium children) are able to access extra hours of sport and exercise to ensure that have a healthy, active lifestyle regardless of their family income. | £1000 |
| Transport to competitions | This expenditure ensures that we can attend all inter school competitions within the School Sports Partnership. We do walk to events where it is possible!  This ensures that all children (and specifically Pupil Premium children) are able to access competitive / extra hours of sport and exercise to ensure that have a healthy, active lifestyle and experience competitive sport regardless of their family income. | £2200 |
| Yoga Bugs for nursery, reception and year 1 | Developing the fundamental movements for children in EYFS and LKS1 supports their learning as they will be able to support their own bodies. It is important children learn balancing skills and develop their core strength. | £1500 |
| Quality Subject Leadership – Provide TLR for leader as well as cover for developing staff. | TLR responsibility means that greater accountability factors are used for PE leader. PE leader will monitor planning, lessons and resources, as well as organise intra competitions and external competitions. She will team teach alongside colleagues to develop their practice. | £3000 (Covers cost of TLR and cover) |