

# Sport Premium Funding Action Plan

2017 - 2018

**Lakes 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? **Embedded**
2. Does your PE and sport provision contribute to overall school improvement? **Emerging**
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? **Embedded**
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? **Embedded**
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 - 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: £17,890

## 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</b> What we want to do	<b>Strategies</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>
Pupils make good progress in all lessons due to staff delivering high quality PE	PE coordinator will have time to observe lessons to help move from good to outstanding in PE.	Teaching of PE will be good in all lessons and outstanding in some. Lesson observations are completed and support offered where needed to staff.	K Sharrocks to liaise with SSCO and Head Teacher re time to observe lessons.	On going for observation. 5 lessons by Spring 2018	3
Improve fundamental movement skills of pupils.	Fundamentals training for EYFS/KS1 staff. Book one staff member on SSP course. L Shepherd with Nursery. Yogabugs wth KS1 children.	Noticed improvement of balance, agility and coordination in all EYFS and KS1 children.	K Sharrocks to coordinate with L Shepherd and SSP.	Across academic year linked to curriculum map. Summer 2018	3
Profile of PE and School Sport is raised across school to staff and pupils.	Y3/4/5 will enter SSP Literacy competition.	Pupils complete Literacy competition. Class teachers choose best to send to SSP. Winning entries displayed and celebrated.	K Sharrocks to liaise with KS2 teachers.	Summer 2018	2
Pupils have the opportunity to use PE across the school curriculum.	Y1/2 Links with Maths Y3/4 Dance (China?) Y5/6 The Greeks	Photographs, copies of planning and e.g. of work completed	K Sharrocks to liaise with team leaders.	Autumn 2017	2
Improve pupils balance, coordination and agility in KS1 and EYFS.	Purchase new equipment to ensure the curriculum maps can be taught.	New equipment being used in lessons. Children's confidence and	K Sharrocks	Autumn 2017	1,4

		ability improving.			
Improve coordination and balance of Reception children.	Book and deliver Balanceability training for Reception children.	Lessons take place.	K Sharrocks to liaise with SSP and reception.	20 <sup>th</sup> – 27th February	1,4
Improve the curriculum lessons and childrens engagement and enjoyment as well as progress	Purchase gymnastics mats / equipment.	Pupils have more opportunity to participate and progress in lessons	K Sharrocks to order equipment	March 2018	1,4

**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.

<b>Specific Objectives</b> What we want to do	<b>Strategies</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>
Pupils have more structured activities to promote a healthy lifestyle during lunchtimes.	Y4/5/6 sports leaders receive leadership training. Timetable of where children need to be. Purchase equipment for	Active/organised lunchtimes. Sports Leaders to gain Young Sports Leaders award – 20 children Sports leaders following	L Shepherd/K Sharrocks/A Calvert to support with training of Sports Leaders/Buddies. SSP to coordinate Young	Autumn 2017	1

	leaders	timetable.	Leaders training.		
Less active pupils to take part in a club (pedometer?). Understand why it is important to be active.	Class teachers highlight up to 3 pupils that are less active. Letters to go home to selected pupils.	Staff and pupils actively involved in pedometer challenge and recording number of steps per day.	K Sharrocks to liaise with staff, pupils and parents.	Spring 2018	1,4
Improve our pupil's road safety skills for riding their bikes to and from school.	Book and deliver Bikeability training level 1 and 2 to pupils from across Year 6 in the first instance and continue with pupils in Year 5. Y4 Bikeability	Pupils qualified in Level 2 Bikeability. More pupils riding their bike to and from school.	SSP to coordinate with L Furness	Week beginning 6 <sup>th</sup> June  Week commencing 22 <sup>nd</sup> January Monday - Thursday	1
Improve coordination and balance of Reception children.	Book and deliver Balanceability training for Reception children.	Lessons take place.	K Sharrocks to liaise with SSP and reception.	20 <sup>th</sup> – 27th February	1,4
Encourage pupils to commit to after school and lunchtime clubs to establish participation habits, which increase their knowledge of a healthy lifestyle.	Use sports crewe to find out what clubs pupils would like. Employ coaches for lunchtime and after school activities for all.	Children regularly attend clubs.	K Sharrocks to coordinate coaches and clubs.	Spring 2018	1,4
Ensure all pupils are getting 30 minutes a day exercise ( not in PE )	Ensure active playtime and lunchtimes for all pupils.  Work with SSP on small brain break exercises for class room.  Ask each class teacher what equipment needed to help with 30 minutes a day.  Purchase relevant equipment	Pupils will sit less.  Staff will see pupils concentration improve due to brain breaks and being physically more active	K Sharrocks to work with SSP to look at ideas for 30 minutes a day.  K Sharrocks/L Shepherd to introduce to staff	Spring 2018	1

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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All children to have the opportunity to experience competition in school.	Re-introduce the intra competition timetable.	Completed competition information returned to K Sharrocks. Competition winners announced in assembly. Linked to house system.	Class teachers to organise an intra competition and celebrate events through assembly.	Timetable and packs Autumn 2017  Summer 2018 events completed.	5
All Y2-6 pupils have the opportunity to attend at least one competition.	Enter all Y5/6 cluster qualifying events. Enter Y1/2 multiskills cluster events. Enter Y3/4 Development days.	Competitions entered. Pupils take part in events.	K Sharrocks to liaise with class teachers and Head Teacher.	Summer 2018	5

Y2 pupils all have the opportunity for a competition in school using Key Steps criteria (Gymnastics)	K Sharrocks to use gymnastic lessons for practise.  Invite L Shepherd in to see final work.	All Y2 children have taken part in the gymnastics competition.	K Sharrocks to deliver.  L Shepherd	December 2017	5
Y3/4 pupils to take part in funfit competition within school.	V Booth and D Pottinger to teach during lesson time.  L Shepherd to support in lessons where required.	All Y3/4 children have taken part in the funfit competition.  Pupils have more knowledge of a healthier lifestyle.	V Booth and D Pottinger to deliver.  L shepherd	March 2018	5
Develop the self esteem of the pupils when attending events out of school.	Buy new Kit for pupils who are representing the school at events.	Pupils feel proud of the school and are motivated to take part in events	K Sharrocks to order kit	April 2018	2,4

**Impact of the developments in competitive school sport:**

**Sustainability of whole plan:**

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?	35%
What percentage of your current Y6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	32%
What percentage of your current Y6 cohort perform safe self-rescue in different water-based situations?	0%
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?	Yes/No

Y6's are still swimming this term so these percentages will increase.