

Sport Premium Funding Action Plan

2020-21

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, Physical Activity 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.

2020 – 2021 Sport Premium Funding allocated to our school is: £18,290

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 (INTENT) What we want to do	Strategies (IMPLIMENTATION) 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:
Improve coordination and balance of Reception children.	Book and deliver Balance bikes training for Reception children.	Children can balance on one leg and ride a balance bike.	K Sharrocks to liaise with SSP and reception.	January 2021	1, 4
Improve fundamental movement skills of pupils in KS1.	Lesley Shepherd to team teach with the Year 1/2 staff.	Fundamental skills implemented in lessons. Children develop core strength and coordination and move with more control.	K Sharrocks to liaise with SSCO	End of December 2020	2, 3
Pupils develop their personal skills through physical education.	SSP to support with implementation of lessons based on using 'My Personal Best' resources.	Improved resilience, self-esteem, respect for others, fairness and courage to try new things and take risks.	K Sharrocks to liaise with SSCO	July 2021	2, 3
Developing communications skills, self-management, organisational skills, decision-making and improving self-confidence.	Build leadership into Y5/6 lessons.	Pupils cooperate to organise and set up equipment. Demonstrate and communicate warm up activities. Collaborate to invent new games to play.	Y5/6 staff Support from SSP	July 2021	2

Pupils across the school to experience high quality PE lessons.	Through the SSP purchase Complete PE resource. Ensure all staff have knowledge of how to use the resource. Purchase extra equipment for each year group bubble.	High quality PE lessons are taking place using good quality equipment. Children enjoy PE and are willing to try new skills.	K Sharrocks and SSP	July 2021 Equipment December 2020	3
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Impact of the developments in Physical Education:

After completing the balance bike training, the majority of reception children did improve their balancing skills. The reception staff could see the confidence and ability improve as the sessions went on.

'My Personal Best' has been introduced and the majority of children did improve their resilience and self-belief but unfortunately the impact of COVID had had a negative effect on this progress.

The Y5/6 children had opportunities to show leadership during their PE lessons but unfortunately they were unable to work with the younger children as planned due to not being able to cross 'bubbles'.

Complete PE has been purchased and is being used to support planning.

Extra equipment has been purchase enabling the children to use the good quality equipment within lessons.

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 (INTENT) What we want to do	Strategies (IMPLIMENTATION) 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 pupils confidence in decision making: - Develop thinking skills by making choices about routes	Book and deliver Bikeability training level 1 and 2 to pupils from across Year 6 in the first instance and continue with	Pupils qualified in Level 2 Bikeability. More pupils riding their bike to and from school.	SSP to coordinate with K Sharrocks and V Booth.	October 2020	1

and speeds. Develop perseverance and resilience when learning new cycling skills.	pupils in Year 5.				
Pupils to increase their confidence and self-belief. Develop the skills to keep themselves safe when walking in the local community.	Y3 Pedestrian Training	Pupils able to keep themselves safe, feel more confident when crossing roads and know the dangers to look out for.	SSP to coordinate with K Sharrocks	December 2020	1
Improve the fitness/activity/Stamina of pupils.	Book Skip2BFit Workshop. Purchase Skip2BFit ropes to use in school.	Children's fitness levels and stamina have improved. They are more able to sustain longer periods of physical activity.	K Sharrocks to book.	November 2020	1, 4
Encourage pupils to be physically active outside of the school day and therefore develop a healthy active lifestyle for life.	Pupils provided with opportunities to take part in Out of Hour Clubs. Source and employ coaches.	Children regularly attend clubs. Children develop a healthy and active life style.	K Sharrocks	July 2021	1, 4, 5
To increase physical activity of all pupils in school in line with government guidelines of 60 minutes activity a day. Make pupil aware of how important it is to be active every day.	To work with SLT and all staff to implement active 5 minutes morning and afternoon.	Children sit for shorter periods of time, show better concentration and are more physically active.	J Madden, K Sharrocks and all staff	July 2021	1, 2
To support pupils mental and physical well-being post Covid 19.	All staff to provide K Sharrocks with a list of concerns for pupils. Offer targeted groups, in bubbles, activities.	Children show coping strategies and are mentally and physically resilient.	K Sharrocks to liaise with all staff. SSP support.	July 2021	1, 2

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

11 Year 6 children completed the Level 1 and 2 Bikeability training. (Unfortunately, the second group needed had to be cancelled.)

All Year 3 children completed the Pedestrian Training. The children were all able to confidently explain how they should act near roads.

The children thoroughly enjoyed the Skip2bfit day. Their confidence and stamina improved. During Lockdown each child from Y1-Y6 was given a skipping rope to use at

home and also given access to remote training sessions. Two bags of skips (One for KS1 and one for KS2) have been purchase to enable the continuation of this activity. (The coach who ran the course commented this year on the fact that the children’s skill and stamina had improved.)

Gym Club: - 17 Y5/6 children took part in the Autumn Term and 28 Y3/4 children in Summer Term.

Football Club: - 10 Y2 and 20 Y1 children took part in the Autumn Term and 22 children in the Summer Term.

Wheelchair Basketball: - 22 children took part in the Summer Term.

When the children returned after the Lockdown, regular short physical activities were included throughout the day to improve the children’s mental health and physical stamina.

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 (INTENT) What we want to do	Strategies (IMPLIMENTATION) 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:
All children in KS1 and KS2 have the opportunity to experience competition. To develop respect for team members and opposition, fairness and resilience to cope with loosing.	Implement intra competitions alongside the new curriculum map. Each class take part in intra competition.	Children have the confidence and resilience to take part in intra competitions. Pupils rewarded for showing respect, fairness and resilience.	K Sharrocks and all staff.	July 2021	1, 2, 5
Pupils across the school experience different types of competition.	Give pupils the opportunity to take part in SSP competitions. On school grounds due to Covid 19.	Information sent to SSP for inter competitions. Pupils across the school compete virtually. Pupils take part in different competitions and learn to follow rules.	K Sharrocks and SSP to support all staff.	July 2021	4, 5

Pupils learn to compete to achieve their personal best. Pupils develop their self-belief, resilience and courage.	Personal Challenges for all pupils. Pupils given opportunities to practise to improve.	Children have the confidence to take part in personal challenges. They show determination to be the best they can.	K Sharrocks, SSP and Sports Crew	July 2021	1, 5
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Impact of the developments in competitive school sport:

Due to Covid restrictions the children took part in the alternative partnership competitions at school.

Reception Funky Monkey Festival
Y1/2 Disney Invasion Festival, Buzz and Woody Flight Multi-Skills Festival, PJ Masks event ran by SSP at school.
Y3/4 Invasion Development Day, Net/Wall Development Day, Kwik Cricket event ran by the SSP in school
Y5/6 Tag Rugby

Face-to-face events: -
Y3/4 Olympics Athletics Adventure Day
Y5/6 Olympics Athletics Adventure Day

Activities were also sent home for the children to take part in linked to the Redcar and Eston School Sport Partnership (RESSP) Stay Safe, Stay Active.
One class of Year 1/2 took part in 3 Kaboca Competitions – 60 Second plan, step ups, bunny jumps.
All Year 3/4 children took part in the fast feet Kaboca Competition.

Sustainability of whole plan:

Complete PE is continuing to be used to support planning and implementation of the PE curriculum.
Teaching staff and the Head Teacher have seen the benefit of Skip2bfit and they would ensure that the skipping is continued in the future. The purchase of skips for home and school use has enabled this to be continued.
Profile of intra and inter competition has been raise. Staff and children are were keen to participate.

Sport Premium Cost Breakdown

Cost Area (e.g Equipment)	Income	Projected Expenditure
Sports Premium Underspend 2019-20	£7,994	
Sports Premium 2020-21	£18,290	

Schools Sports Partnership		£4,500
PE Coaches		£1,743
Transport		£400
Complete PE Resource		£975
Redcar Running Festival		£310
Equipment		£16,713.54
Totals	£26,284	£24,641.54
Carry forward to 2021-22		£1,642.46

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?	22%
What percentage of your current Y6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	22%
What percentage of your current Y6 cohort perform safe self-rescue in different water-based situations?	25%

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 this year, all swimming has been hampered with pool closures as a result of Covid
