

# Sport Premium Funding Action Plan

2017 - 2018

**Coatham 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? **Established**
2. Does your PE and sport provision contribute to overall school improvement? **Embedded**
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? **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? **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: £17,730

## 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 will experience high quality PE allowing them to progress using thinking ,social, healthy and physical skills.	To book L Shepherd for New staff. To check with current staff which areas they would like support.	Pupils will enjoy learning through PE. Staff confidence in all activities ensures pupils are engaged and show progress.	R Gowland /All staff L Shepherd	Start Autumn 1 2017 to continue where needed.	3
Pupils will have the opportunity to take ownership of their own learning	Elements of leadership and officiating will be implemented in all upper key stage 2 lessons. All other staff to work toward using some leadership in lessons.	Pupils will take the lead in organising themselves and equipment. Pupils will learn to compete and run their own games	R Gowland / Sports Apprentice SSP	Spring 2018	2
Increase pupils activity and skill acquisition through gymnastics curriculum.	Buy new gymnastics mats. Children to be aware of safe transport and care.	Gymnastic lessons more active due to pupils having to wait for mat time. Faster progression.	R.Gowland/ Sports Apprentice SSP	Spring2018	1,4
Pupils will increase balance and coordination.	Book SSP to deliver balance bike training to reception pupils.	Training booked with SSP. Lessons are completed.	R Gowland/ SSP	Autumn 2017	1,4
Raise importance of P.E. for all pupils.	Purchase a range of P.E. kits In central location and monitored by Sports Apprentice SSP	All pupils have P.E. kit and more pupils participate on a regular basis.	R.Gowland/Sports Apprentice SSP	Spring2018	2

Enhanced pupils experience for games related activities.	Book sessions in local leisure centre for P.E. Lessons KS2	More awareness of full game situation. More active pupils with increased space.	KS2 teachers to coordinate.	Autumn 2017	4
Pupils will experience activities in different challenging environments to increase self- esteem and resilience	R Gowland to ensure new staff receive beach skill training. Ensure all pupils attend OAA	More confident pupils who are determined to succeed and not give in. More active lessons	R Gowland	Spring 2018	2
Develop and awards system to reward different aspects of PE and school sport.	Decide categories. Rewards organised. Assembly to introduce scheme	Pupils are motivated to succeed, participate, Improve. Awards given in assembly. Information is communicated to parents. Use Facebook.	R. Gowland/ All staff	December 2017	2

### Impact of the developments in Physical Education:

#### Using the Leisure Centre

Children's Voice:

"Y6 go to the Leisure Centre and use teamwork to work together. We also use our communication skills and support each other". Y6 Golden Book

"P.E. was so fun at the Leisure Centre. It really tired me out! Y6 Golden Book

#### Staff Training

Staff:

"L. Shepherd gave me the confidence to move the children's learning forward in a new Year Group in Gymnastics. The children were engaged and made progress."

Children's Voice:

"I learnt to do a forward roll with Mrs Shepherd and my teacher." Y2 Golden Book

#### Lessons on the Beach

"I like learning about Animal Habitats on Redcar Beach." Y2 Golden Book

## 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 with low activity levels given the opportunity to attend a specific club.	Identify pupils and consult for preferences Apprentice to set up and run activities during lunchtime with each year group. Use sports leaders to support this.	Identified pupils recognise need for active lifestyle. Apprentice confident to run club	RG/ J Cozens	Activities planned in September 2017 for whole year	1,4
Improve our pupil's 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 pupils in Year 5.	Pupils qualified in Level 2 Bikeability. More pupils riding their bike to and from school. check pupils biking to school	SSP to coordinate with Hazel Scrafton	Autumn 2017	1
Pupils will have more opportunity to be physically active during lunch and play time.	New active playground. Leaders to be trained with the apprentice and L Shepherd	More children physically active on the playground. Improved behaviour during informal times	R. Gowland to book L Shepherd with the new leaders. J Cozens to help take a lead.	New leaders in place October 2017	1
Raise the profile of a healthy active life style for children and parents/carers.	Set up a club for parents/carers and pupils to work together initially using Box2Bfit.	Registers  Photographic evidence to be displayed in school.	R Gowland/ Sports Apprentice.	October 2017	1
Encourage pupils to be able to sustain activity over a long period of time.	Cross country club is run by TA's in school.	Club running attracting new members.	N. Slater  J. Cozens	September 2017	1,4

		More success at XC trials.			
Increased participation for KS1 after school clubs.	Purchase relevant new equipment.	KS1 After school clubs attendance increased	PDM	September 2017	1,4
Increase activity during the school day for all children.	Work with SSP for ideas for new 30 minutes a day ( not in PE time)	Pupils will concentrate more in lessons, be more active and enjoy a healthy school day.	All staff R.Gowland/P Maudsley	September 2017	1
Pupils experience a variety of clubs	Employ Golf/ Rugby coach	Different pupils participate in different activities.	R.Gowland	Summer 2017	1,4

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

#### Increasing Activity

Children's Voice:

"I enjoy Skip2Bfit because I really improve my skipping speed." Y5 Golden Book

"Skip2Bfit is where you skip to be the best you can be and my highest score so far is 206 skips. That means I've practised again and again." Y5 Golden Book

#### x- Country Club

This club has attracted so many new members. We have one fostered child who has grown immensely in confidence. She used to refuse to do after school activities. Her PEP Target is now to enter the X-Country Competition and she is keen to do so.

#### Parent/Child Participation

We had a Skipping day where parents could join in with their children to exercise. We had at least 3 in every class and as many as half the class with parents in some Year Groups. Our Box2bFit classes attracted 8 parents regularly exercising with their children.

## 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.

<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>
Sustain Intra School competition using the house system, to ensure all pupils have the opportunity to experience competition.	Each class teacher holds an end of unit inter-house competition to earn points towards house system.	Staff/pupils understand the system in place. All pupils experience competition and working as a house/team to succeed.	J. Cozens to coordinate Intra competitions.	On-going throughout the year.	5
Develop the leadership skills through active Sports Crew training and meetings	Timetable of meetings and planned events	Meetings take place KS1 events planned and run successfully	R Gowland	Summer 2018	1,5
Increase success rate for pupils at competitions.	Select squad to attend extra club after school to develop skills. Book transport for some competitions	More pupils qualify for partnership events. Pupils are motivated through success.	J. Cozens to run clubs leading up to cluster competitions specific to event.	September 2017 and on - going throughout the year	5
Develop and awards system to reward different aspects of PE and school sport.	Decide categories. Rewards organised. Assembly to introduce scheme	Pupils are motivated to succeed, participate, Improve. Awards given in assembly. Information is communicated to parents. Use Facebook.	R. Gowland/ All staff	December 2017	2

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

**Competitions:**

We have had good success this year so far in our competitions. Y5 Team went through to the Netball Finals. Y6/Y5 Team went through to the Athletics Finals. We have two children in the swimming Finals. Y5 boys won the Redcar Football Tournament.

More importantly we have increased overall participation and now regularly take B/C teams. This increases the children’s confidence and enjoyment in competitions.

Pupils voice: “On the 26<sup>th</sup> September we went to a Tag Rugby Competition”. We got split into 3 teams. My team got to the semi-finals but we lost. It was a great day.” Y6 Golden Book

**Sustainability of whole plan:**

- Pupils will experience activities in different challenging environments to increase self- esteem and resilience (Beach Schools). This is sustainable because all staff have now had training and are encouraged to go twice a half-term with class. This is monitored by SLT and is used cross-curricular.
- Intra –competition integrated and happens once every half term. Results posted on notice board and in assembly.
- All staff have training on active ideas in classrooms and are expected to follow. Cyber Coach purchased for 3 years, Wake and Shake in timetable for KS1. Active Breaks monitored by SLT

**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?

66%

What percentage of your current Y6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?

66%

What percentage of your current Y6 cohort perform safe self-rescue in different water-based situations?

66%

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**

Y6 swim in summer term-  
also plan to 'catch up' for  
those 10 who are not  
confident.