

Sport Premium Funding Action Plan

2016 - 2017

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 – 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.

2015 -2016 Sport Premium Funding allocated to our school is: **£8880.**

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:
Pupils experience high quality PE lessons which allow them progress physically and socially.	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. Staff training completed.	PMaudsley/ Rachel Gowland-observations. Liaise with L. Shepherd re training and support required. R.Gowland/L.Shepherd/ P.Maudsley	2 “drop in” completed each term. As highlighted staff require	2/3
Pupils will have the opportunity to take ownership of their own learning	Elements of leadership and officiating will be implemented in some lessons. Use staff meeting to work in teams to look at how this can be done.	Pupils will take the lead in organising themselves and equipment. Pupils will learn to compete and run their own games	P Maudsley/ R Gowland /SSP	Autumn 2016	3
Pupils experience a wide range of activities in curriculum	Review and ensure implementation of curriculum map	Pupils take part willingly in all PE lessons	R Gowland/ All staff	Summer 2017	3/4
Pupils will experience activities in different challenging environments to increase self-esteem and	Staff receive beach skill training.	More confident pupils who are determined to succeed and not give in.	R Gowland to book tutor	December 2016 June PD day- staff training	2/3/4

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Impact of the developments in Physical Education:

- Across all Key Stages pupils use independent warm up. Children work in small groups to organise their own practises. Pupils time and score for intra competitions in KS2. Children have more ownership of their learning.
- Staff following curriculum map ensures all pupils experience a broad and balanced curriculum.
- Staff attending year 3 & 4 development days for different activities has improved knowledge and confidence in new activities.
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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:
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 club .	Register of club Club runs. Identified pupils recognise need for active lifestyle. Apprentice confident to run club	RG/ J Cozens	Identify pupils November 2016 Club to start in January to look to run all year. Club begins Summer1	1
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	On-going throughout the academic year.	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	New leaders in place January 2017	
<p>Impact of the developments in the promotion of healthy, active lifestyles:</p> <ul style="list-style-type: none"> • Staff commented on increased physical activity of KS2 children. • Skip2B Fit has encouraged all pupils to be involved in skipping during break and lunchtime. • Staff involvement has motivated KS2 to increase activity on lunchtimes. • 					

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:
Sustain and increase 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.	HS to coordinate the results and point system with the help of the Sports Crew.	On-going throughout the year.	5
Develop the leadership skills	Timetable of meetings and	Meetings take place	HS	Summer 2017	2

through active Sports Crew training and meetings	planned events	KS1 events planned and run successfully			

Impact of the developments in competitive school sport:

- Intra competitions have improved in quality, pupils are more involved and enjoy competing through increased staff enthusiasm and support from apprentice.
- The use of sports premium to purchase colours for representing the cluster at a competition has encouraged more children to want to compete.

Sustainability of whole plan.

The Sport Premium 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’. Therefore, sustainability has been considered when putting together our whole action plan. These are the things we have considered:

- Through staff training pupils now lead in lessons across the key stages, this will continue and any new staff will receive support from PE coordinator and PE apprentice.
- Staff training and involvement with Skip2Bfit has had an impact on the playground and the use of skipping to increase activity will continue.
- The intra competitions are now embedded with the staff and the competitions will run at the end of units which is contributing to applying for Kitemark.