

Sport Premium Funding Action Plan

2019 - 2020

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? **Embedded**
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? **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? **Embedded**
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.

2019 -2020 Sport Premium Funding allocated to our school is: **£ 17630**

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 (Implementation) 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 full participation in PE lessons and increase pupil's activity levels. All pupils will have the opportunity to be part of every PE lesson	Use leadership activities to use children who cannot join Elements of leadership and officiating will be implemented in lessons.	All children actively taking part in P.E. lessons Children leading effectively in lessons.	RG/JC Class Teachers	Ongoing Summer2020	2
KS1 pupils will become confident in water and water safety skills.	Small group sessions for Y2 with 2 swimming teachers at Redcar Leisure Centre Further sessions will be offered to pupils who require further support.	Children in KS2 are confident to improve swimming skills	RG/ Redcar Leisure Centre	December 2019 Summer 2020	1,2
To improve coordination, balance and core strength in EYFS pupils.	SSP booked to work with EYFS Balance bikes to be used in lessons.	Children have improved balance and coordination. Sitting skills improved	EYFS staff	January 2020	1,2,4
Whole school initiative on pupil progression to ensure that all children show good physical literacy for their age.	Teachers will understand where a pupil should be and what they need to do to reach the target. Pupils will develop their physical literacy.	Children will be confident, competent and show understanding and knowledge across the P.E curriculum.	All staff	Summer 2020	2,3

To build confidence, resilience and other values including schools Christian values.	Use OAA in lessons and residential experience. All children to experience off site activities.	Residential and day events take place. Pupils show improved confidence and determination.	PDM	Summer 2020	4

Impact of the developments in Physical Education:

After 5 sessions over 75% of year 2s were confident in water safety and over 50% can swim over 25m.

KS2 after school club at the end of 10 sessions 9 out of 13 were confident swimmers.

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 (Implementation) 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 confidence and esteem levels given the opportunity to attend a specific club.	Identify pupils and consult for preferences RG to run with JC Use sports leaders to support this.	Identified pupils recognise need for active lifestyle.	Across year RG/JC	October 2019- for the year.	1,4

Understand the consequences of their behaviour and actions. Have the confidence to enjoy cycling safely out of school.	Deliver Bikeability training level 1 and 2 to pupils from across Year 5.	Pupils qualified in Level 2 Bikeability. (10 pupils) More pupils riding their bike to and from school. check pupils biking to school	SSP to coordinate JC/RG	March 2020	1
Increase pupil's activity levels by 30 minutes per day.	Book SSP to deliver Active 30:30 to all staff. All staff to complete heat map.	Improve concentration and engagement of all pupils.	RG and all staff.	December 2019	2
Non/weak swimmers will be able to swim by the end of academic year.	Run after school club and employ swimming teachers.	Improved confidence and swimming ability.	RG and swimming teachers.	September 2019	1,2
Engage parents with pupils. Improve life skills. Improve home/school communication.	Invite families to attend sessions in school, which will focus on life skills and include healthy active lifestyles.	Sessions take place.	PDM/RG	Summer 2020	1,2
Pupils experience a variety of clubs	P.E. facilitator to run after school clubs.	Different pupils participate in different activities.	J.Cozens	Summer 2020	1,4

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

Y6 supporting after school clubs are becoming increasingly competent leaders. Younger children see leaders as positive role models and a club link to their club has been established.

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 (Implementation) 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:
Give as many pupils opportunity to compete/ attend events. Retain Kitemark Gold	Identify appropriate events and book attendance.	Each year group is represented at an event in the year.	HS/JC	On going throughout the year.	5
Develop the leadership skills through active Sports Crew training and meetings	Timetable of meetings and planned events Playground leader's course booked.	Meetings take place KS1 events planned and run successfully (sports day)	J Cozens	October 2019	1,5
Engage pupils in cross curricular activities and improve their knowledge of the Olympics	Ensure staff have information on SSP Olympic cross-curricular competitions	Olympic theme used in lessons and pupils enjoy entering competitions.	RG	Summer 2019	2,5
Inspire children to engage in Physical activity and sport out of school.	Book and attend different sporting events throughout the year.	Events are attended and signposted to local clubs.	PDM/RG	October 2019	1

Impact of the developments in competitive school sport:

Regular after-school meetings with sports leaders. This has led them to be more organised and are independently running lunchtime activities.

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?	%
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?	Yes/No