

# Sport Premium Funding Action Plan

2018 - 2019

**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? **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.

2018 -2019 Sport Premium Funding allocated to our school is: £17620

## 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 experience high quality PE lessons which allow them progress physically and socially.	PE coordinator will have time to observe lessons.  Staff input to remind STEP for differentiation  Lesson observations are completed, and support offered where needed to staff.	1 “drop in” completed each term.  Autumn Term- Dance  Spring Term- Use of STEP	RG/JC	Summer 2019	3
Pupils will have the opportunity to take ownership of their own learning	Elements of leadership and officiating will be implemented in some lessons and Lunch time.  S Training with selected class and SSP Sports Crew embedded	Pupils running sessions with increased confidence and enthusiasm	RG/JC  Sports Crew  SSP Training	January 2019	2

<p>Review teaching of dance across school.</p> <p>Pupils have the opportunity for creative lessons through dance.</p>	<p>Ensure dance training used through lesson plans and observations.</p>	<p>Progression of dance across school is visible.</p> <p>Staff have increased confidence to teach dance.</p>	<p>RG and All staff</p>	<p>Autumn 2</p>	<p>3/4</p>
<p>Most children achieve 25m swimming by Y6</p>	<p>Identify/Take non-swimmers only for focused sessions.</p> <p>Create system to record pupils' achievements in swimming.</p>	<p>Progression of swimming across school is visible.</p> <p>Increase (from 66%- previous Y6) of swimmers in Y5/6</p>	<p>KS2 staff</p> <p>RG/JC</p>	<p>Spring 2 2019</p>	<p>4</p>
<p>Pupils will increase balance and coordination.</p>	<p>Book SSP to deliver balance bike training to reception pupils.</p> <p>CPD training for JC and TAs</p>	<p>Training booked with SSP. Lessons are completed.</p>	<p>R Gowland/ SSP</p>	<p>Jan 2019</p>	<p>1,4,3</p>
<p>Ensure full participation in PE lessons and increase pupil's activity levels.</p> <p>All pupils will have the opportunity to be part of every PE lesson.</p>	<p>Use leadership activities to use children who cannot join</p> <p>Elements of leadership and officiating will be implemented in lessons.</p> <p>New spare kit utilised</p>	<p>All children actively taking part in P.E. lessons</p> <p>Children leading effectively in lessons.</p>	<p>RG/JC</p> <p>Class Teachers</p>	<p>December 2019</p>	<p>2</p>

Pupils will experience activities in different challenging environments to increase self-esteem and resilience	2 sessions per half term-active learning. New ideas for each year group/ spreadsheet Monitored by RG/PDM	More confident pupils who are determined to succeed and not give in.	Across year All staff RG to document ideas	Summer 1 2019	4
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**Impact of the developments in Physical Education:**

83% Of Year 5& 6 achieved swimming criteria. Swimming high priority for next year and younger children planned for sessions.

All children accessing P.E. lessons 100% of time. Spare kit utilised and all pupils engaged in active, regular activity.

Staff confidence when teaching dance and this increased children's creativity. Monitoring planned by PLT for September to ensure sustainability.

Although unable to attend training, P.E. Sports TA leading Sports Crew to motivate lunchtime activities in Autumn/Spring Terms.

## 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.

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Pupils with low activity 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	Autumn 2019	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 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 2019	1
Increase pupil's activity levels by 30 mins per day.	Embed active lunchtimes.  Embed active sessions across school:  Wake & Shake  Cyber Coach	Pupils will be fitter with a dedicated 30 mins per day.	JC/RG to liaise with Sports Crew to encourage competition at lunchtime.  All staff	Summer 2019	1

	Active lessons Skip2Bfit				
Pupils experience a variety of clubs	New P.E. facilitator to run after school clubs.	Different pupils participate in different activities.	J.Cozens	Summer 2019	1,4

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

Change4life club successful. 28 children invited- 23 regularly attend. One inactive Y6 has now become leader in Change4life. He has gained confidence and standing with KS1 children. Staff already planned next year's club and identified children to invite.

"The children in my class are more alert and ready for learning after wake and shake" Year 2 Teacher.

"Two low achieving Year 5 boys have gained in confidence, raising their self- esteem and are more engaged in physical activity, one boy was more focussed during lessons." Year 5 Teacher

Big increase in after school clubs. 12 clubs run across the year with an 50 % split between KS1 / Foundation Stage and KS2. More children are active for significantly longer amounts of the day. All clubs with at least 10 participants, most fully booked at 15/20 participants. The variety of clubs has increased to include for example, eco-club and balance bikes. New Sports TA embedded and employed across the day.

## 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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Sustain Intra School competition using the house system, to ensure all pupils have the opportunity to experience competition. Retain Kitemark Gold	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
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 Leadership and crew training through SSP	Meetings take place KS1 events planned and run successfully (sports day)	J Cozens	Summer 2019	1,5
KS2 pupils will be develop determination and resilience to achieve their personal best.	A challenge will be set every week for children to practise and improve their personal best.	Children will be enthusiastic and motivated to practise. They will understand the values of not giving up and that competition is against themselves.	RG/JC Sports Leaders	Spring 2019	1, 2, 5

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

PLT identified leadership skills in observations. Increased number of children willing to lead in lessons. PLT continue to monitor.

KS2 all attended at least one event and Y6 100% attended at least 3 events.

New personal challenges set each term. Children engaged are enthusiastic and motivated to practise. Increased participation at lunchtime means few children are inactive. (Spring Term)

**Sustainability of whole plan:**

Sports TA will continue to support P.E. Lessons to ensure good quality P.E. We continue to provide P.E. kits for those children without one. This has been extended in 2020 to a footwear bank for outdoor P.E.

Working with the Sports TA, new staff have gained knowledge and experience in running clubs and activities and will continue to support this.

P.E Coordinator trained all staff in Outdoor and Adventurous activities. All classes across the school use O&A activities across the curriculum.

All staff have improved confidence in teaching dance.

Purchased balance bikes and P.E. Facilitator attended training and supported lessons for CPD for EYFS staff.

New staff shadowing Sports TA and will run C4Life club.

**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?

83%

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

75%

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

75%

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?

No

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