

Sport Premium Funding Action Plan

2016 - 2017

Bankfields 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? *Stage 1 - Emerging*
2. Does your PE and sport provision contribute to overall school improvement? *Stage 3 - Embedded*
3. Do you have strong leadership and management of PE (and school sport)? *Stage 2 - Established*
4. Do you provide a broad, rich and engaging PE curriculum? *Stage 1 - Emerging*
5. How good is the teaching and learning of PE in your school? *Stage 1 - Emerging*
6. Are you providing high quality outcomes for young people through PE and school sport? *Stage 2 - Established*
7. Are you providing a rich, varied and inclusive school sport offer as extension of the curriculum? *Stage 2 - Established*
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 a healthy and active lifestyles? *Stage 2 – Established*
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 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: **£9,100**

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:
Children, teachers and parents all know what the vision for PE is through a mission statement or motto.	Children to create a motto which will then be used in newsletters and school publications etc.	Children, teachers and parents can tell you what the motto is.	DS to create motto with children.	Autumn Term 2016	2
All children to aspire to take part in at least two hours of PE each week, curriculum time and extra curricular activities.	Aspire to find time in the timetable to accommodate a second hour of PE for every child. The use of afterschool clubs may be used to accommodate second hour, and the use of cyber coach. Increased opportunities for KS1 children.	Each child receiving two hours of PE per week, made up of curriculum time and extra curricular activities and cyber coach.	SSP to support with timetabling if needed, and help with employing a coach or PE teacher if requested.	Ongoing.	1 & 2
Children to have the opportunity to gain leadership experience.	SSP to run leadership training with Year 6. New Year 6 Play Leaders to attend SSP leadership training.	Leaders take an active part in PE lessons, organising play time activities (Play Zones), and help other pupils through coaching certain activities.	DS to organise a rota for play leaders to work to.	Initially Play Leaders and Organising Crew Training on Thursday 17 th November. Train new Year 5 Leaders in Summer Term, ready for September 2017.	1 & 4
Children gain a greater	MD will come in to work with any	Children experience a greater	KS1/2 children	DS to coordinate	3 & 4

experience and understanding a range of activities in PE.	<p>teachers who would like support with teaching PE. This could be MD teaching, team teaching or observing.</p> <p>Teachers can also contact MD directly with questions, or for advice on planning etc.</p>	<p>range of activities within lessons. Children are enjoying the lessons and feel that their skills are improving.</p> <p>Teachers feel more confident to teach those activities identified.</p>	SSP to provide additional support if needed.	support with MD, or teachers can contact MD directly to arrange support.	
Children are aware of how they are assessed and know why they are learning the skills that are being taught.	Teachers use the assessment procedure to help with their planning, and assess children assessment lessons. This assessment should be recorded by class teachers into the Assessment Tracker.	<p>All teachers who teach PE are assessing their children in PE lessons, and are inputting their own data into the Assessment Tracker.</p> <p>Children are able to explain how they are assessed in PE.</p>	DS to roll this out to teachers.	Start in September 2016	3

Impact of the developments in Physical Education:

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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:
Increase physical activity of children every day by setting a compulsory setting a running or activity challenge.	When weather allows, all children will run a lap of the school grounds every day. This may be done at a set time each day, or at the discretion of each class teacher. If wet, use cyber coach as an indoor alternative.	Every children taking part in physical activity every day. In time, children are able to complete the running challenge without stopping – showing increased fitness and stamina levels, as well as mental resilience.	DS to coordinate but class teachers to ensure that their children do complete a daily activity.	September 2016 to start.	1
Improve pupil's road safety skills for riding their bikes to and from school.	SSP to deliver Bikeability training to Y3/4 and Y5/6 pupils.	More pupils qualifying in Level 1 (Y3/4) and 2 (Y5/6) Bikeability. More pupils riding their bikes to and from school, with fewer injuries. Children have increased confidence in road safety.	DS to liaise with SSP to book Bikeability and Balanceability.	TBC	1
To improve Reception children's balance on a bicycle and overall confidence	SSP to deliver Balanceability training to all Reception children.	Children are able to balance on a bike. Children are more confident. Children's core stability and gross motor skills are improved.	DS to coordinate with SSP.		1 & 2
Be able to identify children who are less active, and	Use the Participation Tracker to record activity for all children. This will show	Using the Tracker to monitor children's participation in after	DS to keep record of attendances up to date	Starting Autumn Term	1

celebrate those who are more active.	attendance for all extra-curricular clubs and clubs children attend outside of school. This will help to identify those children who are least active.	school clubs, competitions and leadership opportunities.	and compile into Tracker.	2016	
Improve physical activity for KS1 children.	Start an extra curricular club specifically designed for KS1 children to attend.	KS1 children attending more extra curricular activity then in previous years.	DS and TA to arrange and co-ordinate, with TA to deliver club.	Autumn Term 2016.	1
Increase the physical activity levels of some of the less active pupils.	Children in pre and after-school club are accessing a range of sporting activities indoors and outdoors. All children accessing additional physical activity through a range of ad-hoc cyber-coach lessons throughout each week.	All pupils attend more clubs and feel that they have increased their physical activity levels. They also have increased confidence in PE lessons.	All staff.	Throughout	1, 2 & 4
Children are more physically active at home.	Promote the use of Cyber Coach to parents to use at home with their children. This may be done through school newsletters and social media.	More families accessing Cyber Coach at home than in previous year.	DS to create a plan to promote the Cyber Coach more.	Autumn Term 2016.	1
Children are able to work in teams both in games and outdoor environments.	Some Year 5&6 children participate in Robinwood outward bound trip.	Children are better and more confident at working in teams in different environments.	DS to organise.	September 2016.	4
Children are confident and safe in water.	Year 2 receive swimming lessons throughout the whole year.	All Year 6 children can swim 25m when they leave Bankfields Primary School. Extra lessons provided after SATS for Year 6 who have not yet achieved 25m.	School office arranged swimming lessons.	Ongoing	1

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

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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:
Children have more opportunity to apply the skills they have learnt into competitive game situations.	Children have the opportunity to take part in inter school competition. Daisy Chain and SSP. Children have the opportunity to take part in intra-school competition. This can be organised by the SSOC once set up.	Children are more confident in transferring the skills they have learnt into competitive situations.	All children	Ongoing Summer Term 2017	5
To improve children's table tennis ability through sustained after school lessons (with Table Tennis England Staff and teachers)	Children attending internal and external Table Tennis Clubs.	Success at competitions run by SSP and aspiration for national recognition.	Children attending Table Tennis Club	Ongoing	5
ALL children to experience competitive sport.	At the end of a block of work (series of lessons), consider arranging an intra-Year group competition. Competition weeks can be added to the Curriculum Map.	Increased number of pupils gaining experience of more competitive sport.	DS with the support from SCo.	All year in line with Curriculum Map.	5
Ensure that all children experience a whole school competitive event (Sports Day/School Games Day).	All pupils to be involved in the School Games Day (Sports Day). Suitable activities/events planned for each	School Games Day that is a culmination of a year's worth of competitive sport, with all children	DS to plan the day with support from MD if requested.	Summer Term 2017.	5

	different age group.	competing and taking part.			
Increase the profile of competitive sport, sportsmanship and fair play.	Year 6 children and staff compete in annual competitive sporting match.	Both children and staff display sportsmanship and fair play to promote a positive competitive ethos for children watching.	DS to organise.	Summer Term 2017.	2 & 5
Children of all ages experience competitive sport against children from other schools.	Bankfields to attend as many competitions as possible ran by both the Redcar and Eston SSP and Daisy Chain.	More children will experience Level 2 competition in a range of different sports and activities.	DS to coordinate with SSP and Daisy Chain.	All Year.	5

Impact of the developments in competitive school sport:

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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:

- Working with the School Sport Partnership to provide CPD for our teaching staff to increase their confidence, knowledge and skills in teaching PE and sport.
- Not employing external sports coaches to deliver PE.