Sport Premium Funding Action Plan

2018 - 2019

**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?
2. Does your PE and sport provision contribute to overall school improvement?
3. Do you have strong leadership and management of PE (and school sport)?
4. Do you provide a broad, rich and engaging PE curriculum?
5. How good is the teaching and learning of PE in your school?
6. Are you providing high quality outcomes for young people through PE and school sport?
7. Are you providing a rich, varied and inclusive school sport offer as extension of the curriculum?
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?
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.

2017 -2018 Sport Premium Funding allocated to our school is: **£18,290**

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.

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| 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: |
| 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/Just Dance.  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. | DS to monitor and build on progress from last year. | Ongoing. | 1 & 2 |
| Children to have the opportunity to gain leadership experience. | SSP to run leadership training with Year 5 in school with a member of school staff (K. Walker) who will oversee the Play Leaders.  Newly trained Year 5 Play Leaders to work alongside current Year 6 Play Leaders. | Leaders take an active part in PE lessons, organising play time activities (Play Zones), weekly challenge and help other pupils through coaching certain activities. | KW to organise a rota for play leaders to work to. | MD to train Play Leaders on end September | 1 & 4 |
| Children able to learn through Outdoor Adventure Activities (OAA) | Staff throughout year groups attend training. Children in Thrive participating | Staff delivering OAA and recorded in Curriculum Year books | Training delivered by Andy Tennyson |  | 1,3 & 4 |
| Children gain a greater experience and understanding in a range of activities in PE. | MD will come in to work with any staff who would like support with teaching PE. This could be MD teaching, team teaching or observing. Teachers can also contact MD directly with questions, or for advice on planning etc. | Children experience a greater range of activities within lessons. Children are enjoying the lessons and feel that their skills are improving.  Staff feel more confident to teach those activities identified. | KS1/2 children  SSP to provide additional support if needed. | DS to coordinate support with MD, or staff can contact MD directly to arrange support. | 3 & 4 |
| 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 MDPE Assessment Tracker.  Swimming will also be added to the Assessment Tracker. | All teachers who teach PE are assessing their children in PE lessons, and are inputting their own data into the MDPE Assessment Tracker.  Children are able to explain how they are assessed in PE. | Teachers. | Continue from previous year. | 3 |
| Ensure Y2/Y3 chn working at WTS (in particular boys), Y6 chn (in particular girls), Y5 girls in 2017/18 experience quality PE lessons.  Push Y3 & Y6 girls in PE to get some closer to GDS | Ensure lesson objectives are broken down and struggling chn achieve their potential. Give more of my time to those at WTS. Try to get these chn to enjoy PE more.  Give girls more achievable and enjoyable tasks, reward success, give captains roles, discuss outcomes of improved physical activity. Role models, Katie Bates. | More chn will be working at EXS.  More chn will be participating after school sports clubs.  More girls achieving GDS | DS staff teaching PE | Throughout |  |

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| Impact of the developments in Physical Education:   * Practically all children are participating in nigh on 2 hours of physical education in various forms throughout the school day and children’s fitness levels are improving. This has been validated by consistently high fitness test scores. * Children that were previously low in confidence are now seen to be setting games and activities up without being prompted on a daily basis. These children’s overall demeanour and ability to communicate with adults appears to have increased. * Some children that had previously been team participants, are noticeably developing into young leaders within sports teams. This is due to a combination of sporting opportunities, within school, against other schools through partnership competitions and being able to attend outward bound trips. * Through outdoor adventure activities children have experienced increased team building opportunities. This continues through weekly Thrive training with targeted children. This has impacted children’s ability to function within classroom environments. * MD provided DS with additional guidance on how to teach rolls in gymnastics, which enabled more chn to do or improve their rolls. * Through formative assessment on PE tracker chn’s weaknesses are identified as areas to focus upon * By having a PE assistant, NA has been able to work with targeted children within each year group |

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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| 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: |
| Continue to increase physical activity of children **every** day by ensuring the 30 minutes of Physical Activity at school is sustained.  Specific lunch time activities set up by funded HLTA’s | Building on the success of last year, all children will run either a lap of the school grounds, field or MUGA every day.  Other options can also be used to achieve the 30 minute target, for example; Cyber Coach, Tabata, Toboggan, Active Lessons etc.  Continue with the weekly challenge across Y1/2, Y3/4, Y5/6  Staff will initiate and lead activities, getting as many chn as possible to actively participate. | **Every** child taking part in 30 minutes of physical activity **every** day.  In time, more children are able to complete the running challenge without stopping – showing increased fitness and stamina levels, as well as mental resilience.  More chn are active over lunch times and learn games they can self initiate with friends. | DS to coordinate but class teachers to ensure that their children do complete the daily activity. Teachers to keep a record of minutes achieved each day.  KW, VR, MR | September 2018 to start. | 1 |
| Improve pupil’s road safety skills for crossing roads and for riding their bikes to and from school. | SSP to deliver Bikeability training to Y3/4 and Y5/6 pupils.  Develop children’s increased confidence into a cycling after school club.  D.S. to investigate running an onsite cycling after school club when weather permits  Y3 chn undergo pedestrian training from SSP. | More pupils qualifying in Level 1 (Y3/4) and 2 (Y5/6) Bikeability.  Children have increased confidence in road safety.  Children are engaged with cycling and enjoy the challenges.  Chn are safer and more confident with moving around their local environment. | DS to liaise with SSP to book Bikeability.  DS to coordinate and run the after school club.  SSP | Summer 2019  Autumn | 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. | Balanceability booked. | Autumn 2018 | 1 & 2 |
| Be able to identify children who are less active, and celebrate those who are more active. | Use the MDPE Participation Tracker to record activity for all children. This will show attendance for all extra-curricular clubs and clubs children attend outside of school. This will help to identify those children who are least active. | Using the Tracker to monitor children’s participation in after school clubs, competitions and leadership opportunities. | DS to keep record of attendances up to date and compile into Tracker. | Starting Autumn Term 2018 | 1 |
| Improve physical activity for KS1 children. | Mr Altoft to do extra curricular clubs specifically designed for KS1 children. | KS1 children attending more extra curricular activity than in previous years. | DS and NA to coordinate | Autumn Term 2018. | 1 |
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| 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.  Setting PE related homework for children, for example planning and rehearsing dance and gymnastics routines. | More families accessing Cyber Coach at home than in previous year. | DS to create a plan to promote the Cyber Coach more. | Autumn Term 2018. | 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 2018. | 4 |
| Children are more confident and safe in water. | Year 2 receive swimming lessons throughout the whole year.  Letters sent home to survey children’s swimming ability.  Year 6 children to receive booster swimming lessons, for those who can’t already swim 25m. This has been extended to Y5 non swimmers in Summer 2 | All Year 6 children can swim 25m when they leave Bankfields Primary School. | Swimming lessons arranged & transport. | Ongoing  Post SATS | 1 |

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| Impact of the developments in the promotion of healthy, active lifestyles:   * By introducing and maintaining Bankfields Fit and every class doing 30 minutes extra PE each day, chn have improved fitness levels as validated with ‘Bleep Test’ Fitness levels achieved in September and subsequently in Summer. Chn have downloaded the ‘bleep test’ app and have spoken of practising it in their home environments. * Year 3 chn have completed pedestrian training and children have improved road awareness. More chn are using bikes and scooters, which is possibly as a result of being more road aware. * Balance bike training has resulted in chn having improved gross motor skills, confidence and balance on playground equipment. * Having the flexibility of an additional after school club coach, additional clubs have been ran (in KS1 & KS2) according to wishes expressed by children. This has seen some previously inactive chn participating in extra-curricular activities. |

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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| 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 opportunities to apply the skills they have learnt into competitive game situations.  Maintain weekly activity challenge | Children have the opportunity to take part in inter school competition through SSP events.  As many chn as possible take part in intra-school competition via the Weekly Challenge. | Children are more confident in transferring the skills they have learnt into competitive situations.  Weekly Activity Challenge winners in Y1/2 Y3/4 & Y5/6 are announced and trophies given/class photos displayed | All children | Ongoing  Ongoing | 5 |
| To improve children’s table tennis ability through sustained after school lessons (with Table Tennis Staff from Ormesby and teachers).  Form a girls team | Children attending internal and external Table Tennis Clubs.  Run a Y3 trial, focusing more on a girls team | Success at competitions run by SSP and regional/national competitions. Aspiration for national recognition.  More girls participating in the club. | Children attending Table Tennis Club | Ongoing | 5 |
| ALL children to experience competitive sport. | Children compete against other classes in their year group via the weekly active challenge  Ensure all children experience intra-school competitive sport | Increased number of pupils gaining experience of more competitive sport. | DS /NA /KW | 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 different age group. | School Games Day that is a culmination of a year’s worth of competitive sport, with **all** children competing and taking part. | DS/NA to plan the day with support from MD if requested. | Summer Term 2018. | 5 |
| Increase the profile of competitive sport, sportsmanship and fair play. | Year 6 children and staff compete in annual competitive sporting match.  This could also be children’s role models (teachers) displaying and promoting healthy lifestyles and physical activity around school. | Both children and staff display sportsmanship and fair play to promote a positive competitive ethos for children watching.  SSP award chn competition Fair Play award | DS/NA to organise. | Summer Term 2018. | 2 & 5 |
| Children of all ages experience competitive sport against children from other schools. | Bankfields to attend as many competitions as possible ran by the Redcar and Eston. | More children will experience Level 2 competition in a range of different sports and activities. | DS to coordinate with SSP | All Year. | 5 |
| Arrange Family Learning for Sport | Build on successes of this year’s  75 x Y1/2, 52 x Y3/4 and 32 x Y5/6 | Chn get to experience enjoyable sport with a parent/family member | DS/NA |  |  |
| Ensure SLT are aware of Sporting activities pertaining to their year groups | Periodic meetings with SLT & DS | Meetings occurring and SLT have awareness of sporting activities throughout school | DS/SLT/NA | Every 4 to 6 weeks | 1 & 2 |

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| Impact of the developments in competitive school sport:   * Boys table tennis team have won the Redcar and Eston Primary schools competition and are reigning county table tennis champions. Additionally, they were placed in the top 16 of 3600 primary schools within England. * Children are given the opportunity to watch their children compete at a variety of sporting activities during our annual sports day event. * As a result of sporting events and competitions, they return to PE lessons with a positive ‘sporting attitude’ towards fellow competitors. * Periodic SLT meetings ensure team leaders can organise staffing for specific events throughout the year. |

**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.
* Group staff training on site has equipped staff with a greater range of tools (OAA), which they deliver via Thrive
* Table tennis culture is now embedded with equipment and coach/staff qualified to deliver
* Staff are becoming increasingly confident in ensuring children receive their 30:30 in school via a range of physical activity options. This occurs daily, children expect it, staff understand the benefits (after receiving SSP training) and there are minimal cost implications.

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| What percentage of your current Y6 cohort swim competently, confidently and proficiently over a distance of at least 25m? | 78% |
| What percentage of your current Y6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)? | 65% |
| What percentage of your current Y6 cohort perform safe self-rescue in different water-based situations? | 69% |
| 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 |