

# Sport Premium Funding Action Plan

2022 - 2023

**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.

2022-23 Sport Premium Funding allocated to our school is: **£18,200**

## 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>INTENT</b> (Specific Objectives) What we want to do	<b>IMPLEMENTATION (Strategies)</b> What are we going to do to achieve objective(s)	<b>IMPACT</b> (Signs of Success) When we have achieved our objective(s) we should see	<b>Who</b>	<b>When</b>	<b>Linked to Key Indicator no:</b>
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 enable every child to get up to 2 hours physical education per week.. The use of afterschool clubs/ Bankfields Fit may be used to accommodate second hour, and the use of cyber coach/Just Dance.	Each child receiving two hours of PE per week, made up of curriculum time, Bankfields Fit and extra curricular activities and cyber coach/Just Dance.	DS to monitor and build on progress from last year.	Ongoing.	1 & 2
Upon return from Covid Lockdowns, a number of children were noticeably unfitter and many had gained weight. For some, this continues to be the case. Aim to improve fitness	Fun Circuit Training with upbeat music. High intensity, with a range of exercises targeting CV and all muscle groups.	Chn's fitness is improved. Weight reduced and stamina increased	All chn, but specifically those most impacted by weight gain and loss of fitness	Autumn	1,2 & 3
Children to have the opportunity to gain leadership experience.	SSP to run leadership training with Year 5 (K. Lee/K.W.) who will oversee the Play Leaders. Newly trained Year 5 Play Leaders to work alongside current Year 6 Play Leaders. Display list of sports leaders.	Leaders take an active part in PE lessons, assisting with equipment set up/warm ups, 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.	ASAP	1 & 4

Children gain a greater experience and understanding in a range of activities in PE.	SSP offer to come in to work with any staff who would like support with teaching PE. This could be them teaching, team teaching or observing.	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, or staff can contact SSP 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 PE 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
Children are made aware of School Games 6 Values and D.S. refer to them in PE lessons. They demonstrate them in their lessons.	Talk to chn about how the 6 values pay a part in their daily lives as well as PE.	Discuss Passion, Self-Belief, Honesty, Teamwork, Respect and Determination and how the SSP will be ear marking each one across the terms.	KS1/2 children	DS and SSP	3 & 4
Ensure targeted groups receive appropriate support	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, Girls TT team finishing 4 <sup>th</sup> in England  Promote athletics events early and run after school athletics clubs in KS1 and KS2	More chn will be working at EXS. More chn will be participating after school sports clubs.  More girls achieving GDS  More chn achieving high in athletics	DS staff teaching PE. SJ to work with focused groups	Throughout	
Focused chn receive additional 1:1 from role model 16 year olds	Evie L and Brandan R pursuing sports qualifications and volunteering in PE lessons demonstrate and work with	Several chn, that struggle with high tempo circuit training sessions, will get more from these sessions, demonstrating good	Evie L and Brandan R directed to work 1:1	Xmas and Spring	1 & 3

	targeted chn to help motivate and ensure chn work appropriately and consistently	form and giving full effort throughout.			
Start Girls only football club	Advertise that a Girls Only football club will be starting after school	Enough girls join and remain throughout	Y5/6 Girls	Autumn Term	1, 3, 5

**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.
- Circuit training exercise lists were printed out for all chn to take home. Over 70% regularly do the exercises weekly at home, and many speak of getting other family members involved too.
- Dis-engaged chn show greater gains after working 1:1 with Young Volunteers

## 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.

<b>INTENT</b> <b>(Specific Objectives)</b> What we want to do	<b>IMPLEMENTATION (Strategies)</b> What are we going to do to achieve objective(s)	<b>IMPACT</b> <b>(Signs of Success)</b> When we have achieved our objective(s) we should see	<b>Who</b>	<b>When</b>	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 KW and Sports Leaders	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 and Sports Leaders 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,	Ongoing	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 Y5/6 pupils.  Promote Bike to School week  D.S. to run 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.  Young Leaders to count bikes in bike shed before, after and during bike to school week	DS to liaise with SSP to book Bikeability.  K.W. to organise Young Leaders  DS to coordinate and run the after school club.	Summer 2022  Autumn	1

		Children are engaged with cycling and enjoy the challenges.  Chn are safer and more confident with moving around their local environment.	SSP		
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 22	1 & 2
Be able to identify children who are less active, and celebrate those who are more active.	Use the PE 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 2021	1
Offer opportunities for parent and child to participate in after school exercise class – Covid permitting	Set up circuits to music for parents and children	Children given bonding time with parent or older family member and opportunity to exercise together	Whole school Y1 to Y6	Easter term	1
Advertise and encourage Cycle/Scooter to school week	Parentmail all parents to promote cycle to school week	Children are active coming to school instead of being transported.	Whole School	Autumn term	1
Children and families are more physically active at home.	After doing circuits, give chn exercise list of those exercises done in circuit training sessions. Setting PE related homework for children, for example planning and rehearsing dance and gymnastics routines.	More families accessing exercise at home	DS create circuit training sheets and give to chn. Ask chn if they have done them at home	Autumn Term 2022	1



Children are able to work in teams both in games and outdoor environments.	Some Year 4,5&6 children participate in Robinwood outward bound trip.	Children are better and more confident at working in teams in different environments.	DS to organise.	Oct 2022.	4
Children are more confident and safe in water.	Year 2 receive swimming lessons throughout the whole year (when pool reopens).  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

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

- Children speak often about exercises they do at home with siblings or parents, especially about circuit training exercises performed over holiday periods.
- Children talk about improvements made in swimming and discuss the increased amount of lengths and strokes they can manage
- Overweight children are given extra confidence and praise, and they respond by trying harder and putting greater effort into tasks, culminating in broader smiles in PE lessons
- More bikes/scooters sighted in the cycle shed than previous weeks
- Reception teachers talk of increased confidence/mobility/balance of their chn after Balanceability

## 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.

<b>INTENT</b> (Specific Objectives) What we want to do	<b>IMPLEMENTATION (Strategies)</b> What are we going to do to achieve objective(s)	<b>IMPACT</b> (Signs of Success) When we have achieved our objective(s) we should see	<b>Who</b>	<b>When</b>	<b>Linked to Key Indicator no:</b>
Children begin to 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 or intra school competition through SSP events once they restart (post Covid).  As many children 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).	Children attending internal and external Table Tennis Clubs.	Success at competitions run by SSP and regional/national competitions. Aspiration for national recognition.	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/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 <b>all</b> children competing and taking part.	DS to plan the day.	Summer Term 2022.	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 to organise.	Summer Term 2022.	2 & 5
Children of all ages experience competitive sport against children from other schools Covid guidelines permitting.	Bankfields to attend as many competitions as possible ran by the Redcar and Eston SSP.	More children will experience Level 2 competition in a range of different sports and activities.	DS to coordinate with SSP	All Year.	5
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	Every 4 to 6 weeks	1 & 2

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

- Children have returned to in school table tennis training and are thriving. Some have now returned to community club training. Both boys and girls teams are once again crowned County Champions. Chn are through to the last 16 in boys, and the girls National Team Competition
- Positive role models of children and teachers are shared with children to encourage and motivate
- Y6 children ask if we will be repeating Leavers v teachers again as they can't wait to do it

### 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.
- 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 and increased numbers are pushing and challenging themselves to beat their personal best time, staff understand the benefits (after receiving SSP training) and there are minimal cost implications.

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?	68.75%
What percentage of your current Y6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	58%
What percentage of your current Y6 cohort perform safe self-rescue in different water-based situations?	56%
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