

Sport Premium Funding Action Plan

2016 - 2017

Grangetown 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 and self-reviewed our current provision with the following outcomes:

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 3 - Embedded*
4. Do you provide a broad, rich and engaging PE curriculum? *Stage 2 - Established*
5. How good is the teaching and learning of PE in your school? *Stage 3 - Embedded*
6. Are you providing high quality outcomes for young people through PE and school sport? *Stage 3 - Embedded*
7. Are you providing a rich, varied and inclusive school sport offer as extension of the curriculum? *Stage 3 - 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 a healthy and active lifestyles? *Stage 3 – Embedded*
9. Does the school know how to effectively utilise the new PE and school sport funding? *Stage 3 - 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.

2015 -2016 Sport Premium Funding allocated to our school is: **£8,820**

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 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.	The PE motto “Play Compete Enjoy” created last year now needs publicising better to staff, children and parents. This will be promoted through newsletters, letters, posters etc.	Children, teachers and parents can tell you what the motto is.	LD to put onto website and letterheads.	Autumn Term 2016.	2
Children with Special Educational Needs are able to access PE, and are included and involved in curriculum PE.	LD to teach an additional hour of PE for children working within ARC.	This will give these children increased confidence in PE, and will improve their skills in order for them to take more fully in PE lessons.	LD to plan and teach these additional lessons, focussing on the children’s specific needs.	Ongoing throughout the whole academic year.	1, 2 & 4
All children to receive at least two hours of timetabled curriculum PE each week.	LD and JM to look at timetable to see where a second hour of curriculum PE can be accommodated. LD to teach both hours for each year group; LD teach one lesson and class teacher one lesson; or LD teaches one lesson and SA teaches one lesson.	All children engaged in two timetabled hours of PE each week.	LD and JM to discuss.	Discuss possibilities as soon as possible.	1 & 2
Children know and understand how they are assessed.	Building on last year’s assessment, LD will use the Core Activities resource for assessment tasks.	Assessment records maintained throughout the year.	LD complete new Curriculum Map with Core Activities included.	All Year.	2 & 3

	Children will be RAG rated in lesson one, and then again in the final lesson to show progress. MDPE Tracker will be used to input data and show progress for individual children and for a class as a whole.		MD to work with LD to update Assessment Tracker for 2016/17.		
Children of all abilities able to make good progress in PE through differentiated lessons.	With LD and SA teaching PE, there is greater scope for differentiation in PE. SA can work with more/less able children. Support one-to-one with children that need that level of support. Intervention groups can be set up to help children who may struggle with activities or skills.	Greater differentiation seen in lessons, with different tasks set. Lower ability children making increased progress. Increased confidence seen in less able children.	LD to teach the classes and use SA as support and to deliver differentiated tasks. MD will support where requested on differentiation and teaching.	All Year.	2
Children benefit from high quality PE teaching, improving their physical skills, in addition to social, creative and thinking skills.	LD and SA to attend as many CPD opportunities as possible to gain new ideas and subject knowledge on specific areas of the PE curriculum.	Children are demonstrating improved physical skills, as well and teamwork and social skills.	LD and SA to select and attend CPD courses offered by the SSP that they feel would be most beneficial to them.	All Year.	3
Improve children's experience and enjoyment in gymnastics.	MD to observe LD teach gymnastics. MD to teach lessons with LD observing. MD and LD to team teach lessons. Use Key Steps to form a basis of the skills needed at each age. This gives guidance as to what needs teaching and can be used to help structure planning.	Children seem happier and more confident in gymnastics. LD feels that his teaching of gymnastics has improved, and that he can see more progress in the children.	MD to send LD the Key Steps routines to look at and work towards.	In line with Curriculum Map.	3 & 4
Improve children's experience and enjoyment in dance.	MD to observe LD teach dance. MD to teach lessons with LD observing. MD and LD to team teach lessons. MD and LD to plan series of lessons together to engage the children.	Children seem happier and more confident in dance. LD feels that his teaching of dance has improved, and that he can see more progress in the children.	LD to liaise with MD to find suitable time to plan, in preparation for the start of the dance block of work.	In line with Curriculum Map.	3 & 4
Children gain leadership opportunities and experience through curriculum PE.	LD to ensure through planning that children are given the opportunity to lead in lessons. This could be: Children leading warm ups (KS2)	Children are more confident in taking leading roles, and perform these roles with higher quality.	LD to embed leadership opportunities within lessons.	All Year.	1,2 & 3

	<p>Follow the leader warm ups (KS1)</p> <p>Demonstrating to peers.</p> <p>Coaching peers.</p> <p>Team management/captaincy.</p>				
Children start to develop fundamental movement skills through high quality PE from Foundation Stage.	MD to deliver some Get Moving, Get Active lessons, with LD observing. The planning will be given to LD to teach the remaining lessons and develop children's fundamental skills.	Children have improved listening skills and are able to work together and share. There are also improvements in core stability, agility, balance and coordination.	LD to arrange date for GMGA with MD.	Spring Term 2017.	1, 2 & 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 When we have achieved our objective(s) we should see	Who	When	Linked to Key Indicator no:
Increase the number of children accessing extra curricular clubs.	LD to promote clubs further, through assembly and newsletters. LD to also offer lunchtime taster sessions so children are aware of what a particular club would involve.	More children are signed up and attending after school clubs.	LD to promote and deliver the clubs with SA.	Spring Term 2017.	1
Parents encourage their children to lead a healthy active lifestyle away from school.	Invite parents into school for Healthy Days and various sports activities. They will see their children enjoying physical activity and eating healthy food. Promote the healthy lifestyle to parents by informing them of what their children are doing in school. Engaging parents in the 'Healthy Club'.	Parents coming into school for these special days.	LD to arrange dates with JM for parents to come into school. .	Plan in Autumn Term 2015.	1
Children are able to make better healthy lifestyle choices.	Afterschool "Healthy Kids" club. Alternating weeks of healthy eating/cooking, followed by a week of physical activity.	Children are seen to be making better choices around healthy lifestyles, including exercise and diet. Children have a great understanding of food groups and what they should eat. Attendance at school should also improve. Improved health should decrease the number of days children are unwell and off school.	LD and SA to plan and deliver.	All Year.	1
Increase the physical activity levels of some of our less active pupils.	Compile register for everyone who attends afterschool clubs throughout the school to discover which children don't access physical	Target pupils increase their physical activity levels and also increase their confidence in PE lessons. Increase	LD to coordinate club. Compile register for everyone who attends	Spring Term 2016.	1

	activity. Targeted pupils will be 'invited' to attend a club that is bespoke for their needs.	children's awareness of healthy eating.	afterschool clubs throughout the school.		
Children engaged in structured play and physical activity.	Lunch Time Supervisors to lead structured play at lunch times to engage as many children as possible. Playleaders to work alongside Lunch Time Supervisors to also offer games and activities for other children to take part in.	Children engaged in structured play will reduce any behaviour incidents during lunch time which will create a more focussed start to the afternoon.	LD to oversee the structured play, and plan activities or resources for Playleaders and Lunch Time Supervisors to work from.	Spring Term 2016	1 & 2
Children are able to access local community sports and clubs outside of school.	Link Grangetown Primary School website to SSP website. Invite local clubs into school to deliver taster sessions. List local club links on Grangetown Primary School website. Destination Judo Redcar Gymnastics South Bank Scouts Grangetown Netball South Park Rangers FC Redcar Athletics FC	Pupils and parents know how to access local sports opportunities. Teachers have knowledge of clubs available to sign post pupils. More children involved in out of school clubs and sports.	Grangetown Primary School to make the link on the website. LD to contact local clubs.	Spring Term 2016	1 & 5
Improve our pupil's road safety skills for riding their bikes and to and from school.	Deliver Bikeability training level 1 and 2 to pupils in Year 5.	Pupils qualified in Level 2 Bikeability. More pupils riding their bike to and from school. Increased confidence in road safety.	SSP to coordinate with LD.	Booked in for May 2017.	1 & 2

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 When we have achieved our objective(s) we should see	Who	When	Linked to Key Indicator no:
Increase competitive football experience for children.	Set up the 'Football Academy' with four teams, each ran by a different teacher. Children will attend training sessions and compete in friendly matches against other local schools.	A high number of children attending football training sessions each week, and competition in friendly matches on a regular basis.	LD to organise and arrange fixtures with other school. Colleagues to help with the training sessions.	Autumn Term 2016.	2 & 5
ALL children to experience competitive sport.	Use the new PE specific house system to structure Intra-School competition and events. Points awarded in lessons count towards competition, culminating with a School Games Day.	All children competing in PE lessons and on School Games Day to help towards their team's effort.	LD to arrange a calendar of intra-school competition with the help of MD.	Spring Term 2016.	2 & 5
Improve children's experience and confidence in competitive school sport.	Afterschool club programme tailored towards the competition calendar to give children coaching before events and to increase confidence and skills. Registers of attendance at clubs can be used to help select teams for competitions.	Children are more confident at events and hopefully have increased success. Increased attendance at clubs due to progression through competitions.	LD to organise and run after school club programme. LD also to deliver the coaching and select teams.	All Year.	5
Children to have a better understanding of the value of sportsmanship and fair play.	Spirit of the Games promoted around the school. Certificates given for children showing these attributes and qualities. Sportsman of the Week trophy to be taken home by a child each week to celebrate their sportsmanship, attitude etc. This will be presented in assembly.	Children all know the Spirit of the Games and understand what they mean. Children are showing these qualities in lessons, clubs, competitions and break and lunch times.	LD to promote around school and produce certificates.	Starting Autumn Term 2016 then on-going.	2

	House Points awarded for showing Spirit of the Games in competitions.				
Children gain broader experience of competitive sport.	<p>Attend as many SSP competitions as possible.</p> <p>Enter other competitions such as Wilf Mannion Cup, Heagney Cup and Daisy Chain competitions.</p>	<p>Attend more SSP competitions than previous year, and finish higher up the SSP leaderboard.</p> <p>Last year (2015-16) Grangetown finished 15th out of 17 schools, with 95 Points.</p>	LD to book competitions and arrange transport.	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.