

Sport Premium Funding Action Plan

2014 - 2015

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 1 - Emerging*
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 1 - Emerging*
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 2 - Established*

We believe that the Sport Premium funding should support three key areas; physical education, healthy, active lifestyles and competitive school sport. Our school action plan signifies these key areas and has been split into three sections.

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
All children learn and improve their skills through consistently high quality PE lessons across the whole curriculum.	Dan Bowman employed as a full time sports coach to deliver all PE lessons across the school: Teaching Handball course – cancelled. First FUNS Primary Hockey - 11th Feb. PLT Training Day - 16th April. Kwik Cricket - 22nd April. Swimming – 2 nd July.	Children are very active in PE lessons and they are confident in what they are learning. They feel that they are always learning new skills and being challenged in exciting and enjoyable lessons.	Dan Bowman to coordinate any support needed with SScO and SSP. SSP to deliver support and CPD courses.	Across academic year linked to curriculum map.
All children to arrive to PE in suitable and correct PE kit.	DB to create a reward system to praise those who have correct PE kit each lesson. A record will be kept of who brings PE kit each lesson. Those who regularly have PE kit will be first choice for competitions and events. Letters will be sent home to those who don't have PE kit, and to praise those who do.	Increased number of children with correct kit. Register to be kept of who has kit for each PE lesson.	DB to implement and keep registers. DB to speak to Jason Murgatroyd about letters home and reward system.	Start in Autumn term and on-going throughout the year.
Children, teachers and parents all know what the vision for PE	DB to create a vision statement which will briefly explain the	Children, teachers and parents can tell you what the motto is.	DB to organise with children.	Autumn Term 2014.

is through a mission statement or motto.	new Motto: "Play Compete Enjoy" This will be promoted through newsletters, letters, school website, posters etc.			
All pupils to receive high quality PE if Dan Bowman is unavailable to teach PE.	Class teachers to teach some PE on their own with the use of lesson plans left by DB. DB to create 5-minute lesson plans for each lesson he teaches to create a resource bank for colleagues to use. Class teachers to observe DB teaching PE. Class teachers to attend relevant CPD which they feel will improve their confidence in certain areas.	Class teachers feeling confident to teach PE to a good level when required. Children are still receiving high quality PE lessons, in the event of PE specialists being unavailable.	DB to create lesson plans. DB to speak to JM about observations and CPD session for colleagues.	
All children to receive at least two hours of PE each week.	DB and JM to look at timetable to see where a second hour of curriculum PE can be accommodated. DB to teach both hours for each year group; DB teach one lesson and class teacher one lesson; or DB teach and external coach/PE teacher to be employed.	All children engaged in two timetabled hours of PE each week.	DB and JM to discuss.	Discuss possibilities as soon as possible. This will be investigated once next Ofsted inspection has passed.
Ensure that all children receive a high quality and diverse PE experience including a wide range of activities and opportunities.	DB to attend four subject leadership training modules. MD to deliver training for DB on areas requested.	PE Coordinator understand Sport Premium funding requirements; Have skills to plan the PE curriculum; Develop assessment in the primary; Have the confidence & skills to observe the quality of teaching & learning across the staff; and improving the coordinators own	DB to book onto all four PLT Modules. SS Co to follow up the training as support if requested.	The four modules will be across the academic year. On-going. Assessment lesson after Easter.

		understanding of PE teaching.		
Children know and understand how they are assessed.	Building on last year's assessment, DB will use the Core Activities resource for assessment tasks. Children will be RAG rated in lesson one, and then again in the final lesson to show progress. DB to attend PLT Module on Assessment to increase knowledge of assessment.	Assessment records maintained throughout the year.	DB to order Core Activities resource, and to incorporate with curriculum map.	Autumn Term 2014.

Impact of the developments in Physical Education:

- DB attended CPD courses including the First Funs course, this has lead to new ideas being brought into P.E lessons with for children in EYFS and improved FUNDamental skills such as agility, balance and co-ordination. As a direct result, children are able to sit for longer periods of time without distraction and follow basic instructions with a higher degree of accuracy, during classroom lessons.
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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
Increase the physical activity levels of some of our less active pupils.	<p>Compile register for everyone who attends afterschool clubs throughout the school.</p> <p>Targeted pupils will be 'invited' to attend. Healthy eating and sports club – Tuesday afterschool club – cooking, growing and sport.</p> <p>"Play Cook Grow"</p>	Target pupils increase their physical activity levels and also increase their confidence in PE lessons. Increase children's awareness of healthy eating.	DB to coordinate club. Compile register for everyone who attends afterschool clubs throughout the school.	Spring Term 2015.
Children are able to access local community sports and clubs outside of school.	<p>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.</p> <p>Destination Judo Redcar Gymnastics</p>	<p>Pupils and parents know how to access local sports opportunities.</p> <p>Teachers have knowledge of clubs available to sign post pupils.</p> <p>More children involved in out of school clubs and sports.</p>	<p>Grangetown Primary School to make the link on the website. DB to contact local clubs.</p> <p>MD to send DB information to include on website.</p>	Autumn Term 2014.
Children are able to make better healthy lifestyle choices.	<p>Healthy lifestyle information is delivered through the curriculum where possible – fitness module in PE.</p> <p>Healthy eating workshops ran</p>	Children are seen to be making better choices around healthy lifestyles, including exercise and diet. Children have a great understanding of food groups	DB to speak to JM about the possible options of workshops. DB to book on, and attend the Funding Workshop.	Discuss during Autumn Term 2014. Funding Workshop December 2014.

	throughout the year by DB – possibly working with a class for a whole afternoon, once a term. Afterschool “Play Cook Grow” club up and running. DB to attend SSP Funding Workshop to find out what funding is available to run additional healthy lifestyles activities in school.	and what they should eat.		
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 from across Year 6 in the first instance and continue with 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 DB.	Summer Term 2015. Look at possibility of Year 5s in summer term.
Children are consistently able to attend after school clubs, even when DB is unavailable.	Other members of staff are asked to stand in for DB when he is unavailable to prevent cancellation. Clubs rarely cancelled now – DB stays in school to teach while other members of staff take children to competitions and events.	After school clubs are not cancelled when DB is unavailable.	DB to discuss with JM.	Autumn Term 2014.

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

- *The targeted pupils’ levels of physical activity have increased from less than 20 minutes per day to an average of 40 minutes per day.*
- *The young leaders trained to be active play leaders at lunch times have shown a greater level of confidence and social skills.*

- *Behaviour incidents have decreased by 25% since the introduction of the active play leaders and equipment at play and lunch times.*
- *62 pupils that passed their level 1 & 2 Bikeability award have reported they are more likely to ride their bike more often outside of school with their increased confidence.*
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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
ALL children to experience competitive sport.	Points awarded in lessons count towards competition, culminating with a School Games Day. DB to trial house system and house points with one class initially (Year 4). Roll house system out into all PE lessons, extra curricular and intra-school competition (inter-house leagues). DoJo points awarded during PE lessons.	All children competing in PE lessons and on School Games Day to help towards their team's effort.	DB to speak to JM about using the existing house system to promote sporting competition. Support from SSP where required.	Autumn Term 2014
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. This happens roughly but more popular clubs have been kept running for longer. Registers kept at clubs can be used to help select teams for competitions.	Children are more confident at events and maybe have increased success. Increased attendance at clubs due to progression through competitions.	DB to organise and run after school club programme. DB also to deliver the coaching and select teams.	Autumn Term 2014, then throughout the year.
Children to have a better	Spirit of the Games promoted	Children all know the Spirit of	DB to promote around school	Autumn Term 2014.

understanding of the value of sportsmanship and fair play.	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.	the Games and understand what they mean. Children are showing these qualities in lessons, clubs, competitions and break and lunch times.	and produce certificates.	
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Impact of the developments in competitive school sport:

- 25 KS2 pupils who had never represented their school before in competitive school sport have this year competed in a minimum of 2 inter-school competitions this year.
- 10 Y5 pupils who previously disliked competition, represented the school at a district level.
- 15 Year 5 & 6 pupils have been awarded a fair play award at the high-five netball finals for demonstrating the 'Spirit of the Games' values; honesty, team work, determination, passion, respect and self-belief.
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