

# Sport Premium Funding Action Plan

2015 - 2016

**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 2 - Established*
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?

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: **£8,730**

## 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:
All children learn and improve their skills through consistently high quality PE lessons across the whole curriculum.	Dan Bowman to teach all PE lessons across the school as a full time Sports Coach. Sophie McCarthy taken on as an apprentice Sports Coach to also work with PE. DB and SM to book onto any relevant CPD courses that are available in order to increase subject knowledge. Tag Rugby - 16.9.15	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.	3
Children, teachers and parents all know what the vision for PE is through a mission statement or motto.	The new school motto "Aspire Believe Celebrate" has been adopted in PE as well. It is publicised to staff, children and parents. This will be promoted through newsletters, letters, school website, posters etc.  DB to update the vision statement for PE to briefly explain the new motto.	Children, teachers and parents can tell you what the motto is.	DB to put onto website and letterheads.	Autumn Term 2015.	2
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	Assessment records maintained throughout the year.	DB complete new Curriculum Map with Core Activities included.	Autumn Term 2015 to launch, then ongoing	2 & 3

	<p>in lesson one, and then again in the final lesson to show progress.</p> <p>MDPE Tracker will be used to input data and show progress for individual children and for a class as a whole.</p>		MD to produce bespoke Assessment Tracker.		
Children have improved Physical Literacy from a younger age.	<p>DB timetabled to work with the youngest children in school more often:</p> <p>2yr olds – 2 hours per week</p> <p>Morning Nursery – 1 hour</p> <p>Afternoon Nursery – 75 minutes</p> <p>Reception – 5 hours per week</p> <p>Use strategies from Active Literacy and Active Numeracy YST courses into the curriculum.</p>	<p>Younger children have increased physical literacy, including posture and coordination.</p> <p>2 Yr Olds assessed in "Squiggle While You Wiggle" - progress will show improvements in Physical Literacy.</p> <p>Strategies discovered on Active Literacy and Active Numeracy courses introduced into EYFS lessons.</p>	DB to teach the classes.	All Year.	2
Children of all abilities able to make good progress in PE through differentiated lessons.	<p>With DB 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.</p>	<p>Greater differentiation seen in lessons, with different tasks set.</p> <p>Lower ability children making increased progress.</p> <p>Increased confidence seen in less able children.</p>	<p>DB to teach the classes and use SA as support and to deliver differentiated tasks.</p> <p>MD will support where requested on differentiation and teaching.</p>	All Year.	2
Improve children's experience and enjoyment in gymnastics.	<p>MD to observe DB teach gymnastics. 3.12.15</p> <p>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.</p>	<p>Children seem happier and more confident in gymnastics.</p> <p>DB feels that his teaching of gymnastics has improved, and that he can see more progress in the children.</p>	MD to send DB the Key Steps routines to look at and work towards.	Autumn Term 2015 and in line with Curriculum Map.	3 & 4
Improve children's experience and enjoyment in dance.	Dance to be taught in the fitness module in the curriculum.	<p>Children seem happier and more confident in dance.</p> <p>DB feels that his teaching of dance has improved, and that he can see more progress in the children.</p>	DB to liaise with MD to find suitable time to plan, in preparation for the start of the dance block of work.	Spring Term 2016 and in line with Curriculum Map.	3 & 4

#### Impact of the developments in Physical Education:

- *Teachers' confidence has improved when teaching activities which has improved the quality of PE lessons and therefore children's skills have developed further. They are now more able in a range of activities than previous year.*
- Children are becoming more aware of the School Motto, and this has had a positive impact on school sport as children strive for success. This has seen an increase in children's determination in lessons to learn and develop, and competitions to succeed.
- Children are now more aware of how they are assessed and how they can improve and achieve. This has given children increased focus in PE lessons and therefore skills have improved. Lessons are now more differentiated based on assessments, therefore children are able to learn at the most appropriate level.
- The increased provision of Physical Development has seen a huge increase in children's physical literacy. Children lacking fundamental skills are now taken for an intervention class to improve their fundamental skills and core stability. Teachers have stated that this has had a positive impact on children's writing.
- Children are now more confident in dance after changing the way dance was taught. Children created their own fitness based-dance routines which engaged all children including those that were previously disengaged during dance lessons.

## 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 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.</p> <p>Healthy Kids Club - Pedometer Challenge</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.	1
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 throughout the year by DB – possibly working with a class for a whole afternoon, once a term.</p> <p>Afterschool "Healthy Kids" club.</p>	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.	DB to plan and deliver.	All Year.	1
Children are able to access local community sports and clubs outside of school.	<p>Link Grangetown Primary School website to SSP website.</p> <p>Invite local clubs into school to deliver taster sessions.</p>	Pupils and parents know how to access local sports opportunities.	<p>Grangetown Primary School to make the link on the website.</p> <p>DB to contact local clubs.</p>	Autumn Term 2015	1 & 5

	<p>List local club links on Grangetown Primary School website.</p> <p>Destination Judo</p> <p>Redcar Gymnastics</p> <p>South Bank Scouts</p> <p>Grangetown Netball</p> <p>South Park Rangers FC</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>Improve our pupil's road safety skills for riding their bikes and to and from school.</p>	<p>Deliver Bikeability training level 1 and 2 to pupils in Year 5.</p>	<p>Pupils qualified in Level 2 Bikeability.</p> <p>More pupils riding their bike to and from school.</p> <p>Increased confidence in road safety.</p>	<p>SSP to coordinate with DB.</p>	<p>Summer Term 2016.</p>	<p>1 &amp; 2</p>
<p>Parents encourage their children to lead a healthy active lifestyle away from school.</p>	<p>Invite parents into school for Healthy Days and various sports activities. They will see their children enjoying physical activity and eating healthy food.</p> <p>Parents Fitness Class - Tuesday 9-9.30am</p> <p>Cooking cards and recipe cards will be produced for parents to take home to encourage parents to make healthy food for their family.</p>	<p>Parents coming into school for these special days.</p> <p>Cooking cards produced.</p> <p>Children say that they are eating healthy food at home, and understand what healthy food is.</p>	<p>DB to arrange dates with JM for parents to come into school.</p> <p>DB to produce or find resources.</p> <p>DB to lead fitness sessions.</p>	<p>Plan in Autumn Term 2015.</p>	<p>1</p>

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



- Less active children are now attending the Healthy Kids after school club giving them life skills, such as cooking and healthy eating. Children are also involved in physical sporting activity at the club, when they wouldn't have previously attending a sports based club.
- Children take home recipe cards to cook at home with parents. This has seen an improvement in children's attitudes towards healthy foods, and they are now eating more healthy food at home. Children are now more aware of making good food choices. All children that attend the club can list food groups and are aware of the benefits of each food type, and what foods contain.

## 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:
ALL children to experience competitive sport.	Create a house system that will be used 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.	DB to sort children into four or five houses, create house names and colours.  DB arrange a date with MD to plan house system and events.	Autumn Term 2015.	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.	DB to organise and run after school club programme.  DB 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.	DB to promote around school and produce certificates.	Starting Autumn Term 2015 then on-going.	2

	House Points awarded for showing Spirit of the Games in competitions.				
Children gain broader experience of competitive sport.	Attend SSP competitions.  Enter other competitions such as Wilf Mannion Cup, Heagney Cup and Daisy Chain competitions.	Attend more SSP competitions than previous year, and finish higher up the SSP leaderboard. Last year 17 <sup>th</sup> out of 22 schools (Attended 4 SSP events).	DB to book competitions and arrange transport.	All Year.	5

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

- Children have a greater understanding of values such as fairplay, honesty, determination, self-belief as they are constantly reinforced and celebrated during PE lessons.
- Children encouraged to aspire towards being “Sport Star of the Week” which has seen an improved ethos for children to always try their best and never give up.
- Children attending different events have experienced working with and competition against children from other schools. This has given children greater confidence of meeting other children and no longer feel as worried or daunted prior to competitions.
- Since the House System has been implemented in PE, children have a greater sense of togetherness, teamwork and cooperation with others within their House.

#### 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.
- The House System for PE will develop and strengthen each year, to become embedded within school sport and PE.
- Assessment of PE now has a framework which will continue each year, and provide data for better differentiation and planning of PE. Children’s progress data will be kept year on year to inform planning in future years to ensure that children progress from previous years.
- Links with local community and sports clubs will continue to develop, with clubs offering activities within school, and giving an exit route for children to attend clubs out of school hours.