

Sport Premium Funding Action Plan

2017 - 2018

Zetland 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 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 - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.
2. The profile of PE and sport is raised across the school as a tool for 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: £17690

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:
<p>To improve the quality of PE lessons in school</p> <p>To ensure that children are fully active in PE lessons</p> <p>To monitor implementation of the PE Curriculum map</p> <p>To ensure that Teachers have embedded the core task assessment model (as discussed in the staff meeting last year)</p>	<p>NY to contact staff and arrange the watch, deliver, feedback model to each year group (1st lesson is delivered by NY before discussing the next lesson together, 2nd (or more) lesson(s) is delivered by the teacher and supported by NY and then final lesson is delivered by Teacher and NY gives feedback)</p>	<p>Staff implementing activities and techniques demonstrated by NY in order to improve level of skills delivered, appropriate differentiation and ensure children are even more active in PE lessons</p>	<p>NY (SSCo)</p> <p>SA to assist with coordination of these sessions</p> <p>Teachers throughout school</p>	<p>Ongoing throughout the year</p>	
Sustainability	<p>Teachers are upskilled to deliver high, quality PE lessons throughout the school.</p> <p>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.</p> <p>Not employing external sports coaches to deliver PE.</p>				
Impact	<ul style="list-style-type: none"> Staff have an excellent understanding of high quality P.E. High quality P.E is planned, inclusive learning, delivered, providing the learning experiences and inspiration necessary to develop a child's physical literacy. Having a physical literacy approach provides opportunities for the development of social, physical, healthy and thinking skills in our young people. Through team teaching and attending CPD courses PE staff have now broadened their subject knowledge, this has resulted in children being taught a broader range of activities, whilst also up skilling staff. The progress of chn has also been enhanced through staff being confident in ways to challenge chn in a range of activities. Through attending CPD courses, specifically the Fundamental movement course the teaching of PE has evolved to include a greater 				

	focus on fundamental movement skills. This is already making positive differences in the PE and classroom setting. SA has introduced a weekly FUNdamental movement group for targeted children and has seen positive changes.				
Support Specialist Sports TAs to assess PE lessons in KS2	CR/LM to raise their awareness of assessment in PE NY to support by offering demonstration lessons and assessment and feedback after lesson delivery by CR/LM	Staff implementing activities and techniques demonstrated by NY in order to improve level of skills delivered and ensure children are even more active in PE lessons	NY (SSCo) SA LM/CR	Ongoing throughout the year	
Sustainability	<p>TAs are upskilled to deliver high quality PE lessons throughout KS2. Children access 2 hours of PE lessons every week.</p> <p>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.</p> <p>Not employing external sports coaches to deliver PE.</p> <p>The PE TA's extra 5 hours are paid out of the sports budget and this is planned to continue. This will ensure high quality PE lessons continue to be taught throughout school.</p>				
Impact	<ul style="list-style-type: none"> Through upskilled PE staff teaching children on a weekly basis, children's fundamental movement skills and confidence has increased. Through attending CPD courses, specifically assessment course the teaching of PE has evolved to include a greater focus on moving the children forward. This is already making positive differences in the PE and classroom setting. 				
All pupils are provided with the opportunity to lead within PE	Train up leaders in Year 5 and 6 to support the delivery of PE in autumn 1. All pupils to be given roles throughout the remaining school year rotating through setting up, taking a warm up, demonstration and cool down.	Increase confidence of young people. Whole school work force across KS1 and 2. Embedding the values PE, physical activity and sport throughout school.	All staff Year 5 and 6 accessing training through SSP/ SA/ CR/LM	Ongoing throughout the year Autumn 1 training	
Sustainability	Children trained up are training others further down school during lunch time and play time. Embedded within the curriculum tracker/ class register.				

Impact	<ul style="list-style-type: none"> Y5 chn completed a level 1 sports leaders award and planned and delivered games for all children across the whole school on lunch times. This not only increased Y5 children's knowledge and experience of leading, but also increased the whole school's participation levels and has given children an opportunity to learn a new activity.
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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/Impact When we have achieved our objective(s) we should see	Who	When	Linked to Key Indicator no:
To promote links to community sports groups to encourage children to participate in sports clubs outside of school	Up to date directory of local clubs (SSCo) Details of clubs on the notice board Link with community clubs to improve the provision of after school clubs	More children attending local community sports clubs Teachers have knowledge of clubs available to sign post pupils.	PLT, Sports TA's and NY (SSCo)/Partnership	Ongoing throughout the year	
Sustainability	Ensuring that young people have a smooth transition from school sport to community sport.				
Impact	<ul style="list-style-type: none"> Social media is used to promote outside clubs. These have included local cricket, netball, rugby, football and swimming clubs. This will encourage children to take part in physical activity outside of school, therefore promoting healthy active lifestyles. Outside clubs offering free taster sessions have delivered activities across all year groups to promote local clubs. For Sports Relief children experienced a new sport with a session provided by local clubs- Redcar Golf club, Taekwondo, Redcar Boxing Club When attending development days and sports competitions often local club facilities are used. Children are given leaflets and 				

	information of club sessions. For example Netball.				
Enhance EYFS physical activity provision by offering more opportunity for the young people to become more active	Identify the needs of the children to provide a variety of provision. Purchase equipment to assist in the development of their fundamental movement skills.	Improving fundamental movement skills and ensuring children are ready for KS1 Curriculum PE	SA/ MC/SB/NW	Ongoing throughout the year	
Sustainability	<ul style="list-style-type: none"> Children are better prepared to move up through school being more physically active and physically literate. New equipment has been purchased and used within the curriculum and extra-curricular to offer new activities. This equipment will last for years so that children in future cohorts will benefit from alternative engaging activities. 				
Impact	<ul style="list-style-type: none"> Through improved provision children's fundamental movement skills and confidence has increased. 				
Embed healthy life styles across the whole school including school meals, tuck shop and food technology lessons.	Identify a group of 'Young Health Champions' to raise awareness through a series of health messages- for example sugary foods, daily physical activity.	Achieving the Healthy School Enhanced status. Children have a better understanding of a 'Healthy Life style' and can make choices that are more informed.	LM/ SA to identify 14 young people.	Implementation Autumn Term Follow up throughout the remaining school year.	
Impact	<ul style="list-style-type: none"> Staff across the whole school are now promoting 30 minutes of physical activity for children daily. This has resulted in active classrooms and children being sat for shorter periods of time improving brain activity. Staff have therefore been up skilled and children and staff are more active throughout the school day. All children now take part in completing the daily mile at least once a week, with this increasing throughout the year. This has promoted children to complete the daily mile in their own time. The 'Healthy Champions' attended weekly sessions where they decided upon a campaign to put to the school. Each group decided on an area they felt needed addressing. Children presented to the whole school. Their work was shared on social media to reach parents. 				

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/Impact When we have achieved our objective(s) we should see	Who	When	Linked to Key Indicator no:
To provide opportunities for every child to participate in a competitive environment.	Develop a tracker to identify pupils that are accessing SSP competition, development days and festivals.	Whole school involvement and all pupils are aware and adhere to the school games values.	SA- develop and all staff to keep update.	On-going throughout the year.	
Impact	<ul style="list-style-type: none"> Most children have already attended one sports event this year. Staff commented on how the experience was extremely valuable and that they saw increased confidence whilst observing children having fun and learning new skills. Children who have not attended an event have been flagged up on the tracker and will be targeted in the future. 				
Develop opportunities for intra school competitions with PE lesson time	At the end of each unit of work children to compete within house/class groups To use sports leaders to support intra school competitive events	Improvement in pupils' knowledge and understanding of competitive sport Motivation and enthusiasm to develop skills in a sport to succeed in competitions To improve and extend selection process for inter school competition	SA Class Teachers LM/CR	Throughout the Year	
Impact	Children take part in intra-school competitions on a termly basis. This allows children to develop their knowledge and skills of a range of sports and activities whilst developing their socialising skills and confidence. Children learn how to win and lose and how to respect all. Children follow the 6 Spirits of the Games values throughout. As these competitions focus on the activities learnt during the half term children are motivated to do well and this in turn promotes progress.				
Children to increase their skill set to benefit themselves, the school and the local community.	Afterschool sport provision to stretch and challenge young people and to link with community clubs to develop	Pupils' knowledge and understanding of sport will improve. Skill development and confidence will increase	SA CR/LM Link with SSP to identify community clubs.	Ongoing throughout the year	

	individual talent further.	benefitting school sport.			
Impact	<ul style="list-style-type: none"> All children from Year 1- 6 have the opportunity to attend a sports event throughout the year, children have broadened their knowledge's of a range of sports. This is therefore promoting a healthy, active lifestyle inside and outside of school and also promotes competition. Children learn a range of skills when attending sports events and develop as a whole child. 				

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?	24/ 30 80%
What percentage of your current Y6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	16/30 53%
What percentage of your current Y6 cohort perform safe self-rescue in different water-based situations?	24/30 80%
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/No

Costings – How is the Sport Premium Funding Spent at Zetland Primary?

Total amount Sports Premium - £17690

Area of Expenditure	Rationale of Expenditure	Planned expenditure	Actual expenditure
Redcar and Eston School Sports Partnership Contribution – 40% of total Sports Premium funding	The SSP organise and co-ordinate the competitive sport events for our cluster and across the partnership. Our SCo (Neil Young) provides support to the PE Subject Leader, Teachers and TAs within school to ensure that our pupils have access to high quality PE lessons PE CPD courses are organised and often financially supplemented by the SSP to ensure that staff have access to high quality training to improve PE teaching across school	40% of total Sports Premium funding	40% of total Sports Premium funding
Extra hours for Specialist Sports TAs (CR/LM) compared to other TAs (37 hours per week instead of 32.5 hours).	These hours are used to provide and coordinate after school sports clubs for KS2 children with a minimal/no charge to pupils. This ensures that all children (and specifically Pupil Premium children) are able to access extra hours of sport and exercise to ensure that have a more healthy, active lifestyle regardless of their family income.	£5500(+ £1000 Pupil Premium expenditure)	£5500 (+ £1000 Pupil Premium expenditure)
Funding to supplement pupil contributions to after school sports activities	We aim to charge children a nominal fee to attend after school sports sessions that are lead by coaches (e.g. Gymnastics club, Top up swimming for KS2). This ensures that all children (and specifically Pupil Premium children) are able to access extra hours of sport and exercise to ensure that have a more healthy, active lifestyle regardless of their family	£800	£1114

	income.		
Transport to competitions	<p>This expenditure ensures that we can attend all inter school competitions within the School Sports Partnership. We do walk to events where it is possible!</p> <p>This ensures that all children (and specifically Pupil Premium children) are able to access competitive / extra hours of sport and exercise to ensure that have a more healthy, active lifestyle and experience competitive sport regardless of their family income.</p>	£1600	£1600
PE Equipment and Resources	<p>We need to ensure that equipment to promote physical activity at play/lunch times and within PE lessons is available and replaced when needed</p> <p>CPD</p>	£2000	£2400