

Sport Premium Funding Action Plan

2019-2020

ZETLAND PRIMARY

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 is 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.

2019-2020 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 (INTENT) What we want to do	Strategies (IMPLIMENTATION) 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.	Staff to book on any relevant CPD that they feel would be of benefit. PE observations undertaken and opportunities to team teach to improve areas identified as areas for improvement.	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.	SA to coordinate in discussion with staff. SGO to support through CPD courses. SA to observe PE lessons.	Across the academic year linked to curriculum map and staff needs. 19.11- Top Challenge- Team building and OAA- Louise Moses and Claire Rice 26.11- Top Play- Joanne Clarkson and Louise Moses 3.12- My Personal Best- Sue Archer and Simon English 29.1- Tees Valley Conference- Sue Archer and Simon English	3
Provide children who struggle with fine motor skills and	Identify children who need additional support with PE	Children are more confident in PE and are showing	Class teachers to identify children.	Autumn Term	1,2 and 4

gross motor skills and confidence specific support to help them to develop their confidence in PE and classroom setting.	and confidence in PE and classroom setting.	improvement in their fine and gross motor skills and confidence. Children have poor technique corrected.	SA / LM to coordinate and run Fundamentals group. Year 3 and 4- Autumn/ Spring		
Children experience new sports and activities that they have never tried before.	Look for opportunity new activities in extracurricular provision.	Children to experience new activities, which engages and encourages them to take part in that activity in future. Children join clubs from sessions. School club links.	SA/ LM/ CR to explore new club links locally	On-going throughout the year.	1,4, and 5
Children to have greater experience and confidence in leading others.	Identify year 5 sports leaders. New crew receive training throughout the year to support their roles in year 6.	Children have an opportunity to work in a classroom and practical environment to develop skills.	SGO/ SA/ LM/ CR coordinate initial Sports Crew training. LM/ CR to plan and deliver Leadership lessons as an after school club.	Sports Crew selected Badges ordered and given out. Training with SGO and follow up Sports leader training. Sports Crew working on in school events, foundation PE and lunch time personal challenges.	
Least active children are identified and supported to increase the amount of physical activity they undertake.	Identify children with class teachers' support.	Children become more active. Children develop confidence and self-esteem.	SA to coordinate.		1,3
Children to be dressed appropriately for PE lessons.	Letters to be sent home to parents. 2 spare kits per class in a kit bag.	Avoids lesson time being wasted and supports high quality PE lesson delivery.	SA to organise kits for each class.	Kits distributed to classes.	2

Impact of the developments in Physical Education:

All plans in place across all year groups to support staff movement and transition of children from year to year, therefore ensuring consistent delivery of quality PE and progress throughout year groups. Continued CPD through team teach and working alongside experienced sports coach gives increased staff confidence and ability to deliver. Children then have opportunity to progress further and gain more developed and deeper understanding of skills. Identification of target groups allows for specific

focused intervention to increase individual's progress.

As a school, the children's leadership skills transfer across subjects and year groups. Children have these skills for all future opportunities.

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 (INTENT) What we want to do	Strategies (IMPLIMENTATION) 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:
Improve pupils' road safety awareness and skills for active travel on the way to and from school	Deliver Bikeability training to Y5/6 pupils level 1 and 2. Road safety training delivered to year 3. Balance bike training for Reception children will develop confidence for children starting to ride a bike.	More pupils qualifying in Level 1 and 2 Bikeability. More children riding their bikes or walking to and from school. Children have increased confidence in road safety.	SA to book Bikeability, road safety and balance bike training.	Balance bikes purchased.	1 and 2
Parents encourage their children to do more exercise at home and out of school time.	Parents invited to watch more competitions and occasional extracurricular clubs/showases. Develop home packs for ideas of weekend games /activities parents can undertake.	Parents support and understand the importance of PE and physical activity and encourage their children to be more active.	SA/ LM/ CR organise opportunities to invite parents into school. SA to look into information to send out to parents.	Active lifestyle survey All year	1, 2 and 4

	Include Change 4 Life nutrition advice.				
Children to experience live professional support.	Research professional sporting events or fixtures that are scheduled for 2019/20	Children will have the opportunity to attend a sports trip.	SA/LM/CR/PR/SE	Tickets purchased for Women's Football Games October.	4
Children to have the opportunity to take on leadership in a variety of different roles, not just an activity.	Sports Crew selected from year 5 and 6 to plan and deliver personnel challenge activities and school events. The children chosen will complete a training course to increase their skills and confidence or organisation.	Children will plan and deliver events on a half termly basis. Children develop leadership skills.	SA/LM/CR to select children and produce programme of training.	Sports Crew selected Badge ordered and given out Sports Crew working on in school events, foundation PE and lunch time personal challenges. Year 4 future leaders receiving training.	1, 2, 4 and 5
Increase activity for every child, every day.	Use the 30 Minutes of Physical Activity to kick start a push on increasing physical activity within lessons and throughout the school day. Daily Run	Every child completing an additional 30 minutes of physical activity every day.	Every teacher and staff member to promote and deliver. Staff meeting?	Re-launch daily run.	1 and 2
Increase opportunities for children to be more active at play and lunch times.	Play leaders to deliver activities. Introduce weekly personal challenge. Playtime and lunch time staff to deliver activities.	More children actively engaged in structured play at morning play time and lunch times.	SA/ DP/ HF/ SOc	Active play time and lunch time programme with trained lunch time assistants every day with a vast range of activities. Sports Crew	1

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

Including more activity in children's daily routine will increase physical activity, well-being and habits of children to promote healthy lifestyles. To encourage children to develop active habits and interest a mix of school-led and external providers, delivers range of opportunities within and after school. External led courses are fee-paying so not affected by budget constraints. Embedding the ethos of taking part voluntarily.

Healthy lifestyles require children to be mentally fit and healthy, as well as physically fit. Skills developed by children (running/yoga/breathing techniques) are transferrable

and stay with the children for life.

Children take away the skills needed for a healthy life style as well as developing their road safety.

Tracking participation and encouraging and enabling involvement ensures all children are physically active (therefore a healthy lifestyle) and system helps to continually identify least active children.

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 (INTENT) What we want to do	Strategies (IMPLIMENTATION) 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/ when/ funding	Linked to Key Indicator no:
Raise the profile of school sports.	Photographs, reports, tweets etc. in the local press and on the School games and Zetland Primary Website. Photos created to display around school and on website of events. Certificates given out to children who attend events in	Evidence of reports being published in local press and on the website.	LM/CR to work with sports crew to write reports on completions.	All year.	2 and 5

	<p>assembly. Sprit of the Games certificates produced and awarded to PE Star of the week. Children to write reports/ blogs on competitions and events they have attended. These can go in the newsletter, website.</p>				
Develop our house system and school games values across the school cross curricular competitions	<p>Liaise with staff to plan in school competitions . Announce the results in assembly and award the winning team the trophy.</p>	Children will show their competitive side in order to gain points for their team.	SA	All year	2 and 5
To give children on the SEND register an opportunity to attend a SEND specific competition.	<p>Organise participation in competitions Introduction of SEND activities and competitions.</p>	Children will have competed in SEND specific competition.	SA/ AH/ LM/CR	All year	4 and 5

Impact of the developments in competitive school sport:

Ensuring all children have the opportunity to participate in competitive sport and development festivals. Affords children the opportunity to experience competitive sport. The ability to win, lose and enjoy competitive pursuits is an essential life skill. Children and teacher re up-skilled following attendance at development festivals, this supports curriculum provision. Access to external clubs.

Sports organising crew develop their leadership skills, confidence and organisation ability. All children get opportunity to compete therefore develop their skills and confidence for further competitions. Increased longer term engagement in sports, following promotion, praise and positive feedback.

Sustainability of whole plan:

The actions focus on enabling children and developing skills (physical and interpersonal), experiences and habits that will stay with them for life. Providing ongoing CPD for staff ensures that they are continually developing their skill sets to allow high quality PE provision

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?	70.4%
What percentage of your current Y6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	67%
What percentage of your current Y6 cohort perform safe self-rescue in different water-based situations?	70.4%
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- Afterschool Swimming