

Sport Premium Funding Action Plan

2015 - 2016

St Mary's RC 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? *Stage 2 - Established*
2. Does your PE and sport provision contribute to overall school improvement? *Stage 2 - Established*
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 3 - Embedded*
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 2 - Established*
7. Are you providing a rich, varied and inclusive school sport offer as extension of the curriculum? *Stage 2 - Established*
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*
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: **£8,735**

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:
Improve experience & achievement in Dance for both Key Stages.	SSP to deliver CPD sessions for teachers to improve quality of lessons / student learning.	Improvements in children's dance assessments. Increased student enjoyment – questionnaire.	Christine Smith to coordinate with SSP. SSP to deliver training. CS to confirm that Thursday 14 th Jan. is a suitable date.	Dependent on staff training availability. Staff twilight CPD on Thursday 14 th Jan. 16.	3 & 4
Children receive high quality PE teaching through developing the teaching and learning in PE lessons.	Provide varied and inclusive PE curriculum, including Paralympic activities and alternative activities that are not usually taught within the curriculum. Signpost teachers to SSP twilight CPD sessions. - 4 teachers attended Tag Rugby CPD. - Kwik Cricket CPD. - Netball CPD. - Basketball CPD.	Varied PE curriculum plan. Raised levels of children's achievements' and enjoyment in PE lessons.	Christine Smith to coordinate the support with SSCO and SSP	Across academic year linked to curriculum map	3 & 4

	SSP to work with teachers to develop their PE teaching skills.				
Children's overall experience of PE enhanced.	PE Coordinator to develop & strengthen subject leadership skills. CS to attend any relevant CPD which would be of benefit. CS to also promote SSP CPD courses to colleagues at St Marys.	PE Coordinator to attend the two new PLT training days; winter day and summer day. Strategies are implemented to create a diverse and balanced curriculum in PE.	SSP organise the training. Christine Smith to attend. SSCO to follow up the training as support	On-going	1, 3 & 4

Impact of the developments in Physical Education:

- Teachers feel more confident in delivering dance following the SSP CPD twilight training. This has led to increased enjoyment for children when in dance lessons in PE, meaning that they are more confident to get involved and work together.
- Teachers have been more confident to deliver the activities and skills needed within those activities. This has led to a more varied learning experience for the children, and they have also improved their knowledge and understanding of those activities.
- PLT is now more confident in leading PE across the school. This has led to more teachers attending SSP events and having exposure to sporting activities and events, more teachers attending CPD courses, and therefore children are involved in a higher quality PE curriculum than in previous years.

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:
Increase the physical activity levels of children during lunch time and after schools clubs.	Y5 Play Leaders set up lunch time activities for all children across the school using CS to attend Play Leader and SSOC Training Day with 8 children. Play Leaders to have distinctive clothing/item to give kudos to their role and promote their status. Children do wear hoodies and sometimes caps. Lunch Time Supervisors and on duty teacher to support Play Leaders by assisting where necessary with delivery or behavioural issues.	Increase in the number of children engaging in lunch time / after school activities. Play Leaders enjoy their role and are proud to wear cap/hoodie. All children in the school know who the Play Leaders are and how to identify them.	Christine Smith to coordinate with SSCO / SSP. CS to select Play Leaders. CS to look into getting cap/hoodie for Play Leaders. CS to speak to Lunch Time Supervisors and teachers to inform them of the Play Leaders' roles and to ask for their support.	Leadership Training Day – 20/11/15	1, 2 & 4
Introduce activity club for targeted children.	Compile a register which can identify activity levels for all children in school. This can highlight the least active. Ask inactive children what activity they would like on offer. Set up after school club for inactive children (KS1 or 2).	Increase in number of children taking part in after school activities. Increase children's self-confidence, fitness and motivation.	Christine Smith to coordinate with help from SSCO.	Start in Spring Term 2016	1

	Identify member of staff to run club and supported by SSCO.				
Improve children's road safety skills for riding their bikes to and from school.	Deliver Bikeability training level 1 and 2 to Year 5 children.	Children qualified in level 2 Bikeability. More children riding their bikes to and from school.	SSP to coordinate with Christine Smith.	Y5 Summer Term 2016. Booked for W/C 25/04/16	1 & 2
Develop and increase the awareness of having a healthy lifestyle to all children	Deliver a healthy activity day for all children. Possibly link with food technology. Expo-chef (healthy schools and topic link). Healthy cooking club after school ran by Kath Doyle (Healthy Eating Co-ordinator) to promote healthy eating. Fruit stall on a morning so children can eat fresh fruit. Catering company whole school assembly on healthy eating.	A varied day of activities with all children taking part. At least two community clubs delivering fun activities on the day.	Christine will organise the timetable for the day and SSCO will select the activities and arrange coaches etc.	Summer term 2016.	1

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

- Play Leaders are promoting a healthy active lifestyle by offering sporting activities and games at lunch times. This open to children of all ages. This has proved very popular and children are now far more active and engaged in structured play during lunch times.
- School staff promote physical activity at lunch times by working alongside the Play Leaders to offer additional activity through a range of different games/physical activity.
- All Year 5 children completed and passed the Bikeability Level 1 and 2 courses. This has led to increased road safety awareness when they are cycling around the local area.
- All children have an increased awareness of healthy eating and diet, and the school have been awarded the Enhanced Healthy School Award.

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:
Develop Inter School competitive opportunities for children.	Enter as many SSP cluster and partnership competitions. Aim to attend more competitions and events that 2014-15.	Regular attendance in inter school competitions. In 2014-15 St Mary's achieved 180 points and finished 8 th in the SSP Leader board. Achieving more points and finishing higher than 8 th would be a success. Aim to attend more events than last year (18 events attended).	Christine Smith to coordinate entries. SSP to provide the competitions. SCo to provide support to help children compete and understand the rules and how to play games before attending competitions where requested.	On-going	5
Enhance the experience of competition through creating stronger house identity and ethos.	All children have a house colour bibs for PE lessons and t-shirt which they can wear at competitions and festivals. House system to be launched in assembly. Initial launch competition to launch the start on the House Sport competition. SSOC will help to plan competitions. Points collected will count towards league.	Children recognise the collective team ethos of being identifiable as part of their house. Children are aware of how they can win points for their house. Programme of intra-school (inter-house) competition planned for the whole academic year.	CS to look into the possibility of buying house colour t-shirts.	Autumn Term 2015.	5

All children have the opportunity to take part in competitive sport.	Develop an Intra school competition plan – this could be in PE lessons or on a lunch time. Use sports leaders and crew leaders to organise intra competitions for selected year groups.	System in place with all staff understanding the system and children engaged.	Christine Smith to coordinate with children, staff and SSP	On-going	1 & 5
Increased number of younger children attending festivals.	Plan during cluster meetings to develop festival opportunities for targeted Year groups. SSP to arrange more competitions and festivals for KS1 and Year 3/4 children. All KS1 children attended a multi-skills competition.	More children having the opportunity to take part in sports activities alongside children from other cluster primary schools.	SSCO to lead the development and delivery of festivals. Christine Smith to contribute to planning of festivals during cluster meetings.	Festivals on-going throughout the year	5
Raise the profile of school sport.	Photographs, reports, display boards. Also in the local press and on the St Mary's website. Posters created to display around school and on website of upcoming events. Certificates given to children who attend each event. Spirit of the Games certificates awarded to PE Super Stars Each week.	Evidence of reports being publishing in local press and on website. SSOC to have a notice board to promote sport and competition.	CS to select children for SSOC and identify children to write reports on competitions. CS to speak to Mrs Ruddy about use of photography to promote sport.	Autumn Term to start.	2

Impact of the developments in competitive school sports:

- Competitive opportunities have increased since last year for children. Last year St Marys attended 18 SSP and Cluster events, this year they have attended 20 events.

- Bands have been used to represent house colours. This has given an increased sense of team spirit and 'belonging' to a team. This has enhanced the competitive element of sport in the school, and children now try even harder to compete for their team.
- Different children have been chosen to attend different events and competitions to give every child opportunity to compete. This has provided every child with increased confidence to compete against children from other schools.
- Children and parents are now more aware of sporting and physical activities available to them at St Marys. This also encourages parents to encourage their children to be physically active at home. Facebook posts have had positive responses and comments from parents – which shows that parents are becoming more engaged with the schools promotion of physical activity and sport.

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.
- Fitness teacher works alongside St Marys teaching staff to improve their knowledge and confidence of teaching fitness based activities in PE.
- The promotion of PE and School Sport through social media will help parental engagement in future.
- Special events such as the Olympic Day and Race for Life have also drawn in parental support and have received very positive feedback. Again, this will help to engage parental support in future.
- The house system will be used further next year to promote competitive school sport and team identity.
- As all children have gained confidence through attending competitions, they are more likely to continue to participate in sport in future.
- Play Leaders will continue to provide lunch and play time activities for other children in the school, helping them to stay physically active and enjoy takin part.
- The work done in school to achieve the Enhanced Healthy School Award will continue to ensure children are living a healthy life in school.