

Sport Premium Funding Action Plan

2016 - 2017

Caedmon 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 3 - Embedded*
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 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 2 - Established*
6. Are you providing high quality outcomes for young people through PE and school sport? *Stage 3 - Embedded*
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? *Stage 3 - Embedded*

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.

2016 -2017 Sport Premium Funding allocated to our school is: **£8,861**

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:
Children know and understand how they are assessed.	All teachers will use the Core Activities resource for assessment tasks. Children will be rated at the beginning and end of each term using the schools tracker and National Curriculum statements.	Assessment records maintained throughout the year to track children's progress.	SB to maintain folders with core tasks. SB to train new members of staff in assessment.	Autumn Term 2016.	2 & 3
All children learn and improve their skills through consistently high quality PE lessons across the whole PE curriculum.	SB to ask teachers what areas of the curriculum they would like help with. MD to observe, then teach/team teach, then observe again. EYFS - Movement Year 1 - Dance Year 2 - Gymnastics Year 3 – Invasion games Year 4 – Invasion games Year 5 – Invasion games	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.	SB to coordinate the support with SCo and SSP. SSP to deliver support.	Across academic year linked to curriculum map and where each teacher wants support.	3
Children have opportunities to experience and develop their leadership skills.	Children are given leadership responsibilities in lessons, particularly the more able, to extend their learning.	Children become more confident in their own leadership capabilities. Children take an active role in leading other during lessons, and competitions.	SB and colleagues to promote and increase leadership opportunities in their lessons and	On going.	2

	<p>Children marked green in assessment 1 help to coach and teach other children in the lesson.</p> <p>Children given roles within lessons to organise and manage their teams.</p> <p>Children to attend leadership day and play leaders course.</p>	<p>Children take a whole school role in organising after school clubs and inter/intra competitions.</p>	<p>through the wider curriculum.</p>		
Increase attainment of higher ability children	<p>Identify a group of high performing children through school P.E. tracking system.</p> <p>Organise a coach to deliver specialist coaching to this group of children.</p> <p>Track final attainment of these children to find an increase in attainment.</p>	<p>Children are very confident in P.E. lessons and other competitions.</p> <p>A sports coach will work with these children to allow them to become even stronger in areas of P.E. that they have been identified as talented in.</p> <p>Children will then represent the school in a partnership competition.</p>	<p>SB to organise coaching with the support of MD</p>		2
Increase attainment of all children.	<p>Identify the areas that teachers need assistance with.</p> <p>Inform SSP and SSP will support these teachers.</p> <p>Employ Sports apprentice to assist with the delivery of P.E.</p>	<p>Teachers become more confident in teaching P.E.</p> <p>Children are tracked on the school's P.E. tracker.</p> <p>Children will increase attainment in P.E.</p>	<p>MD to team teach alongside teachers to improve teacher's ability to deliver high quality P.E.</p>		3

Impact of the developments in Physical Education:

- Children have experience to increase leadership skills. By understanding areas of P.E. and how to set up activity will raise attainment.

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 number of competitions/clubs attended by younger year groups.	Use the participation register to highlight children who are not attending, or have low attendance at extra-curricular clubs. Targeted pupils will be 'invited' and encouraged to join the club. Delivered by external coaches or appropriate staff at school. Organising committee will research any clubs these children would like to access and deliver these. SSP competitions for younger year groups will be accessed in the Autumn term.	Target pupils increase their physical activity levels and also increase their confidence in PE lessons.	SB to coordinate clubs and registers.	All Year.	1
Increase the physical activity levels of pupils and educate them about the importance of having a healthy active lifestyle.	Involve Caterlink to work with Year 5 and 6 pupils about healthy eating and living.	Increase children's knowledge of healthy eating.	SB and Caterlink.	Spring 2017	1
Children engaged in structured play at lunch time.	Lunch time club set up by organising committee and play leaders. Club to be supported by WS and T/A	Children are taking part in physical activity at lunch time.	WS to coordinate and run the activities.	All Year	1
Inform parents, children and carers about healthy and active activities occurring in school.	Play leaders/organising committee to write match reports/competition reports to encourage others to join clubs/take part in competitions.	Children are linking literacy and P.E. Additional children are taking up sport in school.	Organising committee to write reports./share P.E information via twitter	All Year	4,5

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

- Children have the experience of leading a club and developing healthy lifestyles with themselves and others.

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:
More children have the opportunity to compete against other schools in a range of different sports.	Enter SSP cluster and partnership competitions advertised in primary competition calendar.	More pupils having the opportunity to take part in sports activities alongside pupils from other cluster primary schools. This will also increase competitive experience. Sustain attendance at SSP competitions.	SB to coordinate entries to competitions. SSP to provide competitions.	On-going throughout the year.	5
Compete in 'friendly' matches against neighbouring schools. Improve skills and increase competitive opportunities.	Arrange 'friendly' matches for the school sports teams against local primary schools.	Increase the number of matches for sports teams to increase their confidence and competence.	SB to arrange with other schools.	On-going throughout the academic year in line with the sports seasons.	5
Children given leadership and management opportunities.	Children to attend the School Sport Organising Crew Training. SSOC will then arrange competitions and events for children at Caedmon. Competitions could be individual, or count towards house system.	More competitions in place across the academic year with more children taking part in competitive sport.	SB to oversee and help SSOC to coordinate competitions.	Autumn Term 2016.	2 & 5
Children receive high quality coaching to develop their skills to enable them to be more successful at competitions.	Qualified coaches/teachers to deliver specialist coaching at after school clubs to develop skills further.	Children are more successful at competitions and children skills are improved due to the high quality teaching.	SB to roll out a plan of clubs, with support from MD.	Start in Autumn Term 2016.	5

Impact of the developments in competitive school sport:

- Children will become team players and understand the importance of working as a team.
- Children will develop independence and resilience through working with others.

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.
- Use it to train staff and improve their confidence and ability to teach PE.
- Develop leadership in children to lead activities at lunchtime/playtimes to improve attendance in clubs/increase of physical activity.