

# Sport Premium Funding Action Plan

2016-17

**John Emmerson Batty 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 a healthy and active lifestyle?
9. Does your 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: **£8570**

Please visit <http://www.redcar-estonssp.co.uk/> for more information about the School Sports Partnership.

## **Mission Statement**

**It is our aim at John Emmerson Batty Primary to provide the opportunity for our children to safely experience a range of sporting activities for their fun and enjoyment. Through carefully planned PE, extra-curricular and sports activities we aim to ensure that all children are happy and enjoy PE, thus raising the opportunity for children to participate both in and out of school.**

**Our children are also encouraged to appreciate the importance of a healthy lifestyle, which can, in part, be delivered through our PE and sports programmes, and be aware of the factors that affect our health and fitness.**

**Through our Physical education and competitive school sport programme, John Emmerson Batty Primary School aims to underpin all such activity with the 'Spirit of the Games' values; honesty, team work, determination, passion, respect and self-belief.**

## 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.

<b>Specific Objectives</b> What we want to do	<b>Strategies</b> What are we going to do to achieve objective(s)	<b>Signs of Success/Impact</b> When we have achieved our objective(s) we should see	<b>Who</b>	<b>When</b>	<b>Linked to Key Indicator no:</b>
All children learn and improve their skills through consistently high quality PE lessons across the whole curriculum.	Paul Wren employed to deliver PE in years 3,5 and 6 and sports clubs in KS2. Rachel Horsely employed to deliver P.E. in key stage 1 and sports clubs y1 to y6.  Children receive consistent, high quality PE teaching and coaching, SSP to observe and co-deliver lessons to support.	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.	Paul to coordinate the support with SSCo and SSP. SSP to deliver support and CPD courses.	Across academic year linked to curriculum map.  April 2017	1,3
<b>Sustainability</b>	Curriculum plan, schemes of work and lesson plans held centrally for staff to use in future. Employ specialist P.E. staff to support P.E. infrastructure. Specialist staff work with some staff weekly and SSP work with others. Reviewed by Head annually. Resources held on main Web site in staff resources section.				

Children, teachers and parents all know what the vision for PE is through a mission statement.	School Sports Council agreed mission statement in 2015 and approved by Head.	Children, teachers and parents can tell you what the mission statement is.	Mk to share with staff, parents and pupils.  Autumn Term 2016.	Autumn 2016	2
<b>Sustainability</b>	Mission statement to be reviewed bi-annually with parents and pupils to reflect school's aspirations				
All children are included and have equal opportunities in PE, regardless of needs.	delivered through inter-house competitions at lunchtime	All children take part in some form of competition.	Martin Kitchen to co-ordinate and staff to be identified for delivery.	Summer 2017	1,5
<b>Sustainability</b>	Head to lead and embed through staff meetings.				
To enhance the quality of PE lessons throughout school, providing coaching and mentoring for NQT staff within lessons.	Paul Wren to work alongside NQT staff to plan, deliver and assess teaching and learning.	Staff confidence improves and	Paul Wren to support NQT's.	Staff feel more confident in own skills in planning, teaching and assessing a wide range of PE activities.	3
<b>Sustainability</b>	Employ specialist P.E. staff to support P.E. infrastructure. Specialist staff work with some staff weekly and SSP work with others. Maintain resources for staff to use as and when required. Resources held on main Web site in staff resources section.				

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

- Year 4 teacher found support from SSP invaluable. Gave her more confidence to try things herself.
- Nursery staff were delighted with SSP support for staff development. Staff indicated that it gave them lots of new ideas.
- All key stage 2 children have taken part in at least one level 1 competitions through P.E. lessons – not lunchtime.

- New year 5 NQT informed senior staff that she found support from Specialist P.E. teacher really helpful in her first year. Asked for further support for second year.
- TA enjoyed participating in P.E. lessons immensely. She indicated that helping with assessment tasks gave her more confidence.
- 64 (40%) parents responded to the P.E. and Sport survey
- 59 parents (92% ) agreed or strongly agreed that the P.E. and Sport mission statement reflects what happens at J.E.Batty
- Sports leaders delivered mission statement to whole school through assembly.
- Sports leaders have put mission statement on sports notice board.

P.E. Lessons: -

- Year 6 - 79.99% thought tag rugby was ok or better. 73.32 % of children liked or really liked tag rugby.
- Year 6 - 93.32% thought netball was ok or better. 66.66 % of children liked or really liked netball.
- Year 6 - 79.99% thought gymnastics was ok or better. 43.33 % of children liked or really liked gymnastics.
- Year 6 - 79.99% thought it was ok or better.53.33 % of children liked or really liked dance.
- Athletics and Sport day preparation year 6 - 83.32% thought it was ok or better. 69.99 % of children liked or really liked this activity.
- Year 6 Children suggested that more time would benefit their lessons, although in nearly every activity children could not see room for improvement. In terms of what was good, children consistently said that lessons were fun, teamwork improved and they improved!
- Year 5 - 95.6% thought tag rugby was ok or better. 65.3 % of children liked or really liked tag rugby.
- Year 5 - 91.3% thought netball was ok or better. 65.2 % of children liked or really liked netball.
- Year 5 - 95.5% thought cricket was ok or better. 86.5% of children liked or really liked cricket.
- Year 5 - 91.3% thought it was ok or better. 69.99 % of children liked or really liked this activity.
- 10 Children in Year 5 and 6 have asked for two hours of P.E. on the curriculum.
- At least 80 % of KS2 Children on SEN register have taken part in level 1 and 2 competitions.

## 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.

<b>Specific Objectives</b> What we want to do	<b>Strategies</b> What are we going to do to achieve objective(s)	<b>Signs of Success/Impact</b> When we have achieved our objective(s) we should see	<b>Who</b>	<b>When</b>	<b>Linked to Key Indicator no:</b>
Ensure plenty of opportunities are offered to all children to develop healthy, active lifestyles. Range of different sporting opportunities outside of lesson time to be offered to all pupils.	Active lunchtimes and playtimes to be encouraged, with good range of equipment available and clubs offered.  Pupils to undertake Leadership training.	Children know and identify ways by which they can stay healthy and take up many different opportunities to do so.  Parents also involved in encouraging healthy lifestyle choices.	M. Kitchen to oversee.  Paul Wren to take pupils to leadership training.  co-ordinate pupil input through school sports council.  Victoria Segrave to deliver change for life and healthy food options.	Children are active at all times of the day and enjoy the activities offered.	1
<b>Sustainability</b>	Embedded in school plans via Head Teacher. Information discussed and organised through staff and Senior Team Meetings through course of Year.				
Children to have an increased awareness and understanding of healthy	6 year - 5 children to attend leadership training	Delivery of a KS 1 lunchtime competition. Increased confidence in	PE – Coordinator to liaise with School Sports council. Attend workshop.	November 2016	1,5

active lifestyles through Sports Leadership.		communication skills and self-esteem.			
<b>Sustainability</b>	Seek support from SSP and future Leadership workshop so there is continuity planning between leaders each year.				
Children to access healthy food sessions	Children, in small groups to work with Mrs Segrave in healthy food extra-curricular sessions.	Children enjoying sessions. Children becoming more aware of healthy food choices.	V. Segrave	Ongoing.	1
<b>Sustainability</b>	Embedded in school plans via Head Teacher. Information discussed and organised through staff and Senior Team Meetings through course of Year.				
Children to access after school clubs	maintain the number of after school and pre-school clubs.	To offer After school clubs for 4 nights a week.  Engage a minimum of 83% of girls in KS2 with at least one after school club.  registers.	P.E. Leader to liaise with:  Simon Carson Sports  Middlesbrough F.C.	Ongoing	1,4
<b>Sustainability</b>	Embedded in school plans via Head teacher. Information discussed and organised through staff and Senior Team Meetings through course of Year.				
Develop pupil's teamwork, confidence and self-esteem.	Year 6 trip to Winmarleigh Outdoor Education Centre. Pupils will develop and explore team building tasks through outdoor pursuits.	More confident pupils who are able to work within a team environment be more confident and have a higher self-esteem.	John Batty to organise with Winmarleigh Outdoor Education Centre.	Summer term.	1,4
Maintain a Sports Council in KS2  Children to take lead after	Appoint KS2 children to council.	More input form children about future activities.	Paul Wren	On-going	1,4

Crucial Crew training.					
Sustainability	Embedded in school plans via Head Teacher. Information discussed and organised through staff and Senior Team Meetings through course of Year.				

### Impact of the developments in Physical Education:

- Impact of the developments in Physical Education:
- Children delivering lunch time leadership activities have indicated that they have enjoyed sessions and are more confident to organise events independently.
- Children have actively taken part in School Sport Council delivering in assemblies and sharing information with other children.
- Activities organised on at least 4 evenings a week.
- All Upper key stage 2 children surveyed indicated that they had a positive experience in after school clubs.
- They requested more clubs and for clubs to run for longer.
- Olivia Gaffney, on the Winmarleigh trip, said she realised that she had to challenge herself more if she is going to be successful and become a solicitor.
- Billy Hair, indicated that he didn't realise he could do some of the things he did at Winmarleigh and felt more confident about himself.
- He also said he wanted to be a P.E. teacher and wanted to be just like a member of staff at the school.
- Children asked for more after school sports clubs.

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.

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Develop KS2 level 1 competitions.	Introduce a range of competitions for KS2 pupils.  To run at lunchtimes, weather permitting.  Focus competitions on House competition with trophy at the end of the year.	Children enjoying competition.  Children who do not usually participate, taking part,  More SEN children participating.  80% of children in KS2 to take part.	P. Wren  Sports leaders  School Sports council  House captains	Ongoing  Look to develop further over the Summer Term due to weather hampering opportunities throughout previous terms.	4,5
<b>Sustainability</b>	To update House points for trophy in Head teacher's assembly each week. The House cup for sport to become part of awards ceremony for end of year Sports Assembly.				
Aim to maintain 65% of upper KS2 pupils to take part in school teams.  55% of Lower Key Stage 2.	More advertising of school clubs, target pupils and enter in to more competitions.	More entrees/teams into SSP school competitions.  enter new events e.g. dance mats	Paul Wren to co-ordinate with staff to implement pupils' involvement.	On-going	4,5
<b>Sustainability</b>	Use parentmail and school sport notice board (via Sports Leaders) to keep pupils informed.				
Increase pupil's involvement	Develop colleagues and	More teams and individual	Paul Wren to co-ordinate	On-going	3,4,5

in SSP competition.	parents knowledge of SSP web site and competition. Make them aware of SSP website.	entry into competition.	with staff.		
<b>Sustainability</b>	Share SSP web site through school's parentmail on an annual basis				

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

Level one competitions organised and delivered in Key Stage 2 P.E. lessons.

Year 6 Gymnastics, Dance, tag rugby and netball competitions.

Year 5: cricket, tag rugby and netball competitions.

Year 3: cricket and basketball competitions. Minimum of 80% of children have taken part in at least one event.

Level 2 competitions

85% of children have represented the school in at least one level two event this year.

Level 3: at least 40 % of KS2 children have competed in a level 3 event. Cross country.