

Sport Premium Funding Action Plan

2017-18

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.

2017 -2018 Sport Premium Funding allocated to our school is: **£17,590**

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.

Specific Objectives	Strategies	Signs of Success/Impact	Who	When	Linked to Key Indicator no:
What we want to do	What are we going to do to achieve objective(s)	When we have achieved our objective(s) we should see			
To implement a framework for succession planning.	Identified person (Rebecca Walker) to attend P.E. Co-ordinators meetings with Paul Wren.	New co-ordinator feeding back information to Head and staff throughout school.	Head, Paul Wren and identified person.	New P.E. co-ordinator to be fully in place for September 2018.	
Strategy to put in place a new P.E. co-ordinator to ensure		New PE co-ordinator to attend P.E. conference with P.E.	Paul Wren and Rebecca walker.	January 2018	

continued success at competitions and with high quality PE throughout school.	Rebecca Walker to attend Level 5 Certificate In Primary School Physical Education Specialism		Rebecca Walker	Start October 2017	
Sustainability	Facilitate smooth transition to new PE co-ordinator and continued high quality PE within school.				
All children learn and improve their skills through consistently high-quality PE lessons across the whole curriculum. Staff have access to high quality CPD offered through SSP.	Paul Wren employed to support PE in years 3 and 5 where new staff are in situ. Distribute CPD information via staff briefing. material also placed on PE page of Staff resources under "CPD"	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. Measure through P.E. Surveys collected after each PE unit of work. Staff attending CPD events	Paul Wren to coordinate the support with SSCO and SSP. SSP to deliver support and CPD courses. All Staff	Across academic year linked to curriculum map. April 2017 July 2018	1,3
Sustainability	Staff curriculum knowledge is improved for future engagement in PE				
To build upon last year where all children, teachers and parents all know what the vision for PE is through a mission statement.	Organize P.E. Newsletter to be distributed via parentmail and Twitter: Send 3 times a year. Organize after school workshop for parents to	Children, teachers and parents can tell you what the mission statement is.	PW to organise workshop for Spring term.	April 2018	2

Focus upon sharing information about PE and engage parents in School PE and Sport programme.	discuss moving forward in PE. School Sports Council to help prepare newsletters.				
Sustainability	Mission statement to be reviewed bi-annually with parents and pupils to reflect school's aspirations (1018-2019) Parent voice heard to contribute to PE success in future.				
All children are included and have equal opportunities in PE, regardless of needs.	Last year 3, 5 and 6 participated in (level 1) Inter house competitions via PE lessons. Role this out to include year 4 and more activities for year 3, and KS1 (2 activities)	All children take part in some form of competition within school.	All class teachers involved.	Summer 2018	1,5
Sustainability	Embedded within PE lessons. Complete Pupil surveys.				
Staff in Reception, Year 2 and Year 4 who are new to these year groups this academic year. To enhance the quality of PE lessons throughout school, providing coaching and mentoring for staff.	SSP to support year 4, year 2 and reception staff through team teaching.	Staff feel more confident in own skills in planning, teaching and assessing a wide range of PE activities.	SSP to support specific staff.		3
Sustainability	P.E. staff knowledgeable in subject matter and can apply when required.				

Invest in new equipment to ensure resources are in place for future	Complete an audit. Ask staff for suggestions.	Lessons well equipped.	Head and P.E. Co-ordinator	January 2018	
Sustainability	Equipment in place for future				
Introduce whole school approach Assessment strategy for PE	Identify package. P wren to set up and implement and then share with staff when in place.	More informed assessment in PE to facilitate development/improvement in PE delivery	Head and PE co-ordinator	Sumer 2018	
Sustainability	Assessment strategy to be in place for foreseeable future				
Young Champions Programme	Identify pupils for Young Champions Programme Gifted and Talented in PE (Y5)	Pupils complete programme and share with other children.	Paul Wren	October 2017	
Sustainability	Embed in school plan				

Impact of the developments in Physical Education:

- Mr and Mrs Boyd following on from Riley's attendance of the Young Champions Programme found that "he became a team player in Rugby and as a result was made captain because he is fair and involves everyone. He also ensures that people warm up because it is really important". Riley has shared this with sports leaders and he is there to offer advice and allow younger children to understand why warming up is so important.
- Mrs Cox has reported that she feels more confident as a result of the support given as she found it beneficial as prior to this she hadn't taught much PE. It has particularly helped her to have ideas for lessons and games and how to deliver this appropriately for the younger children. The impact therefore on the children is that they are participating in higher quality PE lessons with appropriate expectations and structuring. She did state that she would like more support next year to continue her progression of high quality lessons.

- RW attendance on the level 5 has helped to understanding how the PE curriculum should be focused i.e. not sport but skills and the reasoning behind this new theory. It has also helped on an analytical front by giving skills to evaluate intervention programmes in school and the provision the school provides. This will impact on her children to ensure that the lessons match the national curriculum and also that they are being evaluated and improved for quality.
- 91.30 % of children in year 6 liked or really liked tag rugby.
- 86.96 % of children in year 6 liked or really liked netball.
- 86.96 % of children in year 6 liked or really liked cricket.
- Most children in year 6 said that their lessons were fun and enjoyable. 14 children said that they would like to have more P.E. lessons.
- 80.95 % of children in year 5 liked or really liked tag rugby.
- 61.90 % of children in year 5 liked or really liked netball.
- 68.18 % of children in year 5 liked or really liked dance.
- 71.43 % of children in year 5 liked or really liked gymnastics.
- 59.09 % of children in year 5 liked or really liked cricket.
- 65.22 % of children in year 4 liked or really liked netball.
- 73.08 % of children in year 4 liked or really liked dance.
- 90 % of children in year 3 liked or really liked basketball.
- 65 % of children in year 3 liked or really liked saq/fitness.
- 61.9 % of children in year 3 liked or really liked dance.
- 70% of children in year 3 liked or really liked gymnastics.
- 77 % of children in year 3 liked or really liked tennis.
- 70.37 % of children in year 2 liked or really liked gymnastics.

- 88.89 % of children in year 2 liked or really liked games.
- 30.77 % of children in year 2 liked or really liked dance.
- 92.59 % of children in year 2 liked or really liked athletics
- 96.15 % of children in year 2 liked or really liked swimming

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:
Ensure plenty of opportunities are offered to all children to develop healthy, active lifestyles. Focus upon hour of activity through 30:30 active kids developments	Neil Young to talk to staff meeting regarding 30:30 Head to agree a plan to go forward with. Use resources being made available via SSP.	Measure time children spent active during school day. Track Pupil involvement- explore the use of electronic movement recorders e.g. Fitbit type devices.	Head Staff Neil Young	December 2017	1
Sustainability	Embedded in school plans via Head Teacher.				
Children to have an increased awareness and	Active lunchtimes and playtimes to be encouraged,	Children know and identify ways by which they can stay	M. Kitchen to oversee.	Children are active at all times of the day and	1,5

understanding of healthy active lifestyles through Sports Leadership.	with good range of equipment available and clubs offered. Pupils to undertake Leadership training.	healthy and take up many different opportunities to do so. Current Leaders to “buddy” new Year 5 leaders on playground.	Paul Wren to take pupils to leadership training.	enjoy the activities offered.	
Sustainability	Seek support from SSP and future Leadership workshop so there is continuity planning between leaders each year.				
Children to access healthy food sessions	After School Cooking club.	Children show improved skills and knowledge related to cook healthy foods.	MK to liaise with DW to arrange cooking sessions.	Spring / Summer 2018 – After School Session.	1
Sustainability					
Pedestrian Training	There is some pedestrian training available for year 3 children via partnership	Children complete training	P Wren to coordinate	October 2017	1
Sustainability	Embedded in school plans via Head Teacher				
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 90% of girls in KS2 with at least one after school club through year. Registers. Feedback from extra-curricular pupil survey.	P.E. co-ordinator to liaise with: External providers Middlesbrough F.C.	Ongoing	1,4
Sustainability	Embedded in school plans via Head teacher				
					1,4

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.	Mrs Norris to organise with Winmarleigh Outdoor Education Centre.	Summer term.	
Sustainability	Embedded in School plans via Head teacher.				
Maintain a Sports Council in KS2 and introduce representatives from KS1. New Children to take lead after Crucial Crew training.	Appoint KS2 children to council.	More input form children about future activities. Meet at least once a term.	Paul Wren	On-going	1,4
Sustainability					
Develop Change 4 Life Activity	Work with identified children in change 4 Life Club during lunchtime	Children more confident to take part in activity & children regularly taking part in physical activity.	Head & P. Wren to liaise with RW to arrange lunchtime sessions	Spring / Summer 2018	

Embedded in School plans via Head teacher.

Impact of the developments in Physical Education:

- Sports leaders have found benefits to them participating in the role with the children reporting that they enjoy it, it makes them feel proud, it helped their individual confidence by developing their skills to ensure they could show and encourage the little ones. They also reported that it helped them to think more, learn how to adapt and be fitter. The impact of this is that they are enjoying their role and therefore will be good role models to others.
- The two Year 6 children who helped at the afterschool gym club felt that it helped them to learn more gym skills and that they learnt that it is better to be part of a team and help others than yourself. This will impact their skills in their PE lessons and how they communicate with others in PE or on the playground leading to more inclusive play / sport / lessons.
- 63 children completed the survey for Extra Curricular activities in 2017/2018. There were 12 activities offered some to years 3 and 4, others to 5 and 6. For each club at least 80% of the children said that they enjoyed it or really enjoyed it. From the clubs some children then went on to join external clubs such as Redcar

Gymnastics Club. Many children asked for more sessions in the comments and this shows that the children are inspired to be more active and to keep up their physical activity. This will also benefit their team work and their skill level impacting on the children in a positive way.

- Year 6 food session attendees really enjoyed it and some children reported that they didn't realise healthy food could taste so good. Many children said that they would have a go at cooking some of this food at home. This club should ensure that children select healthier options and ask for healthier meals leading to a healthier life style.
- Children attended Winmarleigh and they really enjoyed it as it enabled them to face their fears, learn new skills and work as a team. This impacted the children's confidence and in terms of PE gave them opportunities to not be afraid to try something different on a day to day basis.
- Those who attended the change 4 life club reported that they enjoy doing it because it is fun and they realise PE and physical activity could be fun. One child who doesn't show any enthusiasm of after school clubs actually joined one as a result. The impact is that the children are more willing to have a go and have more confidence at trying skills in sport.
- As a result of a staff meeting delivered by Neil Young children are becoming more active in some lessons as teachers are making the effort to make them more active. The impact of this is more focussed children who are more active and healthy.

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	Strategies	Signs of Success/Impact	Who	When	Linked to Key Indicator no:
What we want to do	What are we going to do to achieve objective(s)	When we have achieved our objective(s) we should see			

<p>Aim to increase 75% of upper KS2 pupils to take part in school teams.</p> <p>65% of Lower Key Stage 2.</p> <p>50% of KS1</p>	<p>More advertising of school clubs, target pupils and enter in to more competitions.</p>	<p>More entrees/teams into SSP school competitions.</p> <p>enter new events e.g. key steps gymnastics.</p>	<p>Paul Wren to co-ordinate with staff to implement pupils' involvement.</p>	<p>On-going</p>	<p>4,5</p>
<p>Sustainability</p>	<p>Use parentmail and school sport notice board (via Sports Leaders) to keep pupils informed.</p>				
<p>Increase pupil's involvement in SSP competition.</p>	<p>Develop colleagues and parents' knowledge of SSP web site and competition. Make them aware of SSP website through newsletter.</p>	<p>More teams and individual entry into competition.</p> <p>80% of KS2 pupils to compete in at least 2 events.</p>	<p>Paul Wren to co-ordinate</p> <p>School Sports Council</p>	<p>On-going</p>	<p>3,4,5</p>
<p>Sustainability</p>	<p>Share web site through school's parentmail on an annual basis</p>				
<p>Invest in new equipment for after school clubs and school teams.</p>	<p>Ensure we have appropriate resources for expansion of school team activity</p>	<p>Equipment in place.</p>	<p>Head PE co-ordinator</p> <p>School Sports Council</p>	<p>November 2017</p>	
<p>Sustainability</p>	<p>Equipment in place for future</p>				
<p>Sports Day to be held at Redcar Rugby Club.</p> <p>Year 6 to act as leaders/organisers on the day.</p>	<p>Organise and plan with head and Rugby club re date</p>	<p>Event held at Rugby Club</p>	<p>Head And PE co-ordinator</p>	<p>November 2018</p>	
<p>Sustainability</p>	<p>Embed in school plans</p>				

Tracker updated to include SEND and Premium funded pupils. Add swimming results to tracker (held as separate document at present).	Update tracker to have overview of all pupils' involvement in after school and competitive activity.	Staff able to view pupil involvement in competition and extra activity.	Head and PE co-ordinator	November 2017	
Sustainability	Tracker placed on staff resource page				

Impact of the developments in Competitive School Sport:

SEND: Send participation in competitions increased significantly with all Send children in KS2 competing in at least 2 events. One parent said, after her daughter had competed in the swimming event, that it was the most positive experience her daughter has had.

All Year 3 children participated/competed in at least 3 events.

All Year 4 children participated/competed in at least 4 events.

All Year 5 children participated/competed in at least 2 events.

All Year 6 children participated/competed in at least 2 events.

Year 6 parents commented upon how well (surprisingly) their son/daughter organised and led events at sports day.

87.5% of year 6 can swim at least 25 metres.

Children have commented upon the quality of the new equipment provided and have made suggestions for further items.

The year 6/5 girls football team competed at the Tees Valley Finals. Three girls joined football clubs afterwards.

After the Partnership netball finals two girls were head hunted by Grangetown Netball Club.