

Sport Premium Funding Action Plan

2019-2020

John Emmerson Batty 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?
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: £17,550

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:
To ensure all children have access to a skill based curriculum which shows progression throughout each year group.	To implement and embed a skills based curriculum map across the school.	Staff have a clear understanding of the curriculum and children to develop a full range of skills which will support their PE sport and physical activity.	RW to produce curriculum map. NY- Deliver curriculum map to whole school.	End of summer 2 ready to implement.	1,2,3,4,5
Upskill and raise the confidence of ALL staff in support of a skill based curriculum.	Staff training inclusive of team teach, whole staff training and CPD offered to individuals.	Staff to grow in confidence in delivery of PE. Children to have access to high quality PE provision.	All staff to book in NY for team teach sessions. NY to deliver whole staff training on skills based curriculum.	Spring/summer 2020	2,3
Develop an assessment model linked to a skills based curriculum.	Identify an assessment model that is easy to use and links the skill based curriculum and curriculum map together.	Staff confident in assessing PE. Staff able to discuss where pupils are within PE. Pupils to be tracked and any development areas to be addressed. Pupils be able to explain and understand the skills being taught and their own journey through PE.	RW and NY to identify suitable model that will work across the school.	End of Autumn 2.	2,3

Impact of the developments in Physical Education:

Incomplete due to Coronavirus.

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.

<p>Specific Objectives (INTENT) What we want to do</p>	<p>Strategies (IMPLEMENTATION) What are we going to do to achieve objective(s)</p>	<p>Signs of Success (IMPACT) When we have achieved our objective(s) we should see</p>	<p>Who</p>	<p>When</p>	<p>Linked to Key Indicator no:</p>
<p>To develop a range of fun and engaging ways to implement physical activity across the school day. This will be in line with the government's 60 minute physical recommendation.</p>	<p>Implement a daily mile across the whole school. Develop the mile by making it fun. Using a whistle to allocate a number to an action 1 minute for each action. Any order. 1 blow=run 2=walk 3=side step 4=skip. Develop and change over the year.</p>	<p>Children to become more active by using moderate to vigorous physical activity. Children to be able to vocalise and understand changes to the body during and after exercise.</p>	<p>RW to set up and all teachers to implement.</p>	<p>End of September and continued all year.</p>	<p>1</p>
<p>Increase general fitness and engage the least active.</p>	<p>Purchase and allocate pedometers to a class (1 week out of 4). Discuss in assembly. Each class compete against each other to have the most steps for the week. Display the winner on the sports board.</p>	<p>Children to increase their daily physical activity through monitoring. Children to raise awareness of moderate physical activity and use this as a tool to motivate. Children looking forward to it being their class. Children increasing number of steps.</p>	<p>RW and KS2 teachers to ensure steps are being logged and pedometers given out.</p>	<p>End of September (after assembly) and continued all year.</p>	<p>1</p>

Ensure children have opportunities to be more active within lessons.	AC and RW to attend active maths and active English training. Then feedback to staff. Take up a free trial of teach active.	Alongside the physical activity benefits, children will become more focussed, alert and engaged throughout their lessons.	All staff	CPD opportunities throughout the year. SSP CPD alongside whole staff training and sharing good practise. September –July.	1
Identify inactive pupils within year 5 as a pilot for whole school development.	Mr South deliver 6 sessions 1 hour of PE and 1 hour of healthy lifestyles work.	Children to have an understanding of a healthy active lifestyle through physical activity, nutrition and healthy lifestyle choices.	Year 5 and Mr South from MFC	End of Autumn 2	1

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

- We changed the mile to make it more fun by associating whistle blows with different actions. Whilst a few children reported a negative view of the whistle blows because it made them feel “trapped like they were being told what to do” generally the feedback was more positive: “I liked doing the different moves. It made it fun”.
- Children could also recognise the positive impacts on their body through doing the mile a day / King of Steps: “The mile keeps us fit” , “After I do the mile, I actually concentrate better in my lessons”, “The mile a day is good because it helps you stretch your legs when you have been sat around for a long time in lessons”, “I improved as the year went on because my legs didn’t ache as much and I could run more” , “I could run faster without getting out of breath”.
- Children’s perspectives were changing due to these implementations with some children stating that “It helps you realise that exercise can actually be fun” and some children stating that now they have returned to school they are missing the mile. Some children also said that they now go running after school with many more going on walks and bike rides.
- Pupils enjoyed the ‘King of Steps’ initiative linked to the pedometers with children from across KS2 stating, “It was interesting to see how many steps I walked each day”, “It makes you want to exercise because it’s fun”, “It’s a challenge to do the most steps”, “I was running to do more steps”, “I would run more to beat my own score”. These comments from the children show that they were motivated to be more active and that they liked being in competition with themselves and others.
- Active training was attended but free trial and sharing to staff was disrupted due to coronavirus.
- Children enjoyed the sessions with Mr South and children reported that it helped them to understand why it was important to be active. One child said that since the sessions with Mr South he has made an effort to choose healthier food and snack options at home.

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	Linked to Key Indicator no:
To develop life skills through competition e.g. learn to lose, honesty and team work.	To develop "personal best" across the school using PE lessons and after school provision.	Children to have a greater understanding of skills that will support them through school and life.	JN to attend 'personal best' course and trial with own class.	December onwards.	2,3,5
Target a sport specific competition to run after school with the intent to offer the children the best possible development opportunity.	Choose a sport per half term and deliver specific training around technical and tactical skills to enhance pupils understanding and ability.	Enhance pupils understanding and ability in sport specific tactics and technical skills.	Various staff.	Throughout the year.	3,4,5
Raise staff awareness and understanding of competition inclusive of expectations, rules and formats.	All staff where possible to sent links, information prior to competitions, festivals or events entry. Staff to absorb and create a bank of ideas from each event. If staff are unsure of how this might work, then to seek advice.	Staff will have a greater understanding and knowledge base of skills, ideas and sports specific rules and regulations. Children will experience high-quality PE and sport across a broad range of sport.	All staff (where possible).	Throughout the year.	3,4,5

Impact of the developments in competitive school sport:

- All statements incomplete due to Coronavirus and school closure.

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.

- Teachers attended training and came back with a bank of ideas or resources to share with other staff and to store centrally in school.
- Equipment which has been purchased will enable high-Quality sessions to be delivered and the pedometers can be used to continue to motivate pupils.

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?	61.54%
What percentage of your current Y6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	61.54%
What percentage of your current Y6 cohort perform safe self-rescue in different water-based situations?	No Data.
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?	No