

Sport Premium Funding Action Plan

2014 - 2015

South Bank 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 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 2 - Established*

7. Are you providing a rich, varied and inclusive school sport offer as extension of the curriculum? *Stage 2 – Established/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 2 - Established*

We believe that the Sport Premium funding should support three key areas; physical education, healthy, active lifestyles and competitive school sport. Our school action plan signifies these key areas and has been split into three sections.

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
Ensure that <u>all</u> children receive a high quality PE lessons.	As Daisy Chain deliver the vast majority of PE lessons, it may be beneficial to observe their lessons to ensure that the quality remains to a high standard. Nick Oswald to attend the PLT Module on Observations.	Observations of PE lessons carried out throughout the year.	The SSP will organise the training. Nick Oswald to book and attend course. SSCo to follow up the training as support if requested.	March 2015.
Children, teachers and parents all know what the vision for PE is through the South Bank vision statement.	Promote the current PE vision statement in newsletters, on the website, school publications and consent forms etc.	Children, teachers and parents can tell you what the motto is.	Nick Oswald to ensure the vision statement is used more widely in school documentation.	Autumn Term 2014.

	Maintain each House motto as well and promote further.			
All children learn and improve their skills through consistently high quality PE lessons across the whole curriculum.	Daisy Chain are delivering PE lessons to each year group.	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. Teachers feel more confident about delivery of PE across all areas of the curriculum.	Nick Oswald to observe and monitor to quality of Daisy Chain lessons.	Across academic year linked to curriculum map.
Children have the opportunity to gain more leadership experience and through PE lessons.	Children given more responsibility in lessons to take on leadership roles. This may be managing teams, equipment, officiating, and coaching etc.	Children feel confident in taking on leadership roles.	Nick Oswald to speak to Daisy Chain to ask them to provide leadership opportunities in lessons.	Autumn Term 2014
Children have the opportunity to gain leadership experience and provide break time and lunch time activities.	MD to deliver Young Leader Training.	Leaders qualified in Sports Leaders UK Young Leader Award. Children feel confident in leading other pupils in activities during play and lunch times. Reduced incidents of poor behaviour at break and lunch times.	Nick Oswald to organise date - MD to deliver Young Leader Training.	Spring Term 2014
Children understand how they are assessed in PE and know what they need to improve in specific areas.	Daisy Chain to share their assessment procedures with children to make children aware of how they are assessed. Daisy Chain to use AfL in lessons to make children more aware of how they can improve and what they need to do to reach their potential.	Children are more aware of how they are assessed and can explain this if asked. They can also explain what they need to do to improve.	Nick Oswald to speak to Daisy Chain coaches and encourage them to use AfL in lessons, and DC to explain to the children how they are assessed.	Start in Spring Term and on-going from then on.

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
Children are able to access local community sports and clubs outside of school.	<p>Link South Bank Primary School Website to SSP website.</p> <p>External clubs deliver taster sessions at South Bank Primary School.</p> <p>Advertise local community clubs around South Bank Primary School and on website for parents to access.</p>	<p>Pupils and parents know how to access local sports opportunities.</p> <p>Teachers have knowledge of clubs available to sign post pupils.</p> <p>More children involved in out of school clubs and sports.</p>	South Bank Primary to make the link on the website.	Autumn Term 2014.
Children have the opportunity to try new activities that they have never experienced before.	Bring in external providers to offer new activities during Healthy Schools Weeks or at various points throughout the year. eg. climbing wall, camping experience, orienteering etc.	Pupils enjoy the experience of trying new activities, and are inspired to seek out more opportunities.	<p>Nick Oswald to coordinate Healthy Schools Week and invite external providers.</p> <p>Support from SSP if needed.</p>	Ongoing.
Improve pupil's road safety skills for riding their bikes to and from school, or when riding their bikes on an evening or weekend.	SSP to deliver Bikeability training level 1 and 2 to pupils.	<p>Pupils qualified in Level 2 Bikeability.</p> <p>Children have increased confidence in road safety.</p>	Nick Oswald to coordinate with SSP (Bikeability).	Summer Term 2015.

<p>Children are confident and safe in water.</p>	<p>Year 2 currently receive swimming lessons once a week. Swimming every day might be more beneficial in the longer term.</p> <p>Children who can't swim 25m in Year 6 to receive extra lessons. Other Year 6 children may receive lifesaving training.</p> <p>Four days swimming for Year 2 and 3.</p>	<p>All Year 6 children can swim 25m when they leave South Bank Primary School.</p> <p>** All Year 6 children are able to swim 25m so Year 5 taken for a booster course instead.</p>	<p>Nick Oswald to coordinate.</p>	<p>Ongoing.</p>
<p>Be able to identify children who are less active, and celebrate those who are more active.</p>	<p>Create a register or database to record activity for all children. This will show attendance for all extra curricular clubs and clubs children attend outside of school. This will help to identify those children who are least active.</p>	<p>A clear record or database of how much physical activity each child at South Bank takes part in each week.</p>	<p>Nick Oswald to collate registers of attendance and compile into a database.</p>	<p>Ongoing.</p>
<p>Increase the physical activity levels of some of the less active pupils.</p>	<p>Establish an 'Active Club' to run outside of the curriculum. Targeted pupils will be 'invited' with to join the club. Delivered by external coaches or appropriate staff at school.</p>	<p>Targeted pupils attend more clubs and feel that they have increased their physical activity levels. They also have increased confidence in PE lessons.</p>	<p>Nick Oswald to coordinate club. Support from SSP if needed.</p>	<p>Ideally to start in spring term and maintain throughout year with different groups of children.</p>

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
ALL children to experience competitive sport.	Use the current house system for pupils to compete in regular intra-school competitions. Events will be at the end of each block of work/activity. Points could be awarded for the house system, and count towards the School Games Day (Sports Day) in the summer term.	Increased number of pupils gaining experience of more competitive sport. Competitive programme rolled out, culminating in the School Games Day.	Nick Oswald to speak to DC about setting up a competition structure. MD to support if requested.	Spring Term 2014 and ongoing. Summer Term 2014.
Maintain (if not increase) the number children who have the opportunity to compete against other schools in a range of different sports.	Setting up intra school competition will make it fairer and easier to select fewer pupils to go to festivals and events, making them more accessible. Funding can also be used to aid with transport costs.	Higher attendance at Cluster and Partnership events than in previous years. More pupils having the opportunity to take part in sports activities alongside pupils from other cluster primary schools. This will also increase competitive experience. Last Year: Cluster – 5/7 Attended.	Nick Oswald to ensure that where possible, different pupils are selected to attend events.	Starting in Autumn Term 2013 and then on-going throughout the year.

		Partnership – 9/22 Attended.		
Children have the opportunity to compete in 'friendly' matches against neighbouring schools..	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, improve skills and increase competitive experience.	Nick Oswald to arrange with other schools.	On-going throughout the academic year.