

# Sport Premium Funding Action Plan

2013 2014

**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 1 - Emerging*
2. Does your PE and sport provision contribute to overall school improvement? *Stage 1 - Emerging*
3. Do you have strong leadership and management of PE (and school sport)? *Stage 1 - Emerging*
4. Do you provide a broad, rich and engaging PE curriculum? *Stage 1 - Emerging*
5. How good is the teaching and learning of PE in your school? *Stage 1 - Emerging*
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 1 - Emerging*
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 1 - Emerging*

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.

| <b>Specific Objectives</b><br>What we want to do   | <b>Strategies</b><br>What are we going to do to achieve objective(s)  | <b>Signs of Success/Impact</b><br>When we have achieved our objective(s) we should see   | <b>Who</b>  | <b>When</b>   |
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| Ensure that <u>all</u> children receive a high quality and diverse PE experience including a wide range of activities and opportunities. | PE Coordinator to attend four remaining subject leadership training modules.  | PE Coordinator understands Sport Premium funding requirements; Have skills to plan the PE curriculum; Develop assessment in the primary; Have the confidence & skills to observe the quality of teaching & learning across the staff; and improving the coordinators own understanding of PE teaching. | The SSP will organise the training. Sandra Fenny to attend.<br><br>SSCO to follow up the training as support.   | The five modules will be across the academic year.<br><br>On-going. |
| Children, teachers and parents all know what the vision for PE is through a mission statement or motto.                                  | Student Council to create a motto which will then be used in newsletters, website and school publications etc. Maintain each House motto as well and promote further. | Children, teachers and parents can tell you what the motto is.   | Sandra Fenny to create motto with School Council.   | Autumn Term 2013.   |
| All children to receive at least two hours of PE each week.  | Find time in the timetable to accommodate a second hour of PE for <u>every</u> child.<br><br>Create timetable for use of facilities.                                  | Each child receiving two hours of PE per week. This is made up of one curriculum time, and a lunch or after school club.   | Sandra Fenny to speak to Mrs Hall about timetabling.<br><br>SSP to support with timetabling if needed, and help with employing a coach or PE teacher. | Autumn Term 2013.   |

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|   | Employ an additional coach or PE teacher to deliver some of the PE lessons.<br>(All children currently get one hour with Daisy Chain).  |  |   |   |
| All children learn and improve their skills through consistently high quality PE lessons across the whole curriculum. | Employ an additional specialist coach or PE teacher - teachers to observe and team teach.<br>(Daisy Chain)<br><br>Sandra Fenny observes Daisy Chain staff on a regular basis and provides feedback. | 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.<br>Teachers feel more confident about delivery of PE across all areas of the curriculum. | Sandra Fenny and SCo to look at options for external coaches/teachers.<br><br>Sandra Fenny to coordinate the support with SCo and SSP.<br><br>SSP to deliver support. | Across academic year linked to curriculum map.  |
| Children have the opportunity to gain leadership experience and expertise.  | Children to attend Young Leader Training.   | Leaders qualified in Sports Leaders UK Young Leader Award.<br>Children feel confident in leading other pupils in activities during play and lunch times.<br>They may also lead coaching for Intra House competition in future.   | Sandra Fenny to organise date - MD to deliver Young Leader Training.  | Spring Term 2014  |
| Children are engaged in literacy, numeracy and other areas of the curriculum through cross curricular links to PE.    | Use the football World Cup 2014 as a theme for lessons throughout the duration of the tournament.<br>Each class adopts a nation for the competition. Lessons are linked to the World Cup theme.     | Children have an increased interest in the World Cup and are more engaged in lessons through the link to football, and the country they adopt.   | Sandra Fenny to organise and plan. SSP to provide support and ideas where requested.  | Start planning in Spring Term 2014.<br><br>World Cup dates:<br>12th June - 13th July 2014 |

## 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><br>What we want to do   | <b>Strategies</b><br>What are we going to do to achieve objective(s)  | <b>Signs of Success/ Impact</b><br>When we have achieved our objective(s) we should see   | <b>Who</b>  | <b>When</b>  |
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| Children are able to access local community sports and clubs outside of school.              | Link South Bank Primary School Website to SSP website for local club information.<br><br>External clubs deliver taster sessions at South Bank Primary School. | Pupils and parents know how to access local sports opportunities.<br><br>Teachers have knowledge of clubs available to sign post pupils.<br><br>More children involved in out of school clubs and sports. | South Bank Primary to make the link on the website.   | Spring Term 2013.  |
| 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 eg. climbing wall, camping experience, orienteering etc.                     | Pupils enjoy the experience of trying new activities, and are inspired to seek out more opportunities.  | Sandra Fenny to coordinate Healthy Schools Week and invite external providers.<br><br>Support from SSP if needed. | Summer Term 2014.<br>American Sports at Gillbrook<br>Climbing Wall Yr 5<br>Camping Trip Yr 2<br>Dance Mats - Healthy School Week |
| Improve pupil's road safety skills for riding their bikes and scooters to and from school.   | SSP to deliver Bikeability training level 1 and 2 to pupils.<br><br>Sustrans could deliver scooter training.  | Pupils qualified in Level 2 Bikeability.<br><br>More pupils riding their bike or scooter to and from school, with fewer injuries.<br><br>Children have increased confidence in road safety.               | Sandra Fenny to coordinate with SSP (Bikeability)<br><br>Sustrans delivering Scooter Safety course.               | Summer Term 2014.<br><br>Autumn Term 2014  |

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| <p>More children access extra-curricular clubs.</p>                             | <p>More extra-curricular clubs on offer throughout the year:</p> <ul style="list-style-type: none"> <li>• Employ external coach/teacher to deliver</li> <li>• Lunchtime supervisors to deliver</li> <li>• Energy Club</li> <li>• Use outdoor space and indoor space to give more options</li> <li>• South Bank use funding to pay for provision/or to contribute to provision.</li> </ul> | <p>More children are attending extra-curricular clubs.</p> <p>Options available for each year group <u>all</u> year round.</p> <p>extra-curricular options on more nights of the week.</p> | <p>Sandra Fenny to explore options and SSP to support with finding coaches/teachers.</p> <p>Sandra Fenny and MD to arrange Energy Club training.</p> | <p>Start in Autumn Term 2014 and increasing provision throughout the year.</p>   |
| <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>Sandra Fenny to coordinate.</p>   | <p>Autumn Term 2013 - Arrange daily lesson from September 2014.</p> <p>Summer Term 2014.</p> <p>Yr 2 - W/C 7th July<br/>Yr 3 - W/C 14th July</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. Use of gym equipment for sessions before school. Group for Support Base children and another group for Support Class (KS1) - MultiSkills.</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>Sandra Fenny to coordinate club.</p> <p>Support from SSP if needed.</p>   | <p>Ideally to start in Autumn term and maintain throughout year with different groups of children.</p>   |

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|  | Year 3/4 - Orienteering. |  |  |  |
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## 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.

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| 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. House system is already used for Sports Day - roll this out to all for all intra-school competitions.<br><br>Staff vs Year 6 Children. | Increased number of pupils gaining experience of more competitive sport.<br><br>Children enjoy the competitive nature of playing against teachers.  | Sandra Fenny with the support from SSCo.  | Autumn Term 2013 and ongoing.<br><br>Summer Term 2014.<br>W/C 7th July - Sports Day |
| 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. | Sandra Fenny to ensure that where possible, different pupils are selected to attend events. | Starting in Autumn Term 2013 and then on-going throughout the year.                 |