

Sport Premium Funding Action Plan

2020-2021

Ings Farm 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.

2020-2021 Sport Premium Funding allocated to our school is: **£19490**

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 (IMPLEMENTATION) 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 all children participate in 2 lessons of physical education every week	Timetabled slots for outdoor spaces and halls, as well as with Guy Sweetman.	Fitter and more active children who have developing PE skills and have retained most of their pre-lockdown physical activity levels.	All staff	Throughout year.	1,2,3,4
Ensure children have solid skill progression across year groups – in all areas of PE.	Implement progressive skills development document to support LTP/Curriculum Map	Children making solid progress in their mastery of physical (plus cognitive, social, team etc) skills. Staff able to ensure teaching delivers progress and able to identify next steps for stretch and challenge.	Teachers, Sam Holmes, Guy Sweetman	Throughout year (Term 1 focus has been on developing core/fitness/fundamental skills following lockdown)	2,3
Increase confidence and competence of all staff in delivering high quality PE.	Identify and offer Team teach and PE CPD programme to all staff.	Staff feel more confident in delivering engaging, high quality PE lessons.	RESSP deliver team teach (following appropriate COVID restrictions)	Share and offer through Term 2a. Deliver in line with CPD plan and LT Curriculum map. Covid disrupted.	3,4
Increase progress physical literacy for all children.	Identify target groups of children for specific intervention (e.g LA, less active or GT) and invite, as	Increased physically literate children across all year groups	SH /staff to identify from Pre-assessment grids / participation spreadsheet.	Throughout year. Y6 (T1a) and Y1 (T1b) participated. Covid disrupted.	1,4,5

	appropriate, to GSw Friday sessions. (Term 1 Currently whole classes are participating in additional session where appropriate to increase fitness and basic skills)				
Develop children's cognitive, social, Team skills, alongside their physical skills (Hand, head and heart)	Incorporate and implement additional skills (cognitive, social, team etc) across curriculum, introducing My PB to whole school staff.	Children's 'life skills' will increase delivering whole school improvements.	Sam Holmes alongside RESSP, with support of Headteacher for whole school rollout.	Postponed to 2021/22 school year.	2,3

4

Impact of the developments in Physical Education:

All plans in place across all year groups to support staff movement and transition of children from year to year, therefore ensuring consistent delivery of quality PE and progress throughout year groups. Continued CPD through team teach and working alongside experienced sports coach gives increased staff confidence and ability to deliver. Children then have opportunity to progress further and gain more developed and deeper understanding of skills. Identification of target groups allows for specific focused intervention to increase individual's progress.

As a school, the children's leadership skills transfer across subjects and year groups. Children have these skills for all future opportunities.

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 (INTENT) What we want to do	Strategies (IMPLEMENTATION) 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 30 minutes of moderate to vigorous activity are scheduled into school day across all year groups.	Use I-moves, daily mile, active lessons, break and lunch clubs etc. Complete heat maps to assess.	Children have improved strength, stamina and lead healthier lifestyles. Encourage participation and enjoyment to establish habits for later life.	Sam Holmes and all staff	All Year.	1,4
In line with COVID restrictions and school risk assessments, consider the appropriate resumption of 'bubble' based after school clubs.	Consider availability of staff to support within bubbles. Guy Sweetman potentially to deliver to single group.	Children discovering activities and sports they enjoy to encourage them to lead healthy active lifestyles. Improved well-being.	Sam Holmes and all staff	Term 2 onwards – clubs offered to all year groups. Term 3a/b	1,4,5
Engage less-active children in activities within and outside school.	Use participation data and staff knowledge to identify and encourage less-active children to take part in clubs/activities. – dependant on School risk assessments.	Children discovering activities and sports they enjoy to encourage them to lead healthy active lifestyles. Improved well-being.	Sam Holmes and all staff	Term 2 onwards – After school club offered to all year groups. All about Me club for Y3 children.	1,4,5
Improve the mental, as well as physical, wellbeing of children across the school.	Mindfulness, yoga and I-moves utilised throughout year groups. Extra assemblies (in class) delivered to allow children to explore their mental wellbeing and learn techniques to improve it.	Children equipped with skills to help them to maintain and improve mental fitness and wellbeing.	All staff	Termly	1,2

Ensure all Key stage 2 children have the necessary road safety skills.	Provide bikeability sessions for all Y4/5/6 children and pedestrian training for y3.	Improved safety and confidence when out in the community.	Sam Holmes	Completed in Term 3 in line with Covid risk assessments.	1,4

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

Including more activity in children's daily routine will increase physical activity, well-being and habits of children to promote healthy lifestyles. To encourage children to develop active habits and interest a mix of school-led and external providers, delivers range of opportunities within and after school. External led courses are fee-paying so not affected by budget constraints. Embedding the ethos of taking part voluntarily.

Healthy lifestyles require children to be mentally fit and healthy, as well as physically fit. Skills developed by children (running/yoga/breathing techniques) are transferrable and stay with the children for life.

Children take away the skills needed for a healthy life style as well as developing their road safety.

Tracking participation and encouraging and enabling involvement ensures all children are physically active (therefore a healthy lifestyle) and system helps to continually identify least active children.

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 (IMPLEMENTATION) 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 all children are offered the opportunity to take part in an inter-school competition	Continue to monitor participation and feedback to staff to ensure all children are offered competitions or festivals, as appropriate.	Children develop their team working skills and competitive spirit. Increased confidence and competence.	Sam Holmes	To review in Term 3 – Covid restrictions prevented.	1,2,4,5
Provide opportunities to have intra bubble competitions and challenges.	Personal best challenges and intra bubble competitions within units of work in PE. Use sports leaders within bubbles if available / appropriate.	Children gain experience of a competitive situation, enjoying chance to succeed and learning to handle feelings when they are not the winning team. Increased team spirit and better team working skills.	All staff	T2 onwards	1,2,4,5

Impact of the developments in competitive school sport:

Ensuring all children have the opportunity to participate in competitive sport and development festivals. Affords children the opportunity to experience competitive sport. The ability to win, lose and enjoy competitive pursuits is an essential life skill. Children and teacher re up-skilled following attendance at development festivals, this supports curriculum provision. Access to external clubs.

Sports organising crew develop their leadership skills, confidence and organisation ability. All children get opportunity to compete therefore develop their skills and confidence for further competitions. Increased longer term engagement in sports, following promotion, praise and positive feedback.

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

Subject to Covid risk assessment approval, we are scheduled to take part in swimming lessons from Jan 2021 onwards.

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?	83%
What percentage of your current Y6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	83%
What percentage of your current Y6 cohort perform safe self-rescue in different water-based situations?	81%
Schools can choose to use the Primary PE & Sport Premium to provide additional provision for swimming, but this must be for a ctivity over and above the national curriculum requirements. Have you used it in this way?	Not at the stage.

Sport Premium Cost Breakdown

Academic Year: 2019/20	Total fund carried over: £(2850)	Date Updated: 16.07.21
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	Total Carry Over Funding:
	£3715 (2020/21)

Sport Premium Money 2020/21	£ 19490.00	Total Monies £ 19490.00 (£3715 carried forward)
Cost Area (e.g. Equipment	Description	Projected Amount
Redcar & Eston School Sport Partnership		4500.00
CPD/Team Teach		4750.00
Sports Leader Training		775.00
After School / alternative provisions		1720.00
Transport		2400.00
Equipment / Subscriptions		1630.00

