Sport Premium Funding Action Plan

2018 - 2019

**St Mary’s Catholic Voluntary Primary Academy**

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 - Embedded*
2. Does your PE and sport provision contribute to overall school improvement? Stage 3 - Embedded
3. Do you have strong leadership and management of PE (and school sport)? *Stage 2 -* Embedded
4. Do you provide a broad, rich and engaging PE curriculum? Stage 3 - Embedded
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 -* Embedded
7. Are you providing a rich, varied and inclusive school sport offer as extension of the curriculum? 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 3 - Embedded
9. Does the school know how to effectively utilise the new PE and school sport funding? Stage 3 - Embedded

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.

There are 5 key indicators that schools should expect to see improvement across:

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.

2018 -2019 Sport Premium Funding allocated to our school is: £17,510

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 | Linked to Key Indicator no: |
| Pupils, parents and school staff all know, understand and share the Vision Statement for PE at St Mary’s. | Promote the Vision Statement around school, on newsletters, consent forms and on the school website. The VS needs to be visual around school and on the PE Notice Board. | Everyone involved with the school could explain the Vision Statement. | C. Smith and J. Drinkhall to continue promotion of Vision Statement around school. | Autumn Term 2018 | 2 |
| Children receive high quality PE teaching through developing the teaching and learning in PE lessons. | Signpost teachers to SSP twilight CPD sessions.  Student teacher to attend relevant CPD to improve subject knowledge.  SSCo to work one-to-one with teachers to develop their PE teaching skills. SSCo to provide whole school twilight CPD if a common area is identified.  Use of PE apprentice to support teaching and learning. | Raised levels of children’s achievements’ and enjoyment in PE lessons.  Teachers are more confident in teaching PE.  Support to be given to student teacher AS | Christine Smith to coordinate the support with SSCO and SSP. | Across academic year linked to curriculum map. | 3 & 4 |
| Children gain more leadership experience. | Selected children to attend the SSP Leadership Training Day.  Continue to create leadership opportunities within curriculum PE lessons and after school clubs, by giving children more responsibility, using the Learn to Lead format.  Year 5 captains select and manage their House Team for games.  Leaders to attend SSP competitions to support younger children. | Children are more confident in leading others, and taking responsibility. Children are also able to work as part of a team, sharing roles and cooperating with each other. | C. Smith to book training day.  SSCo and apprentice to help increase leadership opportunities within school and PE. | October 2018.  Ongoing. | 2 |
| Children experience new activities. | Provide varied and inclusive PE curriculum, including Paralympic activities and alternative activities that are not usually taught within the curriculum. | Children are giving the opportunity to try new activities and experiences through curriculum PE, extra curricular provision and one-off days. | C. Smith to arrange with SSCo and apprentice support. | All Year | 4 |
| Children experience higher quality PE lessons. | Coaches brought into schools to team teach with St Marys’ teachers to work on areas identified as needing support:  Redcar Rugby Club Coach – Tag Rugby with Key Stage 2.  Glen Smith group to work initially with key stage 2 gymnastics then key stage 1 spring  Mini monsters (RRC) to work with nursery | Children are more confident in the activities where support has been provided, and teachers feel more confident to teach those activities in future. | C. Smith to arrange support with various coaches. | In line with Curriculum Map. | 3 |
| Children understand how to improve in PE, and understand how they are assessed. | SSCo to work with C. Smith on an assessment procedure in line with the current assessment package that is used across school. Observe games lesson to form discussion around ideas of assessment procedure.  SSCo to deliver training to staff in required. | All teachers know and understand the assessment procedure for PE, which in turns allows children to understand what they are working towards, and how they can improve. | C. Smith and SSCo to work together to create an assessment procedure for PE. | Continue in Autumn Term 2018. | 3 |
| More children to achieve 25m swimming by end of year 6  (Last year 48%) | Lessons booked for Autumn term for year 6. Booster sessions for those who do not achieve to be booked for Summer 19 | Children are more confident in the water and have achieved 25m using correct technique | C Smith has booked sessions. | Summer 2019 |  |

|  |  |
| --- | --- |
| **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? | 75% |
| What percentage of your current Y6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)? | 75% |
| What percentage of your current Y6 cohort perform safe self-rescue in different water-based situations? |  |
| 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? | Yes/No |

|  |
| --- |
| Impact of the developments in Physical Education:   * PE is promoted throughout the school. Children are attending competitions and certificates are given to celebrate attendance. This has promoted physical education and competition and more children are self-motivated to want to take part in being physically active. * More children have attended competitions as more teams were entered. * Tracking system has been put in place to track participation of all children, throughout the school. This has meant that we have been able to identify those who have not been to competitions will be given the opportunity to attend competitions and/or experience physical activity. Last year (2017-2018) 100% of children attended at least one festival or competition. This year 100% of year groups Reception to year 5 attended competitions/festivals including SEND. * Sports leaders organise and run activities every lunch time, for younger pupils. This has promoted leadership opportunities and raise activity levels for younger children. The sports leaders will develop their role by offering a range of activities and theY6 leaders support the Y5 leaders giving opportunities for leadership. They will be supported by PE apprentice * Year 5 house leaders organise warm up activities for their group during PE sessions. This gives opportunity for leadership and increases the self confidence of those children. It also prepares them for further leadership roles in year 6. * Children self assess and peer assess performance, this enhances improvement in sport. It will help the children to be more aware of their performance and steps to improve it. It has helped them to gain confidence in their skills, be more responsible and make decisions. * Assessment using Chris Quigley milestones will ensure coverage and awareness of the curriculum. This ensures that children will be supported to achieve their goals/personal bests and make progress in all areas of the curriculum. * PE lead teacher has completed Level 5 certificate in Primary School Physical Education Specialism. This will enhance the provision of PE in school and support teachers in their delivery of high quality PE lessons. This will provide children with further, quality, experiences in PE. * PE lead now enrolled on level 6 certificate. * Use of an extra teacher for swimming lessons has enabled more children to achieve required national curriculum levels and has given water confidence to children who had not swam before. |

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: |
| Maintain the physical activity levels of children during lunch time and after schools clubs. | Y5 Play Leaders set up lunch time activities for all children across the school. Year 5 children to work with Year 6 children (Year 6 children trained in previous year).  Tracey Warriner to attend Play Leader and SSOC Training Day with 18 children.  Play Leaders to have distinctive hoodies to give kudos to their role and promote their status. Children do wear hoodies and sometimes caps.  Lunch Time Supervisors, PE apprentice and on duty teacher to support Play Leaders by assisting where necessary with delivery or behavioural issues. | Increase in the number of children engaging in lunch time / after school activities.  Play Leaders enjoy their role and are proud to wear their hoodie.  All children in the school know who the Play Leaders are and how to identify them.  Play Leader rota informs children what activities are on offer. | Christine Smith to coordinate with SSCO / SSP.  CS to select Play Leaders. | Leadership Training Day – | 1, 2 & 4 |
| Engage the children who are currently less active in a physical activity. | Compile a register which can identify activity levels for all children in school. This can highlight the least active.  Ask these children what activity they would like on offer.  Apprentice to set up after school club or lunch club for less active children (KS1 or 2), supported by PE lead  . | Increase in number of children taking part in after school activities.  Increase children’s self-confidence, fitness and motivation.  Members of staff work on a rota to play with children during a lunch time, to promote physical activity  Apprentice to set up lunch time activities | Christine Smith to coordinate with help from SSCO.  C. Smith could ask the Organising Crew to carry out a survey. | Spring Term 2019 | 1 |
| Improve children’s road safety skills for riding their bikes to and from school. | Deliver Bikeability training level 1 and 2 to Year 5 children.  Deliver Bikeability to year 4 level 1  Year 3 Streetwise – Pedestrian Training | Children qualified in level 2 Bikeability.  More children riding their bikes to and from school. | Christine Smith to book with SSP. | Bikeability:  . | 1 & 2 |
| Improve children’s core stability and balance and introduction to riding a bike. | Deliver Balanceability to children in Reception.  Reception children to attend the Balance Festival.  Teachers to follow up with Go ride go  TA booked on training 5.10.18 | Children have improved core stability, balance and coordination. | Christine Smith to book with SSP. | Balanceability:  Reception booked | 1 & 2 |
| Maintain the number of KS1 children attending SSP Festivals to engage these children in sport from a younger age. | Enter as many SSP KS1 festivals as possible. | All children in KS1 have attended at least two festivals over the academic year. | Christine Smith to coordinate entries.  SSP to provide the competitions.  Apprentice to provide support to help children compete and understand the rules and how to play games before attending competitions where requested. | On-going | 5 |
| Develop and increase the awareness of having a healthy lifestyle to all children. | Deliver a healthy activity day for all children. Possibly link with food technology. Expo-chef (healthy schools and topic link).  Fruit stall on a morning so children can eat fresh fruit.  Regularly planned healthy eating experiences, such as ‘Cycle Smoothie’.  Year 5 to continue Health Champions role | A varied day of activities with all children taking part.  At least two community clubs delivering fun activities on the day. | Christine Smith will organise the timetable for the day and SSCO will select the activities and arrange coaches etc. | Summer term 2017. | 1 |
| Promote 30 minutes extra activity daily | Use of Funky Monkey, wake up shake up, Youtube active activities for 10 minutes on a morning.  Children to have 10 minutes activity on an afternoon, daily  ‘Run around the world’ to be continued in house teams.  Record Active school planner for each class and aim to improve the number of red areas.  Staff meeting 3.10.18 to promote vision for PE and active 30:30  Morning walk around the world commenced in the summer term to encourage families and children to be more active before school. | All classes to partake in the 10 minutes activity on a morning.  All classes to partake using ‘Run around the World’. Promotion of house teams will be shown on World map displayed in the hall.  All classes will show improvements in the amount of activity | Christine Smith to source further ideas for activities to be used.  Christine Smith will re-introduce in whole school assembly. Teachers to record number of laps, each child and give totals to CS at the end of the week. CS to record on whole school record.  Teachers to record activity for Autumn term.  Planners to be recorded on line and on school website to show improvement. | Ongoing | 1 |

|  |
| --- |
| Impact of the developments in the promotion of healthy, active lifestyles:   * More competitions/festivals have been entered by key stage 1, this has led to more children taking part and promoted physical activity in key stage 1. 100% of key stage one children were entered to a festival/competition in 18-19. * Reception children (including SEND) have received Balanceabilty. This has improved children’s balance and core stability which has helped develop movement skills. Balance bikes have been bought for school use and one TA has completed Go ride go training. This has led to children developing perserverence and resilience when learning new skills. EYFS have since bought 6 balance bikes which are used in curriculum P.E. * Year 5 completed bikeability in June 2019. This has provided children with the opportunity to ride checked and serviced bikes in a safe environment. This will encourage more children to ride their bikes to school and to take part in this physical activity with more awareness of safety. * Fruit trolley daily, more children are eating healthy snacks and healthy food are promoted. * School has achieved enhanced healthy school status. Children are more aware of the advantages of healthy eating. Children are more aware so should make healthier choices at lunch time and out of school. * Tracking system ensures participation throughout school. This has ensured that children who do not participate are identified and provision is made for then to experience competitions. Tracking ensures that all children (including SEND) attend competition or festival. * Individual sporting achievements out of school are celebrated and reported. This enhances the profile of physical activity and the self-esteem of those involved. It inspires others to challenge themselves and to try new activities within school provision or to attend a club in the local community. * Children are active for an extra 30 minutes, every day. This will improve physical fitness and stamina and have an impact on behaviour. It will promote a healthy active lifestyle. |

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 | Linked to Key Indicator no: |
| Develop Inter School competitive opportunities for children. | Enter as many SSP cluster and partnership competitions.  Aim to attend more competitions and events than 2017-18. | -Regular attendance in inter school competitions.  .  Aim to attend **more** events than last year ( events attended). | Christine Smith and apprentice to coordinate entries.  SSP to provide the competitions.  SSCo to provide support to help children compete and understand the rules and how to play games before attending competitions where requested. | On-going | 5 |
| Enhance the experience of competition through creating stronger house identity and ethos. | All children have a house colour T-shirts for PE lessons and competitions and festivals.  House system to be re-launched in assembly.  Apprentice will help to plan intra school competitions.  Points collected will count towards league.  Teachers encouraged to have house competitions within curriculum PE | Children recognise the collective team ethos of being identifiable as part of their house.  Children are aware of how they can win points for their house.  Programme of intra-school (inter-house) competition planned for the whole academic year. | All year groups y1 – y6 have house T-shirts. | Autumn Term 2018 | 2 & 5 |
| All children have the opportunity to take part in competitive sport. | Develop an Intra school competition plan – this could be in PE lessons or on a lunch time.  Inter House lunch time football competition every Friday.  Use sports leaders and crew leaders to organise intra competitions for selected year groups. | System in place with all staff understanding the system and children engaged.  Tracking system to check participation | Christine Smith to coordinate with children, staff and SSP | On-going | 5 |
| Increased number of younger children attending festivals. | Enter as many SSP KS1 festivals as possible. | More children having the opportunity to take part in sports activities alongside children from other cluster primary schools. | SSCO to lead the development and delivery of festivals. Christine Smith to contribute to planning of festivals during cluster meetings. | Festivals on-going throughout the year | 5 |
| Give children the best possible competitive experience | Improve children’s understanding and knowledge of sports before entering competitions, through increased preparation.  Apprentice to take ‘training sessions’ prior to events and competitions.  C. Smith to give rules and information to staff members attending competitions. This should then be relayed to the children who are attending. | Children have a greater understanding and confidence prior to competitions. | C. Smith to work with SSCo to create a sustainable plan and format for Play Leaders working with children. SSCo can provide additional training for Play Leaders.  Rules and format given to staff prior to competition.  Curriculum map planned around the competition timetable. | All year to reflect the Competition Calendar. | 5 |
| Continue to raise the profile of school sport. | Photographs, reports, display boards. Also in the local press and on the St Mary’s website.  Use Facebook and Twitter to promote school sport more.  Posters created to display around school and on website of upcoming events.  Certificates given to children who attend each event.  Spirit of the Games certificates awarded to PE Super Stars Each week. | Evidence of reports being publishing in local press and on website.  SSOC to have a notice board to promote sport and competition. | CS to select children for SSOC and identify children to write reports on competitions.  CS to speak to Mrs Ruddy about use of photography to promote sport. | Autumn Term to start. | 2 |

|  |
| --- |
| Impact of the developments in competitive school sports:   * Photographs of PE and competitions are posted on facebook, twitter, class dojo and on the school website. This has raised awareness of school sports. This promotes to parents the physical activity and sport that their children are taking part in during their time at school. This will encourage parents to get their children involved in physical activity and sport at home. * Photographs on social media, raises awareness. * More competitions are entered, A and B teams included where appropriate. This means more children will be included. This will raise the overall enjoyment of competitive sport. * PE lead teacher and/or assistant will attend as many competitions as possible to promote awareness of rules, this will lead to better performance as the children will be better prepared and supported during the event. The children will be more confident at competitions as they will have a better understanding of the rules. This will increase their enjoyment of an event. Y5 and 6 children attending tag rugby competitions in Autumn term stated they felt more confident in their ability and enjoyed the competition more, because they had worked with the PE apprentice to learn rules and skills, prior to competition. * All classes will use house T-shirts to promote intra-school competitive element. This has worked well, building on team spirit and competitiveness last year. This will be developed throughout the year The classes will develop leadership skills as they take turns to lead warm ups. This helps children to get into leadership and then be more confident when leading lessons or becoming a sports leader. * Years 1, 2, 3 and 4 have started wearing house T-shirts this year for PE and the ‘Run around the World’ activity. This has promoted a team ethos and a sense of competition. * Photographs of competitions/festivals are displayed in school. This has raised awareness of school sport and celebrated performance and achievement. * Certificates for attendance in competition/festival - promotion of school sport which the children have enjoyed. More children want to go to competitive events * Tracking system in place for participation in competitions. This enables PE lead to monitor attendance at events/competition and to identify less active. Provision is then made to provide opportunities for all to participate. |

|  |
| --- |
| Sustainability of whole plan:  The Sport Premium 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’. Therefore, sustainability has been considered when putting together our whole action plan. These are the things we have considered:   * Promotion of school sports throughout the school. The promotion of school sports supports the development of physical activity and healthy living and make sport part of every day life. * Promotion of a healthy active lifestyle This will educate children about the benefits of a healthy active lifestyle and give them the opportunity to try healthy options. They will then make them more aware of healthy options and the benefits of a healthy active lifestyle. * Attendance at competitive events This has promoted an active lifestyle and enabled children to try new activities. Attendance at competitions has widened the range of sports tried by the children and helped teachers/TA’s to become more aware and more confident in teaching the activities. * Competition within school Attendance at competitions and CPD had enabled staff to be more confident in rules for activities so that more is delivered. Sports leader training has supported children to have the confidence to run their own activities. * Provision of a wide range of activities that promote physical activity Equipment bought has been wide ranging to give the opportunity for children to try a wide range of activities. Attendance, by staff, at CPD and competitions/festivals has promoted variety in the activities planned. * Provision of good quality physical education lessons. Staff have become more confident and have used support by SSP and outside coaches used to deliver some sessions to build on their own skills. * Continuous professional development of staff. Staff attend CPD, PE Lead will feedback to staff and provide resources to support practise. * Development of a leadership role for children. Year 5 and 6 children have attended leadership day. They are in mixed groups that work on a rota to deliver activities for younger children. |