Sport Premium Funding Action Plan

2019 - 2020

**Bankfields 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 a 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 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.

**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 – kick-starting healthy active lifestyles.
2. The profile of PE and sport being raised across the school as a tool for a 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: **£18,370**

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: |
| All children to aspire to take part in at least two hours of PE each week, curriculum time and extra curricular activities. | Aspire to find time in the timetable to enable every child to get up to 2 hours physical education per week.. The use of afterschool clubs/ Bankfields Fit may be used to accommodate second hour, and the use of cyber coach/Just Dance. | Each child receiving two hours of PE per week, made up of curriculum time, Bankfields Fit and extra curricular activities and cyber coach/Just Dance. | DS to monitor and build on progress from last year. | Ongoing. | 1 & 2 |
| Children to have the opportunity to gain leadership experience. | SSP to run leadership training with Year 5 (K. Walker) who will oversee the Play Leaders.  Newly trained Year 5 Play Leaders to work alongside current Year 6 Play Leaders.  Display list of sports leaders. | Leaders take an active part in PE lessons, organising play time activities (Play Zones), weekly challenge and help other pupils through coaching certain activities. | KW to organise a rota for play leaders to work to. | MD to train Play Leaders on end September | 1 & 4 |
| Children gain a greater experience and understanding in a range of activities in PE. | MD will come in to work with any staff who would like support with teaching PE. This could be MD teaching, team teaching or observing. Teachers can also contact MD directly with questions, or for advice on planning etc Arrange for MD to work with PB & TF. | Children experience a greater range of activities within lessons. Children are enjoying the lessons and feel that their skills are improving.  Staff feel more confident to teach those activities identified. | KS1/2 children  SSP to provide additional support if needed. | DS to coordinate support with MD, or staff can contact MD directly to arrange support. | 3 & 4 |
| Children are aware of how they are assessed and know why they are learning the skills that are being taught. | Teachers use the assessment procedure to help with their planning, and assess children assessment lessons. This assessment should be recorded by class teachers into the MDPE Assessment Tracker. | All teachers who teach PE are assessing their children in PE lessons, and are inputting their own data into the MDPE Assessment Tracker.  Children are able to explain how they are assessed in PE. | Teachers. | Continue from previous year. | 3 |
| Continue bleep test athletic assessments in KS2 chn | Deliver bleep test between 15m to assess chn’s physical capabilities twice yearly, ideally at the start and end of year. | Chn will be notified of planned testing and improved scores should plot across the year(s). Chn are notified of how to download and run their own bleep tests. | DS PB | Throughout |  |
| \*Class 3 18% of boys KP AT, 16% of girls BR SL, 17% overall below expectations in multi-sports  \*Class 9 17% of girls SW LS performing below expectations in athletics  Push Y3 & Y6 girls in PE to get some closer to GDS  \*Class 5 boy (JE) performing below expectations in multi-skills  Ensure Y5/6 chn continue to perform above expected in athletics | Ensure lesson objectives are broken down and struggling chn achieve their potential. Give more of my time to those at WTS. Try to get these chn to enjoy PE more.  Give girls more achievable and enjoyable tasks, reward success, give captains roles, discuss outcomes of improved physical activity. Role models, Katie Bates. Girls Table Tennis Team  Promote athletics events early and run after school athletics clubs in KS1 and KS2 | More chn will be working at EXS.  More chn will be participating after school sports clubs.  More girls achieving GDS  More chn achieving high in athletics | DS staff teaching PE | Throughout |  |
| Children understand and demonstrate Spirit of the Games values, ie Self-belief, Determination, Honesty, Passion, Respect, Teamwork | Promote SSP’s ‘Spirit of the Games’ on a half termly basis to chn during PE lessons which may be followed up during 30:30 classroom exercise and afterschool clubs | Children understand the values and carry them over in competitive SSP games. | All chn | Each value changes on a half termly basis |  |

|  |
| --- |
| Impact of the developments in Physical Education:   * Practically all children are participating in nigh on 2 hours of physical education in various forms throughout the school day and children’s fitness levels are improving. * More chn practising and seen practising their own bleep tests away from school environment * Children have an understanding of how they will be assessed for each topic of work, and can work towards improvements * Children are aware of the Spirit of Games Values, they are talked about in PE and at SSP activities |

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: |
| Continue to increase physical activity of children **every** day by ensuring the 30 minutes of Physical Activity at school is sustained.  Specific lunch time activities set up by funded HLTA’s | Building on the success of last year, all children will run either a lap of the school grounds, field or MUGA every day.  Other options can also be used to achieve the 30 minute target, for example; Cyber Coach, Tabata, Toboggan, Active Lessons etc.  Continue with the weekly challenge across Y1/2, Y3/4, Y5/6  Staff will initiate and lead activities, getting as many chn as possible to actively participate. | **Every** child taking part in 30 minutes of physical activity **every** day.  In time, more children are able to complete the running challenge without stopping – showing increased fitness and stamina levels, as well as mental resilience.  More chn are active over lunch times and learn games they can self initiate with friends. | DS to coordinate but class teachers to ensure that their children do complete the daily activity. Teachers to keep a record of minutes achieved each day.  KW, VR, MR | September 2018 to start. | 1 |
| Improve pupil’s road safety skills for crossing roads and for riding their bikes to and from school. | SSP to deliver Bikeability training to Y5/6 pupils.  Develop children’s increased confidence into a cycling after school club.  Promote Bike to School Week 23 – 29 Sep 2019  D.S. to run an onsite cycling after school club when weather permits  Y3 chn undergo pedestrian training from SSP. | More pupils qualifying in Level 1 (Y3/4) and 2 (Y5/6) Bikeability.  Children have increased confidence in road safety.  Young Leaders to count bikes in bike shed before, after and during bike to school week  Children are engaged with cycling and enjoy the challenges.  Chn are safer and more confident with moving around their local environment. | DS to liaise with SSP to book Bikeability.  K.W. to organise Young Leaders  DS to coordinate and run the after school club.  SSP | Summer 2020  Autumn | 1 |
| To improve Reception children’s balance on a bicycle and overall confidence | SSP to deliver Balanceability training to all Reception children.  Reception children to attend SSP balanceability event. | Children are able to balance on a bike.  Children are more confident.  Children’s core stability and gross motor skills are improved. | Balanceability booked. | Autumn 2019 | 1 & 2 |
| Be able to identify children who are less active, and celebrate those who are more active. | Use the MDPE Participation Tracker 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. | Using the Tracker to monitor children’s participation in after school clubs, competitions and leadership opportunities. | DS to keep record of attendances up to date and compile into Tracker. | Starting Autumn Term 2019 | 1 |
| Offer opportunities for parent and child to participate in after school exercise class | Set up circuits to music for parents and children | Children given bonding time with parent or older family member and opportunity to exercise together | Whole school Y1 to Y6 | Easter term | 1 |
| Improve physical activity for KS1 and lower KS2 children. | Mr Altoft to do extra curricular clubs specifically designed for KS1 children. | KS1 & LKS2 children attending more extra curricular activity than in previous years. | DS and NA to coordinate | Autumn Term 2019. | 1 |
|  |  |  |  |  |  |
| Children are more physically active at home. | Promote the use of Cyber Coach to parents to use at home with their children.  This may be done through school newsletters and social media.  Setting PE related homework for children, for example planning and rehearsing dance and gymnastics routines. | More families accessing Cyber Coach at home than in previous year. | DS to create a plan to promote the Cyber Coach more. | Autumn Term 2019. | 1 |
| Children are able to work in teams both in games and outdoor environments. | Some Year 4,5&6 children participate in Robinwood outward bound trip. | Children are better and more confident at working in teams in different environments. | DS to organise. | September 2019. | 4 |
| Children are more confident and safe in water. | Year 2 receive swimming lessons throughout the whole year.  Letters sent home to survey children’s swimming ability.  Year 6 children to receive booster swimming lessons, for those who can’t already swim 25m. This has been extended to Y5 non swimmers in Summer 2 | All Year 6 children can swim 25m when they leave Bankfields Primary School. | Swimming lessons arranged & transport. | Ongoing  Post SATS | 1 |

|  |
| --- |
| Impact of the developments in the promotion of healthy, active lifestyles:   * Reception teacher reports that post balance bike training children are more confident in work, play and in their coordination * Robinwoood allowed chn to forge new relationships and to work collaboratively with different children. Improved social and communication skills away from the classroom environment for all that attend * Parent and child keep fit is richly enjoyed by those attending. They consider it a parent/child bonding opportunity, an opportunity to train with their child, a social occasion to meet other parents and an opportunity to improve fitness and lose weight |

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: |
| Children have more opportunities to apply the skills they have learnt into competitive game situations.  Maintain weekly activity challenge | Children have the opportunity to take part in inter school competition through SSP events.  As many chn as possible take part in intra-school competition via the Weekly Challenge. | Children are more confident in transferring the skills they have learnt into competitive situations.  Weekly Activity Challenge winners in Y1/2 Y3/4 & Y5/6 are announced and trophies given/class photos displayed | All children | Ongoing  Ongoing | 5 |
| To improve children’s table tennis ability through sustained after school lessons (with Table Tennis Staff from Ormesby and teachers).  Form a girls team | Children attending internal and external Table Tennis Clubs.  Run a Y3 trial, focusing more on a girls team | Success at competitions run by SSP and regional/national competitions. Aspiration for national recognition.  More girls participating in the club. | Children attending Table Tennis Club | Ongoing | 5 |
| ALL children to experience competitive sport. | Children compete against other classes in their year group via the weekly active challenge  Ensure all children experience intra-school competitive sport | Increased number of pupils gaining experience of more competitive sport. | DS /CM /KW | All year in line with Curriculum Map. | 5 |
| Ensure that all children experience a whole school competitive event (Sports Day/School Games Day). | All pupils to be involved in the School Games Day (Sports Day). Suitable activities/events planned for each different age group. | School Games Day that is a culmination of a year’s worth of competitive sport, with **all** children competing and taking part. | DS/NA to plan the day with support from MD if requested. | Summer Term 2018. | 5 |
| Increase the profile of competitive sport, sportsmanship and fair play. | Year 6 children and staff compete in annual competitive sporting match.  This could also be children’s role models (teachers) displaying and promoting healthy lifestyles and physical activity around school. | Both children and staff display sportsmanship and fair play to promote a positive competitive ethos for children watching.  SSP award chn competition Fair Play award | DS/NA to organise. | Summer Term 2018. | 2 & 5 |
| Children of all ages experience competitive sport against children from other schools. | Bankfields to attend as many competitions as possible ran by the Redcar and Eston. | More children will experience Level 2 competition in a range of different sports and activities. | DS to coordinate with SSP | All Year. | 5 |
| Arrange Family Learning for Sport | Build on successes of this year’s  75 x Y1/2, 52 x Y3/4 and 32 x Y5/6 | Chn get to experience enjoyable sport with a parent/family member | DS/NA |  |  |
| Ensure SLT are aware of Sporting activities pertaining to their year groups | Periodic meetings with SLT & DS | Meetings occurring and SLT have awareness of sporting activities throughout school | DS/SLT/NA | Every 4 to 6 weeks | 1 & 2 |

|  |
| --- |
| Impact of the developments in competitive school sport:   * Weekly challenge with rewards and driven by sports leaders ensured that more children are more active in a range of activities at playtimes across the year * Pre-Covid Lockdown chn of all year groups attended a wide range of SSP ran sporting events and activities * After school club table tennis team achieved national recognition being crowned county champions for both boys and girls for the first time. They reached top 16 in England in national primary school competition. Girls team formed for the first year * Sports Leaders looked up to as key organisers of play time sporting activities by other children. Rich numbers of chn wanting to become sports leaders * Y6 chn attending school participated in teachers v Y6 leavers kick rounders competition, watched by KS1, vulnerable and key workers’ children. Cheering, excitement and desire to know the winners showed their enthusiasm towards sporting events. |

**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:

* Working with the School Sport Partnership to provide CPD for our teaching staff to increase their confidence, knowledge and skills in teaching PE and sport.
* Not employing external sports coaches to deliver PE.
* Sports Leader (staff) has become increasingly involved and has taken more chn to Sports Leader training, and manages the weekly challenge
* Table tennis culture is now embedded with equipment and coach/staff qualified to deliver
* Staff are becoming increasingly confident in ensuring children receive their 30:30 in school via a range of physical activity options. This occurs daily, children expect it, staff understand the benefits (after receiving SSP training) and there are minimal cost implications.

|  |  |
| --- | --- |
| **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? | 74% |
| What percentage of your current Y6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)? | 64% |
| What percentage of your current Y6 cohort perform safe self-rescue in different water-based situations? | 61% |
| 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 (planned to but prevented by Covid 19 Lockdown) |