

Sport Premium Funding Action Plan

2018 - 2019

Caedmon 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 and self-reviewed our current provision with the following outcomes:

1. Does your school have a vision for PE and school sport? *Stage 3 - 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 3 - 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 3 - Embedded*
6. Are you providing high quality outcomes for young people through PE and school sport? *Stage 3 - 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.

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.

2018 -2019 Sport Premium Funding allocated to our school is: **£18,410**

Additional money the school will contribute is: **£2,633 (Sports Lead), £4,500 (SSP) and £500 resources.**

Total money to be spent is: **£26,043**

Last review: **September 2018**

Next review: **April 2019**

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:
Develop pupils' strength and core stability to improve handwriting, gross/ fine motor skills and overall fitness.	Implement strength and core stability into the curriculum for the whole school. Emphasis on glute work, shoulder strength and core stability. Intervention groups to be put in place. These will be led by Mr Collantine and Sports Leaders to develop core stability for EYFS/KS1 pupils at break/ lunchtime. Sports Leaders to deliver Personal Challenge activities at lunchtime, focusing on strength and core stability exercises. Purchase balance bikes, focusing on balance, stability and posture.	Improved handwriting and posture when writing. Pupils will show an improvement in their strength and core stability.	Mr Collantine will deliver strength and core stability exercises in P.E. Mr Collantine and Sports Leaders will deliver Intervention groups at break/ lunchtime. Sports Leaders will deliver lunchtime activities.	Across academic year.	1,2
Improve pupils' fine motor skills through consistently high quality PE lessons across the whole PE curriculum.	Mr Collantine to organise CPD courses and develop his knowledge further by doing his own research in to fundamental movement skills.	Lesson observations will demonstrate that pupils' fine motor skills are being developed. Pupils will access the curriculum to develop	Mr Collantine to deliver PE lessons. SSP to deliver support.	Across academic year.	3

		fundamental movement skills, enabling them to progress their gross and fine motor skills and improve their physical activity at an accelerated rate.			
Further develop pupils' fundamental movement skills.	New activities and equipment (lacrosse, Tchukball) will be used in lessons to introduce new activities to the pupils, which will develop their fundamental movement skills.	Pupils' fundamental movement skills will be developed, as they will have accessed new equipment and activities they have not previously accessed.	Mr Collantine will deliver the new activities to the children in PE. Mr Collantine will teach the Sports Leaders to deliver activities with the new equipment.	Across academic year.	4
Further develop the impact of Playground Leaders and the Sports Organising Committee.	Playground Leaders to report half-termly to the School Council and explain what they have been doing, why they have been doing it and what is planned for next half term. LH and Playground Leaders will liaise with the School Council to plan and prepare playground games. Sports Organising Committee will create newsletters and reports on competitions for parents. They will meet on a fortnightly basis to discuss matters.	Pupils become more confident in their own leadership capabilities. Pupils take an active role in leading during lessons and competitions. Pupils take a whole school role in organising intra house, academy festivals and competitions. Pupils will create newsletters for parents to update them	LH, CC and colleagues to promote and increase leadership opportunities in lessons and through the wider curriculum.	Across academic year.	2

	Sports Organising Committee to liaise with Sports Leaders on workshops/Interventions they will deliver.	on physical activity and sport in school.			
Increase pupils' physical activity levels and boost brain stimulation.	Introduce 'Resista-Fit' every morning, which will be an 8 minute resistance exercise class for the pupils before they start school.	<p>Pupils are more alert in class on a morning, due to increased brain stimulation from exercise.</p> <p>Pupils' strength will improve through resistance exercise.</p>	Mr Collantine will deliver the morning activity.	All Years	1,2,4
<p>Impact of the developments in Physical Education:</p> <ul style="list-style-type: none"> Children will develop their strength, stamina and flexibility, through implementation of strength and core stability into PE lessons and playground activities. This will help improve posture, shoulder strength and core stability to aid the development of handwriting and overall efficient movement. Children will develop fundamental movement skills through accessing new equipment and activities. Children will become more confident and knowledgeable Sports Leaders. Children will become successful at creating newsletters, developing their reporting skills and confidence to interview their peers. 					

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 When we have achieved our objective(s) we should see	Who	When	Linked to Key Indicator no:
Develop pupils' understanding of macronutrients, micronutrients and vitamins and minerals.	Mr Collantine will deliver this in PE lessons, through classroom based teaching and informative physical activity sessions. Mr Collantine and the Sports Committee will deliver workshops, quizzes and physical activity sessions to educate pupils on the importance of a healthy nutrition.	The children should have increased knowledge of different food groups, why they are important and what they do for our body. The children will be able to identify which food belongs to which food group.	Mr Collantine to deliver nutrition education in PE lessons. Mr Collantine and Sports Committee to deliver break/ lunch interventions.	All year	1
Develop pupils' understanding of a Healthy Active Lifestyle and the importance of physical activity.	Deliver a whole school assembly on a Healthy Active Lifestyle. Sports Committee and Sports Crew will deliver workshops to classes to educate them on the importance of physical activity, why we should do it and the positive impact it has.	The children will have an increased knowledge on a healthy active lifestyle. Children will have the knowledge to identify why physical activity is important, and the positive impact it can have on your health and mental wellbeing. Sports Committee and Sports Crew will have	Mr Collantine to deliver an assembly. Sports Committee and Sports Crew to deliver workshops.	All year	1,2

		increased confidence at delivering healthy active lifestyle workshops and activities.			
Further develop pupils' confidence, resilience and positive thinking.	<p>Positive mind management will be implemented into PE lessons and delivered through workshops and seminars by Mr Collantine.</p> <p>Positive mind management journals for Year 6 will be developed throughout the year.</p>	<p>Pupils will be more resilient, understand what this means and how it feels. Pupils will further develop their desire to strive for success.</p> <p>Pupils will have a greater understanding of how to set goals, put plans in place to achieve their goals and overcome barriers.</p>	Mr Collantine will deliver through PE lessons.	All year	1, 5
Increase pupils' participation in structured activity at lunchtime.	<p>Lunchtime club delivered by playground leaders, supported by LH.</p> <p>Lunchtime Personal Challenge interventions to be delivered by Sports Leaders and Organising Committee, supported by Mr Collantine.</p> <p>Mr Collantine to deliver physical activity interventions and workshops to the whole school.</p>	<p>Pupils will be taking part in physical activity at lunchtime.</p> <p>Pupils will start to set their own personal challenges within this lunchtime activity and in PE lessons.</p>	Miss Hurndall and Mr Collantine to coordinate and run the activities.	All Year	1

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

- Children will develop an understanding of food groups and the benefits they have for the body.
- Children will develop their knowledge of what a healthy active lifestyle looks like and why it will benefit us.
- Children will develop their resilience, self-belief and positive mind-set.
- Children will have a greater understanding of how to set goals and evaluate them.
- Children will develop their leadership skills, by leading clubs at lunchtime.

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 practise and test their skills and personal competence and provide 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 When we have achieved our objective(s) we should see	Who	When	Linked to Key Indicator no:
Increase pupils participation at competitions and festivals.	<p>Use the participation tracker to track which pupils have attended a competition or festival.</p> <p>Use the tracker to highlight children who are not attending, or have low attendance at extra-curricular clubs. Targeted pupils will be 'invited' and encouraged to join the club.</p> <p>LH and organising leaders will liaise with the School Council to research any clubs pupils would like to access and invite them to join in when delivering these.</p> <p>SSP competitions for younger year groups, including Reception, will be accessed.</p>	<p>More pupils having the opportunity to take part in sports activities alongside pupils from other cluster primary schools. This will increase the competitive experience for the children.</p> <p>Target pupils increase their physical activity levels and increase their confidence in PE lessons.</p> <p>100% of children will have attended a competition or festival.</p>	<p>Mr Collantine to coordinate entries to competitions. SSP to provide competitions.</p> <p>Mr Collantine to coordinate clubs and registers for after school clubs, competitions and festival attendance.</p>	All year.	1,4,5

<p>Increase the success of school teams at sporting competitions.</p>	<p>Deliver a skills based curriculum, which will enable children to access different sports and be confident competing in them.</p> <p>Run after schools clubs, which are competition focused.</p> <p>Create a positive, resilient, believing mind set.</p> <p>Take an A and B team to the competitions.</p>	<p>Caedmon will finish in the top 4 of the SSP league table.</p> <p>Qualify for a minimum of 5 Tees Valley Finals</p> <p>Children are confident at competing in different sports, as they have a strong foundation with their fine motor skills.</p> <p>Pupils believe they cannot only compete against other schools, but they can win.</p> <p>More pupils will be attending competitions to give them experience in competitive games against other schools.</p>	<p>Mr Collantine will deliver high quality PE lessons, run after school clubs targeting competitions, create a positive mindset amongst the children and ensure there is an A, B and C team at each festivals.</p>	<p>All year</p>	<p>1,4,5</p>
<p>Increase competitive sport in school.</p> <p>Run an intra-house competition.</p>	<p>P.E. lessons will involve competitive core tasks to gauge progress.</p> <p>Mr Collantine and the Sports Leaders will run an intra house competition with the whole school.</p>	<p>Children will become more competitive in P.E. lessons, and they will be competitive against other schools when they go to competitions.</p> <p>All pupils will participate in a competitive intra-house competition.</p>	<p>Mr Collantine and Sports Leaders will run the intra-house competition.</p>	<p>All year</p>	<p>1,4&5</p>
<p>Develop pupils' leadership and management skills.</p>	<p>Mr Collantine and organising crew to arrange intra house competitions, challenges</p>	<p>More competitions in place across the academic year, with every child taking part in</p>	<p>Mr Collantine, organising crew and playground leaders to coordinate intra house competition and sports day.</p>	<p>All year.</p>	<p>2 & 5</p>

	<p>and events for children at Caedmon.</p> <p>Mr Collantine and organising crew to arrange and lead sports day and other sporting events.</p> <p>Nominate team captains from each year group.</p> <p>Children given leadership opportunities in PE.</p>	<p>competitive sport through the intra house competition.</p> <p>We will have team captains in each year group.</p> <p>The organising crew and playground leaders have experience in leading activities such as intra house competitions and sports day.</p>			
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Impact of the developments in competitive school sport:

- Children will develop their teamwork skills and understand the importance of working as a team.
- Every child at Caedmon will attend and gain experience in a competition or festival.
- Children will become competitive when playing sport, with themselves and against others. Pupils will learn to win, lose and learn how to improve.
- Children will develop their leadership and management skills through delivering PE, running Intra-house competitions and delivering at SSP festivals.

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 and Curtis Collantine 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.
- Developing pupils' positive mind set.
- Training staff to improve their confidence and ability to teach PE.
- Develop leadership in children to lead activities at lunchtime/playtimes to improve attendance in clubs/increase of physical activity.
- Develop a competitive edge and a 'love of sport' in our children.
- Develop pupil's strength and conditioning, specifically shoulders, core and glute strength.