

Sport Premium Funding Action Plan

2018 - 2019

Normanby 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? *Embedded*
2. Does your PE and sport provision contribute to overall school improvement? *Embedded*
3. Do you have strong leadership and management of PE (and school sport)? *Embedded*
4. Do you provide a broad, rich and engaging PE curriculum? *Embedded*
5. How good is the teaching and learning of PE in your school? *Embedded*
6. Are you providing high quality outcomes for young people through PE and school sport? *Embedded*
7. Are you providing a rich, varied and inclusive school sport offer as extension of the curriculum? *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? *Embedded*
9. Does the school know how to effectively utilise the new PE and school sport funding? *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 - 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: **£20,260**

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:
Implement focused afterschool taster/comps based key sporting events through the year.	PE team to organise competitions/introduction to evenings for each year group in school to coincide with national/international sporting events (Wimbledon, Women's Football World Cup, Women's Cricket World 20/20.)	Increased number of children attending after-school clubs Increased number of children sampling new sports Children to have increased knowledge and understanding of significant sporting events and sporting icons, both locally and nationally. Children to be challenged by new and exciting activities.	SW/BL BL to lead	On-going (yearly)	4 & 2
To improve the quality of PE lessons in school to ensure that children are fully active in PE lessons.	PE team to maintain high standards of PE instruction and look at ways to challenge children to become more active during PE lessons.	Instruction time to be reduced and children to be active for large proportion of PE lesson Children highly motivated to do well and succeed in PE. Improved fitness levels across all key stages.	PE team. SW to work with PE team to offer CPD and team teach. Observations for successful PE departments within	On-going (yearly)	3, 4

			local area.		
Identify children who require additional support with fine and gross motor skills. To increase confidence by offering specific support to help develop confidence in PE and raise academic attainment.	CR to work with FS1&FS2 to identify children who require additional support – specifically fine/gross motor skills and confidence. CR to lead; providing additional teaching for those children and liaise with class teachers.	Children are more confident in PE and are showing improvement in their fine and gross motor skills and confidence. Children have poor technique corrected.	CR to lead – working closely with Foundation Stage co-ordinator to identify children. CR to deliver	Autumn Term	1,2 & 4
Introduce new sports to children of Normanby Primary School to increase children's knowledge and understanding of PE and sport and instil a life-long love of physical activity through new experiences.	Increase number of extra-curricular club on offer at Normanby Primary School. Draw up new timetable for extra-curricular sports clubs which include new sports (Yoga, wheelchair basketball, table tennis)	Children experience and enjoy new activities, which engages and encourages them to take part in that activity in future. Children signposted to local clubs.	CPD opportunities for PE team Liaise with outside agencies	On-going (Yearly)	1, 4 & 5
To develop Curriculum Map to ensure the curriculum is skill focused not sport focus To monitor implementation of the PE Curriculum map	Work through and develop the curriculum map to be more skill based. SW to work with PE team on delivery of ICT based PE lessons.	All pupils will develop a range of skills which will support them throughout all areas and develop further opportunities. PE staff will deliver a skill-based curriculum without the focusing on rules and regulations of specific sports. PE staff to implement ICT within PE lessons to provide instant video feedback.	SW/MR/BL/CR	Autumn 1	2,3 & 4
Encourage teaching staff work closely with PE team to observe their class during PE lessons and take their class for extra PE lessons when opportunities arise.	Encourage class teachers to observe their class and team teach with PE team. SW and MR keep teachers up to date with how their children are progressing and offer advice to teachers who would like to take extra sessions.	Teaching staff to use assessments made during PE and sports tracker and include during parents evening and end of year reports. By observing PE lessons, staff will: • See pupils in a different context.	SW/MR/BL/CR	On-going (yearly)	1,3

	Teachers may also take ideas from PE lessons as part of their 30 Minutes of Physical Activity.	<ul style="list-style-type: none"> • Increase their knowledge of child • Increase knowledge of PE • Gain valuable CPD opportunities. 			
Children to have increased physical literacy when starting KS1	PE teaching time and staffing to be consistent when working with FS2, ensuring a focus on fundamentals All FS1 and FS2 chn receive at least 2 hours lesson of high-quality PE each week.	Upon entry to main school, children to be confident and familiar with the importance of PE and be able to comfortably access the PE Curriculum. This should impact progress and promote children with a life-long love for PE and more importantly a healthy active lifestyle.	CR to lead.	On-going (yearly)	1,2 & 4
To create Sports Leaders who will inspire and lead and promote the importance and benefit of PE	BL to lead Year 5 children in the delivery of the Sports Leaders Program. BL to continue success of previous years Sports Leaders and embed during curriculum time. Y5 children to plan and deliver an event for KS1 children. Upon completion children receive a level one sports leaders award. Y6 children to complete a level 2 award in the summer term.	Children will be taught a range of leadership skills in variety of settings including classroom based and practical sessions. Children will plan and deliver a fun/competitive event for KS1 children.	SW, MR, RL, CR	On-going Summer term	2,4,&5

Impact of the developments in Physical Education:

- As a member of Redcar and Eston School Sports Partnership we have been supported in ensuring our delivery of Physical Education is of a high standard across all year groups. We worked closely with our School Sports Coordinator to plan an exciting and engaging curriculum map, which has engaged and motivated children during PE lessons and extra-curricular clubs.
- Children from FS1-Y6 benefit from being taught PE by specialist staff. This has ensured high quality, engaging and inclusive lessons are taught all year round. Children have become more aware of the importance of PE and physical activity and strive to do their best.
- Major sporting events have been highlighted and promoted within school across the year, this has motivated children during PE lessons to perform to their highest ability. Staff have planned and delivered exciting lessons, highlighting major sporting events and promoting celebrity role models. This has resulted in innovating and engaging PE lessons being taught across all year groups, motivating children to take part in physical activity in and out of school.

- Throughout the year PE staff have established new routines to ensure PE lessons are as active as possible. This has included reducing the amount of time children sit to listen to instructions. Instead children are active for these instructions. This has resulted in increased activity levels, therefore increasing children's fitness levels.
- PE staff have liaised closely with class teachers to communicate key information. Class teachers have worked with PE staff to deliver extra PE lessons to their class, therefore increasing activity levels and PE lesson time. Children enjoy showing their class teacher what they are learning in PE and this is an extra motivation tool. Class teachers are delivering active lessons as part of the holistic school approach to the Active 30/30 initiative and by taking extra PE lessons this is further developing their confidence and ideas.
- As a result of FS1 & FS2 children being taught PE by specialist staff, children are starting Y1 confident and already familiar with the importance of PE. This has ensured children develop a life-long love of PE from an early age. Staff and parents have noticed increased confidence of many children in FS1&FS2 due to taking part in PE lessons. Children's fundamental movement skills are also being developed from a young age, therefore promoting physical literacy.
- Through changing the curriculum map to be less sport specific children are now more aware of how to transfer skills from one activity to another. Children now understand how similar tactics can be used in a range of scenarios and challenges. Children now learn the principles of game play through a range of challenging activities. These can then be applied to a wide range of sports.
- Through team teaching and attending CPD courses PE staff have now broadened their subject knowledge, this has resulted in children being taught a broader range of activities, whilst also up skilling staff. The progress of children has also been enhanced through staff being confident in ways to challenge children in a range of activities. New activities have been added to the curriculum map including Boxercise, New Age Kurling and Boccia. Children are noticeably excited and motivated when being introduced to a new activity.
- Through attending CPD courses, specifically the Fundamental movement course the teaching of PE has evolved to include a greater focus on fundamental movement skills. This is already making positive differences in PE and classroom setting.
- All Y5 and Y6 children completed a Level 1& 2 sports leaders award and planned and delivered an event for younger children. Y5 children said, 'They enjoyed helping children learn'. This event not only increased children's knowledge and experience of leading, but also increased participation levels and gave children an opportunity to learn a new activity.
- With the new equipment purchased for Athletics, Boxercise, Table Tennis and Hockey the curriculum map has been updated to ensure a range of activities are taught across the year groups. Children have taken part in sports they have not had the opportunity to in previous years.

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:
Improve pupil's road safety awareness and skills for active travel on the way to and from school.	SSP to deliver Bikeability training to Y5 pupils. Year 4 pupils given the opportunity to take part in Level 1 Bikeability. Year 3 'Streetwise' – Pedestrian Training. Balanceability for FS2 children will develop confidence for children starting to ride a bike.	More pupils qualifying in Level 2 Bikeability. More pupils riding their bikes or walking to and from school. Children have increased confidence in road safety.	SW to book: -Bikeability -Balanceability -Streetwise	Autumn term	1 & 2
FS children to develop fundamental skills for riding and increase confidence, road safety and cycling knowledge	SW to liaise with SSP and SM to book dates for Balanceability Training for FS2 children.	Children have better balance and core stability. All children in FS2 will have the opportunity to take part. Children will develop fundamental skills for riding and increase confidence and safety knowledge.	SW to book dates with SSP.	Autumn 1	1 & 4
Children signposted to local sports clubs and events in order to increase physical activity levels of our pupils beyond the school day.	New website is linked to SSP website and community clubs. PE staff and SW to promote local clubs through notice boards and player profiles throughout school	Increased number of children attending local sports clubs. Parents gain an understanding of protocol when researching new clubs.	School Sport Organising Crew to advertise opportunities on their Notice Board.	On-going (Yearly)	1,2,4 & 5

	<p>Promote local clubs through inviting them into school to promote or of taster sessions.</p> <p>Advertise local sports clubs through the school website, social media and parent pay.</p>	<p>Children get to try out local community clubs by attending their sessions, or clubs coming into NPS.</p> <p>Teachers have knowledge of clubs available to sign post pupils.</p>	<p>SW to organise taster sessions alongside introduction of new extra-curricular clubs.</p>		
<p>Increase Normanby Primary School's status and activity within local community sport.</p>	<p>PE department to share good practice across the MAT and region</p> <p>New PE Twitter account opened to promote/share successes and learn from wider PE community.</p>	<p>PE Team to have provided CPD to staff from across Ironstone Academy Trust.</p> <p>PE Team to visit schools outside of the local authority to observe and share expertise.</p>	<p>SW/PE Team</p>	<p>Spring Term</p>	<p>2 & 3</p>
<p>Children to attend a professional sporting event to enthuse, inspire and motivate children – instilling a thirst for sporting success.</p> <p>This will showcase the positive effect sport can have on the local community and as individuals.</p>	<p>SW to research professional sporting events or fixtures that are scheduled for 2018/19</p> <p>SW to use links with Manchester City Football Club to organise schools Champions League events.</p>	<p>Children to attend live sporting events organised by school.</p> <p>Children will be motivated and inspired after watching professional athletes perform on a major stage.</p>	<p>PE Team</p>	<p>On-going</p>	<p>4</p>
<p>To create Sports Leaders who will inspire and lead and promote the importance and benefit of PE</p>	<p>BL to lead Year 5 children in the delivery of the Sports Leaders Program. BL to continue success of previous years Sports Leaders and embed during curriculum time.</p> <p>Y5 children to plan and deliver an event for KS1 children. Upon completion children receive a level one sports leaders award. Y6 children to complete a level 2 award in the summer term.</p>	<p>Children will be taught a range of leadership skills in variety of settings including classroom based and practical sessions.</p> <p>Children will plan and deliver a fun/competitive event for KS1 children.</p>	<p>SW, MR, RL, CR</p>	<p>On-going</p> <p>Summer term</p>	<p>2,4,&5</p>
<p>To use school sport/PE to have whole school impact on reading.</p>	<p>BL to work closely with MFC Foundation as a catalyst to improve literacy though a new scheme –</p>	<p>Children will take part in the Primary Stars campaign</p> <p>Increase in number of children</p>	<p>BL to lead SW</p>	<p>On-going (Yearly)</p>	<p>2</p>

	<p>Primary Stars. Using the excitement and passion surrounding sport to motivate and inspire young people to improve their literacy skills.</p>	<p>reading at home.</p>			
<p>Increase opportunities for children to be more physically active during break/lunchtimes.</p>	<p>PE Team to select and provide training for children to become Play Leaders.</p> <p>Timetable to be implemented alongside new coloured yards timetable.</p> <p>Play Leaders to deliver activities 3 times a week.</p> <p>BL & MR to observe play leaders and support when necessary.</p>	<p>More children actively engaged in structured play at play and lunch</p> <p>Play leaders to be confident and develop their skills and knowledge on games and challenges that can be used to create active play and lunch times.</p>	<p>PE Team.</p> <p>MR and RL to organise Play Leaders.</p>	<p>All Year.</p>	<p>1, 2&4</p>
<p>Increase the opportunities for children to take part in 30 minutes of daily activity whilst at school through continuation of the daily mile.</p>	<p>Following success of the introduction of the daily mile, children to increase miles completed per week. Increasing from 1 day per week to 3/4 days per week.</p> <p>All year groups to be fully engaged in the daily mile.</p> <p>Daily mile to be completed following lunchtime.</p>	<p>Increased health and wellbeing including: physical, emotional, social and mental. Increased attainment and self-care.</p> <p>Develop children's physical literacy, fitness levels, promote healthier weight, greater happiness, resilience, self esteem and determination. Whilst promoting self-care and health awareness and addressing health inequality.</p> <p>Class teachers to use the daily mile to break up long periods of children sitting and working.</p> <p>Higher percentages of chn will be</p>	<p>PE team</p> <p>All teaching staff.</p>	<p>All year</p>	<p>1,2,3&4</p>

<p>Increase the percentage of children who can confidently swim 25m.</p> <p>Increase children's safety and awareness in water.</p> <p>Raise the profile of swimming and collect and report data on percentages of children who can swim 25m, can use a range of strokes effectively and apply safe self-rescue in a range of water based situations.</p>	<p>ALL children in Year 3 to receive top up swimming lessons – not solely the children who have yet to achieve 25m.</p>	<p>able to confidently swim 25m before they leave in Y6.</p> <p>Higher percentage of children will be able to use a range of strokes effectively.</p> <p>Higher percentage of children will be able to perform safe self-rescue in a range of water based situations.</p> <p>Raise the profile of swimming across the whole school and reflect and evaluate on swimming structure for any relevant changes to be made next year.</p>	<p>Year 1/2/3 Teaching/support staff</p> <p>PE Team</p> <p>Middlesbrough Schools Swimming</p>	<p>Autumn</p>	<p>1/2/3/4</p>
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Impact of the developments in the promotion of healthy, active lifestyles:

- All Y3 children took part in 'Streetwise', pedestrian training. Staff commented that children found this extremely beneficial and are now more aware of how to safely travel around the school's surrounding areas, using relevant crossings and pavements. Children were reported to have enjoyed the experience and some have been encouraged to walk to school with parents rather than travelling by car.
- Y5 children took part in level 1 and/or level 2 Bikeability. A number of children who had not originally taken up this opportunity were inspired to express new interest once seeing their peers take part. This resulted in more sessions being booked and therefore higher participation rates.
- Many Y5 children took part in Level 2 Bikeability, enabling them to learn how to ride safely in the local area. As many children live locally and use their bikes outside of school this promoted safety and road awareness.
- All FS2 children took part in Balanceability sessions run by SSP. Through the development of balance and control this increased their ability to become competent cyclists in fun engaging sessions. These sessions promoted the physical benefits of cycling to children and parents. A number of children have now been seen riding to and from school on balance bikes.
- Social media is regularly used to promote outside clubs and activities in and out of the school term. These have included local cricket, netball, rugby, football, athletics, hockey, martial arts and swimming clubs. This has encouraged children to take part in physical activity outside of school, therefore promoting healthy

active lifestyles.

- The school website has links to a vast number of local clubs to ensure children and parents have easy access to details of clubs in the area for a range of sports and activities. This is helping to increase activity lessons outside the school day.
- Outside clubs offering free taster sessions have delivered activities across all year groups to promote local clubs. A number of children have now joined new clubs because of these taster sessions booked by PE staff.
- The PE department have shared good practise not only within our school, but for schools within MAT and region. PE staff held staff CPD training within staff meeting time and this up-skilled teaching staff and their confidence to deliver PE lessons. Members of our school MAT were invited to observe an afternoon of PE lessons within school with time given for team teaching. This was an excellent way to deliver staff CPD and staff benefitted from observing live PE lessons. This motivated staff to take new ideas to their school.
- Two members of the PE team have completed the Level 5 certificate in Primary School Physical Education Specialism. This CPD has been a valuable course allowing our staff to gain this nationally recognised qualification and further improve the overall delivery of our PE curriculum.
- A new Twitter and Facebook account was set up to promote/share success and learn from the wider PE community. This has proved extremely successful and children and parents enjoy their success being recognised. This in turn has created a real, 'Buzz' increasing children's motivation to succeed.
- Through children taking part in the Level 1 & 2 Sports Leaders Awards healthy, active lifestyles have been promoted not only for children to take part in PE, but the officiating and leading elements of sport and physical activity. Children thoroughly enjoyed these experiences.
- As a school we have now embedded the Active 30/30 initiative through an holistic whole school approach. Staff promote a minimum of 30 minutes of physical activity for children daily within school and another 30 minutes out of school. This has resulted in active classrooms and children being sat for shorter periods of time improving brain activity and fitness levels. Staff have been up-skilled and children and staff are more active throughout the school day.
- A vast number of extra-curricular clubs are on offer (morning, lunchtime and after school), these clubs ensure children from all year groups have a range of opportunities to take part physical activity. The uptake of children taking part in clubs has increased vastly compared to previous years. We believe this is due to the increased opportunity and the new ways we are promoting physical activity throughout school.
- New clubs have been offered to children this year as a result of the new equipment purchased. Both Boxercise and Table Tennis clubs were made up of a high number of children identified as being least active at the start of the year. Due to the popularity Boxercise continued throughout the Summer term.
- All children now take part in completing the daily mile. This has improved the health and wellbeing of our children in many ways including: physically, socially, mentally and emotionally. This has promoted children to complete the daily mile in their own time, before school, during play and lunch times. Children are now taking ownership of their own health and well-being, whilst increasing daily activity levels.

- The profile of swimming has been raised and this will continue to ensure children leave in Y6 with vital life skills in this area.
- As major sporting events have been highlighted and promoted within school this has resulted in children being motivated to take part in physical activity in and out of school.

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 When we have achieved our objective(s) we should see	Who	When	Linked to Key Indicator no:
Increase Normanby Primary School's status and activity within local community sport.	PE department to share good practice across the MAT and region New PE Twitter account opened to promote/share successes and learn from wider PE community. Player Profiles used around school to celebrate/share staff and children's success. Normanby News to support PE events – creating a Normanby News Sports Team – this team will inform readers/viewers of Normanby News of upcoming events and results from competitions.	PE Team to have provided CPD to staff from across Ironstone Academy Trust. PE Team to visit schools outside of the local authority to observe and share expertise. Evidence of reports being published in local press and on the website/Normanby News.	SW/PE Team NS Normanby News Team	Spring Term	2 & 3/5
Develop opportunities for children to represent Normanby Primary School in Inter-School competitions across the Ironstone Academy Trust.	Children to compete in 5 events across the school year against their peers from across the Ironstone Academy Trust. BL to organise event for NPS	Children to have represented Normanby Primary School in a MAT event. Children to participate in new sports, competitively.	PE Team BL to lead	Yearly – each term.	1/3/4/5
Develop opportunities for intra school competitions with PE lesson time	At the end of each unit of work children to compete within house/class groups To use sports leaders to support intra school competitive events	Improvement in pupils' knowledge and understanding of competitive sport Motivation and enthusiasm to develop skills in a sport to succeed in competitions To improve and extend selection process for inter school competition	PE Team	Termly	1/3/4/5

<p>To provide opportunities for every child to participate in a competitive environment.</p>	<p>Develop current tracker to identify pupils that are accessing SSP competition, development days and festivals.</p> <p>Increase number of events and teams per event in order to increase opportunities for all.</p> <p>Update the tracker weekly, using the information to plan teams for future events.</p> <p>Liaise with teaching staff to generate a clearer picture of children representing school.</p> <p>Teaching staff to be part of the selection process.</p>	<p>All children provided with the opportunity to represent the school in a competitive event.</p> <p>Once children have attended at least one event, look to give further opportunities so children can build on their experiences.</p>	<p>MR, RL, CR to update the tracker and select teams.</p>	<p>On-going (Yearly)</p>	<p>1,2,4 & 5</p>
<p>Introduce new extra-curricular sports clubs to increase children's knowledge and understanding of PE and sport and instil a life-long love of physical activity through new experiences.</p>	<p>Increase number of extra-curricular club on offer at Normanby Primary School.</p> <p>Draw up new timetable for extra-curricular sports clubs which include new sports (Yoga, wheelchair basketball, table tennis)</p> <p>Gather details of current staff's sporting history to ensure staff trained in specific sports are available to deliver said sports utilising expertise.</p> <p>PE team to ensure a range of morning, lunch time and after school clubs are on offer for all age groups Use the SSP competition calendar to help plan some clubs to ensure children have practice time before attending competitions.</p>	<p>Children experience and enjoy new activities, which engages and encourages them to take part in that activity in future.</p> <p>Children signposted to local clubs.</p> <p>Participation numbers for clubs to increase.</p> <p>Children to set personal and team targets.</p> <p>Children to become confident of the rules and regulations of a range of sports and feel more confident when attending competitions.</p>	<p>CPD opportunities for PE team</p> <p>Liaise with outside agencies</p> <p>Liaise with current staff</p> <p>PE team</p>	<p>On-going (Yearly)</p>	<p>1,2,3,4 & 5</p>
<p>Develop opportunities for SEND</p>	<p>MR/BL to communicate with JM to gather</p>	<p>Children will have competed in a SEND</p>	<p>MR/BL</p>	<p>On-</p>	<p>4&5</p>

children to attend a SEND specific competition.	info on SEND children. SW to communicate with SSP to organise participation in competitions. Introduction of SEND activities into the Curriculum Map.	specific competition.		going	
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Impact of the developments in competitive school sport:

- All children from FS2-Y6 have represented the school at least once at a level 2 inter school sporting event. This accolade has high significance as the experiences and benefits this offers our children are priceless. Representing the school has shown many mental, social, emotional and physical benefits to our children.
- We use a sports participation tracker to track participation levels and target those who are found to be ,’ less active. The tracker participation levels for this academic year are shown below:
 - 50 children in Y6 have competed in 2 or more events and 28 in 3 or more events.
 - 36 children in Y5 have competed in 2 or more events and 17 in 3 or more events.
 - 63 children in Y4 have competed in 2 or more events and 38 in 3 or more events.
 - 18 children in Y3, 11 in Y2 and 4 in Y1 have competed in 2 or more events.
- Competitive School Sport is promoted and shared on a weekly basis through our new Twitter and Facebook account. Our weekly newsletters also share our successes and news. This has increased the profile of our school sport and has acted as a motivational tool for children to take part, this has therefore increased participation levels.
- Ironstone Academy Trust competitions have been introduced this year. These have proven extremely successful in increasing participation levels and giving children further opportunities to take part in competitive inter-school sport competitions.
- All children take part in intra-house competitions on a half termly basis. This allows children to develop their knowledge and skills of a range of sports and activities whilst developing their socialising skills and confidence. Children learn how to win and lose and how to respect all. Children follow the 6 Spirits of the Games values throughout. Children look forward to these half termly competitions with each year group competing for a trophy. As these competitions focus on the activities learnt during the half term children are motivated to do well and this in turn promotes progress. Already this year four intra-house competitions have taken place.
- Assemblies are conducted each half term to announce intra-house results and results are displayed on the PE & Sport noticeboard. This is visible when children go through the hall and when children are eating their lunch. Children are encouraged to and do talk to their peers about the intra-house competitions over

lunch. Children have a sense of pride of being part of a team and understand they do not just represent their team in their own year group but for children across the school from FS2-Y6.

- As all children from FS2-Y6 have the opportunity to attend a sports event throughout the year, children have broadened their knowledge's of a range of sports and often enquire about local clubs, which as a school we sign post them to. This is therefore promoting a healthy, active lifestyle inside and outside of school and also promotes competition. Children learn a range of skills when attending sports events and develop as a whole child.
- When a sports team leaves school children line up on the playground without instruction and shout and cheer, whilst wishing them good luck. Children often shout over,' What event are you going to?', 'Good luck, come on Normanby'. This shows the team pride of the whole school and these events are used as a catalyst throughout school.
- Children on the SEND register are given opportunities throughout the year to attend SEND specific events. These events have helped develop self-esteem and confidence, whilst children have learnt a number of new sports including: table cricket and paddle board.
- Children who excel in specific areas and activities are given opportunities to compete and be challenged further at level 2&3 competitions. They are signposted to local clubs and often go onto represent these clubs at competitions.

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.
- Staff who attend CPD courses share good practise to all members of staff to ensure key information is available to all and used throughout school. This also ensures information is constantly available across school when staffing structures change.
- The active 30/30 initiative has highlighted the fact that increased physical activity levels aid academic achievement and this has resulted in a whole school ethos to ensuring children are physically active throughout the school day.
- Children are taking ownership of their physical activity levels and this in turn is proving highly important in sustaining these high participation levels.
- The PE team are predominantly paid out of the staff budget and this is planned to continue for years to come as it is built into the staffing structure and budget. This will ensure high quality PE lessons continue to be taught throughout school from FS1-Y6.
- Teachers have been up-skilled in terms of how to deliver 30 minutes of physical activity. New initiatives are continually shared with staff during briefings and staff meetings. Teachers are now making classroom based lessons more active and this is embedded throughout school. New staff are introduced to these initiatives to ensure this is consistent throughout school.
- New equipment has been purchased and used within the curriculum and extra-curricular clubs to offer new activities. This equipment will be maintained well to ensure it lasts for many years so that children in future cohorts will benefit from alternative engaging activities.
- Through attending CPD courses, specifically the Fundamental movement course the teaching of PE has evolved to include a greater focus on fundamental movement skills. This ethos has been passed onto all staff to be included not only in PE lessons, but during the daily 30 minutes of physical activity. This is improving the physical literacy of all children.

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?	70%
What percentage of your current Y6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	14%
What percentage of your current Y6 cohort perform safe self-rescue in different water-based situations?	29%
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