

Sport Premium Funding Action Plan

2014 - 2015

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? *Stage 1 - Established*
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 2 - Established*
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*

We believe that the Sport Premium funding should support three key areas; physical education, healthy, active lifestyles and competitive school sport. Our school action plan signifies these key areas and has been split into three sections.

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
All children learn and improve their skills through consistently high quality PE lessons across the whole curriculum.	Mark Robinson and Hannah Conroy employed to deliver PE and sports clubs FS-Y6. Children receive consistent, high quality PE teaching and coaching, SSP to observe and co-deliver lessons to support teaching & learning in PE. Mark Robinson and Hannah Conroy to advise Tracey Close as to where they would like additional support/training.	Children are very active in PE lessons and they are confident in what they are learning. They feel that they are always learning new skills and being challenged in exciting and enjoyable lessons.	Hannah and Mark to coordinate the support with SSCO and SSP. SSP to deliver support and CPD courses.	Across academic year linked to curriculum map. 23 rd April 2015 Autumn Term 2014.
All children are included and have equal opportunities in PE, regardless of needs. Children have an increased awareness of disability sports.	A range of disability sports introduced to the school, as part of the curriculum or one off lessons. This could be done through inter-house competitions or as part of lunch time clubs.	Children have a greater awareness and experience of disability sport. Children with disabilities taking an increased role in PE.	SSP to work with MR and HC support and help where requested.	Spring Term 2015.
Children, teachers and parents all know what the vision for PE is through a mission statement or motto.	A shortlist of six statements has already been decided. This will be put to a school vote and promoted in assembly.	Children, teachers and parents can tell you what the motto is.	HC, MR & CF to promote and conduct a vote with all children and staff.	Autumn Term 2014.

	This should be promoted through newsletters, letters, school website, posters etc.			
Provide children who struggle with coordination specific support to help them to develop their confidence in PE.	Identify the children who need additional help with PE. MR to provide additional teaching for those children.	Children are more confident in PE and are showing improvement in their gross motor skills and coordination.	MR and HC to identify children. MR to run and coordinate teaching.	Autumn Term 2015
Provide children who excel in PE further opportunities develop their skills and knowledge of a range of sports and develop their leadership skills.	Identify the children who excel in PE. MR to provide additional teaching for those children.	Children are more confident in leadership roles and the tactical side of sports.	MR and HC to identify children. MR to run and coordinate teaching.	Autumn Term 2015

Impact of the developments in Physical Education:

- 100% of pupils take part in an active PE lesson for 2 hours per week, this allows them to progress skills quicker.
- Compared to last year, each child is taught by a specialist PE coach, this has allowed children to take part in a varied and exciting curriculum.
- We now have our vision statement that is on our new website and is on all sporting letters that children receive.
- Most KS2 pupils can now perform a forward roll by the end of the Key stage. Last year this was only recorded as 'some' pupils.
- All pupils now take part in intra house competitions at least 9 times per year, during PE lessons and at lunch time. This has developed a sense of pride and competition around school.
- All pupils now have their own coloured PE t-shirt, provided by the school. This has reduced the number of pupils who have previously missed PE due to not having appropriate PE clothing. It has also increased the competitive aspect of PE and Children are proud to be part of a team.
- Due to the high quality of PE lessons, more children now have the confidence to attend after school clubs, therefore participation levels have increased.

- A wider range of sports available in PE lessons has helped us as a school to progress and compete at a higher level. We have also entered more teams.
- We have now achieved a Gold standard recognition in PE. Children and staff are extremely proud of their achievements and this is due to the high quality PE and opportunities available throughout the school.

How we intend to spend the money:

- Employ specialist sports coaches.
- Buy new gymnastics mats to benefit PE lessons.
- Update well used equipment.
- Buy a Boom box, with head microphones.
- Buy intra-house coloured t-shirts, to wear in every PE lesson.

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
Parents encourage their children to do more exercise at home and out of school time.	Parents invited to watch competitions and occasional extracurricular clubs. Parents are invited to join in/attend sessions to see what their child is doing.	Parents support and understand the importance of PE and physical activity and encourage their children to be more active. Parents are regularly engaged in sporting activity in the school – ideally every couple of weeks.	MR and HC organise opportunities to invite parents into school. DC invited parents to attend their child's Circus Skills Club.	Autumn Term 2014.
Children are able to access local community sports and clubs outside of school.	Link Normanby Primary School website to SSP website for local club information. List local club links on NPS website.	Pupils and parents know how to access local sports opportunities. Teachers have knowledge of clubs available to sign post pupils. More children involved in out of school clubs and sports.	Normanby Primary to make the link on the website. Organising Crew children advertise on their Notice Board	Autumn Term 2014.
Increase the amount of structured physical activity at play times and lunch times.	Vanessa Roberts and lunch time supervisors to support the play leaders in the delivery of activities. HC and MR deliver break (informal play) and lunch time activities (structured clubs).	Play leaders are delivering activities to other children so that there is structured play engaging children at lunch times.	TC to co-ordinate with SSP. MR and HC could provide training with groups of staff. Vanessa Roberts to oversee.	Roll out throughout the year.

	Vanessa Roberts to attend play leader training with play leaders.			
Increase children's awareness of sport available in and out of school.	School Sport Organising Crew to promote activities happening throughout the school, including clubs, PE and competitions.	Attend SSOC training (3 rd Oct.) to train more children. Existing SSOC to continue with creating competitions and promoting activity.	SSOC overseen by MR & HC. TC to book more children onto SSOC training day.	Autumn Term 2014, then throughout the year.

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

- All Y5 pupils were given the opportunity to complete the Level 1&2 Bikeability course, most took up this opportunity and completed the course. This has increased their confidence and ability to ride a bike safely.
- All pupils in Y4 were given the opportunity to complete the Level 1 Bikeability course. Most took up this opportunity and it has made them more aware of the safety aspects of riding a bike.
- The young leaders trained to be active play leaders at break and lunch time have all enjoy this responsibility. They enjoy working with younger and older children, it is also clear the younger children like the support provided by the play leaders. Activity levels have increased over break and lunch time. Play leaders are on each yard, every day.
- Every child in Y6 has had the opportunity to represent the school at more than one sport. This has enabled children to have a go at sports they previously did not know how to play.
- The new Cross Country Club, has allowed children from Y3,4,5&6 to improve their fitness levels. Over 50 children attend the club and each child has improved their personal best.

How we intend to spend the money:

- Equipment for play leaders to promote and increase of activity levels at break and lunch time.
- Transport to be able to take more teams to sports events.

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
School football team to receive specialist coaching to further develop their teamwork and skills.	Create an afterschool football club delivered by an experienced football coach.	Children enjoying playing football and attending club, while also improving their football knowledge and skills.	Mark Robinson will deliver football coaching from September.	Yr 5/6 Football (Monday) November – competition 22/01/15. Yr 5/6 Girls Football – competition 03/02/15. Yr 3/4 Football (Thursday) November – competition 25/03/15.
ALL children to experience competitive sport.	Develop an Intra School competition league using the house system. For example, have a competition afternoon for each year group at the end of each half term, using the sport/activity that has been taught. Regular competitive opportunities within school, in PE etc to earn points towards their house colour.	Increased number of pupils gaining experience of more competitive sport. Aim to have at least 9 intra-school (inter house) competitions throughout the academic year.	MR and HC with the support from SSP.	Autumn Term 2014
Enhance the experience of competition through creating identities for each House.	Each child will be provided with a t-shirt to represent their house. These will be worn	All children competing in PE lessons and on sports day to	TC, MR and HC with the support from SSP.	Autumn Term 2014

	<p>during competitions and some PE lessons.</p> <p>A new house points system to be set up with all house points in PE lessons going towards this total. Culminating with a School Games Day and more points being awarded on the day.</p>	<p>help towards their team's effort.</p>		
<p>Give the most talented sports people specific support to help them to develop their sporting potential.</p>	<p>Create a Gifted and Talented register to identify the most able. Create a club specifically for most able children. Signpost children to local clubs which could aid their development.</p>	<p>Gifted and Talented club up and running.</p> <p>Children been sign posted to high quality local clubs.</p>	<p>MR and HC to compile register. Support from SSP where needed.</p>	<p>Before Summer Term 2015.</p>
<p>Raise the profile of school sport.</p>	<p>Photographs, reports, tweets etc. in the local press and on the Normanby website.</p> <p>Posters created to display around school and on website of upcoming events.</p> <p>Certificates given to children who attend each event.</p> <p>Spirit of the Games certificates awarded to PE Super Stars Each week.</p>	<p>Evidence of reports being publishing in local press and on website.</p>	<p>HC and MR to identify children to write reports on competitions.</p>	<p>Autumn Term to start.</p>
<p>More children experience inter-school (Level 2) competitions.</p>	<p>Attend all (where possible) of the Cluster and Partnership events and enter A, B and C teams where possible.</p>	<p>Attend at least 9 inter school (Level 2) competitions throughout the academic year.</p> <p>Throughout the year, take more teams to competitions (at least 4 B teams, and 1 C team).</p> <p>HC to take A,B and C team to Basketball competition. (12/01/15)</p>	<p>TC, HC and TC to co-ordinate attendance at events and logistics of taking more children to competitions.</p>	<p>Throughout the year.</p>

Impact of the developments in competitive school sport:

- 54 pupils in KS2 who did not represent the school in competitive sport in 2013/14 have now represented the school in 2014/15.
- 63 KS2 pupils who did not attend an extra-curricular club 2013/14 have now attended one in 2014/15
- 7 Year 5 & 6 pupils have been awarded a fair play award at the high-five netball finals for demonstrating the 'Spirit of the Games' values; honesty, team work, determination, passion, respect and self-belief.
- 75% of Y6 children have attended an after school club, which has shown they are active and learning new skills.
- Every Y6 child has been given the opportunity to represent the school at some competitive activity. 58 out of a possible 60 children have represented the school, the other 2 declined on several occasions.
- All of Y2/3 children have represented the school at least once in a sporting competition, they have now had an experience of competing against other schools.
- All KS1&2 pupils take part in at least 9 intra-house competitions each year through the house competitions. This has added a competitive aspect to PE throughout the whole school. Pupils ask daily where their teams are coming in the league and we now have a trophy with ribbons on representing the team currently top of the league. This motivates children and promotes teamwork.
- In 2013/14 we took one team to each sporting event, now with specialist sports coaches being employed, at least two teams enter each competition. This has increased participation levels and allowed not only the high ability sports children to attend events but those who like to compete for fun.
- In July 2015 8 children were selected to take part in a Triathlon at the Olympic Park London. This gave them and their parents a huge sense of achievement and pride. This was also a once in a lifetime experience, competing in the Olympic Aquatic Centre, with children from all over the country.

How we intend to spend the money:

- Member of SSP.
- To transport our teams to as many competitions as possible.
- Purchased new kits (tracksuits), to accommodate the volume of pupils attending competitions.
- Bought coloured house t-shirts to introduce a competition league.