

Sport Premium Funding Action Plan

2016 - 2017

Dormanstown 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? **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? **Established (Embedded April 2015)**
5. How good is the teaching and learning of PE in your school? **Established/Embedded**
6. Are you providing high quality outcomes for young people through PE and school sport? **Established (Embedded April 2015)**
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 healthy and active lifestyles? **Established/Embedded**
9. Does the school know how to effectively utilise the new PE and school sport funding? **Established (Embedded April 2015)**

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.

2016 -2017 Sport Premium Funding allocated to our school is: **£ 8,970**

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:
To support all children to develop their skill levels across their curriculum map.	To support teaching using SSP during lesson times. Sports coach to provide support and assistance with technical aspects of sports.	Teachers are more confident delivering PE therefore all pupils make progress. Technique and skill level are improved.	JB to liaise with all staff to identify need for support. Book L Shepherd DS to identify support needed.	Summer 1 2016	3&4
To ensure children demonstrate progress in PE lessons.	PE assessment system in place. Ensure staff understand how to use the assessment tool.	Children are making age appropriate progress.	DS to lead All staff	Autumn 1 2016	3
Children to have a quality learning environment. That allows them the opportunity to improve their skills & confidence.	Update and purchase specific equipment across both key stages in line with the curriculum map.	Pupils having quality resources.	JB/DS to stocktake and order relevant resources.	Autumn 2016	1

Impact of the developments in Physical Education:

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:
To support less engaged pupils to develop a healthy active life style.	DS to plan change for life club during lunchtimes for targeted children. To support increased fitness. Liaise with staff to identify relevant children.	Less active pupils taking part in physical activity and developing a healthy active life style.	DS to plan and organise appropriate club.	Autumn 2016 to start club.	1
Children in EYFS and KS1 improve balance and coordination.	Book balanceability lessons.	Improved balance and coordination.	JB to book SSP to deliver balance ability.	Spring 2017	1
Improve all pupils' road safety skills for riding their bikes to and from school. Inclusive of children with SEN.	Deliver bikeability training level 1 and 2 to pupils from across Year 6 in the first instance and continue with pupils in Year 5.	Pupils qualified in Level 2 Bikeability. More pupils riding their bike to and from school. More pupils able to ride a bike.	JB to coordinate delivery with SSP.	Summer 2016.	1&4
Improve fitness and academic attainment of all children.	Create a program around the run a mile a day scheme.	Concentration and behaviour improved in lesson times.	JB and DS to consult with Head Teacher and whole staff.	Autumn 2016	1&2

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

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:
Pupils to experience a wider range of competitions. Pupils to develop skills to become more successful in cluster competitions.	To enter specific competitions advertised in SSP primary competition calendar After school clubs to be organised to allow children to learn about specific sports and practice their skills before attending competition.	Pupils participate in all cluster and new open qualifying events. Selected pupils who do not compete will be targeted to enter chosen SSP competitions.	DS to coordinate entries to competitions. SSP to provide competitions. KL to organise appropriate after school clubs and coaches.	On-going from Autumn 2016. Appropriate to competitions on the SSP calendar.	5
Pupils Increased opportunities for participation in Intra School competition using the house system. All pupils experience the feeling and	Children will participate in intra sports competitions appropriate to the curriculum map. Children to earn points towards their house. A	Children working as a team, understanding the value of fair play and respect towards each other. Develop the ethos of the school games values	LS/DS to produce a program	Beginning 2016 ongoing	5

contribute to being part of a team.	program of appropriate intra competitions for staff to follow.	through sport and across the school curriculum.			
Sports crew to develop their skills and confidence and understanding of their role.	Sports organising crew to meet regularly to discuss forthcoming sporting competitions and events. Crew to survey pupils views on clubs. To organise 1 intra completion for KS1.	Pupils involved in planning, leading and officiating in intra sporting events. Pupils to attend Sports crew training.	DS to have regular meetings. To liaise with the school council to gain pupil voice. LS Training	Crew in place Autumn 2016.	1&5

Impact of the developments in competitive school sport:

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: