

# Sport Premium Funding Action Plan

2015 - 2016

**Dormanstown Primary Academy**

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.

2015 -2016 Sport Premium Funding allocated to our school is: **£ 8,905**

## 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.

<b>Specific Objectives</b> What we want to do	<b>Strategies</b> What are we going to do to achieve objective(s)	<b>Signs of Success/Impact</b> When we have achieved our objective(s) we should see	<b>Who</b>	<b>When</b>	<b>Linked to Key Indicator no:</b>
To support children in KS2 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
To support KS1 children to develop physical literacy with a focus on agility, balance and coordination.	To offer fundamentals training to Year 1 and 2 teachers. Teachers to deliver lessons with the support of teaching assistants. Training for sports coach in BUPA start to move.	Children develop the essential basic physical skills including agility, balance and coordination. Class teachers confident and competent to deliver high quality lessons.	JB to coordinate with LS SAQ. Book DS on Start to move.	Autumn term 2015	3
Children to develop OAA skills, through participation in high quality PE lessons.	Sports coach employed at Dormanstown Primary School. To look at curriculum opportunities of OAA.	Children develop their OAA. Focussing on social skills and team building. High quality lessons.	JB to investigate school curriculum to identify cross curricular links for OAA. DS to develop OAA curriculum. To purchase OAA equipment.	KS2 to have OAA Autumn 2015	2&4
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 2015  Stock okay at present. Got new equipment including Paralympic and Skills to play.	1

**Impact of the developments in Physical Education:**

Teachers remarked that they were more confident to teach rugby after observing D Smith (Sports Lead) teaching lessons. Teachers also experienced attending a rugby festival with the children. The team were placed higher than last year, and Sports Partnership staff remarked that the children demonstrated good rugby skills.

Cost- Sports Lead and SSP support.

The academy Sports coach reported that as a result of lessons in OAA, the children were had developed the skills to work together as a team.

Cost -Sports Lead

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.

<b>Specific Objectives</b> What we want to do	<b>Strategies</b> What are we going to do to achieve objective(s)	<b>Signs of Success/Impact</b> When we have achieved our objective(s) we should see	<b>Who</b>	<b>When</b>	<b>Linked to Key Indicator no:</b>
To support less engaged pupils to develop a healthy active life style.	DS to plan for activity clubs during lunchtimes. 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. Registers, regular blog on website.	DS to plan and organise appropriate club.	January 2016 to start club.	1
Children to increase activity levels and social skills through the playground games to promote physical activity during social times.	To continue to train young leaders/ Lunch time supervisors as play facilitators.	More children to participate in active play. Children fitter.	JB to organise supervisor training with SSP. KL / DS to train young leaders.	Summer 2016	1&3
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 qualified in Level 2 Bikeability. More pupils riding their bike to and from school. More	JB to coordinate delivery with SSP.	Summer 2016.	1&4

	pupils in Year 5.	pupils able to ride a bike.			
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**Impact of the developments in the promotion of healthy, active lifestyles:**

Nine families took part in Family fun after school club directed at inactive children. As a results the families were more engaged in exercise and were realising how important it is to be healthy as a family.

Children with special needs are now able to ride a bike as a result of bikeability training. All year 6 have been trained and they are now much safer on the roads. There has an increased number of children riding to 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.

<b>Specific Objectives</b> What we want to do	<b>Strategies</b> What are we going to do to achieve objective(s)	<b>Signs of Success/Impact</b> When we have achieved our objective(s) we should see	<b>Who</b>	<b>When</b>	<b>Linked to Key Indicator no:</b>
Children to develop improved social skill through training in how to win and lose with honour and dignity.	To offer training for teachers and teaching assistants 'Learn to Compete, compete to learn.' Teachers to plan to teach children strategies to win and lose maturely while having a healthy competitive attitude.	Healthy attitudes towards competition. Positive and supportive language used towards others	JB to organise staff training. To liaise with C Tennyson.	Autumn 2015	2
Pupils to experience a wider	To enter specific competitions	Pupils participate in all cluster	DS to coordinate entries to	On-going from Autumn	5

range of competitions. Pupils to develop skills to become more successful in cluster 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.	and open qualifying events. Specific clubs in order to enter new competitions e.g. hockey /cross country.	competitions. SSP to provide competitions. KL to organise appropriate after school clubs and coaches.	2015. Appropriate to competitions on the SSP calendar.	
Pupils Increased opportunities for participation in Intra School competition using the house system. All pupils experience the feeling and contribute to being part of a team.	Children will participate in half termly intra sports competitions. Lunchtimes sports competitions will be held during the term. Children to earn points towards their house.	Children working as a team, understanding the value of fair play and respect towards each other. Develop the ethos of the school games values through sport and across the school curriculum.	DS / JB to co-ordinate competitions.	Beginning 2015 ongoing	5
Sports crew to develop their skills and confidence and understanding of their role.	New sports crew applications to return to DS by Autumn 2015. 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.	Crew in place Summer 2016.	1&5
Gifted and Talented have the opportunity to develop their skills through an identified sports pathway.	DS to develop list of G & T pupils in KS2. Liaise with parents and local clubs to provide a pathway.	Talented pupils used to assist in PE lessons. Lists are available to parents and staff. Pupils are active in community clubs.	DS to develop list. JB to liaise with parents.	Summer 2016.	1&5

**Impact of the developments in competitive school sport:**

Teachers attending gymnastics, rugby and athletics sports festivals with their classes, observed children displaying a positive competitive attitude, and excellent sporting behaviour. Cost- Training in compete to learn from SSP C Tennyson.

### **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:

- Support from sports coach across two academies give staff confidence and skills to help children progress. This is sustainable due to shared costing.
- BUPA start to move has been disseminated to KS1 staff along with a planned program. Ensuring physical literacy is sustainable.
- Active lunch times are sustainable due to leadership training and lunch time supervisor training. A lunchtime supervisor leads and members of staff support young leaders.
- Support in lessons which include lesson planning form Sports coordinator has increased teacher knowledge of different activities enabling them to help the pupils make better progress in lessons.
- Use of core tasks and Matalan cards has looked at using PE to educate the whole child including social and thinking skills.