

Sport Premium Funding Action Plan

2015 - 2016

Rose Wood Academy



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

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: **£ 9345**

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:
All children to take part in two hours of PE, curriculum time and extra-curricular activities each week	External coaches used to deliver after school clubs. Play Zones with lunchtime staff and Y6 leading activities every lunchtime.	Each child receiving two hours of physical activity per week, made up of curriculum time and extra-curricular activities.	MM and SM to oversee. MM to record attendances.	All year	1, 3 & 4
Teacher to be more confident teaching PE.	CPD offered to staff and lunchtime supervisors. SM and HA to attend courses on Planning.	Teachers and lunchtime staff to be more active with children.	All staff		2, 3 & 4
All children learn and improve their skills through consistently high quality PE lessons across the whole curriculum.	PE graduate employed in school 2 days a week. Subject leaders have the opportunity to observe PE lessons throughout the year. MM and SM to discuss assessment with PE leaders at Newham Grange Primary School to help teachers	Children are active in PE lessons and they are confident in what they are learning. They feel that they are learning and gaining new skills. Teachers are more confident delivering PE.	HA to observe PE lessons. SK to work with PE graduate throughout lessons, focussing on assessment	All Year	3 & 4

	deliver affective PE curriculum				
Children in EYFS to develop their agility, balance and coordination, and core stability.	Yoga Bugs to introduce the children to yoga	Children in EYFS have better coordination, better listening and sitting skills and better stability.	EYFS team to consider the success of Yoga Bugs.	Summer Term	1 & 4
Children to experience a wide range of sporting activities.	Week of activities to raise pupils' awareness off sport and physical activity. Companies used to bring apparatus not available within school.	Children are active and trying out sports that they may not experience otherwise. Children are engaged and excited to try out new sports.	PE leader + HR to coordinate	Summer Term	1, 2 & 4

Impact of the developments in Physical Education:

- Courses attended by staff: Funky Feet (EYFS), Skipping.
- Coaches have been used to run clubs before and after school. Sports clubs that have run this year are street dance, Daisy Chain, running, cricket, tag rugby, multi-sports, athletics, hockey, and football.
- Play zones have been set up in both key stage 1 and key stage 2 playgrounds, with resources bought specifically for play time and lunch time. Play Leaders have been identified from MDAs who have received training. Children are making good use of the new equipment set up in the zones and staff lead play activities using the equipment.
- Lunchtime supervisors have received training and are more active with the children in the play zones.
- MM and SM attended Middlesbrough Sports Partnership conference. Subsequently, an assessment system has been developed in collaboration with Newham Bridge. As a result of this collaboration, a new Rose Wood PE overview is going to be created with revised objectives in readiness for the next academic year. Revised objectives designed to develop children's PE skills and prepare children for competitive sport.
- Yoga Bugs taught to Reception during the first half of the summer term. Staff have stated that it had a positive impact and are keen to repeat it next year. They are

also keen to do a self-taught yoga bugs unit in nursery next year.

- Sports week was a success and resulted in KS1 and KS2 creating their own dance led by Miss Rose.
- Subject leaders have observed PE lessons and provided feedback to those observed.

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:
Improve pupil's road safety skills for riding their bikes to and from school	Bikeability to come into school to teach Year 5 children.	Pupils qualified in Level 2 Bikeability. More pupils riding their bike or scooter to school, with fewer injuries. Children to have increased confidence in road safety.	Year 5 teachers to coordinate with Bikeability.	Spring Term	1 & 2
Improve pupil's road safety skills for walking to and from school. Parents encourage their children to do more exercise out of school.	Year 3 pedestrian training. Walking route set out to encourage parents who live close by to walk to school.	Pupils have a firm knowledge on how to keep safe on the road. More children walk to school with confidence regarding their safety.	Year 3 to coordinate with Pedestrian Training.	April 2016	1 & 2
Parents encourage their children to do more exercise out of school.	Invite parents to Sports Day so they can see how much sporting activity benefits	Children show enthusiasm for their sporting achievements.	MM to coordinate with after school clubs.	Each term	1

	<p>children.</p> <p>Parents invited to see a showcase of dance and gym after school clubs at the end of each term.</p>	<p>Parents support and understand the importance of being active.</p>			
<p>Children are able to work in teams both in games and outdoor environments.</p>	<p>Upper KS2 trip to Dalby.</p>	<p>Children are better and more confident at working in teams in different environments.</p>	<p>Upper KS2 to coordinate</p>		<p>4</p>
<p>Children are able to work in teams both in games and outdoor environments.</p>	<p>Upper KS2 two day trip to Robinwood.</p>	<p>Children are confident working in teams, show resilience and improve relationships.</p>	<p>Upper KS2 Autumn Term</p>		
<p>Children are confident and safe in water.</p>	<p>Year 3 will receive swimming lessons in one week blocks throughout the autumn and spring term.</p>	<p>Children are confident in water and can swim at least 25 metres. Children who cannot swim 25m will be given extra swimming time.</p>	<p>MM to coordinate.</p>	<p>Autumn and spring term.</p>	<p>1 & 4</p>
<p>Children understand more about healthy eating and how to prepare their own food.</p>	<p>All children to be educated on how to lead a healthy and active lifestyle. Children to also make healthy snacks.</p>	<p>Children can explain what they should be eating as part of a healthy diet and are able to prepare simple meals or snacks themselves.</p>	<p>PE leaders to coordinate. Class teachers to lead teaching.</p>	<p>Main teaching to occur during Sports Week.</p>	<p>1</p>
<p>Children encouraged to be more aware of how active they are.</p>	<p>Pedometers to be used by children. Children to see if they can walk to Rio (ks2)/London (ks1)</p> <p>Children to be encouraged to complete 'Golden Kilometre'</p>	<p>Children aware of how active they are.</p> <p>Children to begin the school day refreshed and ready to learn.</p> <p>Increase in physical activity.</p>	<p>SM to mark out 1km.</p>	<p>Spring term onwards</p>	<p>1</p>

	before school.				
Children encouraged to be more active.	Increase the number of clubs, including taking advantage of mornings.	Children are more active and begin the day with exercise and a healthy snack.	SM to coordinate	Spring term – second half.	1
All children to achieve 25m swimming certificate	Year 6 to be given extra swimming time to confirm whether they can swim 25m. They haven't been swimming with school since Year Three.	Children are confident in water and can swim at least 25 metres.	MM to arrange with Upper Juniors.	Summer Term – after SATS.	1 & 4

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

- There has been an increased attendance in sports clubs since the introduction of morning clubs. Work still needs completing to include more children in sporting activities. After school sports clubs have also increased participation with each are being offered specific clubs.
- Year 3 - all passed their Pedestrian Training.
- Enquired regarding swimming booster for Year 6, but only a two week block was available. This did not fit the Year 6 timetable.
- In Year Three, 50 out of 51 children achieved their 25 metres in swimming.
- Robinwood trip booked for November 2016, with subsidised places for Pupil Premium children.
- Year 6 attended Dalby Forest and took part in geo-caching where children had the opportunity to develop their teamwork skills.

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:
Children to gain a greater experience and understanding of competition gameplay and rules.	Monitor participation so that a greater range of KS2 children to attend various competitions throughout the year. PE sessions to fit in to the competition calendar as much as possible.	More children involved in competitive sport. Try to increase participation with a broader range of children attending.	SM to monitor	All year	4, 5
Children to gain a greater experience and understanding of competition gameplay and rules.	Transport to sporting opportunities (such as 'Tata Kids of Steel Triathlon')	Increased participation in Physical activity	UJ	All year	2 & 5
Increase the number of children who have the opportunity to complete against other schools in a range of different schools.	Intra school athletics competition to be set up between schools in the Discovery Alliance.	Children experience Olympic Style competition. More pupils have the opportunity to compete.	Discovery Alliance	Meetings throughout the year, culminating in an event in the Summer Term	4 & 5
Children to experience a variety of games in a competitive environment.	Begin organising School Games Day for next year. Aim to achieve School Games Mark.	School Games Day arranged for next year.	School Games Day ideas to be discussed in meetings with PE leaders.	All Year	2 & 5

Impact of the developments in competitive school sport:

- HA and MM created curriculum map to help link PE lessons with the competition calendar.
- Olympics competition completed between all children from Year 3 and 4 at all Alliance schools. The day was a huge success and all children experienced competition. Rose Wood won the competition which was a huge achievement. The confidence and excitement displayed by all children was wonderful.
- Percentage of children involved in competition:
 - Year 6 88%
 - Year 5 100%
 - Year 4 100 %
 - Year 3 100%

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:

- How can we improve whole staff involvement in physical activity?
- How can we ensure that more children receive at least 2 hours of PE a week?
- How can we improve behaviour and physical activity at lunch time?