

Sport Premium Funding Action Plan

2020 - 2021

Wheatlands 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**
5. How good is the teaching and learning of PE in your school? **Established**
6. Are you providing high quality outcomes for young people through PE and school sport? **Established**
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? **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 recommends that all children and young people aged 5-18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be at school.
2. The profile of PE and sport is 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.

2020-21 Sport Premium Funding allocated to our school is: **£19,140.00**

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:	Review
A skill-based curriculum throughout the school from Fundamentals in EYFS/KS1 to a skill/skill for sport in KS2.	Put together learning journey, curriculum map and medium-term plans.	All teachers delivering a skill-based curriculum. Pupils develop/progress with their fundamental skills which will help and support them both physically and mentally throughout their PE journey.	CE/AP to work with SSP with curriculum planning documents.	On-going throughout the year.	2,3, 4,5	Skills based/ curriculum map used. Main resource – twinkl planning
<i>To introduce ‘My Personal Best’ into PE lessons across the whole school with the aim of PE being tool for furthering positive personal qualities in children that can be used now and in later life.</i>	<i>As a whole staff, look at the 24 different life skills from the multi-ability model– Healthy Me/Social Me/Thinking Me. Decide upon the key skills to be taught. SSCo to support with initial staff meeting and help with resources. Consider PE house points and link to life skills being promoted by each year group</i>	<i>Pupil ‘buy in’ with whole school display used to support the ideas and principles. Pupils behaviour improved. Whole school ethos developed around the MYPB resource and rewards. Pupils attitudes across the school, not just PE, to change.</i>	<i>Claire Tennyson to support API and CEA to introduce the scheme to staff and pupils. API and CEA to review with staff on a half termly basis</i>	<i>Introduce – Sept 2020 Review – Dec 2020 Embed – Jan 2021</i>	1&3	Packs bought. 1 per year group. Not yet embedded.

<p>Team Teach opportunities for NQT/New staff or for staff lacking confidence in a particular area e.g. gym/dance.</p>	<p>CE/AP to communicate with staff and discuss areas needed to upskill. RESSP CPD opportunities identified. Team Teach opportunities given to staff from RESSP.</p>	<p>Staff are more competent and confident in delivering the curriculum. Pupils to gain access to high quality teaching and PE to develop their skills, confidence and competencies in PE, Sport and Physical Activity.</p>	<p>All staff to feedback to CE/AP RESSP CPD calendar shared NY to support with Team Teach opportunities.</p>	<p>September onwards.</p>	<p>2,3,4&5</p>	<p>Not utilised this year.</p>
<p>Skill-Based Curriculum/ Team Teach</p>						
<p>Impact: All children to have access to high quality PE lessons across the school, this results in children becoming more aware of the importance of Physical Activity, PE and School. Children will develop the skills required to take part confidently and competently in PE. Use the skills to play particular sports.</p> <p>The ability to do so will in turn lead to an enjoyment of PE, Sport and Physical Activity and increase the likelihood of continued participation. When children feel they are able to take part successfully in both PE lessons and sports this can develop the child both physically and mentally; not to mention the life-skills learned that can extend into later life.</p> <p>Sustainability: All teachers will have a greater knowledge and understanding of skills required. They will have received training followed by individual lesson feedback therefore from this process all staff are confident or have a range of ideas, skills of good practice and are aware of their individual development targets which can be sourced through CPD or further PE support to ensure that every pupil has access to high quality PE throughout their schooling at WPS.</p>						
<p>My PB Resource</p>						
<p>Impact: All children have an awareness of the MPB key words and can apply these across the curriculum, not just in PE. Assembly times used to celebrate the children who have exhibited these qualities.</p> <p>Sustainability: All teachers have an awareness of the key words and promote these across all areas of the curriculum. Teachers have their own resource packs.</p>						

Healthy, Active Lifestyles and achieving My Personal Best.

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.

Roll out the 'My Personal Best' strategy which will help children to learn and develop vital life skills which will benefit them in all areas of school and home life.

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:
Develop Active Travel across the whole school.	Book in and ensure full support of the RESSP Active Travel offer – Balance Bikes, Pedestrian Training and Bikeability. Promote Active Travel across the school, communicate with parents and promote initiatives e.g., bike to school week, walk to school week etc.	Pupils successfully complete all three initiatives from RESSP leading to an increase in confidence to take part in active travel. More pupils being active to and from school and outside of school.	CEA to book in all offer. CEA to track number of children who have passed L2. CEA/ ACA to track number of children walking/riding to school.	Spring/Summer Term 21	Bikeability Balance bikes Walk to school week – all taken place this year.
To ensure that all pupils have access to at least 30 minutes of physical activity per day.	Staff to ensure all lessons are active or have some element of physical activity attached. Make use of outdoor space attached to each classroom. Pupils to take part in the Daily Mile and links online e.g. Joe Wicks.	Pupils accessing 30mins of physical activity a day will result in children becoming fitter and stronger. Benefits to more concentration in class and pupils being able to live a healthier lifestyle.	CEA to support children in delivering personal challenge and target individuals who are less active within lunchtime activities. CEA/ API to check that Daily Mile is being implemented in the correct way.	On going throughout the year.	Less taken place this year due to staggered breaktimes and not being able to mix bubbles. No daily mile.

	Yoga to be offered across school, staff to be supported with delivery.	Inactive children attending a club and realising the benefits and importance of being active.			Yoga has been delivered in school.
Identify and Target Inactive young children.	Staff to identify pupils who have become inactive or disengaged. Set up after school club and lunchtimes interventions.	Inactive children attending a club and realising the benefits and importance of being active. Children are fitter and have more stamina, attention span in lessons improves. Core strength improves which can help with sitting and concentrating and with handwriting.	All Staff to support with identifying young people. CEA/AP to set up after school club Leaders to be trained to support delivery of lunchtime interventions.	Spring Term onwards.	Chd have been identified but lunchtime clubs unable to run.
Continue to support the school in maintaining gold status for Healthy Schools.	Work with JSI – healthy schools coordinator Incorporate opportunities for an extra 30 minutes of physical fitness per day (see above).	Children independently make healthy choices. Gold status achieved. Children are better informed on how to make healthy choices regarding exercise and diet.	JSI	Ongoing	Healthy schools not run this year.

Active Travel I

Impact:

Children are fitter and healthier and more confident. They are also more mentally prepared for school as the brain is more active.

Sustainability:

Continue to support and access active travel initiatives. Teachers and pupils promote and recognise the importance.

30 Mins Physical Activity

Impact:

Children are fitter. Concentration in the classroom is improved. Children with challenging behaviour are better behaved.

Sustainability:

Active styles of teaching are promoted through the school. Buy-in from teachers regarding the Daily Mile. Joe Wicks used when necessary.

<u>Identify/Target Inactive Pupils</u>
Impact: Children who are inactive gain confidence regarding skills and improved fitness also helps confidence grow.
Sustainability : Active sports leaders (y5/6) are enthusiastic about running clubs. Teachers continue to identify the less active and promote clubs.
<u>Healthy Schools</u>
<u>Impact</u> Children are healthier and have a better diet which also helps with confidence and concentration in the classroom.
<u>Sustainability</u> Continue to support healthy schools. PSHE/ science lessons include lessons on diet and healthy life styles

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:	Review
To continue to ensure less-active pupils have the opportunity to participate and represent the school at SSP events/festivals or clubs.	Teachers encouraged to take the less sporty children to SSP development days and festivals. Whole classes where possible. Endeavour to enter SEN children onto events.	Less active young people becoming more active and encouraging further participation linked to after school provision	All Staff to identify pupils from tracking system and ensure opportunities given. CEA/API to monitor.	On-going throughout the year	1,4,5	No competitions/festivals

<p>Focus on getting older girls more active as by Y5 and 6 it is becoming more difficult to engage girls in competitive competition.</p>	<p>Offer y3-6 after school football club which are linked to Primary FA PE resources. CEA/ API to research how some of these resources can be used by the girls during breaktimes and during some curriculum time.</p> <p>Look at the 'This Girl Can' strategy and investigate potential resources for school.</p>	<p>More girls are physically active, become more confident when playing sports and are more willing to put themselves forward for competitions.</p> <p>Extend girls football to create a Year 3& 4 club alongside Year 5&6</p>	<p>CEA/API to set up and monitor throughout.</p>	<p>Spring Term onwards</p>	<p>1,4&5</p>	<p>All girls have taken part in PE. No competitions to attend.</p>
<p>To continue to ensure all pupils to be encouraged to take part in intra school competition.</p> <p>SSP Principles of competition to be adopted.</p>	<p>All teachers to continue to run intra school competition during PE lessons.</p> <p>Each term year groups should mix and have an intra competition based around skills and personal best. This should be acknowledged and celebrated in assembly.</p>	<p>Structured competition within school, look to develop a table or points system within class or across houses as this did not occur last year. Separate house point chart/ golden tokens for PE with certificate at end of each half term for good sportsmanship and engagement.</p>	<p>CEA/ API liaising with SPI.</p>	<p>On-going throughout the year.</p>	<p>4,5</p>	<p>Intra competitions have been run in KS2.</p>
<p>To continue develop sports leaders and sports crew with a view to enhancing Intra School Sport</p>	<p>SSP Leadership and crew training for chosen pupils. CEA to co-ordinate with leaders and give them opportunities to lead. Children given the opportunity to assist SSP with events. Sports Crew and leaders to aid teachers to run intra</p>	<p>Confident leaders who will help deliver Intra School competition. Leaders trained and active within each KS2 year group. A work force for teachers</p>	<p>CE to coordinate with staff to implement pupil's involvement.</p>	<p>On-going throughout the year.</p>	<p>4,5</p>	<p>No sports leaders utilised this year.</p>

	school competitions within lessons.					
Less Active/Disengaged (Festivals/Events)						
Impact: Children have fun and are more likely to want to continue with the sport involved. Sustainability When disengaged attend festival/ event ensure that there is follow-up in school afterwards so impact not lost.						
Y5/6 Girls Active						
Impact: Fitter, healthier and well balanced girls who work well together as a team. Sustainability Depending on sport, make links to clubs and provide follow-up opportunities.						
Intra Competitions						
Impact: Children feel the benefits that competitive sports can bring. Opportunity to promote good sportsmanship. Sustainability : Children focus upon sportsmanship, working as a team, resilience, improvement. This is evident in other lessons too.						
Sports Leaders/Crews						
Impact: Workforce for staff. Children who being 'led' benefit. Children who 'lead' also benefit and can reflect on what they have learnt Sustainability: Consistent sports leaders who have 'applied' for the role. Embedded system in school that all teachers are aware of.						

Daily Mile

Daily Mile to be completed every day (although it does not have to take place on the day(s) children do PE). All children should be encouraged to run and improve their stamina- not walk and talk to their friends. If a child does need to walk then they should be encouraged to walk then run again. If chd do start walking/ talking the group should be split up. Daily Mile should last for 10 minutes and should be tracked.

Teachers should be involved by either running with the children or by actively encouraging children to keep going.

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.

Swimming Data 2020-21

Meeting national curriculum requirements for swimming and water safety	No Swimming data for this year.
What percentage of your Y6 cohort swim competently, confidently and proficiently over a distance of at least 25m	
What percentage of your current Y6 cohort use a range of strokes effectively (for example, front crawl, back stroke and breast stroke)?	
What percentage of your current Y6 cohort performs safe-rescue in different water situations?	
Schools can use the Primary PE and 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?	

School Sport Premium

Area	Income	Projected Expenditure Amount
Sport Premium Underspend 2019-20	£ 8717.36	
Sports Premium 2020-21	£19410.00	
School Sports Partnership		£4,500
PE Coaches		£1540
PE intervention (supply)		£2805
Transport		£260
Walk to school initiative/ resources		£150 approx
Equipment		£10663
CPD (including supply)		0
Miscellaneous		£1529
Total	£28,127.36	£21447
Carry forward to 2021-22		£6680.36