

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.

2018 -2019 Sport Premium Funding allocated to our school is: **£18,100**

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:
<p>Continue to ensure pupils have access to high quality PE lessons which focuses on skills and only moves to specific sports in Y5 or 6 when a child is ready.</p> <p>All children to be engaged and involved in lessons with differentiation being used to ensure this.</p> <p>Sports leaders actively used during lessons.</p> <p>Where there is a competitive element in lessons this should always be fair and all inclusive so that no child is made to feel inferior or pushed away from the sport.</p>	<p>SSCo to observe PE lessons of all staff to provide evidence of high quality teaching that is focused upon skills</p> <p>Lesson observations are completed termly with feedback to staff – focusing on the teaching of skills. All staff to be observed.</p> <p>SSCO – be aware, termly, of PE coverage across all year groups.</p> <p>Provide support where needed -CEA, API or NY.</p> <p>Pupil questionnaire to gauge enjoyment and opinion of PE.</p>	<p>Improvement in the quality of PE lessons which are skills-led.</p> <p>All children will be able to participate fully in lessons which are pitched correctly.</p>	<p>CEA and API to continue to observe lessons</p> <p>Neil Young to continue to work with individual teachers on support, delivery and observation.</p>	<p>On-going throughout the year.</p>	<p>2,3</p>

<p>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.</p>	<p>The new PE curriculum document to be used by all staff.</p> <p>As a whole staff, look at the 24 different life skills from the multi-ability model– <i>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.</i></p> <p><i>Consider PE house points and link to life skills being promoted by each year group.</i></p>	<p>Pupil 'buy in' with whole school display used to support the ideas and principles.</p> <p>Having initially identified life skills, review with staff as to whether pupils have been able to develop these skills in other subjects than PE.</p> <p>Celebration assembly to further enhance pupil involvement.</p>	<p>Claire Tennyson to support API and CEA to introduce the scheme to staff and pupils.</p> <p>API and CEA to review with staff on a half termly basis.</p>	<p>On-going throughout the year.</p>	<p>2,3 & 4</p>
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Impact:
Children all 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 play particular sports. The ability to do so will in turn lead to an enjoyment of sport and increase the likelihood of participation. When children feel they are able to take part successfully in both PE lessons and sports there are many physically and emotional benefits to playing sport and keeping fit; not to mention life-skills that can extend into later life.

Sustainability:
All teachers 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>Liaise with new and established members of staff and identify areas for development with ssp.</p>	<p>Identified staff to book on CPD opportunities offered by the SSP and further networks. More staff encouraged to attend.</p>	<p>Staff's lesson delivery improves and they become more confident in delivering a skills based curriculum.</p>	<p>CEA to communicate this provision to new/ less experienced staff.</p>	<p>On-going</p>	<p>2,3,4</p>
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	<p>Staff who attend CPD to communicate/ deliver to staff in school who would like it.</p> <p>Staff who attend festivals to cascade tasks and activities to other members of staff/ classes.</p> <p>NY to support all members of staff at points through the school year.</p>	Other teachers benefit from staff's CPD/ attendance at festivals.	CEA/ API to monitor/ track staff who attend and request follow-up . ie- feedback for staff or information as to how the course has been utilised in school.		
<p>Impact: All staff are given CPD opportunities and the chance to work alongside Neil Young through the SSP offer. Individual staff can identify their needs and ensure their awareness of a wide range of sports related skills increases, this in turn supports the pupils to develop their own skill-set in the chosen sport or within the PE lesson. Staff relay training to other staff who will also benefit from the cpd.</p> <p>Sustainability: Staff will be utilised to work with less experienced staff to develop their knowledge and understanding of PE. Embed an in-house training model that supports the on going work of the SSP.</p>					
Now that a new curriculum document is in place ensure that it is used to both assess and inform planning.	Remodel assessment sheet so that it is simpler and fits the curriculum document exactly.	All teaching staff following the curriculum document use it to plan and are aware of assessment requirements that have moved away from sports based to skills based.	CEA/ API to monitor.	Fully embedded by end of academic year.	2
<p>Impact: By using the curriculum document, teachers will be able to focus upon the skills that they are required to teach and what sports they can link these to.</p> <p>Sustainability: All teachers to have an understanding of a skills based PE curriculum which will result in high quality PE lessons. Children will be challenged appropriately and encourage to try new sporting activities because they have been provided with the necessary skills.</p>					
Continue to ensure that ALL pupils are engaged within a PE Lesson.	Ensure all pupils who take part in PE have the opportunity to develop their leadership, coaching and officiating skills.	Confident pupils, a greater understanding of learning whilst taking part in PE.	SSCo to offer CPD on using pupils within the lesson as a workforce. NY to provide whole- school training on this.	Ongoing	2,3,4

<p>Trained sports leaders are used in all lessons so that they can continuously develop the skills that they have learnt at sports leader training.</p> <p>All children are given the opportunity to act as sports crew and are given the chance to lead or officiate activities in PE lessons.</p>	<p>Ensure that differentiation is used in PE lessons so that children can assess lesson or are appropriately challenged.</p> <p>Monitor summer sports eg – cricket and rounders to ensure all children are engaged.</p>	<p>Pupils become more confident in terms of contributions during other lessons.</p> <p>All children enjoy PE and feel confident to take part in all activities.</p> <p>Children develop respect for each other.</p>	<p>Class teachers to continue to offer opportunities throughout their lessons.</p> <p>CEA/ API – formally/ informally observe summer sports.</p>		
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Impact:

More children engaged in PE, young people who have previously being put off by PE are demonstrating further interest through leading, officiating and a skills based curriculum. Children have gained confidence, can lead warm ups, score, time and measure individual skills or games all of which ensure each child takes more ownership within a lesson or term of work and has a better understanding, which will in turn enable them to develop not only as a leader but as a participant too.

Sustainability:

Each individual child will have an opportunity to progress, feel successful and will enjoy taking part in PE and school sport. Teachers will have a workforce within their lessons. Children learn to be more supportive of each other and can demonstrate better sportsman-like skills such as respect and encouragement.

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:
Improve Y5s pupil’s road safety skills for riding their bikes to and from school.	Deliver bikeability Level 1 and 2 to Y5 pupils	At least 50% pupils qualified. More pupils riding their bikes confidently.	CEA to track number of children who have passed L2.	Spring/Summer Term	1

	<p>Ensure good communication between staff and bikeability staff. Ensure all y5 chd aware that they need to be able to pass level 1 in order to progress to L2.</p> <p>School/ SCo to actively support the Eco team with ride/ walk to school week – 2 per year.</p>	<p>More Y5&6 riding to and from school and demonstrating a good knowledge of road safety.</p>	<p>CEA/ ACA to track number of children walking/riding to school.</p>		
<p>To ensure that all pupils have access to at least 30 minutes of physical activity per day by ensuring that the Active 30:30 strategy continues to be embraced by all staff.</p> <p>CPD – keep monitoring.</p>	<p>Target inactive pupils to attend an extracurricular club for at least one full term. (continue with structured lunch time activities and continue to develop Y5 chd to deliver).</p> <p>For all pupils to participate in the Daily Mile and Joe Wicks 5 minute hiit sessions.</p> <p>To ensure active teaching is taking place in all classes-</p> <p>To ensure there are structured extra playtime and lunchtime activities that target less active children. Sports leaders to run activities</p> <p>To continue to run the Personal Challenge initiative for all children and teachers.</p> <p>Continue to offer yoga to all year groups. Staff to train on how to deliver yoga.</p>	<p>Inactive children attending a club and realising the benefits and importance of being active.</p> <p>Children are fitter and have more stamina.</p> <p>Children’s attention span improves.</p> <p>Children who do not usually participate in physical activity are now more inclined to do so.</p> <p>Core strength improves which can help with sitting and concentrating and with handwriting.</p>	<p>CEA to support children in delivering personal challenge and target individuals who are less active within lunchtime activities.</p> <p>CEA/ API to check that Daily Mile is being implemented in the correct way.</p> <p>CEA/ API to monitor active learning in classes by asking for pictorial evidence that can be blogged on the website or tweeted.</p> <p>CEA to support Y5 in delivering activities.</p>	<p>On going throughout the year.</p>	<p>1,2</p>

All Y6 children to be able to swim 25m on their front and back.	Year 5/6 children who have not yet achieved 25m to be taken swimming. All Year 4 children to attend lessons.	All children leave Y6 as confident swimmers.	CEA/ SPI to track this.	Ongoing	1,2
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	1

Impact
Through active teaching and learning, bikeability, Daily Mile swimming opportunities, Healthy School Champions, Go Run For fun Initiative and Sports Leaders, children will be provided with opportunities to be active in school for 30 minutes each day.

Sustainability
Active people make better learners. Therefore; opportunities to be active should provide tangible effects in the classroom and beyond.

Monitor pupil's participation within competitive sport and after school sport clubs.	Produce a tracking document highlighting two key areas. Competition & After Schools Clubs.	Young people are easily identifiable through the tracking system and therefore interventions can be put in place to support them.	CEA/ API to ensure that the tracking document is completed	On going throughout the year.	1,2,3,4,5,
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Impact:
All pupils are identified early and measures put in place to ensure appropriate interventions are put into place, this ensures all pupils remain active and have opportunities.

Sustainability
This document is shared with class teachers so they are aware of the children who are not participating in school sports. Each child will then be given an equal opportunity to take part in a competitive sport or after school club, or link to the SSP offer e.g. Personal Challenge , Development Days etc which will increase children's self-esteem.

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.

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 continue to ensure less active pupils have the opportunity to participate and represent the school at SSP events/festivals or clubs. More able children are given the opportunity to participate in SSP competitions within a team that has the potential to do well and progress into further rounds.	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. API to monitor the quality of the teams that are selected for competitions. Track how well the school has done at each competition.	Less active young people becoming more active and encouraging further participation linked to after school provision Wheatlands has more success at SSP competitions . The impact being that the more able pupils are exposed to competition at many levels and benefit from the experiences such as	All Staff to identify pupils from tracking system and ensure opportunities given. CEA/API to monitor. API/ CEA	On-going throughout the year	1,4,5

<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 clubs 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>persevering, winning and losing</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>			
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Impact: More young people will be engaged in sports and competitions and will feel the benefits of what this can bring.

Sustainability:

There is a tracker in place and all staff are made aware of the less active young people, we also rotate the opportunities offered to pupils from the SSP.

<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.</p> <p>Children given the opportunity to assist SSP with events.</p> <p>Sports Crew and leaders to aid teachers to run intra school competitions within lessons.</p>	<p>Confident leaders who will help deliver Intra School competition. Leaders trained and active within each KS2 year group.</p> <p>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>
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<p>To develop all children as leaders.</p>	<p>Give children the opportunity to work with younger and their peers children to deliver activities.</p> <p>Allow children who express an interest whom have to assist sports leaders at lunchtime even if they have not attended training.</p> <p>All chd who attend a festival given the opportunity to cascade what they have learnt to their peers.</p>	<p>Confident children who are able to lead.</p>	<p>CEA to instigate and monitor.</p>	<p>Spring and Summer term</p>	<p>5</p>
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Impact:
 We have seen an improvement in the number of individual pupils who are leading games and offering children the chance to play competition at lunchtimes and support the teacher in the PE lesson. This has impacted the amount of Level 1 competition offered and therefore has offered us more opportunity for those individuals who are wanting to access Level 2.

Sustainability:
 With leaders taking ownership and supporting teachers with Level 1 opportunities this will ensure that we will have sustained competition opportunities throughout the school and a flow of children identified to take part in Inter competition.

<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>
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Impact:

End of term intra competitions linked to the house system, all children have an active part to play in a wide variety of competitions. The point system has a positive effect on children as they are rewarded for winning and taking part.

Sustainability:

A point system in place that leads to a competitive approach to the House System.

Look to increase the offer and provide 3 teams the opportunity to participate at all Cluster and Open events where applicable.	Link with SSCo to determine what competitions are on offer and if applicable for a 3 team entry	Raise in number of festivals entered. % of young people accessing Inter competition.	CE to liaise with SPI (Comp Manager)	On-going.	4,5
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Impact:

The system of multiple team entry and seeking competitive opportunities have been embedded across the school over the past decade which has led to all pupils having access to opportunities throughout the school year based on their own ability or need for development. Continue with this mentality with the aim of increasing participation.

Sustainability:

All pupils and teachers understand the Wheatlands ethos and being “competition ready” we have established ourselves within competition over the last decade and all pupils have access to competitive opportunities throughout the school and the SSP offer.

Meeting national curriculum requirements for swimming and water safety	
What percentage of your Y6 cohort swim competently, confidently and proficiently over a distance of at least 25m	82.8 %
What percentage of your current Y6 cohort use a range of strokes effectively (for example, front crawl, back stroke and breast stroke)?	82.8%
What percentage of your current Y6 cohort performs safe-rescue in different water situations?	74.1%
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?	Yes

Primary PE and Sports Premium

Area	Projected Amount
School Sports Partnership	£4,500
PE Coaches	£ 1,600
Transport	£4,500
Maths of The Day	£500
Walk to school initiative/ resources	£500
Equipment	£4000
School Sports Week opportunities	£1000
CPD (including supply)	£1000
Miscellaneous	£500
Total	£18,100