

# Sport Premium Funding Action Plan

2020-21

**Newcomen 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, Physical Activity 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?
2. Does your PE and sport provision contribute to overall school improvement?
3. Do you have strong leadership and management of PE (and school sport)?
4. Do you provide a broad, rich and engaging PE curriculum?
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?
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?
9. Does the school know how to effectively utilise the new PE and school sport funding?

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 is 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 recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.
2. The profile of PE and sport is raised across the school as a tool for 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 – 2021 Sport Premium Funding allocated to our school is: **£18,910**

## 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 (INTENT)</b> What we want to do	<b>Strategies (IMPLIMENTATION)</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>
EYFS Pupils improve their balance and coordination	Liaise with Yoga bugs. Nursery to book lesson for EYFS in the summer. Reception pupils take part in balance bike lessons	Pupils will be able to balance on different body parts and hold still. Pupils will be able to use different methods of throwing.	M.Simon to liaise Yoga bugs  M Simon to coordinates balance bike training	Summer 2021	4
Pupils develop their personal skills through physical education.	CPD for all staff My personal Best Resources My personal best is incorporated into PE lessons and across the school	Staff are confident to implement my personal best into PE lessons. Children show Improved resilience, self-esteem, respect for others.	All staff SSP for CPD.	Summer 2021	2&3
Develop communication skills Improve self-management. Encourage independence and decision-making.	Build leadership into Y5/6 lessons. SSP to provide information for staff and when possible attend lessons. Year 6 to train year 5 on leadership. Purchase extra equipment to support lessons.	Pupils cooperate to organise and set up equipment. Demonstrate and communicate warm up activities. Year 6 pupils show confidence to teach younger pupils.	Y5/6 staff Support from SSP	July 2021	2

EYFS and Year 1 pupils will develop good Balance, coordination and agility and improve core strength	SSP to support staff with lessons and ideas for fundamental movements. Purchase wipe clean bean bags and other relevant equipment	Children's balance improves they are better able to sit still. Coordination in movement is improved which will help with fine motor skills	SSP and school staff	Summer 2021	3
Pupils experience high quality PE. Staff feel confident to teach all areas of PE	Purchase complete PE	Pupils enjoy taking part in PE and improve Physical skills. Staff are confident and competent delivering PE	All staff	Spring 2021	3 & 4

### Impact of the developments in Physical Education:

All plans in place across all year groups to support staff movement and transition of children from year to year, therefore ensuring consistent delivery of quality PE and progress throughout year groups. Continued CPD through team teach and working alongside experienced sports coach gives increased staff confidence and ability to deliver. Children then have opportunity to progress further and gain more developed and deeper understanding of skills. Identification of target groups allows for specific focused intervention to increase individual's progress.

As a school, the children's leadership skills transfer across subjects and year groups. Children have these skills for all future opportunities.

### 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 (INTENT)</b> What we want to do	<b>Strategies (IMPLIMENTATION)</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>
Increase the pupil's physical activity around the school day. Pupils will feel more motivated to learn.	Work with SSP on small brain break exercises for classroom.  Book SSP to deliver to whole staff theory and practical ideas.	Pupils will sit less. Staff will see pupil's concentration improve due to brain breaks and being physically more active	MS/ SSP	Summer 2021	1&2
Increase pupil's self-confidence & decision making. Pupils will be able to ride safely by learning new road safety and bike riding awareness	SSP to deliver level 1 and 2 bikeability to year 5 pupils.	Pupils feel safe to ride to school, they are more confident riding and have the skills to keep themselves safe.	MS/SSP and year 5 staff	Summer 2021	1
Encourage pupils to be physically active. Pupils will take part in different activities.	Employ coaches and use school staff to deliver OHL	Pupils enjoy Physical activity and sport. They participate regularly after school.	MS	Summer 2021	1
To support pupils mental and physical well-being post Covid 19.	All staff to provide M Simon with a list of concerns for pupils. Offer targeted groups, in bubbles, activities.	Children show coping strategies and are mentally and physically resilient.	MS/All staff	Spring 2 2021	2
Improve the fitness/activity/ Stamina of pupils.	Book Skip2BFit Workshop. Purchase Skip2BFit ropes to use in school.	Children's fitness levels and stamina have improved, they are more able to sustain longer periods of physical activity	M.Simon to book Skip to be fit. Arrange a day for all pupils to attend	Summer 2021	1 & 4

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

Including more activity in children’s daily routine will increase physical activity, well-being and habits of children to promote healthy lifestyles. To encourage children to develop active habits and interest a mix of school-led and external providers, delivers range of opportunities within and after school. External led courses are fee-paying so not affected by budget constraints. Embedding the ethos of taking part voluntarily.

Healthy lifestyles require children to be mentally fit and healthy, as well as physically fit. Skills developed by children (running/yoga/breathing techniques) are transferrable and stay with the children for life.

Children take away the skills needed for a healthy life style as well as developing their road safety.

Tracking participation and encouraging and enabling involvement ensures all children are physically active (therefore a healthy lifestyle) and system helps to continually identify least active children.

### 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 (INTENT)</b> What we want to do	<b>Strategies (IMPLIMENTATION)</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>
All Pupils take part in some competitions to develop respect, fairness, teamwork and determination	Pupils have the opportunity to take part in SSP competitions.	Pupils work well as a team and show respect for others. They learn to abide rules.	SSP information packs to be sent out from M. Simon	On- going	4 ,5

	On school grounds due to Covid 19. SSP staff to assist with delivery of competitions				
All pupils have opportunity to compete. Improving their teamwork and resilience	Each class teacher will ensure they have an intra competition every half term.	Pupils learn to compete in teams and work together. They show determination to improve. They show understanding why it is important to follow rules.	All Staff	On- going	4,5
Pupils learn to set their own goals. They know what they need to do to improve and show resilience to keep going.	M. Simon to set personal challenges each half term for teachers to complete.	Pupils will set realistic targets, and work to improve to be the best they can.	M. Simon and all staff	On - going	1,4,5

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

Ensuring all children have the opportunity to participate in competitive sport and development festivals. Affords children the opportunity to experience competitive sport. The ability to win, lose and enjoy competitive pursuits is an essential life skill. Children and teacher re up-skilled following attendance at development festivals, this supports curriculum provision. Access to external clubs.

Sports organising crew develop their leadership skills, confidence and organisation ability. All children get opportunity to compete therefore develop their skills and confidence for further competitions. Increased longer term engagement in sports, following promotion, praise and positive feedback.

**Sustainability of whole plan:**

The actions focus on enabling children and developing skills (physical and interpersonal), experiences and habits that will stay with them for life. Providing ongoing CPD for staff ensures that they are continually developing their skill sets to allow high quality PE provision

Cost Area (e.g Equipment)	Description	Projected Amount
Redcar & Eston School Sports Partnership	PE, Physical Activity & Sport Support	£4,500.

Dance Magic	Dance lessons for 6	£484
Wheelchair Basketball	External coaching	£120
Netball		£100
Redcar Rugby Club	Micro Menaces whole school activity day	£125
Equipment	Pedal Bikes / Helmets/ cricket/ football/netball	£2,400
Funding 4 Education		£1722.96
Coaches to events		£90

Meeting national curriculum requirements for swimming & water safety

Please complete all of the below

What percentage of your current 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, backstroke and breaststroke)?

What percentage of your current Y6 cohort perform safe self-rescue in different water-based situations?

Schools can choose to use the Primary PE & 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?