

Sport Premium Funding Action Plan

2018 - 2019

Whale Hill 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? *Stage 3 - Embedded*
2. Does your PE and sport provision contribute to overall school improvement? *Stage 3 - Embedded*
3. Do you have strong leadership and management of PE (and school sport)? *Stage 3 - Embedded*
4. Do you provide a broad, rich and engaging PE curriculum? *Stage 2 – Established/Embedded*
5. How good is the teaching and learning of PE in your school? *Stage 2 – Established/ Embedded*
6. Are you providing high quality outcomes for young people through PE and school sport? *Stage 3 - Embedded*
7. Are you providing a rich, varied and inclusive school sport offer as extension of the curriculum? *Stage 3 - 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 a healthy and active lifestyles? *Stage 3 - Embedded*
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 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 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.

2017-18 Sport Premium Funding allocated to our school is: **£20,450**

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 learn and improve their skills through consistently high quality PE lessons across the whole curriculum.	SSP to support the teaching of PE throughout the school.	Children are very active in PE lessons and they are confident in what they are learning. They feel that they are always learning new skills and being challenged in exciting and enjoyable lessons.	SD to book on PLT module and to arrange observation dates with SSP.	Across academic year linked to curriculum map, particularly focussing on areas for improvement.	3 & 4
Children to have the opportunity to gain leadership experience.	Year 5 children to attend School Sport Organising Crew Training. House captains to be appointed to give responsibility and leadership experience to more able Year 6 children. Leadership Training for Year 4 children in Summer Term to prepare them for roles in Year 5.	Leaders take an active part in PE lessons, organising play time activities (Play Zones). Year 5 Leaders gain experience of running Play Zones for one week each half term. Sports House Captains to do SSOC training then will help to arrange competitions and organise teams for intra school competition.	Sue Doe to select children for training. SSP to deliver training.	Autumn Term 2018.	1 & 2

Children in EYFS to develop their agility, balance and coordination, and core stability.	MD to deliver Get Moving Get Active alongside Nursery teachers and TAs.	Children in EYFS have better coordination, better listening and sitting skills and better core stability.	MD to deliver Get Moving Get Active.	Spring Term 2019	1
Children will experience a wider variety of skills to enhance whole child development.	Restructuring of PE sessions.	Greater independence, confidence and creativity among children. In addition, the aim will be to improve social cohesion and teamwork.	Sue Doe to coordinate with coaches.	Across academic year linked to curriculum map.	2 & 4

Impact of the developments in Physical Education:

- Sports captains have shown increased confidence in supporting in PE, delivering warm ups and supporting younger children around school. This has effected other areas of the curriculum as staff have commented how assertive, organised and focused these children are in lessons and also willing to put themselves forward for different opportunities. Coaches have also commented how proactive and inspiring these children are in after school clubs, leading by example.
- Children are showing signs of greater independence and creativity in dance across the year groups. Producing routines based on school based input and their own imaginations. As a result, teamwork and discussion has increased between children. Life skills such as cooperation, resilience and empathy, have been tackled as issues or problems have arisen related to working as a group. The creativity of individuals, particularly non-dancers and boys, has exceeded our expectations. Children have shown a willingness to share and take risks. Children in year 6 have voluntarily offered suggestions for music in our half term project on dancing through the decades, engaging parents and themselves in the whole experience.
- Throughout participation in development days and competitions the level of skills has improved significantly. Transference of skills and in particular teamwork has been much more clearly established, leading us to reach the semi-finals in several activities, i.e. year football, hockey and basketball.
- Staff have reported improvement in basic fundamental skills when observing and team teaching with SSP Teachers. Whale Hill teachers are now more confident in teaching their own PE, and are seeing the benefit through the improved skill level of children. Teachers are now more focussed on transferable skills, rather than sport specific, and feel there is a clearer purpose in physical education.

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.	SSP to deliver Bikeability training level 1 and 2 to pupils Year 5. Year 3 and 4 Nurture Group to also receive Level 1 training.	Pupils qualified in Level 2 Bikeability. More pupils riding their bike or scooter to and from school, with fewer injuries. Children have increased confidence in road safety.	Sue Doe to coordinate with SSP (Bikeability).	Booked for Summer 2019.	1 & 2
Give Reception children the fundamental skills for riding a bike.	SSP to deliver Balanceability for Reception children.	Children in reception show improved balance, and coordination whilst on a balance bike.	Sue Doe to coordinate with SSP (Balanceability).	Booked in May 2019.	1 & 2
Increase the physical activity levels of some of the less active pupils.	Focus on KS1 children, to inspire them to want to be more physically active in the hope that in future, children will stay active into KS2. Change4Life Club to run inside and outside of the curriculum – possibly lunch time to engage more children. These children invited to go on SSP Development Days.	Targeted pupils attend more clubs and feel that they have increased their physical activity levels. They also have increased confidence in PE lessons.	Sue Doe to coordinate club.	Continue throughout the year.	1

Parents encourage their children to do more exercise at home and out of school time.	Whale Hill are working with MFC's Fitter Families scheme to engage children and parents in physical activity. Increased opportunities for parents to engage with physical activity in school: Year 6 parent and child yoga. Year 2 parent and child Boot Camp	Parents support and understand the importance of PE and physical activity and encourage their children to be more active.	Sue Doe to coordinate club with Sarah Berry (Healthy Schools Coordinator).	Continue throughout the year.	1
Children are able to work in teams both in games and outdoor environments.	Trip to France for Year 6. Trip to Boggle Hole for Year 5.	Children are better and more confident at working in teams in different environments.	Sue Doe to coordinate.	Summer Term 2019 for France.	4
Children to experience different activities which might engage them.	Invite community clubs and leisure providers in to school to give children new experiences that they may not have had previously: <ul style="list-style-type: none"> • Destination Judo • Wildcats • Redcar Rugby Club • Redcar/Normanby Hall Cricket Club 	Children are engaged in activities that they may not have experienced before.	Sue Doe to coordinate.	Throughout the year.	4
Children are confident and safe in water.	Each KS2 class will receive swimming lessons for one term throughout the year. Written record of progress to be maintained and passed on each year to inform future teaching. Additional focus on children who have not achieved 25m.	All Year 6 children can swim 25m when they leave Whale Hill Primary School.	Sue Doe to coordinate and keep a record of children who can swim 25m.	All Year.	1 & 4
Children understand more about healthy eating and how to prepare their own food.	The sports club for least active children will incorporate some cooking and healthy eating. Healthy Schools projects will tie into promoting healthy eating. Taught in other areas of the curriculum, such as science.	Children can explain what they should be eating as part of a healthy diet and are able to prepare simple meals or snacks themselves.	Sue Doe to coordinate with Sarah Berry (Healthy Schools Coordinator).	Ongoing.	1

Additional Physical Activity during the school day – 30 minutes.	<p>SSP to deliver staff training during staff meetings in October to launch and promote the importance of active classrooms.</p> <p>SSP to deliver training to wider school staff to increase physical activity outside of the classroom through play and lunch times and intervention classes.</p> <p>Make English, Maths and other classroom based lesson more active. Active Literacy & Active Numeracy may help. Outdoor Learning to increase activity.</p>	Children are more physically active each day, and are sedentary for shorter periods of time, particularly in classroom based lessons.	Sue Doe to coordinate, MD to support, and all teachers to promote and lead their class.	All Year	1 & 2
Increase activity level of KS1 children.	<p>KS1 children to do an additional 30 minutes of activity per day.</p> <p>Run a mile per day. This started but needs to be re-established.</p> <p>Each class could use pedometers to increase activity and set targets.</p>	KS1 children have a structured plan in place to increase activity, which is fulfilled every day.	Sue Doe to coordinate, with KS1 teachers.	All Year	1 & 2
Year 3 children to gain a greater understanding of road safety.	SSP to deliver Pedestrian Training to all children in Year 3.	Children are more confident and aware of how to stay safe whilst outside near roads. They should be knowledgeable about when and where to cross roads safely.	Sue Doe to coordinate with Year 3 staff and the SSP.	All completed by Summer.	1

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

- Children have had the opportunity to receive additional coaching and information about Redcar Rugby Club, Grangetown Netball, Yorkshire Cricket and Destination Judo. The coaching provided by the community clubs has inspired some children to join after school clubs in the community extending their interest in sport outside of the curriculum. Some year 6 boys were also picked for trials at Grange town Football club. All three getting through to the next round of trials. These experiences have increased children’s resilience and their ability to work alongside other children.
- Students who have had placements in the school have commented on the more active inputs in lessons and how much the children enjoy them. Inspiring them to use these in their own practice.

- Thirty year 2 children have been invited to attend an after school boot camp. Attendance and feedback has been really positive in addition to preparing them for Lower Key stage 2 providing a valuable transition period for both staff and pupils.
- Over 50% of the least active children have taken part in an event or activity, many have gone on to attend after school clubs or at least more willing to put themselves forward.
- Through using PE and physical activity to engage parents, there is increased parental involvement and support. Parents are now more aware of the importance of physical activity on physical and mental health for their children.
- Providing Year 2 children with an after school club has given them a taste of what they can access next year when they move into Year 3. This has been seen to improve the confidence and enthusiasm of children in KS1 and they are looking forward to more PE and physical activity in KS2.
- Get Active, Get Moving after school club (ran by the SSP) is being hosted at Whale Hill to give Reception children opportunity to attend an after school club. This has increased awareness amongst parents about what is on offer for their children, and the importance of physical activity and creating more independence for everyday school life.

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:
KS1 and KS2 children gain a greater experience and understanding of competition game play and rules.	Create an intra-school (inter house) competition system that would fit in with current timetable. This will be done on a skill basis, to tie in with curriculum PE.	Children are more confident before and during competitions, and have a better understanding of rules. This will help them to compete to their potential and not worry about their understanding of rules.	Sue Doe to coordinate support with MD. MD to deliver these additional lessons as and when requested.	Ongoing throughout the year and following the competition calendar.	4 & 5
Year 3 and 4 children gain a greater experience and understanding of competition game play and rules.	MD to deliver some additional lessons/practice sessions for Year 3 and 4 children in the run up to events and development days so prepare the children for what to expect.	Children are more confident before and during development days, and have a better understanding of what to expect. This will help them to enjoy the day more and perform to their potential and reduce any anxiety.	Sue Doe to coordinate support with MD. MD to deliver these additional lessons as and when requested.	Ongoing throughout the year and following the competition calendar.	4 & 5
ALL children to experience competitive sport.	At the end of each unit of work, a competition lesson will be used to give all children chance to compete in that activity for their house. All children will compete in the School Games Day.	Increased number of pupils gaining experience of more competitive sport.	Sue Doe with the support from MD.	All Year.	5
Increased competitive experience for children	Enter Heagney Cup and Wilt Mannion Football Competitions.	Compete in more 'competitive' competition structures, giving children the opportunity to	Mr Forster and Mrs Doe.	All Year.	5

who exceed expectations in certain sports.	School Games through the SSP.	see how far they can push and challenge themselves as a team.			
Competition is promoted and celebrated around the school.	Children to promote events and competitions around school and on School Games blog. Website celebrates achievements and success. Newspaper articles, Twitter, Marvellous Me. Celebration assembly promotes and recognises achievement in School Sport and PE.	Document/publication produced which celebrates sport and informs of what Whale Hill has entered and achieved in sport this year.	Sue Doe and Sandra Marsden to work with the group.	Start in Autumn Term 2018	2 & 5

Impact of the developments in competitive school sport:

- Intra school competitions at the end of a block of work have really provided a focus for the children's skills, regardless of different levels of ability. Life skills on dealing with conflict, disagreement, integrity and team work have all been addressed as and when they have arisen. This skills have had an impact in all areas of school life.
- Every child in key stage 1 and key stage 2 has attended at least one development event throughout the year. Taking A and B teams to events has increased participation and has ensured participation by a wider range of pupils. Children often volunteer to take part, with the spirit of having a go.
- Opportunities have been provided for all children to attend competitive sporting events across the academic year. A very high percentage of children have attended and experienced competition against children from other schools. This commitment to giving all children opportunities has resulted in sustaining the Silver Games Mark Award for participation in school sport.
- There is now a culture in Whale Hill, where children are open and excited to attend different events and competitions, working with and against children from other schools. This is a very important life skill that children have learned and developed through opportunities to attend events outside of school. This has also been seen to build resilience amongst children.

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:

- More staff are now involved in the delivery and taking ownership of sports that they have a personal interest in. These staff members will help children to prepare for competitions and offer a variety of extra curricular clubs. This is sustainable as this is not an additional expense for the school, and these staff members will continue to offer these opportunities for years to come.
- The ethos towards PE and school sport has developed into a more inclusive approach where all children are keen to take part and seek further opportunities.
- Working with the SSP of Balanceability and Pedestrian Training provides those children with essential life skills that will keep them safe when cycling and walking in the community.
- Plans are now in place for next academic year to develop the awareness of physical activity (30 minutes of physical activity per day), personal challenge and a whole school drive to increase the levels of physical activity among all children.

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?	96%
What percentage of your current Y6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	54%
What percentage of your current Y6 cohort perform safe self-rescue in different water-based situations?	27%

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?

No
