

Sport Premium Funding Action Plan

2019 - 2020

Riverdale Primary School

Working in partnership with Redcar & Eston School Sport Partnership



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? **Embedded**
5. How good is the teaching and learning of PE in your school? **Embedded**
6. Are you providing high quality outcomes for young people through PE and school sport? **Embedded**
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 - 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.

2019 -2020 Sport Premium Funding allocated to our school is: £ 17603

KEY

Red - Not carried out due to COVID

Yellow - Not completed due to COVID

Green - Completed

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 (Intent) What we want to do	S t r a t e g i e s (Implementation) 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:
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To develop staff confidence and provide them with new ideas for teaching dance.	Work with L Shepherd for team teaching support with Y1 and 2 teachers initially. Whole school staff training for dance.	Staff feeling more confident. Successful dance lessons.	L Shepherd H Laing A Lilley	December 2019	3
To develop staff confidence with an NQT.	L Shepherd support Y5 NQT teacher in a series of lessons.	NQT feeling more confident Successful gymnastic lessons being delivered.	L Shepherd J Durkin	November 2019	3
To develop lesson ideas and music for dance across the school.	Research dance resources. Work with SSP to develop dance.	New dance resources and music in use and staff trained.	S Rathbone L Shepherd	December 2019	3
To develop the link between PE and whole school development further by using specific values from My Personal Best Youth Sport Trust where children develop social, mental and life skills.	Survey staff on particular values related to My Personal Best. Design a timetable on which skills to focus on. CPD on Personal Best for staff - 3 rd December 2019. Develop school games values from SSP across the years	Children show improved social, mental and life skills. Staff knowledge and confidence to implement personal best improved. Different value will be implemented each half term and used by staff across the curriculum.	All staff S Rathbone	Summer 2020	2&3
To ensure all Y6 children who can swim 25 meters at the start of Y6 will complete a water safety course.	Top up swimming sessions summer term 2019/20. To investigate the lessons on water safety run by Everyone Active.	Y6 children are confident with water safety skills.	S Rathbone L Shepherd Everyone active staff	Summer 2020	1&4
To ensure Nursery children are getting a balanced curriculum to develop fundamental movements suitable to their age.	Use L. Shepherd to support the Nursery staff.	The Nursery teacher will feel confident at delivering lessons. The children will experience a range of age appropriate activities. They will develop their fundamental movement skills.	S Rathbone L. Shepherd C McManus C Wales	Spring 2020	3&4

The individual needs of all children will be met thoroughly in PE lessons.	Reinforce and review the assessment procedures for PE. Ensure staff are using assessment to inform planning. Children with severe difficulties in PE will be targeted.	Staff will be confidently using the assessment spreadsheet to inform their planning. Children's skills will show improvement.	S Rathbone All staff	Summer 2020	2&3
Improve coordination and balance of Reception children.	Book and deliver Balance bikes training for Reception children.	Lessons take place.	S Rathbone Reception staff	24 th /25 th February 2020	1&4

Impact of the developments in Physical Education:

Staff support - all staff in Y1/2 and 5 who were supported by L. Shepherd in lessons now feel much more confident at planning and teaching lessons. They have developed their skills in PE.

Nursery - the Nursery teacher and supporting staff have been supported successfully at delivering fundamental movement skills to the children. They are now confidently equipped with the skills required to continue this teaching.

Reception balance bike - training was given to all children on balance bikes and parents reported to the reception staff that their children feel much more confident at using balance bikes outside of school.

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 (Intent) What we want to do	S t r a t e g i e s (Implementation) 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 ensure all children have access to a healthy and active start to the day.	Run a healthy breakfast club every morning for all children where the children are engaged in physical activity.	Pupils are more focused and ready to learn.	J Winspear J Fish	Ongoing	1&2
To increase pupils confidence and decision-making through the challenge of bikeability and increase self-esteem, perseverance and resilience.	Bikeability programme for Year 5/6. Maintain the walk/bike to school initiative run by sports crew. Pedestrian training carried out in Spring term.	More children walk/bike to school. Children show decision-making skills, increase self-esteem, perseverance and resilience.	S Watkins S Rathbone Sports crew K Reilly	Ongoing	1
Maintain the physical activity levels of all pupils in school.	Lunchtime sports clubs will be run every day. Sports apprentice used 5 days a week to run a lunchtime activity. Learning mentors and dinner staff working on Thrive activities with children to support working together and playing.	Children will be more active and maintain a healthy weight. Children will be more active towards the 30-minute offer. Playtimes will be calmer and children will co-operate better.	D McArdle M Dewse J Winspear Dinner staff	Summer 2020	1&2

<p>Increase opportunities for inactive pupils to live healthy lifestyles and become more active.</p>	<p>Fun club to continue with targeted inactive children.</p> <p>J Durkin to run a fitness circuit club on a Thursday</p> <p>Research relevant coaches for clubs after discussion with children.</p>	<p>Children will become more active and understand the reasons why they need to be.</p> <p>Fun club will be set up being run initially by S Rathbone and then sports apprentice</p>	<p>S Rathbone J Durking</p>	<p>Summer 2020</p>	<p>1&4</p>
<p>More children will access after school activities</p>	<p>Pay for Mr Winspear to attend the multi-skills level 2 coaching course allowing to deliver an after school club.</p>	<p>Increased numbers of children attending after school clubs developing healthy active life habits.</p>	<p>J Winspear S Rathbone</p>	<p>Summer 2020</p>	<p>1&4</p>
<p>Improve stamina, co-ordination, determination and fitness among all children.</p>	<p>Book Skip2Bfit workshop for all children.</p> <p>Purchase 30 ropes to be used in lessons and as part of focused lunchtime activities.</p>	<p>Skip2Bfit workshop booked and carried out.</p> <p>Ropes purchased and used regularly.</p> <p>Children's skipping skills improve along with physical fitness.</p>	<p>S Rathbone K Reilly</p>	<p>Spring 2020</p>	<p>1/4/5</p>

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

All children had access to an active breakfast club and numbers increased throughout the year. All children were active for 30 minutes before school and teachers reported that those children who attended breakfast club settled quickly to work when in class and stayed focused.

The Walk/bike to school scheme was carried out every day and across the majority of classes there was an increase in the numbers that walked or rode to school.

Lunchtimes were active and we saw an increase in numbers of children partaking in focused games and physical activities during lunchtimes. Thrive activities were carried out well with those children who were identified as needing further emotional support.

Numbers attending fun club and circuit club increased over the term and 5/15 children who attended fun club were identified by class teachers as having low activity levels.

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 (Intent)	Strategies (Implementation)	Signs of Success (Impact)	Who	When	Linked to Key Indicator no:
What we want to do	What are we going to do to achieve objective(s)	When we have achieved our objective(s) we should see			

<p>To ensure all children attend a minimum of one event. Continue to attend SSP competitions across the key stages.</p>	<p>Attend SSP partnership competitions. Look at calendar to find possible opportunities to increase entry into open competitions. Ensure all staff have calendar of events relevant to their year group.</p>	<p>All staff are using the calendar of events. All children attend at least one competition a year. Children developing competitive and fair play skills.</p>	<p>S Rathbone to coordinate entries to competitions</p>	<p>Summer 2020</p>	<p>5</p>
<p>KS2 pupils will develop determination and resilience to achieve their personal best.</p>	<p>A challenge will be set for KS2 children to practise and improve their personal best. Sports crew will set up the challenge and provide regular practise and tests at lunchtime.</p>	<p>Children will be enthusiastic and motivated to practise. They will understand the values of not giving up and that competition is against themselves.</p>	<p>Class teachers S Rathbone Sports Crew</p>	<p>Summer 2020</p>	<p>1, 2, 5</p>
<p>Hold a day of sport for all children based on intra-sport.</p>	<p>Set up and deliver a school games day linked to the Olympics.</p>	<p>A school games day will have been carried out with a focus on the Olympic Values.</p>	<p>Class teachers S Rathbone</p>	<p>Summer 2020</p>	<p>2,4,5</p>

Impact of the developments in competitive school sport:

All children got to attend at least one competitive event over the year and therefore experienced the opportunity of a competition and developing their resilience and determination.

What percentage of your current Y6 cohort swim competently, confidently and proficiently over a distance of at least 25m?	78% (until March 2020)
What percentage of your current Y6 cohort use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	78% (until March 2020)
What percentage of your current Y6 cohort perform safe self-rescue in different water-based situations?	0% (until March 2020)
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

Sustainability of whole plan:

The support that the Nursery and Y1 and Y2 teachers have had in lessons means that their confidence has increased at teaching lessons which are timetabled regularly this is particularly the case for dance which both teachers felt was a weak area beforehand.

The EYFS staff are very confident at delivering activities and lessons which develop fundamental skills and this is happening regularly throughout each day and not just in PE lessons.

The Y1/2/3 and 4 curriculum maps have all been reviewed and now focus on skills rather than sport which will allow the children to develop fundamental skills and sporting techniques which can be used across a range of sports.

All children choose to be physically active at all opportunities and enjoy the range of sports and activities we can now offer including before school in breakfast club, at playtime, lunchtime and in PE lessons. We also provide exercise breaks throughout the day using BBC Supermovers and 5 a day tv.

The impact of more children entering more cluster and open competitions has been very successful allowing all children to experience a competition and have a chance of success.

Strategy	Cost		Impact
Daily Breakfast Club with physical activity Simon Carson Soccer School Coach every day	£30.00 @ day	£5850	This was until Christmas and then we employed an additional member of staff from within school to support the two current staff members equating to approx the same money. This improved staff pupil ratios and we found that behaviour also improved as the two current staff members (one being the current PE apprentice) were able to take the lead and provide a better quality experience all round. This also made it more sustainable.
Additional Sports Coach for Breakfast Club every Wednesday to replace sports apprentice on central training	£35.00 @ week	£1365.00	We covered this in-house which allowed us to use this money to help support sports events travel costs before lock down
Simon Carson Soccer School Coach at lunchtime everyday to play sports games with children	£35.00 @ day	£5850.00	Again this was only until Christmas and then an additional 2 dinner supervisors were employed and their hours increased. We had 5 staff members a day on the playground at lunchtime which allowed for staff to play games and lead activities. The current sports apprentice was one of those staff members and he was very confident at leading games and physical activities. The children were therefore more physical and inactive children were successfully targeted to be encouraged to be more active.
Sports Equipment Replacement		£2748.00	Increased equipment to use at playtimes and PE allowing more games to be set up and children to be more active increasing their 30 minute daily activity.
Subsidy for Residential		£1790.00	Due to COVID the residential did not take place. The money will be set aside to be used to fund an extra residential once COVID restrictions are lifted.
		£17603	