

Sport Premium Funding Action Plan

2020-21

Riverdale 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: £17510.00

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 (INTENT) What we want to do	Strategies (IMPLIMENTATION) 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:
Pupils across the school to experience high quality PE lessons	To purchase the Complete PE resource through the SSP. To ensure all staff are confident at delivering the complete PE resource.	The Complete PE resource	S Rathbone SSP	Dec 2020	2&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	Spring 2021	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. CPD for all staff from the SSP to support the implementation of personal best. Design a timetable on which skills to focus on. 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 has improved. Different value will be implemented each half term and used by staff across the curriculum. Children begin to show the personal best skills throughout other areas of school.	All staff S Rathbone	Dec 2020	2&3

Improve coordination and balance of Reception children.	Book and deliver Balance bikes training for Reception children.	Lessons take place. Children develop their balance skills and balance and coordination skills are improved within class.	Mrs Coldwell S Watkins	18 th , 19 th and 20 th January	1&4
Develop leadership within Y5 and Y6	Leadership in lessons to be delivered to Y5 and Y6 as part of PE lessons				

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.

Balance bikes have been purchased for Early Year so that these become a permanent feature of the teaching of fundamental skills. The Reception teacher has received training on delivering balance bike sessions and they will be planned into interventions ensuring fundamental balance skills is a priority.

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	Strategies (IMPLIMENTATION) 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. Y3 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	September 2020	1
To ensure all children are sitting less, concentrating more and being as active as possible.	Ensure all children are doing 30 minutes of physical activity across the school in line with the chief medical officers guidelines. Super movers, 5-a day TV brain breaks, playtime and active lunchtimes.	Level of concentration is improved and children settle to task quickly. Stamina to continue.	S Rathbone All staff	Ongoing	1
Increase opportunities for pupils to exercise more and develop healthy lifestyles and become more active.	Investigate children's wants within a covid safe environment Research relevant coaches for clubs after discussion with children.	Children have opportunities to take part in a range of activities.	S Rathbone	Summer 2021	1&4
Improve stamina, co-ordination, determination and fitness among all children.	Book Skip2Bfit workshop for all children. Purchase 30 ropes to be used in lessons and as part of	Skip2Bfit workshop booked and carried out. Ropes purchased and used	S Rathbone K Reilly	Spring 2021	1/4/5

	focused lunchtime activities.	regularly. Children's skipping skills improve along with physical fitness.			
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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.

Specific Objectives (INTENT) What we want to do	Strategies (IMPLIMENTATION) 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:
Pupils across the school experience different types of competition	Give pupils the opportunity to take part in SSP competitions on school ground due to Covid19. Run intra-competitions among houses	All children have the opportunity to experience competition. To develop resilience, determination and	Class teachers S Rathbone	Summer 2021	1,2,5
KS1 and KS2 pupils will develop determination and resilience to achieve their personal best.	A challenge will be set for KS2 children to practise and improve their personal best. Sports crew will set up the challenge virtually	Children will be enthusiastic and motivated to practise. They will understand the values of not giving up and that competition is against themselves.	Class teachers S Rathbone Sports Crew	Summer 2021	1, 2, 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.

Purchasing balance bikes for Early Years ensures that the children in these year groups will have regular access to them and they can be developed into the fundamental skills programme for interventions.

Cost Area (e.g Equipment)	Description	Projected Amount
Redcar & Eston School Sports Partnership	PE, Physical Activity & Sport Support	£4,500.
Equipment Balance Bikes for EYFS	Development core strength	£550.00
Equipment – Replacement PE Equipment	PE Equipment	£2500.00
CPD – PE Courses	CPD for staff	£1500.00
Active Breakfast Club and Playtimes – J Winspear	Increase activity	£6000.00
Transport to competition / Sporting events	Access events	£2460.00

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?

Swimming Data 2020-21