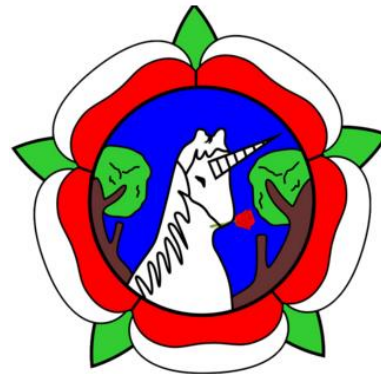


Sport Premium Funding Action Plan

2016-2017

Rose Wood Academy



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? **Established**
2. Does your PE and sport provision contribute to overall school improvement? **Emerging**
3. Do you have strong leadership and management of PE (and school sport)? **Emerging**
4. Do you provide a broad, rich and engaging PE curriculum? **Emerging**
5. How good is the teaching and learning of PE in your school? **Emerging**
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? **Emerging**
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? **Emerging**
9. Does the school know how to effectively utilise the new PE and school sport funding? **Established**

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.

2015 -2016 Sport Premium Funding allocated to our school is: **£ 9420**

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 to take part in two hours of PE, curriculum time and extra-curricular activities each week	External coaches used to deliver after school clubs.	Each child receiving two hours of physical activity per week, made up of curriculum time and extra-curricular activities.	MM and SM to oversee. SM to record attendances.	All year	1, 3 & 4
All children learn and improve their skills through consistently high quality PE lessons across the whole curriculum.	Subject leaders have the opportunity to observe PE lessons throughout the year. Fine tune assessment records so objectives can be applied across numerous sports	Children are active in PE lessons and they are confident in what they are learning. They feel that they are learning and gaining new skills. Teachers are more confident delivering PE.	HA and MM to observe PE lessons.	All Year	3 & 4
Children to experience a wide range of sporting activities.	Week of activities to raise pupils' awareness off sport and physical activity. Companies used to bring apparatus not available within school.	Children are active and trying out sports that they may not experience otherwise. Children are engaged and excited to try out new sports.	PE leader + HR to coordinate	Summer Term	1, 2 & 4
To improve the quality of PE lessons and the resources	Purchase new equipment	Children are provided with the correct equipment to		Autumn Term	4

available.		complete sporting challenges.			
To improve the quality of PE lessons and the knowledge of teachers	MFC Foundation to deliver PE lessons once a week as well as an afterschool club.	Teachers are more confident teaching PE. Children receive high quality PE lessons	SM and MM to coordinate	Continuous	1, 2, 3 & 4
To improve the quality of PE lessons and the knowledge of teachers	Year 6 to have their PE lessons at Kings Academy with support of their Junior Sports Leaders.	Children experience PE in a different setting and improved relationship between Kings Academy and Rose Wood.	SM to coordinate	Autumn Term	1, 3 & 4

Impact of the developments in Physical Education:

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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	Bikeability to come into school to teach Year 5 children.	Pupils qualified in Level 2 Bikeability. More pupils riding their bike or scooter to school, with fewer injuries. Children to have increased confidence in road safety.	Year 5 teachers to coordinate with Bikeability.	Spring Term	1 & 2

<p>Improve pupil's road safety skills for walking to and from school.</p> <p>Parents encourage their children to do more exercise out of school.</p>	<p>Year 3 pedestrian training.</p> <p>Walking route set out to encourage parents who live close by to walk to school.</p>	<p>Pupils have a firm knowledge on how to keep safe on the road.</p> <p>More children walk to school with confidence regarding their safety.</p>	<p>Year 3 to coordinate with Pedestrian Training.</p>	<p>April 2016</p>	<p>1 & 2</p>
<p>Parents encourage their children to do more exercise out of school.</p>	<p>Invite parents to Sports Day so they can see how much sporting activity benefits children.</p> <p>Parents invited to see a showcase of dance and gym after school clubs at the end of each term.</p>	<p>Children show enthusiasm for their sporting achievements.</p> <p>Parents support and understand the importance of being active.</p>	<p>MM to coordinate with after school clubs.</p>	<p>Each term</p>	<p>1</p>
<p>Children are able to work in teams both in games and outdoor environments.</p>	<p>Upper KS2 trip to Danby.</p>	<p>Children are better and more confident at working in teams in different environments.</p>	<p>Upper KS2 to coordinate</p>		<p>4</p>
<p>Children are able to work in teams both in games and outdoor environments.</p>	<p>Upper KS2 two day trip to Robinwood.</p>	<p>Children are confident working in teams, show resilience and improve relationships.</p>	<p>Upper KS2 Autumn Term</p>		
<p>Children are confident and safe in water.</p>	<p>Year 3 will receive swimming lessons in one week blocks throughout the autumn and spring term.</p>	<p>Children are confident in water and can swim at least 25 metres. Children who cannot swim 25m will be given extra swimming time.</p>	<p>MM to coordinate.</p>	<p>Autumn and spring term.</p>	<p>1 & 4</p>
<p>Children understand more about healthy eating and how to prepare their own food.</p>	<p>All children to be educated on how to lead a healthy and active lifestyle. Children to also make healthy snacks.</p>	<p>Children can explain what they should be eating as part of a healthy diet and are able to prepare simple meals or</p>	<p>PE leaders to coordinate. Class teachers to lead teaching.</p>	<p>Main teaching to occur during Sports Week.</p>	<p>1</p>

		snacks themselves.			
Children encouraged to be more active.	Increase the number of clubs, including taking advantage of mornings.	Children are more active and begin the day with exercise and a healthy snack.	SM to coordinate	All year	1
All children to achieve 25m swimming certificate	Year 6 (10) to be given extra swimming time to confirm whether they can swim 25m. They haven't been swimming with school since Year Three. The Year 3 cohort is small (38), so they should be able to go along with them.	Children are confident in water and can swim at least 25 metres.	MM to arrange with Upper Juniors.	Summer Term – after SATS.	1 & 4
Sports Crew to be improved after making decisions this year to improve play time activities	Sports Crew to be trained to improve sporting activity at playtimes and be more involved with sport provision.	Children become leaders in sport	MM and SM to coordinate – course ran by Anne Vickers for Sports Crew.	Continuous	1 & 2

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

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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:
Children to gain a greater experience and understanding of competition gameplay and rules.	Monitor participation so that a greater range of KS2 children to attend various competitions throughout the year. PE sessions to fit in to the competition calendar as much as possible.	More children involved in competitive sport. Try to increase participation with a broader range of children attending.	SM to monitor	All year	4, 5
Children to gain a greater experience and understanding of competition gameplay and rules.	Transport to sporting opportunities	Increased participation in Physical activity	All KS2 children – SM to coordinate	All year	2 & 5
Increase the number of children who have the opportunity to compete against other schools in a range of different schools.	Intra school athletics competition to be set up between schools in the Discovery Alliance.	Children experience Olympic Style competition. More pupils have the opportunity to compete.	Discovery Alliance	Meetings throughout the year, culminating in an event in the Summer Term	4 & 5
To improve attendance and awareness of sport within school	Notice board to be displayed informing children upcoming sporting events.	Children are more aware of the competitions they enter.	All KS2 children – MM and SM to update	Continuous	2 & 4

Impact of the developments in competitive school sport:

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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:

- How can we improve whole staff involvement in physical activity?
- How can we ensure that more children receive at least 2 hours of PE a week?
- How can we improve behaviour and physical activity at lunch time?