

Sports Action Plan

Use of Primary PE and School Sport Premium Grant

At St Andrew's Primary School

In 2017-2018, St Andrew's Primary School will receive approximately **£17200** in Primary Sport PE grant. This will be used in conjunction with other grants and funds from the school budget to raise standards in curriculum Physical Education, School Sport and Healthy living.

Vision: ALL pupils leaving primary school **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.

Objective: To achieve **self-sustaining** improvement in the quality of PE and sport in primary schools against 5 key indicators:

1. the engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30mins of physical activity a day at school. (kick-starting healthy active lifestyles).
2. the profile of PE and sport being 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

Sports Premium Grant Conditions/Key Indicator 1-5	Aims What do we want to achieve?	Plan How will we achieve it? Links to evidence	How much will we spend? Actual Spend £16683.45	Evidence: What will the impact of our actions be? Actual Impact/ reflections for next action plan	Sustainability What actions need to be continued/developed/ altered?
1	<p>To increase staff confidence to and opportunity for using Physical Activity into broader areas of the curriculum (e.g. active Literacy/mathematics)</p> <p>Introduce 'Skip 2B Fit' into a daily routine (across school)</p> <p>To increase pupil participation in after school clubs</p> <p>Continued monitoring pupil use of 'trim trail'</p> <p>Continue Young Sports Leaders</p> <p>Pupils taking part in intra and inter school competition/festivals</p> <p>To increase the awareness of leading a healthier lifestyle</p>	<ul style="list-style-type: none"> - Creative Curriculum CPD (including embedded Physical Activity into pedagogy) e.g. Active Literacy/Numeracy - Whole staff training 'Skip 2B Fit' 'Skip 2B Fit' into daily timetable across school- HIIT, pupils set personal challenge/targets 	£380	<ul style="list-style-type: none"> - Lesson appraisals show evidence of Physical Activity within some curriculum areas. - SL attended Active Literacy CPD and uses activity ideas in some lessons. This is an area to be developed with other staff. See staff audit. - Children setting fitness goals/targets within Skip 2Bfit, improved engagement, motivation to learn (see pupil/staff questionnaire). - Skip to be fit activity has evolved to include other activities e.g. hula-hooping, running, passing etc. All run by Young Sport Leaders each morning (@8:55am) 	Staff questionnaires identify some areas of improvement for the forthcoming years. Staff are less confident in OAA and assessment.

		<ul style="list-style-type: none"> - Review of After School clubs and pupils daily physical activity (e.g. participation registers, curriculum timetable, 2hrs PE, sports leaders/active playtimes) - Audit pupil participation (registers and pupil voice) and identify gaps (gender, key stage, year groups) and any barriers to taking part (child care, accessibility, confidence, interest) - Box 2BFit introduced as an enriching/alternative after school club - 'Trim Trail' included in 'active playtime' roll out - Continuation of Golden Time physical activity options - New Sports Leaders trained (running golden time activities, active play etc) - Pupil Trackers- indicating attendance at inter/intra school competition - 1 hour free after school club 'golden ticket' for every pupil. - Purchase scooters / bikes to increase PA during the day (EYFS) and playtimes / golden times. - Purchase greenhouse and materials to run afterschool club to grow own fruit / vegetables in school. 	<p>£1200</p> <p>£2186.96</p> <p>£433</p>	<ul style="list-style-type: none"> - Siblings able to participate (e.g. KS1 and KS2 clubs where possible) - Percentage of pupils participating in one or more after school club appears to have increased due to greater opportunities. - Number of after school clubs per week is x7 per week including opportunities for KS1 and KS2 and activities requested by girls (see after school participation data and pupil voice). Now no significant difference between the number of boys and number of girls participating. - Successful Sport Leaders throughout academic 2017-18 year (trained by YST). Need to train new 2018-19 pupils. <p>INTRA SCHOOL</p> <ul style="list-style-type: none"> - 100% pupils have attended one or more cluster L2 inter festival. 	<p>Look at participation tracker to see if participation over Summer Term (slight drop) has any particular barriers.</p> <p>CPD training for YSL and member(s) of staff to roll out new leaders and upskill staff to deliver a sustainable approach next time.</p> <p>Continue to track participation and collaborate with provider to maintain broad and inclusive opportunity.</p>
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	<p>To create a focus upon 'Knowledge of Health & Fitness' strand in PE across whole school curriculum to support children's understanding of the importance of daily PA (see also key indicator 3)</p>			<ul style="list-style-type: none"> - Competitive pathway is established with opportunity for whole class festival, team competition L2 - Wide range of competitive activities e.g. handball, dance, gym, kurling, boccia, tri-golf, rounders, multi skills. - School Games L2 events continue in addition to this. - Pupils understanding and explaining the importance of physical activity (LT and ST effects of exercise) - Progressive curriculum embedded to assist pupil understanding 	<p>KS2 Children results show improvements are needed in pupils confidence in PE lessons, understanding ways to improve, and understanding what they are learning. KS1 data shows children would like to 'enjoy' PE lessons more.</p> <p>Ongoing lesson and curriculum reviews, opportunity to collaborate with science coordinator.</p>
2	<p>To raise the profile of PESSPA within school, recognising whole child development through effective and high quality PESSPA (see key indicator 1, 3, 5)</p> <p>To recognise PESSPA supporting whole child development and academic success</p>	<ul style="list-style-type: none"> - Celebration assemblies and award ceremonies (e.g. pupil of the match) - PESSPA Notice board - Visiting coaches from local clubs - Audit and equipment update - Early Essential Movement Patterns (SAQ) training with advisor - Links to developing resilient pupils (e.g. through embedded competition, fair play, challenge/goal and assessment 4 learning approaches to T&L) 	£1000	<ul style="list-style-type: none"> - Confident, competent pupils accessing a range of activities and competitive events both inside and outside of school - Pupil voice indicates enjoyment of workshops at school from visiting coaches. - Need to survey 0% of pupils attending out of school local clubs - Collect 'local club data' 	<p>Collate %of pupils at/above/beyond expectations from PE assessments.</p> <p>Identify any pupils for interventions.</p>

		<ul style="list-style-type: none"> - Leadership opportunities (Sports Leaders, PE helpers) - Gifted a Talented PE register to be introduced to show Multi Abilities (creative, social, physical, independent, cognitive) recognition for support/challenge/enrichment 		<ul style="list-style-type: none"> - Leadership pathways developed (lesson structures include paired, small group and team work, sports leaders are trained and selected to take responsibility and ownership of activities as well as promoting positive role models in school) - New Young Sports Leaders to be trained (see above) - Learning Walks to be timetabled. - SL to collate % of pupils at/below/above expectations from PE assessments (see below) 	
3	<p>Improve high quality PE provision across whole school (subject knowledge, pedagogy, cross curr links, whole school dev focus etc)</p>	<p>Upskilling of staff through;</p> <ul style="list-style-type: none"> - Education Durham SLA (CPD element include x6 bespoke cluster CPD that includes core curriculum areas, G&T, inclusion/differentiation etc), x3 Subject Leader CPD including strategic planning, subject moderation etc, x2 school bespoke packages) - Access to County Wide Training - YST Leadership in PE (subject leader training) - YST- Whole staff training (leadership within PESSPA) - 'Skip 2B Fit' CPD- whole staff 	<p>£3850</p> <p>£250</p>	<ul style="list-style-type: none"> - Whole staff training- CPD records and staff evaluations, Performance Management, lesson appraisals and subject development points evaluate impact of CPD. - Staff questionnaires indicate improved staff confidence in e.g. curriculum dance, gymnastics. New areas for areas of development include OAA and PE Assessment. 	<ul style="list-style-type: none"> - Subject leader trained to drive subject through strategic planning and action - Whole staff vision and approach to PESSPA shared, supported and monitored. - Whole staff access to CPD ensures confident and competent delivery of PE across school and improved PA embedded in other curriculum areas where

	<p>To develop staff knowledge of 'Knowledge of Health & Fitness' strand in PE and how to support pupils learning in this area (see also key indicator 1).</p> <p>Robust, rigorous and consistent Formative Assessment across school using Core Tasks, Assessment for Learning approaches and effective recording/tracking of pupils</p>	<ul style="list-style-type: none"> - Area for improvement identified from lesson appraisals (June 2017). SL to check progression of content for this strand across school - Staff CPD and agreed focus for 2017-18 PM cycles) - Subject Leader support with County Advisor - Whole staff CPD and dissemination - Subject monitoring (SL- learning walks, planning scrutiny, lesson appraisals with SLT) - Staff CPD- observing pupils move, core task understanding, progression of skills - Coaching Triangles to support staff confidence and subject development - Video Enhanced Observation tool (introduced as a reflective process) - Purchase Tablets to enhance teacher and pupil assessment, record progress and to enhance subsequent teaching. 	<p>£5502</p>	<ul style="list-style-type: none"> - Whole school area for development will be PE assessment using Core Task Assessment. - SL to develop spreadsheet to collate assessment data. - Quality of lessons to be reviewed/monitored (appraisals, pupil assessments) - Pupil outcomes to be collated and monitored (more pupils reaching expected and above phase/year expectations- see Core Task assessment information and progression of skills documents) This is a Whole school improvement Focus 	<p>appropriate. New areas for development see opposite</p>
4	<p>To provide a broad opportunity for pupil participation in alternative activities</p> <p>To identify talent pathways</p>	<ul style="list-style-type: none"> - King James Trampoline Club - See Intra and inter competition/festivals in Key Indicator 5 - Pupil Voice: Questionnaires and school council reviewing after school clubs/opinions/evaluations- see points in key indicator 1 - Young Sport Leaders trained and supporting pupils to access other activities e.g. trim trail, golden time, 	<p>£300</p>	<p>100% of pupils participated in one or more -wide variety of L2 intra festival/competitive events. (see calendar and participation data).</p> <p>Continued into new</p>	<p>Continue Education Enterprise SLA for festival provision.</p> <p>School Games events continues to be free.</p>

		<ul style="list-style-type: none"> active playtime - Activity/Taster days/events e.g. skipping, Destination Judo, Hoola Hoop taster sessions. - Links to community clubs from above - Equipment safety audi and repairs 	<p>£380</p> <p>£193.52</p>	<p>competition framework provider (Education Enterprise, Autumn term review indicates- effective and excellent provision)</p>	<p>Collaborative opportunities to host and reciprocate festivals with cluster schools, to be explored.</p>
5	<p>To increase and monitor the participation of pupils across school in intra school competition</p> <p>To increase the number of pupils in participating in inter school competition</p>	<ul style="list-style-type: none"> - audit current provision of 'intra' competition through planning scrutiny i.e staff understanding of 'competition' as a learning platform embedded approach to 'competition' –pupils setting personal 'next step' challenge/target, embedded team paired/small group/team competition in lesson structures. - Level 1 Intra festivals e.g. end of unit class festival/competition/tournament - Summer School Sports Day - Intra-House Games / teamwear - Dance Festival/Assembly showcase - Cluster festivals (SLA package) x6 per year across KS1-2- see festival programmes - Level 2 School Sport Games Competition - Level 3 County Sports (cross country, athletics, summer games) - Bishop Auckland Cluster Football League (Year 3/4League and x2Whole School League) - Bishop Barrington Netball League 	<p>£495.97</p> <p>£512</p>	<p>Annual sports day continues</p> <ul style="list-style-type: none"> - Success at L3 County events, one child winner in county 80m finals. - 100% of pupils participated in one or more -wide variety of L2 intra festival/competitive events. (see calendar and participation data). 	<p>Look to timetabling further staff led, intra events across school and include events run by YSL.</p> <p>Build the % of pupils attending two or more L2 events.</p> <p>SL to collate all participation data in spreadsheet to further identify any gaps and</p>

				Participation trackers Monitoring provision (identifying gaps for next SLA festival arrangements)	trends (and highlight the increased participation identified already)
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Summary of Key areas identified for ongoing and further development

Quality of Teaching & Learning: Staff confidence has improved in areas of CPD development previously identified except for PE Assessment which will now be the main focus of whole staff development. This will include a premium spend on upskilling for identified staff and whole school approach to assessment with a view to collating pupil outcomes and tracking pupil progress (and identifying pupils requiring intervention programmes or challenge/stretch)

Pupil outcomes: To raise the number of pupils at or above age related expectations. This will link to the County advisor led CPD for staff in relation to PE assessment (above) and will be part of whole school development focus. With the expectation that an assessment framework is established in school.

The Subject Leader will collate assessment data, monitor assessment via a timetabled subject monitoring schedule.

Participation of after school clubs:

- A wider range of activities is now offered which has increased the number of identified groups, e.g. girls provision included dance (as requested on pupil voice surveys).
- Increased number of after school clubs (raised from 5-7 per week) including KS1 and KS2 opportunities.
- Participation registers for each activity shows and increase in participation. The % of pupils in school participating in one or more after school club is to be identified further.

Young Sport Leaders:

New sport leaders will need to be trained. This year training will take place with County advisor with a view to upskilling staff and building sustainability of this model for next time.