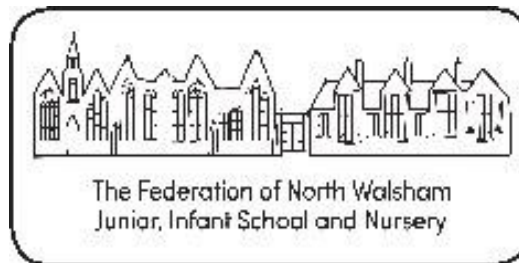


Sport Premium Funding Action Plan 2017 – 2018

North Walsham Infant and Junior School Federation



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 (See attachment)

Before putting together our action plan we considered the following questions and self-reviewed our current provision with the following outcomes:

1. Does your school have a vision for PE and school sport? Stage 2 - Established
2. Does your PE and sport provision contribute to overall school improvement? Stage 1 - Emerging
3. Do you have strong leadership and management of PE (and school sport)? Stage 1 - Emerging
4. Do you provide a broad, rich and engaging PE curriculum? Stage 1 - Emerging
5. How good is the teaching and learning of PE in your school? Stage 1 - Emerging
6. Are you providing high quality outcomes for young people through PE and school sport? Stage 2 - Established
7. Are you providing a rich, varied and inclusive school sport offer as extension of the curriculum? Stage 1 - 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 a healthy and active lifestyles? Stage 1 - Emerging
9. Does the school know how to effectively utilise the new PE and school sport funding? Stage 1 – Emerging

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.

2017 -2018 Sport Premium Funding allocated to our school is approximately £17,640 NWIS, £19,200 NWJS. This is the first year of the increased funding.

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Successful participation in county cross-country competition • Increased use of school outdoor and local woodland for organized exercise • Successful participation in inter-school football and netball competitions • Improved School Sports Day organization led to increased engagement and participation in fun and competitive sports across both schools • Successful OPAL/ Healthy Week led to pupils having opportunities to engage in a wide range of sports e.g skipping • Wider opportunity to engage in a variety of sporting activities during the school day and in after –school clubs e.g skateboarding, archery, yo-yoing, fencing, orienteering, running, golf, squash, table-tennis, tennis, street dance and karate • Continued active links with CSF which lead to improved staff subject knowledge and skills • Links with community sports clubs including North Walsham Youth Football team, North Walsham Rugby Club and Bradfield Cricket Club • Outdoor play area has been improved with a wider range of large play apparatus (opportunities for climbing, jumping, balance) 	<ul style="list-style-type: none"> • Evidence of need was identified via: <ol style="list-style-type: none"> 1. Parent Questionnaires (March 2017 requesting a broader range of clubs/ competitive sport 2. Pupil Voice Survey Summer Term 2017 3. Y6 Exit Survey June 2017 4. PE Subject audit • Introduction of new sports on the curriculum timetable and supported by relevant coaches e.g cricket, rugby • Development of a daily mile course • Continued development/ improvement of outdoor areas so that bikes/scooters can be used across the school • Employment of MSA with Playleading skills/ qualifications • Increase length of swimming lessons in Y3 • More opportunities for pupils to walk to local visits/ transport hubs • Improved community use of school grounds, after hours for parents and children e.g NWFYC, Local running club

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	55%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	39%

<p>What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?</p>	<p>90%</p>
<p>Schools can choose to use the Primary PE and 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?</p>	<p>Yes/No</p>

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2017/18	Total fund allocated: £36,840	Date Updated: March 2018		Total projected spend £38,660 (104.9%)
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 22.7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Work towards all pupils taking part in 40 minutes of physical activity each day (including timetabled PE lessons) Minimum of 85% of pupils having regular exercise in addition to PE lessons	Introduce daily mile during health week.	£500 for course signage	Starting Summer Term	1.4%
	Introduce scooter to school- encouraging children to walk, scoot, bike to school. Purchase scooters for children to use at break times.	12 scooters £400	More children being more active at break times and being encouraged to scooter to school. Scooters available on playground after Easter.	1.1%
	Wake and shake week. Students come in at 8:30 to participate in keep fit exercise classes lasting 15 minutes.	N/A	Starting in the Summer Term	0%
	New playground markings: track for scooters/ fitness trail to be used for PE lessons and playtime	£1200	Starting in the Summer Term	3.3%
	Upgrade of PE equipment with older equipment being used outside at break times. Javelins, Spots etc	£1500	High quality equipment shows the importance that this school places on PE.	4.1%
Upgrade PE storage equipment.	£1000	Equipment is now more easily accessible, meaning teachers have access to a wider range of resources which they are using in their lessons.	2.7%	

	Swimming provision for Year 3 pupils	£3760	Swimming tuition and transport	10.2%
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation: 0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Sports Leader Pupil Survey shows that PE and sports are enjoyed by more than 75% of pupils</p> <p>Celebration assembly every week to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.</p> <p>Parents to be encouraged to inform the school of out of school achievements in sport. To highlight the importance of out of school activities.</p> <p>Update the PE notice boards to further raise the profile of PE for both pupils and parents.</p> <p>Parents PE café:</p> <p>Sports Days are high profile in school calendar</p> <p>Lunchtime playleading by MSAs</p> <p>To do!</p>	<p>- Achievements celebrated in assembly: Sportasaurus to continue, but further recognition of achievement both inside and outside of school.</p> <p>Letter/Facebook to be sent out to parents to request them to send in any information about their child's sporting achievement. These will be added to the PE board</p> <p>Parents asked to send in photos of the children's sporting achievements outside of school for "PE Superstars"</p> <p>Parents come in and talk about the things they would like to see as part of PE at NWIS.</p> <p>NWIS/NWJS Sports Days organization to increase parental engagement</p> <p>Train or employ MSAs with specific games/playleading skills</p> <p>Professional athlete/sports person</p>	N/A	<p>Children love receiving Sportasaurus and as a result are more motivated during their PE lessons.Sportasuarus journal.</p> <p>PE Board</p> <p>Children want to bring in photos of their out of school sporting success which is encouraging other pupils to do the same.</p> <p>Parental views</p> <p>Photos/ Sports day report for newsletter</p> <p>Training to be arranged</p> <p>Record of visit</p>	<p>Future possibilities could be a PE Assembly Awards Show, similar to what the Juniors do in an evening but during school time.</p> <p>These photos are becoming a catalogue of extra-curricular activities that go on in the local area.</p>

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				72.1%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
All staff given access to internal or external CPD. 100% of PE sessions observed are good or better.				
Audit of current skill/confidence levels of teachers regarding teaching of PE.	TS/RL to provide staff with a PE SKA to identify gaps in knowledge.	£600	Audit found that majority of teachers feel they are 'emerging PE teachers' and require further support to develop their knowledge in teaching the subject.	1.6%
P E subject Leaders to attend training and networking sessions to develop subject knowledge and confidence in teaching high quality PE.	TS/RL to attend training and to carry out learning walks/ Training for staff at Staff Meetings/ coaching for staff for improvement	£800	Increase in teachers thinking about how they can use PE and Sport in cross-curricular lessons.	2.2%
High quality provision by trained PE Expert	NPEX trained HLTA to support PE provision and provide continuity (pm in NWJS)	£8000	PE expert enables continuity and quality of provision in PE and reports on Sportosaurus sports awards weekly and annually to parents.	21.7%
Coaches come in to support and upskill HLTAs/TAs in teaching PE.	Contract with CSF in NWIS Contract with CSF in NWJS	£7160 £9,990	TAs/HLTAs use and apply strategies learnt from CSF co-taught lessons. Teachers report an increase in confidence in delivering PE lessons. Lunchtime coaching of football matches and ball skills.	46.5%
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5.7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
85% of pupils have participated in a sporting activity other than PE lesson				

BECOME OUTSTANDING

This self-review tool will help you assess your school's provision and outcomes in PE and school sport. It will also help you identify your school's priorities.

It's easy to use — answer the questions by selecting your level of provision as **emerging**, **established** or **embedded**.

To find out how Youth Sport Trust Membership can help you address those priorities contact our team (01509 226600) and they will put you in touch with our local representative.

Our Membership also offers professional development opportunities for your staff, including training, events and conferences, school visits from our trained experts and athlete mentors and access to resources.

Whatever your level of provision — **emerging**, **established** or **embedded** — you'll benefit from being part of a national network where you can learn from, and share practice with, the best schools in the country.

Youth Sport Trust Membership also offers access to a nationally accredited Quality Mark which expands on these questions and celebrates your school's success.



Sign up to our Membership to enhance your school's provision.

www.youthsporttrust.org/full-primary

Questions	Emerging	Established	Embedded
1 Does your school have a vision for PE and school sport?	There is a limited (or no) vision which identifies the potential for a whole school approach to, or recognises the value of, PE and school sport.	There is a vision statement, adopted across the school and included in public documents available to parents.	There is a clear vision statement included in the school's aims that recognises the value and impact of high quality PE and school sport which pupils and parents understand and have contributed to.
2 Does your PE and sport provision contribute to overall school improvement?	PE and sport are recognised for the impact they have on a positive school ethos and there is some attempt to use major sporting events or the positive values of sport in whole school strategies.	PE and sport are celebrated across the life of the school. The context of sport is regularly used in other curriculum lessons and as a whole school theme.	PE and sport is a central part of the school development plan. The context of sport is used across the curriculum and the skills and positive values of sport are integrated into the school ethos. PE and sport are used to engage the wider community and foster positive relationships with other schools.
3 Do you have strong leadership and management of PE and school sport?	The headteacher understands the importance of PE and school sport and there is an identified PE co-ordinator.	The PE co-ordinator is a skilled professional who has developed core provision and is supporting all staff. The headteacher values PE and school sport and it is integral to school development.	There is a detailed PE development plan with short and long term targets that enable all pupils (including target groups) to progress and achieve. The PE co-ordinator is highly skilled, able to motivate staff and has the support of the headteacher, staff, governors, pupils and parents. Staff regularly participate in CPD relevant to high quality PE.
4 Do you provide a broad, rich and engaging PE curriculum?	The PE curriculum covers the minimum National Curriculum expectations in a safe, yet limited, range of environments. It focuses mainly on developing pupils' physical skills. Pupils receive less than two hours timetabled PE each week.	The PE curriculum is broad and balanced, going beyond the National Curriculum expectations. It is fun and delivered safely in a range of environments, which develops all physical skills and some leadership and coaching skills of pupils. All pupils receive two hours of timetabled PE.	The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments. There are opportunities for all pupils to develop their leadership, coaching and officiating skills. All pupils receive two hours or more of timetabled high quality PE.
5 How good is the teaching and learning of PE in your school?	The confidence and competence of staff varies. A limited number of lessons are good or outstanding. Most pupils make some progress but assessment lacks rigour. Limited reporting of progress to parents or carers.	Most staff are confident and competent to use a range of teaching and learning styles in PE. Most lessons are good or outstanding. The majority of pupils make good progress, which is fully reported to parents or carers, and there is a sound assessment process.	All staff are confident and competent to deliver high quality PE and the quality of all lessons is good or outstanding. Teaching and learning styles are matched to lesson content and to encouraging all pupils to participate. All pupils make good progress which is clearly reported to parents or carers. Assessment involves pupils fully and identifies and celebrates their achievements.
6 Are you providing high quality outcomes for young people through PE and school sport?	Most pupils are engaged in PE and can demonstrate their level of understanding and skill. The majority of behaviour is good and pupils are starting to make healthy lifestyle choices.	All pupils are engaged in PE and can demonstrate their level of understanding and skill. Behaviour is good across all PE lessons and pupils co-operate in collaborative and competitive situations. All pupils are starting to make healthy lifestyle choices.	All pupils are engaged, motivated, demonstrate a high level of understanding and skill and take some lead in high quality PE lessons. Behaviour is excellent across all PE lessons and pupils make decisions that challenge and inspire them even further. All pupils consistently make healthy lifestyle choices.
7 Are you providing a rich, varied and inclusive school sport offer as an extension of the curriculum?	Most pupils are able to access a basic range of opportunities to take part in school sport through clubs and competitions. Through these opportunities pupils learn about training and competing, although leadership development is not catered for. Provision for, and the inclusion of, young disabled pupils is inadequate.	The school sport offer includes activities that cater for and appeal to all pupils. The programme enables pupils to utilise a range of skills and establish participation habits through regular clubs and competitions both within and between schools. Pupils enjoy participation and leadership, this enhances their understanding of sports participation and increases the likelihood that they will continue to take part.	All pupils are able to access a broad offer of school sport activities (as participants, leaders or organisers). An extensive range of sports is available, including opportunities for young disabled people, through a programme that both responds to demand and introduces sports activities that the pupils may not otherwise experience. Numerous young people represent the school and are part of community clubs that the school has links with. Pupils' achievements are celebrated and shared with parents or carers.
8 Are all pupils provided with a range of opportunities to be physically active and do they understand how physical activity can help them to adopt a healthy and active lifestyle?	Staff in the school have a knowledge and understanding of the key behaviours of a healthy and active lifestyle. There is a programme of extra-curricular and informal opportunities that promote physical activity, but the breadth of the provision is limited and the offer is universal.	The school is committed to supporting every child to be physically active. Staff can identify target groups of pupils that are deemed less-active and barriers to their participation are being addressed. Positive attitudes towards healthy and active lifestyles are encouraged among all pupils.	The school has a clear physical activity policy which incorporates PE and school sport but also offers informal physical activity such as break-time activity, active travel and supervised play. Strategies are in place so that pupils are consulted about the activities offered. Positive attitudes towards healthy and active lifestyles are encouraged among pupils and staff, and is extended to parents or carers.
9 Does your school know how to effectively utilise the new PE and school sport funding?	Consideration has been given and a basic plan of how to use the funding is being established.	It is clear how the planned budget will improve provision and outcomes in PE, physical activity and school sport.	Budgets are monitored regularly, enabling the school to see which elements of spend have the greatest and most sustainable impact.