# Sainsbury's_School_Games_Kitemark_-Gold.pngSport Premium Funding Action Plan and Impact Review

# 2013 – 2014:

# END OF YEAR REVIEW

**LEEDON LOWER SCHOOL**

Working in partnership with Leighton Linslade School Sport Partnership



## Guidance Notes

Guiding principles which have been considered when putting this action plan together and deciding how to support lower Schools and allocate the Sport Premium funding:

* Consider the overall PE and sport provision across the school with respect to all pupils.
* Identify how best to maximize the impact of PE, physical activity and competitive school sport on young people and school standards.
* Embedding the investment within the school development plans 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.
* Support a subject coordinator for PE and sport to lead on development of PE within each Lower School.
* 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).
* Using toolkits and resources available to complement existing provision to enhance Health and Well Being of students,

## Action Plan

Before putting together the generic action plan we considered how to maximize linking the plan and review into the framework that is being used to map the impact of Sport Premium funding on a National and Local level, the six themes we are following are

1. **Coaching** – How the deployment of additional coaching is and can be used to complement existing provisions, where they can and are being used to maximize impact on whole school development and the monitoring the quality assurance in delivery.
2. **Competition** - Developing opportunities for increased participation in competition, ensuring that Sport Premium funding is utilized to allow more students to assess opportunities as part of school games programme.
3. **Health and Physical Activity** – Increasing the provision for the schools to use the funding on activities that are targeted at the least active or improving health and well being of the students.
4. **Sharing of PE Specialist Teachers –** Utilizing the expertise of local PE Specialist to work as peripatetic specialists on bespoken areas of need and development within the schools.
5. **Professional Learning –**Provide opportunities for Classroom Teachers, Support Staff, Head Teachers, Subject Coordinators and other personnel involved within the provision of PE and School Sport within the school to access CPD and training.
6. **Other –** Work with the school on a bespoken basis assistance to identify additional areas where the Sport Premium Funding can be invested to develop PE and School Sport

These six themes form the basis in covering the three key areas that we believe the Sport Premium Funding should support the lower School; these four key areas are Physical Education, Healthy and Active Lifestyles and Competitive School Sport

**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 physical education in Lower school we aim to 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.

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| Specific Objectives | Strategies | Signs of Success / Impact to date | Who / How | When |
| Improves pupil enjoyment and engagement in curriculum PE | SSP to deliver training sessions on curriculum PE. Utilizing curriculum support hours as part of Sport Premium Membership  PE specialists to teach and class teachers to observe/team teach. Planned, progressive PE lessons across Yr 1-Yr. Teachers more confident in delivering PE and Sport | Children seem more engaged and confident in PE lessons | PE-Coordinator to liaise with SSP staff. | Bespoke to school training needs and dependent on staff training availability.  Max 30 hrs of curriculum support available. |
| Ensure that all children receive a high quality and diverse PE experience including a wide range of activities | SSP to deliver a range of CPD training courses available to all school staff. | Teachers have confidence to deliver session following training course.  Teachers feel they have increased understanding of subject area. | PE – Coordinator to liaise with School to identify training needs and book places on SSP courses with SSP. | Across the academic year linked to School Games events.  Max 15 courses available per year. |
| Improve Classroom Teacher confidence to delivery all aspects of PE and Sport | SSP to deliver a range of CPD training courses available to all school staff. | Teachers have confidence to deliver session following training course.  Teachers feel they have increased understanding of subject area. | PE – Coordinator to liaise with School to identify training needs and book places on SSP courses with SSP. | Across the academic year linked to School Games events. |
| To develop opportunities that benefit all children regardless of ability | SSP PE specialists to teach and class teachers to observe/team teach. Planned, progressive PE lessons across Yr 1-Yr.  Teachers more confident in delivering | Teachers to have confidence to plan differentiation within PE lesson and set standards according to pupils ability | PE-Coordinator to liaise with SSP staff over training needs | Bespoke to school training needs and dependent on staff training availability. |
| Ensure that all children receive High Quality PE lessons across the whole PE curriculum, regardless of who is teaching the lesson | Through the Sport Premium membership the school has the opportunity to call upon SSP’s PE specialist Teachers to undertake Lesson Observations on Classroom Teachers and External Delivers within the school | PE delivered to high standards across the school.  Staff committed to the PE curriculum plan, delivered with appropriate knowledge skill and confidence.  High Quality Feedback to Head Teacher on external deliverers. | Head Teacher to liaise with SSP staff on times and observation requirements | Bespoken to the schools needs. |
| **Impact to Date from Sport Premium Membership**  The School has sent at least 1 member of staff on **54 %** of the courses available to them,  The school has received its full allocation of 30 hrs curriculum support from the Sports partnership and has focused on the needs of the teaching staff. The following areas have been enhanced from working with PE Specialists from within the School Sport Partnership:  **Meeting and planning time with PE Coordinator,**  **Key Stage 1 and Key Stage 2 Gymnastics Classroom support**  **Mentoring for all teachers,**  **Lesson Observations** | | | | |

**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-centered environment.

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| Specific Objectives | Strategies | Signs of Success / Impact to date | Who / How | When |
| Increase the physical activity levels of some of our less active pupils | Through the Sport Premium Membership Establish a “Change 4 Life Club” to run outside the curriculum.  Targeted Pupils will be “invited” to join the club. Delivered by SSP coaches  Coaches will mentor School Staff to encourage sustainability. | Target pupils increase their physical activity levels and also increase confidence in PE lessons.  Target pupils increase their involvement in School Games Competitive sport. | PE-Coordinator to liaise with SSP Staff | Bespoke to the school needs.  2 Blocks of 6 wks for 1 hr a week. |
| Improve our pupil’s road safety awareness skills for riding their bikes and scooters. | Deliver Bikeability training Level 1 to pupils from across Year 4  Develop or adapt a similar course for the use of scooters | Pupils attending the Level 1 Bikeability  Students able to show increased knowledge and understanding of road safety.  Increased confidence in road safety awareness. | PE- Coordinator to liaise with Cycle 4 Life or SSP  Cycle 4 Life is the SSP’s Bikeability provider. | Bespoke to the schools needs.  2hrs of training for groups of 15 students. |
| Children to have an increased awareness and understanding of healthy active lifestyles through Sports Leadership | Deliver the Y4L Sports Leaders training offered by the SSP  Working with Targeted Yr 4 Sports Leaders  Y4L Students delivery of a KS1 Level 1 Multi Sport Festival | % Pupils attending the all training sessions.  Delivery of a KS 1 Multi Sport Festival  Increased confidence in communication skills and self esteem  Pupils completing the Y4L Booklets | PE – Coordinator to liaise with SSP Staff  SSP Staff to deliver training. | Bespoken to the schools needs.  6 hrs of Y4L Training max 20 pupils. |
| Children to have an increased awareness and understanding of healthy active lifestyles through Young Ambassador Programme | Attendance at the Bronze Young Ambassador training day.  Working with 2 selected Sports Leaders:  (1 Boys & 1 Girl) | Pupils attending the training session.  Increased confidence in communication skills and self esteem  Pupils completing the BYA Booklets | SSP Staff to organize day:  PE-Coordinator to select pupils | Spring Term for 1 day |
| **Impact to Date from Sport Premium Membership**  Throughout the year 30 Students will have opportunity to attended the Change 4 Life (OSHL Coaching Club)  The school has had **4** sessions of Bikeability training with **59** pupils gaining road safety awareness and cycling development skills.  The school has **25 trained Year 4** Sport Sports Leaders who have developed their confidence and skills to assist in developing PE and School Sport within the School, they have been deployed to run sports days and Level 1 Sainsbury’s School Games events.  The school has **2 Young Bronze Ambassadors** **trained** to help the school develop PE and School Sport from a Pupils view point, these Ambassadors have also mentored Sports Leaders. | | | | |

**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 lower school children should be categorised on a focus by achieving one’s ‘personal best’ rather than being ‘the best’.

Engage lower 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.

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| Specific Objectives | Strategies | Signs of Success / Impact to date | Who / How | When |
| Children have the opportunity to attend events or festivals that they have not entered last year | The SSP through the Sport Premium Funding to arrange transportation to the Level 2 School Games events. | The % of increase attendance at Level 2 School Games competitions against previous year.  Increased enjoyment and enthusiasm having represented their school | PE-Coordinator to liaise with SSP Staff on the events the school wishes to enter  SSP to Coordinate transport | PE-Coordinator to enter competitions at start of year.  At least 1 months notice required on alterations  See Events Calendar |
| All Children to experience competitive School Sport | Develop an Intra School – Level 1 Competition for each Key Stage.  Schools are encouraged to utilize the trained Y4L’s to develop additional competitions in the school. | All students have been given the opportunity to engage in at least 1 Level 1 Key Stage Sports Competition/ Festival during the year | PE-Coordinator to liaise with SSP Staff on suitable dates for the two Key Stage events. | KS 1 Competition after the Y4L training session is completed.  KS 2 Competition bespoken to school needs and availability of Y8 Leaders. |
| Children in Years 1 and 2 to have the opportunity to participate in Level 2 School Games Competition | Develop a series of Yr 1 and Yr 2 only competitions within the SSP’s competition programme | The % of Yr 1 and Yr 2 events attended by the school  Increase enjoyment and enthusiasm having represented their school. | PE-Coordinator to liaise with SSP Staff on the events the school wishes to enter  SSP to Coordinate transport | PE-Coordinator to enter competitions at start of year.  At least 1 months notice required on alterations  See Events Calendar |
| Children to have the opportunity to maximize their sporting ambitions by having opportunity to progress to Level 3 (County) School Games Competitions | Ensure that if the school meets the criteria for progressing from Level 2 (Partnership) School Games that they are give opportunity compete at the higher Level. | System in place with SSP for school to progress if they meet the criteria. | SSP to liaise with PE-Coordinator after Level 2 event if they meet the Level 3 criteria | Bespoke to as to whether school meets Level 3 criteria |
| **Impact to Date from Sport Premium Membership**  The School has attended **Fifteen (15)**  Level 2 School Games events **(to date):** **Four (4)** events at Key Stage 1 and **Eleven (11)** events at Key Stage 2;  The School is the only school to attend **100 % of School Games Competitions in** 2013/14 which included **5** new events to the previous year’s programme .  The School attained Gold medals in **Twelve** (12) of which **Seven** (7) enabled to school to progress to Level 3 (County) School Games Competitions.  The School has attended **Five (5)– B’ team** standard competition across the Key Stages.  The School in partnership with the SSP will deliver **Two** Level 1 events engaging participation for over **240** pupils within the school  The School has engaged links with Middle School Young Leaders for the delivery on Key Stage 2 Level 1 competitions | | | | |

**Kite Mark Accreditation**

The School Games Kite Mark is a nationally awarded mark for schools. It is designed to provide an award that demonstrates their level of engagement in the School Games Programme and school sport in general. The criteria will help the schools assess across Bronze, Silver and Gold levels.

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| Specific Objectives | Strategies | Signs of Success / Impact to date | Who / How | When |
| Fulfillment of the School Games Prerequisites on Participation   * A system in place to track young people’s participation in the School Games * Provide opportunities for less active young people to participate in Physical Activity | SSP will retain copies of all Team Sheets submitted by the schools at Level 2 Competitions.  Schools to ensure they have an open selection policy for all competitions  SSP to provide B’ standard competitions for the lower schools | Schools handing in the completed team sheets at each competition.  Schools have open selection policy and a range of pupils attend competitions.  Schools attendance in B standard competitions | Team Manager to submit Team sheets to SSP Staff at each event | At each Event |
| Fulfillment of the School Games Prerequisites on Competition   * Hold a School Games Day as an a culmination of a year round competition programme * Demonstrate opportunities for SEN students to participate. * Have a Notice board promoting School Games | Hold a School Level 1 School Games Day (Sports Day) at end of year Academic Year  Highlight PE policy within school has open involvement approach to School Games and PE  Develop a Notice board area in school and work with Y4L’s and Bronze Ambassadors to ensure it’s updated. | The hosting of a Level 1 School Games Day involving all pupils within the school regardless of abilities.  Having an up to date Notice Boards that has the onus on Young Leaders and Ambassadors to update. | PE –Coordinator to ensure prerequisites are met with support of SSP | All Year. |
| Aspire to provide two hours of PE to all pupils per week | Have 2 hours timetabled in School Curriculum | Evidence of 2 hrs being delivered in PE for all Pupils | PE-Coordinator | All Year |
| Engage at pupils in extracurricular sporting activities | Utilize SSP Out of School Hours Change 4 Life clubs, plus other school clubs.  Target Highest Level possible  Bronze – 20% of Yr 3/ 4 pupils  Silver – 35% of Yr 3/ 4 pupils  Gold – 50% of Yr 3/ 4 pupils | For the School to achieve  Bronze = 2**4 pupils**  Silver = **41 pupils**  Gold = **58 pupils**  Need to of attended an OSHL Club  (Number of Yr 3/4 on Role / 100 x award %) | PE – Coordinator with support from SSP |  |
| Provide opportunities for Level 1 (Intra) Sport competitions - | Develop a system of Level 1 competitions using School Games Resources  Utilize the Level 1 Key Stage Competition opportunities through SSP membership. | Target Highest Level possible  Bronze – 3 sports  Silver – 4 sports  Gold – 6 sports | PE-Coordinator with the support from SSP | Bespoke to school needs in developing the sports competitions. |
| Provide opportunities for Level 2 (Inter) Sport competitions | Attendance at SSP Level 2 competitions | Target Highest Level possible  Bronze – 2 sports  Silver – 4 sports plus 1 B competition  Gold – 6 sports plus 1 B competition | PE – Coordinator with support from SSP | Bespoke to school needs in developing the sports competitions |
| Provide opportunities for students to be involved in Leadership, Management and Officiating of School Games Activity | Utilize SSP Y4L Training and KS1 Competition delivery  Target Highest Level possible  Bronze – 5% of Yr 3/ 4 pupils  Silver – 10% of Yr 3/ 4 pupils  Gold – 20% of Yr 3/ 4 pupils  Engage pupils in the planning of Level 1 events | For the School to achieve  Bronze = **6 pupils**  Silver = **12 pupils**  Gold = **24 pupils**  being involved in the Leadership, Management and Officiating of a School Games Event  (Number of Yr 3/4 on Role / 100 x award %)  Evidence of pupils planning and organising events | PE – Coordinator with support from SSP | Bespoke to school needs in developing the sports competitions |
| Provide opportunities for Sports Coaches to support the School Sport | Utilization of SSP and The Future Games Sports Coaches for the delivery of Extracurricular Change 4 Life clubs | Number of Pupils attending Extracurricular C4L club | PE – Coordinator with support from SSP and The Future Games | Bespoke to school needs |
| Provide opportunities through links with local sports clubs | Utilization of SSP Level 2 competition links with Sports Clubs  Target Highest Level possible  Silver – 3 clubs  Gold – 6 clubs | Formalize links with local sports clubs | PE-Coordinator | Bespoke to school needs |
| Promotion of School Games to Parents, the local Community and via school website | School to produce Sports reports on School Games involvement after each event  School to set hyper link to SSP School Games website [www.leighton-linsladessp.co.uk](http://www.leighton-linsladessp.co.uk) | Number of Articles produced for local press and parent newsletters  Number of Postings on the School Website | PE-Coordinator | Bespoke to school needs |
| **Impact to Date from Sport Premium Membership to support Kite Mark Applications**  Through linking the SSP -Sport Premium programme to School Games the School has been able to monitor levels of engagement and participation in Level 1 and 2 events.  Utilizing the Sport Premium funding has developed a comprehensive School Games Programme for all pupils which is fully inclusive and accessible to all pupils  The school has Utilized Extracurricular sporting opportunities through the partnership via Change 4 Life Clubs – See Health and Well being data.  Increased participation for Key Stage 1 & 2 pupils in Level 1 (Intra) School Games has been achieved via the Sports Premium investment.  Increased participation at Key Stage 1 & 2 Level 2 (Inter) School Games competitions has been achieved via the Sport Premium investment.  The School has enhanced formal links with local community sports clubs on behalf of Partnership schools in the following sports: Hockey, Rugby, Cricket, Netball, Golf, Tennis and Athletics (7)  Creation of a new “School Games Website” – [www.leighton-linslade.co.uk](http://www.leighton-linslade.co.uk) enabling schools to hyper link to their own websites. Full Competition results are posted after each event.  The opportunity to develop Young (Key Stage 2) Sports Leader to deliver Key Stage 1 Festivals, including event planning, team management, leading and officiating.  The School has enhanced opportunities to train and develop its wider workforce in PE and School Sport.    As a result of investing the Sports Premium the school has been able to increase its status by achieving SCHOOL GAMES MARK – GOLD Award for 2013/14 having previous not having achieved the award in 2012/13 | | | | |