



# Sports Premium Action Plan

## September 2019 – July 2020

From September 2017, the Government announced that they would be doubling the Sport Premium for schools.

### **Purpose of the grant**

To improve the provision of PE and sport so that all pupils develop a healthy and active lifestyle.

The funding is received in two installments, the first on 1 November and second funding allocation on 1 May.

### **Objectives and Principles**

At Chesterfield Primary School, our aim is to provide all pupils with a high quality Physical Education programme that builds knowledge, fitness, skills and the motivation required to ensure all our pupils can enjoy a healthy, active lifestyle now and lifelong participation in physical activity and sport.

We believe high quality physical education and school sport will contribute to a range of outcomes for our children.

### **The funding will develop a programme that includes:**

High quality physical education, as part of the curriculum, including knowledge and understanding of a healthy lifestyle

Support from the Sports and PE Development (SPD) team for teachers to develop sports practice and confidence in delivering PE and sports lessons

Wider range of extracurricular clubs

Structured playtime and lunchtime activities to encourage participation and promote healthy well-being

Entering different leagues, festivals, sports tournaments and competitions organised by the Enfield PE Team

Sports enrichment opportunities within the Enfield Learning Trust

A Sports Camp offered to develop skills in athleticism for selected children across ELT

Games Makers to lead work with the PE team to lead games during playtime and lunchtime

Sports Stars badge – an award that demonstrates effort, skill and sportsmanship after any sporting event

## Chesterfield Primary School Action Plan

Academic Year: 2018/19		Total fund allocated: £	Date Updated:	
<b>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</b>				Percentage of total allocation:
				%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
1. Encouraging intense, weekly activity to reduce levels of obesity.	1.1 Launch Heartline with the school. 1.2 Timetable each year group 1 morning per-week. 1.3 Teachers to be positive role models. 1.4 Encourage EYFS to try and incorporate. 1.5 Break and lunch time activities structured to. 1.6 ELMS to help coordinate activities at break and lunch. 1.7 Target specific year groups where obesity is highest. 1.8 Encourage children to walk to school.	<ul style="list-style-type: none"> <li>No cost</li> </ul>	<ul style="list-style-type: none"> <li>Photos and videos of children running.</li> <li>Obesity levels dropping, by the end of the year.</li> <li>Increase in children running 10 laps, without stopping.</li> <li>Improvement from baseline testing.</li> </ul>	
2. Ensure P.E. is timetabled and taught.	2.1 P.E. lead and DH to monitor through learning walks and looking at evidence. 2.2 P.E. lead to support and encourage unconfident teachers.	2.1.1 Cover for teacher	<ul style="list-style-type: none"> <li>Children to access high quality lessons.</li> <li>Children confident in playing a variety of sports.</li> </ul>	
<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school</b>				Percentage of total allocation:

improvement				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1. Ensure curriculum coverage is consistent and plentiful.	1.1 Ensure that staff have curriculum overview to cover objectives across the year. 1.2 Ensure that staff and coaches follow the same progression. 1.3 P.E. lead to monitor and support in P.E. lessons 1.4 Ensure same sports/skills are not repeated in the same year. 1.5 Ensure that progression of skills, across key stages, is evidenced in the same sports. 1.6 Use coaches to supplement teaching of P.E. and as a source of CPD. 1.7 Ensure teachers are confident in teaching a range of sports.	1.3.1 cover for teacher	<ul style="list-style-type: none"> <li>• Consistent evidence in class books.</li> <li>• Skills progression is consistent.</li> <li>• Evidence of confident, pupil voice in class books.</li> <li>• Teachers challenging themselves, being confident in modelling of a variety of sports.</li> <li>• Teachers using appropriate, technical language.</li> <li>• Teachers using more variety of activities, showing clear skills progression.</li> </ul>	
2. Co-ordinate plans and events with other schools in the ELT	2.1 P.E. lead to attend ELT P.E. meetings 2.2 Organise, run and participate in ELT tournaments. 2.3 P.E. lead to share good planning and good practise, in school and at meetings. 2.4 Sharing new OFSTED framework and strategising.	2.1.1 Cover for teacher.	<ul style="list-style-type: none"> <li>• Ofsted framework is understood by all teachers in school.</li> <li>• Teachers to incorporate exemplar planning in their own practice.</li> <li>• SEN tournament to be organised.</li> <li>• Children to participate in</li> </ul>	

			ELT tournaments.	
3. Upgrade kit for sports teams	<p>3.1 Purchase new socks and shorts for football teams.</p> <p>3.2 Encourage children to wear kit with pride.</p> <p>3.3 Encourage more children to represent Chesterfield in extra curricular activities.</p> <p>3.4 Order wooden hockey sticks for quick sticks leagues.</p>	<ul style="list-style-type: none"> <li>• Cost of buying equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• More children participating in extra-curricular clubs.</li> <li>• Children being encouraged to play new sports.</li> </ul>	
4. Continue with Bikeability in year 5 and 6	<p>4.1 Organise so that a majority of children can access lessons.</p> <p>4.2 Target children who did not participate last year.</p> <p>4.3 Look at the possibility of organising for KS1.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Higher numbers of participation than last year.</li> <li>• More children successful in completing cycle confident tasks.</li> </ul>	
5. Improve confidence of teachers teaching P.E.	<p>5.1 Use ELMS coaches to provide CPD.</p> <p>5.2 P.E. lead to support and team-teach with teachers targeted for development.</p> <p>5.3 Sharing good practise with other staff.</p>	5.2.1 cover for teacher.	<ul style="list-style-type: none"> <li>• Teaching is consistently good.</li> <li>• More skills coverage achieved.</li> <li>• Children able to speak confidently about skills learned.</li> </ul>	
6. Integrate daily mile into school routine.	<p>6.1 Timetable heartline for each year group.</p> <p>6.2 Launch in assemblies.</p> <p>6.3 Set children target of running to Tokyo for 2020 Olympics.</p> <p>6.4 Encourage children to take ownership and enjoy running every day.</p>	<ul style="list-style-type: none"> <li>• No cost</li> </ul>	<ul style="list-style-type: none"> <li>• Obesity statistics decrease.</li> <li>• Increase in daily, physical activity.</li> <li>• Children running without stopping.</li> </ul>	

<p>7. Reintroduce games makers</p>	<p>7.1 Ensure that each year group has representation</p> <p>7.2 Children to take the lead in activities during intrasports days and ELT tournaments.</p> <p>7.3 Order badges for children to wear.</p>	<p>7.3.1 Cost of badges.</p>	<ul style="list-style-type: none"> <li>• Children share own subject knowledge of different sports.</li> <li>• Children to grow their own confidence.</li> <li>• Children to improve their resilience.</li> </ul>	
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				<b>Percentage of total allocation:</b>
				<b>%</b>
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
1. Enfield PE service, "Excellence in PE Programme"	1.1 To provide CPD opportunities for staff and/or to maintain and develop the highest standards in physical education and school sport. 1.2 Access to a wide range of sporting events, competitions and leagues 1.3 Affiliation to the Enfield Primary School Sport Association (EPSSA)	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance of PE lead to meetings enables high quality skills, changes and new initiatives brought back to school.</li> </ul>	
2. ELMS coaches training sessions	2.1 Staff to be able to watch ELMS coaches taking lessons. 2.2 Staff to have access to specialised planning. 2.3 ELMS coaches to support with team teaching. 2.4 PE lead to work with ELMS to target specific teachers.	<ul style="list-style-type: none"> <li>• Funding taken from Curriculum budget</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning is consistently good across the school.</li> <li>• Evidence shows progression through each lesson.</li> <li>• Children are confident in talking about the skills they have learned.</li> <li>• Staff able to teach a variety of sports with confidence.</li> </ul>	
3. Swimming	3.1 To develop skills of non-swimmers 3.2 Encourage parents to take their children swimming outside of school hours. 3.3 Teach children the benefits of	<ul style="list-style-type: none"> <li>• Funding taken from Curriculum budget</li> </ul>	<ul style="list-style-type: none"> <li>• Number of competent swimmers in year 6 improves.</li> <li>• Number of children able to swim 25m increases.</li> </ul>	

	swimming for their health and fitness (during PE/PSHE lessons). 3.4 Increase children's physical activity.			
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				<b>Percentage of total allocation:</b>
				%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
1. Enhance playtime and lunchtime activities.	1.1 Ensure activities are at a high enough intensity for children. 1.2 Ensure all children participate, so contribute to their 2 hours a week of physical activity. 1.3 Purchase and maintain additional sports equipment. 1.4 Teaching Assistants to work with PE team to develop lunchtime games. 1.5 A school expectation that all children will be active for 15 minutes 3 times a week.	2. No cost	<ul style="list-style-type: none"> <li>Children will learn new sports and games.</li> <li>Children will be engaged during break and lunch times.</li> <li>Positive impact on behaviour in the playground.</li> <li>Positive impact of behaviour in the classroom.</li> </ul>	
3. Increase number of extra-curricular activities.	3.1 Increase variety of sports clubs (new Tag Rugby Club and cricket club). 3.2 PE team and teachers to target pupils within school to encourage Pupil Premium children to attend	<ul style="list-style-type: none"> <li>£2,500</li> </ul>	<ul style="list-style-type: none"> <li>More children taking up physical activity after school.</li> <li>More choice for children to learn new sports.</li> </ul>	

	<p>after school clubs and increase confidence using sport.</p> <p>3.3 Increase the number of staff who lead an extra curricular club.</p> <p>3.4 Encourage staff with sporting interest to run a club.</p>			
4. Additional staff	<p>4.1 Additional member of staff with support with organisation of sporting events</p> <p>4.2 Support in delivering change for life across the school and healthy and fitness.</p> <p>4.3 Support for delivering ELT tournament effectively.</p> <p>4.4 Support with organising and running Sports Camp.</p>	<ul style="list-style-type: none"> <li>£4000</li> </ul>	<ul style="list-style-type: none"> <li>Children able to access events they wouldn't normally, through insufficient staff.</li> <li>Specific children able to be targeted.</li> <li>More events are accessible.</li> </ul>	
5. Organising SEN focused ELT tournament	<p>5.1 Purchase appropriate equipment, in order to run event.</p> <p>5.2 Inclusive tournament run, incorporating provisions.</p> <p>5.3 Variety of different SEN sports played (e.g. New-Age Kurling; Boccia; Table Cricket etc.).</p>	<ul style="list-style-type: none"> <li>Cost of purchasing equipment.</li> </ul>	<ul style="list-style-type: none"> <li>More inclusive events are organised.</li> <li>Children can use equipment in lessons, post-event.</li> <li>Lessons can become more SEN friendly as wider school can learn SEN sports.</li> </ul>	
<b>Key indicator 5: Increased participation in competitive sport</b>				<b>Percentage of total allocation:</b>
				%



School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1. Competitions, leagues tournaments and festivals</p>	<p>1.1 To widen pupils sporting experiences including participation in competitions.</p> <p>1.2 Continue to increase the number of leagues, festivals, tournaments, competitions entered organised by the Enfield PE Team.</p> <p>1.3 Pupils participate in the Dance Festival.</p> <p>1.4 Ensure Gymnastics festival is entered.</p> <p>1.5 Enter cluster leagues and knockout cup tournaments.</p> <p>1.6 Organise opportunities for inclusive sporting competitions and tournaments across the ELT e.g. Tag Rugby, basketball, mixed netball and dance (including purchase of trophies).</p>	<p>No cost</p>	<ul style="list-style-type: none"> <li>• Increased number of children able to participate in competitive sport.</li> <li>• Children showcasing talents on a wider stage.</li> <li>• Parents able to engage and watch children perform.</li> </ul>	
<p>2. Invite athletes in for inspirational visits.</p>	<p>2.1 Organise professional athletes to visit school.</p> <p>2.2 Arrange for athletes from a variety of sports.</p>	<p>2.1.1 cost for arranging visit.</p>	<ul style="list-style-type: none"> <li>• Children inspired to take up sports.</li> <li>• Children learn how resilience is needed in a sporting context.</li> <li>• Children understand difficulties and sacrifices of becoming a professional athlete.</li> </ul>	

<p>3. Organise Sports Camp</p>	<p>3.1 Secure an exciting venue for children to learn new sports.</p> <p>3.2 Utilise ELMS to support in delivery.</p> <p>3.3 Target children who will benefit from attending sports camp.</p>	<p>3.1.1 Cost of venue.</p> <p>3.2.1 Cost of ELMS coaches</p>	<ul style="list-style-type: none"> <li>• Children have access to high quality coaching.</li> <li>• Children have opportunity to excel and improve at faster pace.</li> </ul>	
<p>4. Participation in ELT organised tournaments.</p>	<p>4.1 Ensure a range of key stages are included in ELT events.</p> <p>4.2 Target children who may not participate in extra-curricular clubs.</p>	<p>4.1.1 cover for teachers attending events</p>	<ul style="list-style-type: none"> <li>• Children able to play competitive sports in safe environments.</li> <li>• Children given access to new sports.</li> </ul>	