



**Carnforth  
School**

INSPIRING EXCELLENCE

## **2018/2019 Sports Premium Strategic Plan**

“I want every child to be able to aim for the stars, and to be supported in reaching them.” (David Laws, Education Minister, 2012). Since September 2013 each school has received funding called Sports Premium. The funding is to make ‘additional and sustainable improvements to the provision of PE and sport for the benefits of all pupils to encourage the development of healthy, active lifestyles.’ (Gov) This means that we can use the premium to:

- Develop or add to the PE and sport activities that our school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future year.

<b>Number of children</b>	<b>162</b>	
<b>Allocation for September 2017- July 2018</b>	<b>17,510</b>	
<b>Current Attainment</b>	<b>% expected and above</b>	<b>% exceeding</b>
<b>End of KS1</b>	<b>84%</b>	<b>18%</b>
	<b>% Actual</b>	<b>% Actual</b>
	<b>82%</b>	<b>14%</b>
<b>Current Attainment</b>	<b>% expected and above</b>	<b>% exceeding</b>
<b>End of KS2</b>	<b>80%</b>	<b>20%</b>
	<b>% Actual</b>	<b>% Actual</b>
	<b>79%</b>	<b>21%</b>
<b>Pupil Voice</b>		
<p><b>“Learning to use the equipment in the gym is fun. I like learning new things. The bars are my favourite,” Igor.</b></p> <p><b>“I enjoy dance as Kirst involves everyone – it’s not just the girls,” Mackenzie.</b></p> <p><b>“I love swimming as I am making progress, I can’t wait to tell my dad,” TJ.</b></p>		
<p>At Carnforth School we really value the importance of Sport and PE. We are committed to offer our children the chance to get involved in a variety of different sports and games in a competitive environment, to foster a love of sport that remains with them for life and opens up opportunities beyond what we offer at school. We provide opportunities to develop healthy, active lifestyles through:</p> <ol style="list-style-type: none"> <li>1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles</li> </ol>		

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. increased confidence, knowledge and skills of all children
5. broader experience of a range of sports and activities offered to all pupils
6. increased participation in competitive sport

The DfE vision is that, "all pupils leaving primary school to be 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 Primary School Physical Literacy Framework, developed by Youth Sports Trust, Sport England, County Sport Partnership Network, Association of Physical Education and Sports Coach UK describe Physical Literacy as, "the motivation, confidence, physical competence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity. Enabling them to be physically literate supports their development as competent, confident and healthy movers."

**The improvements in school will be sustainable in the future as:**

- Staff members will have increased their knowledge, skills and confidence teaching Physical Education
- Links formed with the local community clubs and leagues
- Links established and sustained with local primary and secondary schools.

## 1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles

At Carnforth School we feel having a healthy active lifestyle is key to having a positive mental health and as a result encouraging children to take up daily exercise is key. Sport England agree that, 'Everyone has mental health – and evidence shows that the benefits of physical activity on our wellbeing are profound.' Sport England state that, 'There are various ways that physical activity helps mental health, including:

- Improved mood – Studies show that physical activity has a positive impact on our mood. One study asked people to rate their mood after period of exercise (i.e. walking or gardening) and after inactivity (i.e. reading a book). Researchers found that people felt more awake, calmer and more content after physical activity. For more information and a link to the study, go to the Mental Health Foundation website.
- Reduced stress – Being regularly active is shown to have a beneficial impact on alleviating stress. It can help manage stressful lifestyles and can help us make better decisions when under pressure. Research on working adults shows that active people tend to have lower stress rates compared to those who are less active.

- Better self-esteem – Physical activity has a big impact of our self-esteem – that's how we feel about ourselves and our perceived self-worth. This is a key indicator of mental wellbeing. Those with improved self-esteem can cope better with stress and improves relationships with others.
- Depression and anxiety – Exercise has been described as a “wonder drug” in preventing and managing mental health. Many GPs now prescribe physical activity for depression, either on its own or in conjunction with other treatments. It is effective at both preventing onset of depression and in terms of managing symptoms.'

Sport	Year Group	Objective	Strategy	Cost	Lead	Resources	Monitoring	Timescale	Impact/Evaluation
Various	Y1 - 6	To ensure that all pupils participate in daily sporting activity	Sport/Exercise/ Games available at break and lunch times  To complete the daily mile	£86	Class teacher	Equipment	Pupil Voice  Learning walks  Teacher voice	Daily	All classes have completed the daily mile (12 laps of the circuit) “I like doing the daily mile because it is good exercise.” (Presten) “The mile makes me feel awake and ready to learn.” (Romanie) Each day children have access to a variety of games that they have chosen via the school council at lunchtimes.

2. Raise 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. Increased confidence, knowledge and skills of all children

At Carnforth School all pupils have the opportunity to participate in dance and gymnastic sessions led by coaches alongside their class teacher. The use of coaches within sports is a useful attribute within the school as it provides a clear focus to each lesson as the coaching is sports specific. The teacher works alongside the coach and is supported, rather than replaced or displaced. The teacher is able to develop their own skills as well as their confidence and competence within a particular area. The benefits can also be reciprocal as the coach is able to learn skills from the class teacher such as promoting positive behaviours, large group organisation and ensuring a safe environment. At Carnforth School the children enjoy having a range of coaches in school. Studies have shown that sports coaches can be very beneficial role models and bring many benefits to schools.

According to UK Coaching there are nine benefits of using coaches as they can:

1. Provide additional capacity to help schools to deliver a greater range and frequency of school sport opportunities for their children and young people.
2. Assist teachers in improving their knowledge around the development of core skills in young people such as locomotion, object control, stability, balance and co-ordination.
3. Help to ensure the PE and School Sport premium funding as a sustainable legacy by directly up-skilling teachers technical knowledge of sport.
4. Support teachers to develop fundamental movement skills in young people to help them to be more confident to participate in sport and physical activity as part of a healthy and active lifestyle.
5. Promote lifelong participation in sport and physical activity to young people.
6. Be role models and play a pivotal role in the mentoring and development of young leaders as coaches.
7. Help to develop skills for life and skills for employability in young people through empowerment and engagement of young people in leadership roles in sport.

8. Contribute to the raising achievement agenda in schools through developing confidence and self-esteem in young people through sport and through educating young people on the importance and value of sport.
9. Support the transition between school and community sport through helping to create and develop satellite clubs and developing links with local community sports clubs.

Sport	Year Group	Objective	Strategy	Cost	Lead	Resources	Monitoring	Timescale	Impact/Evaluation
Dance	Y1-6	<p>Increase boys participation in dance</p> <p>To develop physical skills(fine and motor)</p> <p>Lessons observed are of a high quality</p>	<p>Each class to receive half a term of dance session a term</p> <p>Dance sessions led by experienced and qualified dance teacher</p> <p>Class teachers to work alongside dance teacher to develop their own practice</p> <p>Teachers to be given planning from dance teacher and have time to assess and check – opportunity to discuss</p> <p>Learning outcomes for unit of work identified</p> <p>Aspect of P.E teaching the teacher would like to develop</p>	£1080	<p>Class teacher</p> <p>Dance Coach</p>	Dance teacher	<p>PE Lead to complete lesson observations of dance teacher and teachers</p> <p>Pupil interviews and questionnaires</p> <p>Data analysis</p>	Half termly over the year	<p>Expected and above in dance:</p> <p>Y1 76%</p> <p>Y2 86%</p> <p>Y3 87%</p> <p>Y4 81%</p> <p>Y5 79%</p> <p>Y6 84%</p>

			<p>During unit PE Lead to monitor quality of delivery in relation to objectives</p> <p>End of unit a review is completed</p> <p>Progress of children against set learning outcomes</p> <p>Teacher review of their own practice development</p>						
Gymnastics	Y1 – Y6	<p>To instil in children a love of sport and physical activity.</p> <p>To develop physical skills(fine and motor)</p> <p>Develop independent sporting activities</p> <p>Provide children with high quality gymnastics education</p> <p>To broaden the sporting</p>	<p>Each class to receive half a term access to Worcester Gym</p> <p>Children rotate around different sections each lesson focussing on different skills.</p> <p>Each section is led by experienced and qualified instructors.</p> <p>End of unit a review is completed</p> <p>Progress of children against set learning outcomes</p> <p>Teacher review of their own practice development</p>	£5494	Class Teacher Worcester Gym – qualified staff	Worcester Gym Facility coach travel	<p>PE Lead to complete lesson observations of dance teacher and teachers</p> <p>Pupil interviews and questionnaires</p> <p>Assessment analysis for each class</p>	Termly	<p>Expected and above in dance:</p> <p>Y1 80%</p> <p>Y2 86%</p> <p>Y3 87%</p> <p>Y4 81%</p> <p>Y5 76%</p> <p>Y6 84%</p> <p>"I like gymnastics because it helps me exercise and become more</p>

		opportunity available to pupils	Class teachers to work alongside instructors						flexible," Drey. "I learned how to do a forward roll, "Maddison.
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### 5. Broader experience of a range of sports and activities offered to all pupils

### 6. Increase participation in competitive sports

At Carnforth School we endeavour to enhance our pupils experience of sport by offering a range of opportunities to participate in both adventure and sporting activities because we feel it is key to our pupils academic achievement and wellbeing. A study by Education Endowment Foundation (EEF) has shown that adventure-learning interventions consistently show positive benefits on academic learning. They state that on average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence and that the evidence suggests that the impact is greater for more vulnerable students.

In addition, the EEF believe that the overall impact of sports participation on academic achievement tends to be positive and that there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress). That participating in sports and physical activity is likely to have wider health and social benefits.

Sport	Year Group	Outcome		Cost	Lead	Resources	Monitoring	Timescale	Evaluation
Bell Boating and Regatta	Yr 5	To develop team work skills To ensure children have an	Each class to have 1 full day on the river with qualified helm	£10,850.	Class Teacher Qualified helms	Use of bell boating equipment Coach	Pupil interviews and questionnaires	Summer Term	Year 5 participated in the Regatta but did



		<p>understanding of the dangers associated with water and how to stay safe.</p> <p>To broaden the sporting opportunity available to pupils</p> <p>To experience competition against other schools</p>	<p>Class teachers to work alongside coaches to develop their own practice</p> <p>Opportunity for teachers to attend helm courses to take children out</p> <p>Pupil questionnaire to be given out before and after attending sessions – focus on confidence and resilience.</p> <p>PE Lead available to discuss outcomes and progress with class teachers</p> <p>End of unit a review is completed</p> <p>Progress of children against set learning outcomes</p>			Instructor			<p>not make it to the final.</p> <p>“Bell boating helped us work as a team and work well with our friends,” Alex.</p> <p>“I enjoyed Bell Boating because it was lots of fun and we met new people,” Maddison.</p>
<b>Swimming gala</b>	Year 5/6	To develop team work skills	Children swim once a week for a term		Class teacher	Release Time Minibus	Competition Results Pupil voice	Summer term	3/5/19 participated in the gala

		<p>To promote a competitive ethos</p> <p>To experience competition against other schools</p>	Swimming instructor leads the swimming						<p>came 12<sup>th</sup> out of 12<sup>th</sup>.</p> <p>"I was able to swim my favourite stroke," Liam</p> <p>I liked watching the schools race, it was great experience," Bethany.</p>
<b>Dance festival</b>	Y1 – 6	<p>To develop team work</p> <p>To raise the profile of performing arts</p>	<p>Every class to practice and perform a dance</p> <p>Whole school to perform a song</p> <p>Organisation of performance led by Dance teacher</p>		Dance teacher Class teacher	Coach Dance teacher	Pupil Voice Parent voice	Spring term	<p>18/7/19</p> <p>All children participated in the dance festival which was held at</p>

			Class teachers to work alongside dance teacher						<p>Kings chool in their auditorium , parents came and watched.</p> <p>Parents were very pleased with the performance they said it was amazing.</p>
<b>Sports Day</b>	Y1 - 6	<p>To develop team work skills</p> <p>To promote a competitive ethos</p>	<p>Class teachers to teach athletics skills</p> <p>Progress of children against set learning outcomes</p>		Class teacher	<p>Equipment</p> <p>Medals</p>	<p>Pupil voice</p> <p>Data analysis</p>	Summer term	<p>28/6/19 sports day. All the children participated.</p> <p>Elgar house won. They received medals</p>

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