

The use and impact of The Primary School PE and Sports Funding 2020-2021

<p style="text-align: center;"><u>2020-2021</u></p> <p>Prior Heath Infant School receives £16,000 plus £10 per KS1 child to develop provision in Sports and PE. PE was a maintenance subject for 2020-2021. Our 2020-2021 plans for the PE and Sport Funding were based upon our evaluations and analysis of PE in EYFS and KS1. At Prior Heath Infant School our aim is to use the funding to have a long-term impact on children's healthy and active lifestyles, physical, social and emotional wellbeing and achievement in PE.</p>	<p><u>Total fund allocated:</u> £17190 + £2083 carried over (This is due to partial school closures during COVID-19 outbreak.</p> <p><u>Actual Spend:</u> £19, 915</p>	<p><u>Date updated:</u></p> <p style="text-align: center;">July 2021</p>
--	--	---

<p><u>Key achievements to date (based on 2019-20):</u></p> <ul style="list-style-type: none"> • Play leader and lunchtime staff continued to support children effectively at lunchtimes and have been regularly observed. • All pupils are making good progress. • Competitions: Pupils who took part were proud of their attendance and achievement. They showed our school values during the competitions. • Extracurricular clubs are good and have been observed by the PE lead. Children enjoy the clubs and are enthusiastic about them. • PE assessment and tracking has been implemented successfully and is supporting planning needs to match provision to pupils. • We have achieved the 'Star mark Level 3 award'. • Monitored quality of teaching and learning in PE following the INSET/adapted planning. Work sampling completed, tracking of use of assessment, monitoring of planning. • Arranged 1 x cluster PE competitions for Year 2 (limited due to Covid-19) • Observed after school sports clubs and feedback to HT and club providers. • Attended termly 'Active Surrey' networks. • Organised 'Sport relief' day to promote Physical Activity and raise money for charity. 	<p><u>Areas for further improvement and baseline evidence of need (based on 2019-2020):</u></p> <ul style="list-style-type: none"> • Continue to offer wider opportunities for active and healthy lifestyles throughout the school day and at home, in light of partial school closures. • Teachers to ensure children participate in regular brain breaks (Go noodle, Super movers etc. throughout the day). PE lead to ask pupils to feedback on this during pupil questioning. • To promote children's mental and physical health and well-being. • To continue to enhance and further develop ideas from the Star Mark action plan. • PE lead to continually monitor planning, assessment, teaching and learning across the school. • To organise events within cluster schools and engage in world-wide events (Olympics) • To ensure children can compete within year groups both in and out of school.
<p><u>Meeting National Curriculum requirements for swimming and water safety.</u></p> <p>This does not apply to pupils at Prior Heath Infant School as they are in EYFS and KS1. However, 'RNLI' present an assembly on 'Water safety' in May, every 3 years (Due 2022). This is so the children have a basic understanding before moving on to Junior School. Water safety is also discussed in regular PSHCE lessons.</p>	

The following proforma has been suggested by the Youth sports trust and incorporates the 5 key indicators.

Key indicator 1: The engagement of all 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: 69%
School focus with intended impact on pupils	Actions to achieve	Funding allocated	Evidence and Impact	Sustainability and suggested next steps
<ul style="list-style-type: none"> To allow pupils to engage in regular opportunities to participate in outdoor activities (outdoor learning) to support growth mind set, increased physical benefits and stimulate learning. To develop and increase the amount of physical activity during the school day and at home by engaging parents (30:30). To continue to promote positive behaviour and play during playtime and lunchtime. To allow children to develop their leadership experience during playtimes. To further develop physical skills and raise the profile of physical activity. To continually support children with SEN needs. To promote all round health including emotional, social and physical well-being. 	<ul style="list-style-type: none"> To continue to provide a 'play leader' for KS1 and EYFS pupils at lunchtime and maintain the ratio of play workers. To enhance the organisation of activities at playtime and lunchtime by lunchtime supervisors and 'zone leaders'. To continue the excellent ELSA provision to support physical and emotional needs. To provide additional adult support in PE lessons and with outdoor learning activities across all year groups. 	<p><i>Play leader and ratio of supervisors:</i> £7,159</p> <p><i>ELSA:</i> £1921</p> <p><i>Additional adult support in PE:</i> £4693</p> <p>Actual: £13, 773</p>	<ul style="list-style-type: none"> Due to the use of 'bubbles' and the impact of COVID 19, the 'lunchtime' zones were unable to take place. However, children accessed the outdoor equipment to develop their fundamental movement skills through the carefully thought out activities and resources provided by the play leaders and supervisors. As children were active during playtimes and lunchtimes and separated into year group bubbles, behaviour incidents reported to HT decreased and less first aid incidents occurred. During the partial school lockdown, children in school benefited from physical games that improved well-being and socialisation. Those at home benefited from videos created by the subject leader with activities to complete and dances to learn. ELSA resources were sent to children and families. Children were set challenges provided from 'Active Surrey' to complete during the 	<ul style="list-style-type: none"> Children to be trained as 'zone leaders' and 'playtime pals' by their peers'/ Play leader A range of equipment will be provided to allow 'zones' to continue working successfully Teachers to ensure children participate in regular brain breaks (Go noodle, Super movers, cosmic yoga etc. throughout the day) Teachers to ensure children complete daily walks/ runs at various points of the day. Teachers to incorporate active inputs during lessons.

			<p>lockdown period and letters about the importance of staying physically and mentally active were sent out by the school.</p> <ul style="list-style-type: none"> • A high proportion of children met the expected standard for PE within their year group and additional adults raised the profile of PE within the lesson by supporting the class teacher and children to improve their fundamental movement skills. • All children with SEN children have been able to access resources and engage in physical opportunities throughout various times of the day with additional adult support. 	
--	--	--	--	--

Key indicator 2: The profile of PE and school sport being raised across the school as a tool for whole school improvement.				Percentage of total allocation: 4%
School focus with intended impact on pupils	Actions to achieve	Funding allocated	Evidence and Impact	Sustainability and suggested next steps
<ul style="list-style-type: none"> • To provide release time for PE lead to monitor planning, assessment, teaching and learning across the school, including learning walks, sports day and competitions. • To promote all round health including emotional well-being through cross-curricular links. 	<ul style="list-style-type: none"> • PE lead to monitor teaching and learning in PE through work sampling/ planning/observations. • PE lead to obtain pupil views through quality assurance to monitor the impact. • To share actions and developments with link governors and through Quality assurance subject plans. • To achieve the suggestions on the PE action plan. 	<p><i>PE release time:</i> £666</p> <p><i>Star Mark:</i> £80</p> <p>Actual: £746</p>	<ul style="list-style-type: none"> • PE lead has revised the long term and medium term planning to ensure progression of skills across the school and has included pre-learning and opportunities for over learning in areas of the PE curriculum. • Planning has been tailored to the children's needs and meets/goes beyond the requirements of the National Curriculum. • PE lead monitored the quality of after school clubs to ensure 	<ul style="list-style-type: none"> • PE lead to continually monitor planning, assessment, teaching and learning across the school during staff meeting time/release time and assemblies. • To further develop ideas from the Star Mark action plan with support from all staff. • To create links with local Sports companies to

<ul style="list-style-type: none"> • To monitor the quality of after school/ extracurricular clubs. • To reapply for the Star Mark 	<ul style="list-style-type: none"> • PE lead to monitor and observe the quality of extra provision and clubs. 		<p>quality and progression, however, due to school closures the offer available has been limiting.</p> <ul style="list-style-type: none"> • We achieved a Level 3-star mark quality and have improved our score from last year. • PE lead organised a Sports day for the children to take part in and celebrate their achievements. This year's theme was 'Mini Olympics' which links to activities performed in the Olympics this year. • HT has provided children with opportunities to celebrate the 'Euro's' during assemblies and in class. 	<p>enhance the profile of Sports education.</p>
--	--	--	---	---

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and Sport.				Percentage of total allocation: 10%
School focus with intended impact on pupils	Actions to achieve	Funding allocated	Evidence and Impact	Sustainability and suggested next steps
<ul style="list-style-type: none"> PE lead to attend network meetings 3 times a year and additional courses. PE lead to report back any updates to staff. To ensure resources are replenished and up to date in order for successful lessons for staff and pupils. To attend 'health assessment wheel' training. To provide training for the TA's to increase knowledge and confidence. 	<ul style="list-style-type: none"> To support staff in understanding new developments. To ensure staff are confident in teaching lessons. To update and replace resources for lessons. PE lead to attend conference to learn about new updates and share best practice. To attend 'health assessment wheel' training. SCL to provide a session for each class for TA's to attend and support. To provide a den building/ structure to enhance creative thinking and additional physical activity 	<p><i>Active Surrey/YST:</i> £250 £225</p> <p><i>Resources:</i> £603</p> <p><i>SCL:</i> £140</p> <p>Actual: £1, 793</p>	<ul style="list-style-type: none"> PE lead attended termly network meetings and has informed staff regularly of any changes and updates. The use of good quality, safe equipment has enabled staff to deliver high quality PE lessons to the children twice a week and has allowed children to practise fine and gross motor skills at other times throughout the school day. 	<ul style="list-style-type: none"> TA's to use games and ideas in their own lessons/ Playtime zones. TAs to share and train each other in new games and skills Continue to develop healthy and active lifestyles through active lessons. PE lead to organise some training in Gymnastics and Dance.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.				Percentage of total allocation: 16%
School focus with intended impact on pupils	Actions to achieve	Funding allocated	Evidence and Impact	Sustainability and suggested next steps
<ul style="list-style-type: none"> To provide children with new opportunities and experiences. To introduce children to alternative sports and activities. To provide children with the opportunity to engage in more physical activity during playtime and lunchtime To provide opportunities for the least active to participate in competitions. 	<ul style="list-style-type: none"> SCL to provide a session for each class to attend to give them a taster of the after school club. Organise 'skipping workshops' and 'bike ability' for children to attend. Organise circus skills To organise 'Multiskills competitions' between cluster schools Attend PhysiFUN competitions. To create an area for additional and outdoor activities. To provide equipment, such as a track to enable the children to work towards completing the 'daily mile'. 	<p><i>Running track (flexible and removable for different purposes)</i></p> <p>£1403</p> <p>Maintenance of equipment/ insurances/ climbing wall/adventure playground</p> <p>£2,000</p> <p>Actual: £,3403</p>	<p><i>This has been impacted by the school closures and Government guidance which did not allow visitors to come into school or competitions to occur.</i></p> <ul style="list-style-type: none"> Children had the opportunity to demonstrate school values of perseverance and teamwork in their skipping and ball skills workshops. Children experienced competition with themselves and others during the workshops and PE lessons. Children have access to a range of equipment, in order to keep active for the recommended time each day 30:30. Den building equipment was donated from another organisation, however the funds initially thought to be used for this has been spent on a running track which the children use to complete challenges and daily walks/ runs. We have noticed an improvement in speed, fitness and stamina. Den building has provided children with opportunities to build strength and co-ordination when working with others to create different types of dens. 	<ul style="list-style-type: none"> Continue to utilise the cluster competitions to engage all pupils Children to take responsibility for outdoor learning Train up playtime pals to keep the area safe and tidy PE lead to explore local links with clubs and companies to come into school and promote Sports.

Key indicator 5: Increased participation in competitive sport.				Percentage of total allocation: 1%
School focus with intended impact on pupils	Actions to achieve	Funding allocated	Suggested impact	Sustainability and suggested next steps
<ul style="list-style-type: none"> To enable children to have the opportunity to compete against others. 	<ul style="list-style-type: none"> To organise 'Multiskills competitions' between cluster schools Attend PhysiFUN competitions. To organise events in school such as sports day. 	<p><i>Organising opportunities (PE release):</i> £200</p> <p>Actual: £200</p>	<ul style="list-style-type: none"> Children have experienced competition and team work within their year group bubbles. Children have experienced competition with their selves (personal bests) during cross-curricular activities) Children participated in Sports day, representing their teams and demonstrating school values. Children took part in the Golden Boot challenge, competing against the classes. <p><i>*Unfortunately, this area has been impacted by the Government restrictions and school closures as the children have been unable to mix between bubbles.</i></p>	<ul style="list-style-type: none"> To organise events within cluster schools (no charge). To ensure children can compete within year groups both in and out of school during lessons and festivals. To continue our annual sports day. To promote competition with self (personal bests) in lessons and at lunchtime.