

The use and impact of The Primary School PE and Sports Funding 2019-2020

<p style="text-align: center;"><u>2019-2020</u></p> <p>Prior Heath Infant School receives £16,000 plus £10 per KS1 child from the Government to develop and enhance the provision in Sports and PE. PE was a maintenance subject for 2019-2020. Our 2019-2020 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 lifestyles, physical wellbeing and achievement in PE.</p>	<p><u>Total fund allocated:</u> £17,200</p> <p><u>Actual spend:</u> £15,117 <i>*£2083 to be carried into 2020-2021 due to the Governments school closures during COVID-19 from March 2020.</i></p>	<p><u>Date updated:</u></p> <p>Proposed: April 2019</p> <p>Impact: July 2020</p>
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<p><u>Key achievements to date (based on 2018-19):</u></p> <ul style="list-style-type: none"> • Play leader and lunchtime staff continue 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 good 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 3 x cluster PE competitions for Year 2. • Observed after school sports clubs and feedback to HT and club providers. • Attended termly Surrey network meetings. 	<p><u>Proposed areas for further improvement and baseline evidence of need (based on 2018-19):</u></p> <ul style="list-style-type: none"> • Provide wider opportunities for activeness and healthy lifestyles. • Teachers to ensure children participate in regular brain breaks (Go noodle, Super movers etc. throughout the day). • To 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. • To ensure children can compete within year groups both in and out of school.
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Meeting national curriculum requirements for swimming and water safety.

This does not apply to pupils at Prior Heath Infant School as we cater for EYFS and KS1. However, 'RNLI' presented an assembly on 'Water safety' last May so the children have a basic understanding before moving on to Junior School.

(p) = proposed spend

(a) = actual spend

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: 79%
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 a range of regular opportunities to participate in outdoor activities to stimulate learning and growth mind set. To develop and increase the amount of physical activity during the school day. (30:30) To continue to promote positive behaviour and play during playtime and lunchtime. To allow children to develop their leadership experience. 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 well-being. 	<ul style="list-style-type: none"> 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 support in PE lessons and throughout outdoor learning in all years. 	<p>£5945 (p) £6750 (a)</p> <p>£1943 (p) £1735 (a)</p> <p>£3562 (p) £3443 (a)</p> <p>Proposed: £11,450</p> <p>Actual £11,928</p>	<ul style="list-style-type: none"> There has been an increase in number of children accessing the 'Lunchtime Zones' through their own personal choice We continue to see a decline of behaviour incident forms reported to HT Behaviour has improved at lunchtime, allowing more equipment to be used and activities to take place There has been an increase of Year 2 children leading/ explaining rules to younger year groups Impact of the ELSA has seen significant improvements on children's well-being and physical development (See ELSA forms). More SEN/PP children have been able to access PE and extra opportunities during various times of the day Staff and children are more aware of the increased profile of PE, with a focus on emotional well-being 	<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 has been 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)

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: 6%
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. 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 teaching and learning in PE through work sampling/ planning. Obtain pupil views through quality assurance to monitor the impact. To share actions and developments with link governors. To achieve the suggestions on the PE action plan. PE lead to monitor and observe the quality of extra provision and clubs. 	<p>£1284 (p) £875 (a)</p> <p>£80 (p) £80 (a)</p> <p>Proposed: £1364</p> <p>Actual: £955</p>	<ul style="list-style-type: none"> PE lead has ensured that all classes are engaging in 2 + hours per week of Physical activity through re organisation of the hall timetable Classes are engaging in additional physical activity throughout the school day (active lessons, brain breaks) Assessment and progression has been seen across all year groups in lessons through careful monitoring Planning is tailored to the children's needs and meets/goes beyond the requirements of the National Curriculum All clubs are of a high quality, showing progression in each session. They are delivered by Level 2 coaches (minimum) Achieved Level 3 Active Surrey Star Mark 	<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.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and Sport.				Percentage of total allocation: 11.5%
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 report back updates to staff. To ensure resources are replenished and up to date in order for successful lessons for staff and pupils. PE lead to attend Primary PE conference to share best practice with other schools. 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. 	<p>£135 (p) £250 (a)</p> <p>£200 (p) £829 (a)</p> <p>£150 (p) £200 (a)</p> <p>£225 (p) £0 (a)</p> <p>£945 (p) £315 (a)</p> <p>+ walking circle £154</p> <p>Proposed: £1655</p> <p>Actual: £1748</p>	<ul style="list-style-type: none"> Staff have been informed regularly of any changes, safety aspects and updates after PE network meetings which they have implemented in their teaching TA's reported back to the PE lead and are implementing new games in lessons and 'zones' during playtime and lunchtime sessions. The quality of the scooter park has been maintained and has been used more regularly as children are encouraged to walk/scoot/ cycle to school Staff are confident to teach lessons with correct and safe equipment The course 'health and assessment wheel training could not take place due to COVID-19 restrictions. More money was spent on replacing and buying skipping ropes, bean bags, individual equipment due to social distancing measures during partial school closures. The equipment means that staff can still teach PE lessons without the need to share equipment A walking circle (track) was painted in order for children to exercise daily at a social distance 	<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.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.				Percentage of total allocation: 2.5%
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. 	<p>£310 £0</p> <p>£340 £0</p> <p>£1700 £378</p> <p>Proposed: £2350</p> <p>Actual: £378</p>	<ul style="list-style-type: none"> • Increased attendance at after school clubs and more children are 'trying out 'extra activities • Children have enjoyed trying out alternative sports and seeing how they link to other sports • Children have had the opportunity to demonstrate school values and represent their school in cluster competitions • Children have experienced competition and team work • Skipping workshops and bike ability could not take place due to partial school closures (COVID-19) • Den building and additional activities did not take place due to partial school closures and will be made a priority next year 	<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

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	Evidence and 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>£103 £108</p> <p>£278 £0</p> <p>NB: Most of the competitions are free of charge/ no cost due to being after school.</p> <p>Proposed: £381 Actual £108</p>	<ul style="list-style-type: none"> Children have enjoyed trying out alternative sports and seeing how they link to other sports. Children have had the opportunity to demonstrate school values and represent their school in cluster competitions. Children have experienced competition and team work. Although our Sports day could not take place the children have been able to have a 'mini' sports day in their 'bubbles' and information about how to organise a sports day at home were sent out too. Children engaging in home learning have accessed 'Personal challenges' on a weekly basis from Active Surrey. 	<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.