

The ACTUAL use and impact of The Primary School PE and Sports Funding 2021-2022

<p style="text-align: center;"><u>2021-2022</u></p> <p>Prior Heath Infant School receives £16,000 plus £10 per KS1 child to develop provision in Sports and PE. PE is a maintenance subject for 2021-2022. Our 2021-2022 plans for the PE and Sport Funding are 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></p> <p>£16,195 + £1069 carried over from previous years spend =£17,264</p>	<p><u>Date updated:</u></p> <p>July 2022</p>
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<p><u>Key achievements to date (based on 2020-21):</u></p> <ul style="list-style-type: none"> Play leader and lunchtime staff continued to support children effectively at lunchtimes during the lockdown period and within Year group 'bubbles'. All pupils have had opportunities to further develop the fundamental movement skills within their PE lessons, lunchtimes and after school clubs. Children have competed within teams and engaged in challenges such as the golden boot, 'laps to Lapland' and 'Trekking to Tokyo'. Extracurricular clubs are varied and children are enthusiastic about them. We have achieved the 'Star mark Level 3 award'. PE lead has adapted PE planning to ensure progression within games, gymnastics and dance across the units and year groups. PE lead has attended termly 'Active Surrey' networks. Children participated in a 'Mini Olympic' themed Sports day where they competed against other teams within the school. Den building provides children with the opportunity to engage in additional physical activities and develop gross motor skills. The implementation of the running track allows children to complete daily laps and engage in regular movement breaks. During the lockdown period, videos were made to encourage children to participate in dances and regular physical activity. Children celebrated events such as the Euro's in assemblies and themed days. 	<p><u>Areas for further improvement and baseline evidence of need (based on 2020-2021):</u></p> <ul style="list-style-type: none"> Teachers to offer wider opportunities for active and healthy lifestyles throughout the school day and at home. Teachers to ensure children participate in regular brain breaks (Go noodle, Super movers, laps around the track etc. throughout the day). PE lead to ask pupils to feedback on physical activity and healthy lifestyles 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/ World Cup) To ensure children can compete within year groups both in and out of school. To develop the use of the 'playtime pals' (Year 2 zone leaders) by training them and giving them additional responsibilities.
<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 2023). 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: 77.5%
School focus with intended impact on pupils	Actions to achieve	Funding allocated	Actual impact	Sustainability and suggested next steps
<ul style="list-style-type: none"> To provide pupils with regular opportunities to participate in activities which support physical development, growth mind set, well-being and also stimulate learning. To ensure pupils are engaging in at least 30 minutes of activity throughout the school day and 30 minutes at home. To continue to promote positive behaviour and demonstrate school values and play during playtime and lunchtime through carefully planned physical activities. To allow Year 2 children to develop their leadership experience during playtimes and lunchtimes to encourage other children to join in games and activities. To further develop physical skills and raise the profile of physical activity. To continually support children with SEN needs 	<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>Play leader and supervisors: £6809</p> <p>ELSA: £5097</p> <p>Additional adult support in PE: £1513</p> <p>Actual: £13,419</p>	<ul style="list-style-type: none"> Children had the opportunity to access the 'Lunchtime Zones' and develop their fundamental movement skills through the carefully thought out activities and resources provided. These include team games, individual games and opportunities to be creative in their play. The PE lead monitored this regularly. Behaviour has continued to improve both at playtimes due to the ratio of adults promoting positive play and in the classroom due to the use of sharing equipment and turn taking opportunities. The ELSA has worked with an increased number of children to support their emotional, social and physical needs, which has had a positive impact on the end of KS1 results with more children achieving the expected standard than predicted. Through carefully planned activities and lessons, an increased number of children have achieved the expected standard at the end of the year. Children with SEN have been able to access PE with the correct support and supervision 	<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>in order for them to access the PE curriculum.</p> <ul style="list-style-type: none"> To promote all round health including emotional, social and physical well-being. 			<p>and developed their fundamental movement skills.</p> <ul style="list-style-type: none"> Children in Year 2 demonstrated our school values during participation in competitions and had an opportunity to compete with other schools, 	
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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: 4.5%
School focus with intended impact on pupils	Actions to achieve	Funding allocated	Actual 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 Teachers and children to be dressed ready for PE lessons to maximise teaching time. Engage in national and world wide events Installation of a cooking area 	<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 To achieve the suggestions on the PE action plan. PE lead to monitor and observe the quality of extra provision and clubs. Teachers and children to wear appropriate clothing for PE HT and PE lead to promote global and national events, e.g. World Cup 	<p>Release time: £763</p> <p>Actual: £763</p>	<ul style="list-style-type: none"> Through careful planning and assessment, teachers have identified the needs of their learners and have adapted skills to suit the pupils. Planning has continually evolved and supports the children's needs and meets/goes beyond the requirements of the National Curriculum. Through pupil voice, children have demonstrated their knowledge and understanding about the importance of PE and shared their experiences from the additional events celebrated. Through pupil voice, children have shared their positive experiences of sports and healthy lifestyles. During Science and PE lessons children have learnt the importance of a healthy diet, as well as the benefits of regular exercise. This is evident in the 	<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 enhance the profile of Sports education.

	<ul style="list-style-type: none"> Children will be able to access a cooking area in order to learn about healthy choices 		Year 2 children's healthy living booklets produced by the children in May 2022.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and Sport.				Percentage of total allocation: 10.5%
School focus with intended impact on pupils	Actions to achieve	Funding allocated	Actual 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 to ensure we are up to date with the latest news and changes. PE lead to report back any updates to staff to ensure they are aware. To ensure resources are replenished and up to date in order for successful lessons for staff and pupils. 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. SCL to provide a session for each class for TA's to attend and support. PE Lead to look into further training on the delivery of high quality PE lessons. 	Training and resources: £1898 Actual: £1898	<ul style="list-style-type: none"> Staff were informed of any changes and updates which they have implemented in their class. Staff are confident to teach lessons with correct and safe equipment. Ideas were gained and implemented from training which provided teachers with a repertoire of games and skills. to include in their teaching Children are more creative and received opportunities to engage in additional physical activity such as den building. 	<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: 4%
School focus with intended impact on pupils	Actions to achieve	Funding allocated	Actual impact	Sustainability and suggested next steps
<ul style="list-style-type: none"> • To provide children with new opportunities and experiences, which they may engage with after a taster session. • 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', 'ball skills' 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 maintain the quality of resources available. 	<p>Workshops: £684</p> <p>Actual: £684</p>	<ul style="list-style-type: none"> • Through careful analysis of participation at after school clubs, more children have attended them, after a taster session. • Through pupil conferring, children have voiced how they have enjoyed trying out alternative sports and can see how they link to other sports. • Children had the opportunity to demonstrate school values and represent their school in cluster competitions. • Children have experienced competition and team work. • Children have access to a range of equipment, in order to keep active for the recommended time each day 30:30. • Stronger links between clubs and outside agencies were made to provide regular opportunities for the children to engage in. 	<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: 3.5%
School focus with intended impact on pupils	Actions to achieve	Funding allocated	Actual impact	Sustainability and suggested next steps
<ul style="list-style-type: none"> To provide pupils with the opportunity to compete against others and themselves. 	<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>£500</p> <p>NB: Most of the competitions are free of charge/ no cost due to being after school.</p> <p>Actual: £500</p>	<ul style="list-style-type: none"> Children have enjoyed trying out alternative sports and seeing how they link to other sports. Children had the opportunity to demonstrate school values and represent their school in cluster competitions and during our whole school sports day. Children have experienced competition and team work. 	<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.