

The use and impact of The Primary School PE and Sports Funding 2022-2023

<p style="text-align: center;"><u>2022-2023</u></p> <p>Prior Heath Infant School receives £16,000 plus £10 per KS1 child to develop provision in Sports and PE. Our 2022-2023 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>£17,195</p>	<p><u>Date updated:</u></p> <p>July 2022</p> <p>Reviewed: 4.7.23</p>
---	---	---

<p><u>Key achievements to date (based on 2021-22):</u></p> <ul style="list-style-type: none"> • Play leader and lunchtime staff continued to support children effectively at lunchtimes through the use of 'Zones'. • 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 and sports day. • Extracurricular clubs are varied and children are enthusiastic about them. • PE lead continues to monitor and develop the 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 running track allows children to complete daily laps and engage in regular movement breaks. • Children have the opportunity to celebrate achievements during our weekly celebration assemblies (PE award given to a child from each class) 	<p><u>Areas for further improvement and baseline evidence of need (based on 2021-2022):</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 continue to provide opportunities for children to participate in regular brain breaks (Go noodle, Super movers, laps around the track etc. throughout the day). • PE lead to participate in pupil questioning (questions to relate to challenge and keeping safe in lessons). • To continue to promote children's mental and physical health and well-being. • 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 (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) to take responsibility for equipment and helping other children to play appropriate games.
--	--

Meeting National Curriculum requirements for swimming and water safety.

This does not apply to pupils at Prior Heath Infant School as they are in EYFS and KS1. Water safety is discussed in regular PSHE lessons so the children have a basic understanding before moving on to Junior School.

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: 56%
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 in order for them to access the PE curriculum. 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 continue to enhance the organisation of activities at playtime and lunchtime by lunchtime supervisors and 'zone leaders' (den building, digging, bricks). To continue the excellent ELSA provision/ Social clubs 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: £5084</p> <p>ELSA and Physical nurture groups: £3111</p> <p>Additional adult support in PE: £1560</p> <p>Total: £9755</p>	<ul style="list-style-type: none"> Through careful monitoring and resourcing, children continue to access the 3 'Lunchtime Zones'. As a result, children have been given enhanced opportunities to develop their fundamental movement skills such as throwing and catching, balancing and moving in various ways. In addition, these areas have provided opportunities for children to participate in team games, become more creative and sociable with their peers (den building, digging, building with bricks, performing shows). Online behaviour and safeguarding records show a decrease in physical behaviour displayed at lunchtimes and observations show an increase in positive behaviour which is demonstrated by adults promoting positive play, sharing equipment and facilitating turn taking opportunities. Intervention records show that a number of children have benefited from the emotional, social and physical impact of ELSA support and social clubs which has been positively impacted their well-being in and around the school. 	<ul style="list-style-type: none"> New children to be trained as 'zone leaders' and 'playtime pals' by their peers'/ Play leader to enable leaders to organise new games, facilitate play and turn taking opportunities. Equipment will be replenished to allow 'zones' to continue working successfully. New staff will be trained in the areas and the PE lead will continue to evaluate the impact/ rotas. Teachers will continue to participate in regular brain breaks (Go noodle, Super movers, cosmic yoga etc. throughout the day) and source new ideas. Teachers to incorporate active inputs during lessons.

			<ul style="list-style-type: none">• Children in the EYFS and Year 1 access PE resources and equipment during continuous provision opportunities throughout the school day, promoting all round health and well-being. Staff have been observed targeting individuals who need to work on specific skills within these areas.• Intervention records show that a number of children with SEN begin their day by completing a sensory circuit and it has been reported that, as a result this has helped them to regulate their emotions and improve levels of concentration in morning lessons, particularly Phonics.• It has been observed that children with EHCP's have had 1:1 support in lessons to enable them to access equipment safely and confidently. They have been able to join in with their peers and have been exposed to a range of skills and sports.• Records show that 30 Year 2 children have benefitted from participating in competitions with other schools, demonstrating our school values.	
--	--	--	--	--

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: 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. • Teachers and children to be dressed ready for PE lessons to maximise teaching time. • Engage in national and world wide events • Use of a cooking area to promote healthy eating and recipes. 	<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 • Children will be able to access a cooking area in order to learn about healthy choices 	<p>Release time: £821</p> <p>Kitchen area: £125</p> <p>Total: £946</p>	<ul style="list-style-type: none"> • Through careful monitoring, teachers have used PE leads new planning and adapted, where necessary to suit the needs of the children. The amendments included opportunities to pre-learn vocabulary and over learn skills. • Through pupil conferencing and observations, it has been reported that children feel more confident in developing these skills. • Through discussions with the teachers and observations of lessons, it has been noted that the STEP approach has enabled teachers to adapt lessons, ensuring that some children are further challenged whilst others can embed the skills. • After careful consideration, the school have chosen a new provider to provide after school clubs. It has been observed, that behaviour and engagement have improved and the quality of sessions are good. • During pupil conferencing and from PE OFSTED research it is apparent that children understand the importance of PE and enjoy events celebrated. • Through monitoring, the PE lead ensures each class 	<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.

			<p>participates in 2 hours of formal PE each week, alongside other physical opportunities, children have a positive experience of sport, PE and healthy lifestyles.</p> <ul style="list-style-type: none">• Through pupil conferencing, PSHE lessons and DT lessons in our children's kitchen, it is clear that children learn the importance of a healthy diet, as well as the benefits of regular exercise.• After careful consideration and staff discussions, children come to school in their PE kits, on their PE days. This holds teachers accountable for teaching PE on those days and ensures that crucial teaching time is not lost due to changing. Therefore, through careful monitoring, the quality and length of time where children are physically active has increased.• The children have benefited from celebrating events such as the World cup in December 2022 as this has raised the profile of Men and Women's football.	
--	--	--	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and Sport.				Percentage of total allocation: 1%
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 regularly 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. 	<p>£100 plus</p> <p>Free twilight sessions and staff meeting time</p> <p>Total: £100</p>	<ul style="list-style-type: none"> • The PE lead has attended termly networks run by 'Active Surrey' and ensured that staff are kept up to date with any changes. • Through discussions and feedback, the PE lead has identified areas for development within PE and has organised for the new PE lead to teach their classes so that teachers can observe new ways of delivery the PE curriculum to develop safety and confidence. • New staff have delivered new games and strategies during playtimes to enhance the provision. These are shared amongst staff to enhance confidence. 	<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: 36%
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' and 'ball skills' 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: £440</p> <p>Bikes: £1155</p> <p>Building blocks: £3520</p> <p>Digging: £274</p> <p>Repairs £560</p> <p>Total: £5949</p>	<ul style="list-style-type: none"> Through monitoring of the after-school clubs, an increased number of children have gone on to attend the after-school clubs after engaging in taster sessions. Through monitoring it has been identified that children have had the opportunity to demonstrate school values and represent their school in cluster competitions. Through careful planning 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: 2%
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>£440</p> <p>Actual: £440</p>	<ul style="list-style-type: none"> Through pupil conferencing, children have expressed how they 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 during lessons and outside competitions such as Multiskills. 	<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.