

Killamarsh Infant and Nursery School



Department for Education Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **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

Sports Premium Strategy Statement 2019 – 2020

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • We have provided increased opportunities for children to be more engaged in competitive sport through our active involvement in the School Sports Partnership. • We have increased provision for active learning through the curriculum. Children are more active during lesson times and through active travel to and from school. Wake and Shake has been reintroduced into the timetable. • We have ensured that there are more club links with the involvement of Cricket sessions and assemblies led by local clubs. • We have raised the profile of PE in school through displays and visitors into school. • We have improved our afterschool provision so that there are more structured opportunities for physical engagements for all groups of children. • We have provided positive experiences in physical activity to promote positive attitudes towards physical activity. • We have continued to develop learning about healthy lifestyles. 	<ul style="list-style-type: none"> • Increase the engagement of outdoor learning through the expansion of Welly Wednesday's in Nursery to whole school involvement. • Continue to provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively and embed physical activity across the school. • Engage fully in the newly formed sports partnership 'Shape' provision. • Support and engage the least active children by providing targeted activities and running/extending school sports. • Continue to encourage enjoyment of Physical Activity in our children, through sports events, sports clubs, parent workshops and celebration assembly linked to sporting achievements.

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2019/20	Total fund allocated: £16,757 Planned spend: £18,167 Overspend of £1,410 (£1,300 carry forward from 2018/19)	Date Updated: September '19		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity –Guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 58%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:£9,674	Evidence and impact: Updated July 2020	Sustainability and suggested next steps:
<ul style="list-style-type: none"> ➤ New woodland equipment on the field area for physical development has been purchased and embedded into outdoor learning. ➤ Introduce individual active challenges for children to participate in during lunchtimes at their own pace. ➤ Use of teaching assistants to support PE lessons to ensure children have smaller groups for skills coaching in mixed aged classes and children with SEND are fully integrated in to lessons. 	<ul style="list-style-type: none"> ➤ Purchase seating, fencing and planned equipment to provide additional opportunities for to be physically active outdoors. ➤ Create activity challenges and provide equipment. ➤ Clearly shared planning, timetabling and commitment of the school to commit staffing. 	<ul style="list-style-type: none"> £3,000 £200 8 hours per week teaching assistant hours £17 per hours = £136 per week/£5,304 per year. 	<ul style="list-style-type: none"> The field are has been redesigned to encourage outdoor learning supported by the Killamarsh Conservation Group. New equipment will be in place for September. Children will be supported in the coming year to use the equipment with confidence. Equipment purchased and challenges given. Raised activity within the day so children are more active by choice. Teaching assistants have been timetabled to support PE. Children less engaged with SEND have been supported to take part in activity. This has been successful and all children are now engaged. 	<ul style="list-style-type: none"> ➤ Resources purchased are good quality and provide long term use (10 year guarantee). ➤ Ongoing provision of activities, linking physical activity to other areas of learning. E.g. topic ➤ Children have built confidence and skills to work independently in PE lessons.

<ul style="list-style-type: none"> ➤ Engage ALL children in regular physical activity above and beyond their curriculum lessons through a lunchtime club. 	<ul style="list-style-type: none"> ➤ Employ Premier Sport coaches to provide extra-curricular sporting opportunities through a range of lunchtime club opportunities throughout the year. 	<p>£30 x 39 = £1,170</p>	<p>Engagement with physical movement is high in the playground at the lunchtimes when the coach is employed. The impact of which is seen as games taught are used by the children at other playtimes. Enjoyment has been raised.</p>	<ul style="list-style-type: none"> ➤ Children lead their own games through mini leader training.
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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:

5%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> ➤ Notice boards in the main entrance continues to raise the profile of PE for all visitors and parents. To include a celebration of the sports achievements completed outside of school. E.g. dance competitions. ➤ Special assemblies are conducted by the Sports Leaders plus others e.g. GB competitors to raise the profile of PE in primary school ➤ Mini Leaders deliver active lunchtimes incorporating a range of sports. 	<ul style="list-style-type: none"> ➤ Sports Leader updates the notice board on a regular basis and teachers support the children in writing match reports and evidencing sport in school through photographs. ➤ Invite visitors and ensure whole school attendance at the assembly. ➤ MDS to develop structured playtime physical activities. Purchase additional lunchtime equipment ➤ Young Leader training 	<p>£00</p> <p>£100</p> <p>30 mins per week supervisors to support mini leaders - £6.00</p>	<p>Learning walks</p> <p>PE displays have been maintained to show a wide range of sports being taken part in and children are proud of their achievements.</p> <p>Children are knowledgeable about a range of sports and have an increased desire to take part. This has included the 'Boogie Bounce' event which involved trampolining to music. Club pathway was provided.</p> <p>This has been achieved to some degree as initial training was completed. Structured playground activities are in place</p>	<ul style="list-style-type: none"> ➤ The leaders of the school have seen the benefits of the raised profile of PE in school. ➤ Provides an insight into opportunities at secondary school and places value on sport. ➤ Children develop leader skills to develop communication, organization and problem solving skills

<ul style="list-style-type: none"> ➤ Embed the Real PE six areas of learning into classroom practice. 	<ul style="list-style-type: none"> ➤ Set up lunchtime activities ➤ Monitor participation ➤ Display the areas of learning in each classroom. ➤ Engage children with the targets on a daily basis. 	<p>per week x 39 weeks = £720</p> <p>£00.00</p>	<p>and children are willing to engage with a wider use of equipment.</p> <p>Real PE has been embedded across the school. All children receive one real PE lesson per week. Four of the learning areas were completed for the current year. Children discussed targets and their purpose.</p>	<p>whilst helping others to stay active.</p> <ul style="list-style-type: none"> ➤ Review and monitoring to improve practice and raise the profile of Real PE.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £2,075	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> ➤ Teacher CPD in identified areas is accessed to support the quality teaching of PE to further enhance staff competence and confidence in planning, teaching and assessing PE. 	<ul style="list-style-type: none"> ➤ Teachers and teaching assistants to attend training for Real PE, skills based programme for fundamental skills. ➤ To create a consistent approach to PE teaching across the school. ➤ To engage all children regardless of skill base. ➤ Resources for new sports purchased to ensure that equipment to support quality teaching is available. 	<p>INSET Day £300 staff supply hours for training day</p> <p>£1,275 for Real PE materials, online access and delivery of training by a specialist lead</p> <p>£500</p>	<p>Teachers have attended INSET training for Real PE.</p> <p>Lesson observations show knowledge and skill in PE delivery. The children have shown a good level of engagement.</p> <p>Reports to Governors are shared and discussed to hold the school to account. There is a good level of questioning in meetings which are recorded.</p> <p>New resources are in place and used.</p>	<ul style="list-style-type: none"> ➤ Enhanced teaching skills to develop pupil progress and provide sustainability of quality teaching as staff will be supported to be skilled and confident in delivering the PE curriculum. ➤ Equipment remains well stored and available for use.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				33.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £5,598	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> ➤ Continue to offer a wide range of sports outside the curriculum in order to get more pupils involved through after school clubs 	<ul style="list-style-type: none"> ➤ Funding of sports coaches for after school sports activities e.g. RuckerEds Reception to Year 2 	<p>£50 x 36 weeks = £1800</p>	<p>Initially participation of after school sport was increased. This reduced over the spring term. The impact was evident for the children attending but this was not widespread. New clubs will be trialed in the autumn term to raise participation.</p>	<ul style="list-style-type: none"> ➤ To develop transferable fundamental movement and skills needed to play a range of sports ➤ To create club/school links that provide further opportunity for participation.

<ul style="list-style-type: none"> ➤ Signpost children to club links through delivery of assemblies, visits and funded opportunities such as Cricket – Time to Shine funded programme. ➤ A curriculum enhancement plan identifies a broad range of planned sports and activities for children. ➤ Continue to develop the Forest Schools Programme. 	<ul style="list-style-type: none"> ➤ Invite clubs into schools for assemblies. ➤ Access funded sports provision through local clubs. ➤ Doodle Dance is completed with all EYFS children to incorporate movement with improving gross and fine motor skills linked to developing mark making and increase physical activity in the school day. ➤ Release the Forest School Level 2 qualified member of staff to deliver additional sessions across school using a planned programme of activities. 	<p>£00.00</p> <p>£600 (10 week programme)</p> <p>£3,198 – staff release £41.00 per hour = £82 per week = £3198</p>	<p>Children have increased confidence and enjoyment of sports through participation in a range of sports activities which has included the Cricket which was able to be completed prior to school closure.</p> <p>Increase willingness to engage in physical activity and build confidence in whole class physical movement sessions. This took place and was very successful. (see photographic evidence)</p> <p>This was not completed and will be continued in the new academic year.</p> <p>Pupil involvement in out of school hours sport audit data – new audit will be completed in 2020/21</p>	<ul style="list-style-type: none"> ➤ Teacher uses session ideas throughout the week and continues the programme annually without provider input. ➤ Staff training supports sustainability.
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<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation:</p> <p style="text-align: center;">18%</p>
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<p>School focus with clarity on intended impact on pupils:</p> <ul style="list-style-type: none"> ➤ Baseline Package School Sports Partnership – (providing membership of ‘SHAPE’ to provide competitions, CPD and network meetings. (Pooled funding) ➤ Take part in competitive sports provided through the Derbyshire School Sports 	<p>Actions to achieve:</p> <ul style="list-style-type: none"> ➤ Attend Inter school competition / festivals as provided by ‘SHAPE’. ➤ Arrange competition and attend whilst increasing 	<p>Funding allocated: £2,986</p> <p>£1600</p> <p>(£290 x 3) = £890</p>	<p>Evidence and impact:</p> <p>Timetable of enrichment events organized and attended. (Only three cancelled events) The sports partnership has been utilised throughout the lockdown to provide home learning links and support.</p>	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> ➤ Ensure that opportunities from competition are communicated to parents.
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<p>Partnership (Pooled funding)</p>	<p>the amount of pupils taking part.</p> <ul style="list-style-type: none"> ➤ Provide transport to attend competitions where necessary ➤ Provide staffing to attend competitions where necessary 	<p>(£45 x 8) = £360 Teaching assistant 2 hours x £17 per hour = (£34 x 4) £136</p>	<p>Attendance data from 'SHAPE' Calendar of 'SHAPE' Competitions/Events has been used to provide ball skills, multisport, cycling events. Children displayed a high level of enjoyment.</p> <p>Intra competition that have been integrated into lessons led by Premier Sport, photos show a high level of participation.</p>	
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