



Spixworth Infant School
Evidencing the Impact of the Primary PE and Sport Premium



Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6.

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

There are 5 key indicators that schools should expect to see improvement across:

- the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

Ofsted assesses how primary schools use the primary PE and sport premium. They measure its impact on pupil outcomes, and how effectively governors hold school leaders to account for this.

Schools must publish details of how the premium has been spent on their website.

This is Spixworth Infant School's publication.

Review and reflection - our priority development needs considering the 5 key indicators

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none">• Installation of an all-weather surface and multi-purpose goal area• Qualification of staff in outdoor First Aid and PE specific awards• Offering regular and one-off activities that go beyond the National Curriculum at KS1• Purchase of high quality equipment that increases breadth of experience• Attendance at cluster competitive events	<ul style="list-style-type: none">• Educating the whole child to be physically and emotionally healthy• Extending outdoor adventurous activities across the curriculum• Developing active play at lunchtimes• Enhancing competitive sports participation within the school for all year groups• Supporting active lifestyles and offering a healthy choice for the journey to school

Action Plan and Budget Tracking

Our intended annual spend against the 5 key indicators. Our success criteria and the evidence of impact we intend to measure to evaluate for our children today and for the future.

Academic Year: 2017/18		Total fund allocated: £17170		Date Updated: Jan 18	
Key indicator 1: The engagement of <u>all</u> 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: 33%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Implementation of 'Walking Bus' from village hall to school each morning to increase number of children walking to school rather than arriving by car (from Summer 18)	<ul style="list-style-type: none"> • Appoint staff member to lead Walking Bus • Collaborate with Junior school to maximise numbers involved • Purchase hi-vis and trolley for bags 	£396 (one term salary) £1188 3x terms) £100 safety equipment	<ul style="list-style-type: none"> • Numbers using bus: • Parent perception: • Increase in % of day spent in physical activity: • Teacher perception – readiness for learning of participants: 	Funding allocated for 3x terms beginning Summer 18 Trained volunteers? Sharing role with Juniors? Return service?	
Playground development to increase active play and training for MSAs to ensure maximum use (by Summer term)	<ul style="list-style-type: none"> • Consult children on most desirable developments from selection short-listed as a result of gap analysis • Order and install equipment • Play focus training planned and delivered • Daily timetable in place to ensure consistent and facilitated use 	£4000 equipment £60 1x day HLTA to train MSAs £30 ½ day for planning	<ul style="list-style-type: none"> • Child's voice: • Increase in % of day spent in physical activity: • Decrease in behavior incidents and accidents at lunchtimes: • Increased knowledge of staff in supporting play: 	Maintenance of equipment? Succession planning re new staff?	

Lead a PE Café for children and parents/carers to demonstrate ideas for physical activities that could be continued at home (1 st half Summer term)	<ul style="list-style-type: none"> • Date agreed for café and shared with parents/carers • Cafes planned and resourced 	£ 30 ½ day for planning £100 café resources	<ul style="list-style-type: none"> • Attendance record: • Parent voice: 	Annual event?
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: 9%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Maths and English in the Outdoors Project to link physical development and emotional health and well-being to the core curriculum (from 2nd half Spring term)</p> <p>Links to this key indicator are also made through the school foci related to: cookery room, increased team events and PE café</p>	<ul style="list-style-type: none"> • 8-week project planned and implemented • Resources to enable active outdoor learning linked to core subjects ordered and utilised 	£1500 resources	<ul style="list-style-type: none"> • Increase in % of day spent in physical activity: • Evaluation of 8-week project: • Staff voice: • Child's voice: • Attitudes to learning improved: 	<p>Agreed expectation for outdoor learning?</p> <p>Resource bank development?</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
TA to be able to deliver yoga enrichment sessions to pupils (from 1 st half Spring term) Links to this key indicator are also made through the school foci related to: MSA play training and cookery room	<ul style="list-style-type: none"> • Introduction of Yoga to enrichment afternoon through trained yoga coach. • Coach to support TA to be able to continue yoga through modeling, demonstrating, team teaching and shared planning 	£0 (coach volunteered time)	<ul style="list-style-type: none"> • Knowledge and confidence of TA: • Increased self-esteem of children: • Increased skills of children: • Enjoyment of children – pupil voice: 	Potential should funding continue for TA to undertake level 2 qualification?
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				35%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Development of Cookery room to provide holistic education to children related to health and well-being (by end Summer term)</p> <p>Links to this key indicator are also made through the school foci related to: Yoga and Cluster and in-house events</p>	<ul style="list-style-type: none"> Action plan in place for redevelopment of room All resources ordered and installed inc display boards to educate and advocate healthy lifestyles 	<p>£6000</p>	<ul style="list-style-type: none"> Number of sessions held in cookery room: Increased understanding of healthy lifestyles – pupil voice: % of children assessed as at age related for relevant curriculum subjects: 	<p>All staff to complete hygiene e-learning? Agreed expectation for regular use?</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p>
				<p>6%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Continue to attend Cluster events to engage Y2 children in competing with peers (across year)</p>	<ul style="list-style-type: none"> Access local PLT events, booking in advance for gymnastics, golf and cricket Record keeping and planning to ensure all children attend at least one event 	<p>£300 transport costs (decreased when schools can share)</p>	<ul style="list-style-type: none"> Numbers included: Feedback from staff and children: Numbers keen to take up a new sport as a result: 	<p>Coach sharing? Golf/cricket clubs offered in school?</p>
<p>Implementation of new in-school competitive events to engage all children in competing in teams (1x termly)</p>	<ul style="list-style-type: none"> Planning of 3x events across the year (gymnastics, dance and athletics) House teams used to 	<p>£500 travel to and hire of Norwich gym club</p>	<ul style="list-style-type: none"> Numbers included: Feedback from staff and children: Improved standards in PE 	<p>Use of Junior school as resource?</p>

	<p>increase sporting competition</p> <ul style="list-style-type: none"> • Advertising of events to include parents/carers where possible 	<p>£90 3x half day planning time for sports leader</p> <p>£20 team trophy</p>	<p>skills and outcomes:</p> <ul style="list-style-type: none"> • Improved team working across the curriculum: 	
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