



Spixworth Infant School  
Evidencing the Impact of the Primary PE and Sport Premium  
2018-19



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"> <li>• Installation of an all-weather surface and multi-purpose goal area</li> <li>• Qualification of staff in outdoor First Aid and PE specific awards</li> <li>• Offering regular and one-off activities that go beyond the National Curriculum at KS1</li> <li>• Purchase of high quality equipment that increases breadth of experience including active lunch time play and English and Maths in the outdoors</li> <li>• Attendance at cluster competitive events and introduction of in-school competitive events</li> <li>• Development of a cookery room to educate children about health and well-being</li> <li>• Introduction of an early-morning fitness club</li> </ul>	<ul style="list-style-type: none"> <li>• Educating the whole child to be physically and emotionally healthy with funds available for resources, supervision and travel where necessary to maintain and extend current offer</li> <li>• Enhancing provision for active playtimes and competitive sports in and outside of school for all children</li> <li>• Ensuring sports and other leaders knowledge and skills remain of highest quality</li> </ul>

## 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: 2018/19	Total fund allocated: £16,740	Date Updated: Autumn 18		
<b>Key indicator 1:</b> 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: 33.6%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continuation of Early Morning Fitness Club open offer to all children	<ul style="list-style-type: none"> <li>Extend staff contracts for additional year</li> <li>Monitor attendance as a result of request for contribution to costs</li> </ul>	£1027 (2/3 of 3x terms HLTA salary)	<ul style="list-style-type: none"> <li>20 daily places, average of 10 children attending</li> <li>Parents make use of club for reasons including social support, to fit with work and because the children enjoy the games</li> <li>Increase of 7% of day spent in physical activity for attending pupils</li> <li>Teachers state readiness for learning of participants is good</li> </ul>	Possibility of extending to include breakfast will be explored in Aut 19
Addition of 2x Activall pods outdoors to provide inclusive physical activity during PE, for intervention and at break times	<ul style="list-style-type: none"> <li>Installation of pods</li> <li>Training received in use</li> <li>Identification of children for intervention groups</li> <li>Monitoring of use across</li> </ul>	£4600 (52% of total)	<ul style="list-style-type: none"> <li>Impact on motor skills evident for key group of children</li> <li>Pupils state they enjoy using the pods and</li> </ul>	Maintenance fee included for Year 2, £300 optional continued maintenance in Year 3.

<p>Links to this key indicator are also made through the school foci related to: playground development</p>	<p>curriculum</p>		<p>regularly choose this 'zone' at lunchtimes</p> <ul style="list-style-type: none"> <li>• Increase of up to 20% of day spent in physical activity for regular free and planned use</li> <li>• Teachers targeting SEND needs particularly positive of impact</li> </ul>	
<p><b>Key indicator 2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>58.8%</p>
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Playground development – resurfacing of current playground to provide quality area for play and competitive sports</p> <p>Links to this key indicator are also made through the school foci related to: fitness club and cluster and in-school competitions</p>	<ul style="list-style-type: none"> <li>• Consult stakeholders on potential uses for the playground space</li> <li>• Request designs and quotes</li> <li>• Order and book works</li> </ul>	<p>£9,840</p>	<ul style="list-style-type: none"> <li>• % of day spent in physical activity maintained but quality and safety of play increased</li> <li>• Children, parents and staff all positive about improvements. <i>'It's more fun'</i> (child); <i>'It's better quality'</i> (parent); <i>'It's much easier to plan and teach from with the clear courts and lack of weeds!'</i> (staff)</li> </ul>	<p>Potential for hiring space within community should be explored Regular in-school monitoring re maintenance needs undertaken by caretaker</p>

			<ul style="list-style-type: none"> <li>• Opportunities improved: Zones at lunchtimes are clear and well used for range of activities. PE planning using the spaces purposefully</li> </ul>	
<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				1.3%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sports leader to access NESSP communications/meetings as appropriate	<ul style="list-style-type: none"> <li>• Members login to school site</li> <li>• Meeting dates and agendas known for considered attendance</li> <li>• Cover for attendance at meetings booked/minutes read and responded to if non-attendance</li> </ul>	£92 cover costs	<ul style="list-style-type: none"> <li>• Knowledge and confidence of sports leader increased (agendas suggested attendance not good use of time, but minutes read and reflected upon</li> <li>• Less opportunities for children this year. Alternative competitive events need to be sought</li> </ul>	Alternative cover not required this year. Potential for joint working via federation
Sports leader to shadow sports specialist with a focus on increasing skills in new games e.g.	<ul style="list-style-type: none"> <li>• Link established with sports specialist (Junior and/or</li> </ul>	£92 cover costs	<ul style="list-style-type: none"> <li>• Knowledge and confidence of sports leader increased</li> </ul>	Shadowing/team teaching in different terms would increase skills across range

kwik cricket	<ul style="list-style-type: none"> <li>high school specialist)</li> <li>Needs discussed and options shared</li> <li>Dates and cover arranged</li> <li>Feedback/dissemination of new skills to teachers and implemented in planning</li> </ul>		<ul style="list-style-type: none"> <li>Children enabled to develop new/improved skills in archery and kwik critet</li> <li>Quality of planning, and use of current resources, improved</li> </ul>	of equipment/sports. Sports lead to team teach with teachers to ensure succession planning
Completion of hygiene e-learning for all staff using cookery room	<ul style="list-style-type: none"> <li>Relevant staff identified</li> <li>Training programme identified and booked</li> <li>Training undertaken and certification received</li> </ul>	£36 (£12 course fees per person x3)	<ul style="list-style-type: none"> <li>5 staff certified in total over Spring and Summer term (additional funds from school budget)</li> </ul>	Consideration to be made of need to certify on average 1x staff per year for succession planning
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				0.9%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continuation of Cookery room use to provide holistic education to children related to health and well-being	<ul style="list-style-type: none"> <li>Timetabling of room use</li> <li>Plans in place for ordering consumables and use of school garden produce wherever possible</li> <li>Links made across curriculum in planning</li> </ul>	£150	<ul style="list-style-type: none"> <li>Weekly sessions held in cookery room for identified pupils. All children received termly sessions</li> <li>Pupils understand healthy lifestyles. 72% state they eat food that is good for them (questionnaire)</li> <li>94% of KS1 children assessed as at age related for Science</li> </ul>	Long term curriculum plan to include explicit links to cookery Links with nursery/community to offer parenting cookery sessions

Links to this key indicator are also made through the school foci related to: fitness club, playground development, sports leader development and cluster and in-school competitions				
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				5.4%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to attend Cluster events to engage Y2 children in competing with peers (across year)	<ul style="list-style-type: none"> <li>• Access local PLT events, booking in advance for gymnastics, golf and cricket</li> <li>• Record keeping and planning to ensure all children attend at least one event</li> </ul>	£300 transport costs (decreased when schools can share)	<ul style="list-style-type: none"> <li>• Cluster events not attended. Dates were advertised too late. No other cluster school attendance to share travel. No opportunities to include all pupils</li> </ul>	Golf and cricket can both be offered in school. Priority for sports coach training next year. Feedback to PLT
Continue to provide in-school competitive events to engage all children in competing in teams (1x termly)	<ul style="list-style-type: none"> <li>• Planning of 3x events across the year (gymnastics, dance and athletics)</li> <li>• House teams used to increase sporting competition</li> <li>• Advertising of events to include parents/carers where</li> </ul>	£500 travel to and hire of Norwich gym club  £92 3x half day planning time for sports	<ul style="list-style-type: none"> <li>• 100% of pupils included</li> <li>• Feedback from staff and children positive, particularly re Y2 gymnastics and the inclusive, high quality session received. Several children finding out more</li> </ul>	Junior school could be considered for use as a resource Children's house teams will remain the same year on year as far as possible to increase team spirit



	possible	leader £11 team trophy	about club attendance <ul style="list-style-type: none"><li>• Standards in PE skills, particularly dance, significantly improved</li><li>• Team working across the curriculum seen to be positive.</li></ul>	
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