



Spixworth Infant School

Evidencing the Impact of the Primary PE

and Sport Premium

2021-22



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 including active lunch time play and English and Maths in the outdoors • Attendance at cluster competitive events and introduction of in-school competitive events • Development of a cookery room to educate children about health and well-being • Introduction of an early-morning fitness club • Regeneration of playground through resurfacing and new paint work • Regular skill development of staff through team teaching and professional shadowing • Installation of roadway and purchase of vehicles for EYFS active provision • Purchase of equipment including vehicles for active playtimes for all year groups 	<ul style="list-style-type: none"> • Educating the whole child (with opportunities to extend this to the whole family) to be physically and emotionally healthy with funds available for resources, supervision and travel where necessary to maintain and extend current offer • Enhancing provision for competitive sports in and outside of school for all children • Ensuring sports and other leaders' knowledge and skills remain of highest quality and make best use of the resources and sports equipment available

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: 2021/22		Total fund allocated: £17,170 Carry forward re Covid: £16,744		Date Updated: Autumn 21	
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: 39%
Intent	Implementation		Impact		
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Start up of before and after school provision that include breakfast or healthy light snacks and outdoor adventurous activities including replacing of kitchen worktop to meet hygiene standards	<ul style="list-style-type: none"> • Staff contract for year • Audit and purchase of resources for food and play provision inc floor mats and worktop replacement tables • Monitor attendance 	£6463 (contribution of 9x hours toward salary) £3000 (set up costs-resources) £2000 (worktop replacement)	<ul style="list-style-type: none"> • Numbers using club: average 48 per week, numbers lower than originally requested due to change in parent working conditions post-Covid • Parent perception: Positive, would prefer permanent set up/increase in range of activities • Increase in % of day spent in physical activity: Additional 21% of day active • Teacher perception – readiness for learning of participants: Readiness for 	Consideration of costs once subsidy is removed? Permanent base for club available from Sept using junior school space. This makes for greater efficiencies financially and broader experiences for the children. Some subsidy necessary for initial year to provide cookery and gross motor resources	

Improved storage for bikes and wellington boots to enable easy access and therefore more regular use	<ul style="list-style-type: none"> • Purchase of resources to match physical size and motor skills of children • Input to staff inc MSAs to ensure effective and safe use inc supported play (and Covid secure cleaning) • Monitor use in terms of physical activity 	£1000 (shed) £800 (4x welly racks)	<p>learning is noticeable, particularly linked to good breakfast. For a small number of children the day is very long if attending both clubs, so rest and relaxation more important than physical activity</p> <ul style="list-style-type: none"> • Pupil voice: Bikes are most popular lunch time activity • Staff/MSA perception: Resources are more accessible meaning they receive greater use • Increase in % of day spent in physical activity: Additional 8% of day active 	
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: 11.1%
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Norwich City Community Partnership coaching plus after	<ul style="list-style-type: none"> • Timetable in place for work with identified staff 	£480	<ul style="list-style-type: none"> • Parent voice: Clubs very popular, parents keen for 	Dissemination of training: All teachers trained and

<p>school sports club to extend learning beyond the school day, making links between home and school whilst supporting skill development</p>	<ul style="list-style-type: none"> • Communication with parents • Registers in place for after school club 		<p>children to attend</p> <ul style="list-style-type: none"> • Teacher perception – impact on outcomes: 94% of YR achieved ELG Gross motor, 87% Y1/2 achieved age expected in PE • Teacher perception – impact on personal learning and confidence: Staff confidence raised and report increased knowledge of PE delivery • Increased skills of/opportunities for children: Children participated in archery, multi-skills and football led by professional coach 	<p>learning shared at team meeting</p>
<p>Family Support Advisor in place offering drop-in, group and individual family support to raise parental confidence in dealing with family issues such as diet, exercise, sleep and play</p>	<ul style="list-style-type: none"> • Role established and communicated with parents • Timetabled group sessions and individual sessions in place 	<p>£3,300 (50% salary costs)</p>	<ul style="list-style-type: none"> • Number of families accessing support: 21 • Parent voice: Support very gratefully received in a number of areas • FSA voice: Breadth of need wider than expected, number of families needing supported higher than capacity, more hours needed 	<p>Sustainability if funding is removed? Funding needs to remain as a priority to support need</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				2.7%
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Training for 2x staff members at Level 2 Forest School to ensure highest quality provision for all children See also KI2 – sports coaching	<ul style="list-style-type: none"> Staff identified and booked onto training Training attended with subsequent application in practice 	£900	<ul style="list-style-type: none"> Knowledge and confidence of forest school leaders: N/A carried forward due to limited availability of training and need for staff to cover re Covid Improvements in provision e.g. range of opportunities offered to children: N/A deferred 	Carry forward
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				44.7%
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils:	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"> Timetabling of room use Plans in place for ordering consumables and use of school garden produce wherever possible Links made across 	£150	<ul style="list-style-type: none"> Number of sessions held in cookery room: 20, Lower than expected due to Covid safety measures for large part of year Increased understanding of 	Possible extension to provide family/community cooking classes

<p>Increase opportunity for and access to mindfulness in outdoor spaces and increase wellbeing through gardening</p>	<p>curriculum in planning</p> <ul style="list-style-type: none"> • Designs requested and quotes agreed with all relevant stakeholders for landscaping/development of pond area with addition of outdoor pod • Works undertaken and complete • Full use of area by children 	<p>£15,000 (contribution to total cost)</p>	<p>healthy lifestyles – pupil voice: Children state their enjoyment of learning to cook and have a good understanding of the need to eat healthily and the extent to which they live healthy lives</p> <ul style="list-style-type: none"> • % of children assessed as at age related for relevant curriculum subjects: Year 2 Science 81% at expected, Year 2 Design Technology 86% at expected • Number of groups accessing areas: TBC installation delayed re Covid • Impact on wellbeing of children: TBC as above 	
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p>
				<p>2.9%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>School focus with clarity on intended</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested</p>

impact on pupils:				next steps:
<p>Continue to provide in-school competitive events to engage all children in competing in teams (1x termly). Potential extension across the Federation dependent on Covid position</p>	<ul style="list-style-type: none"> • Planning of 3x events across the year (gymnastics, dance and athletics) • House teams used to increase sporting competition • Advertising of events to include parents/carers where possible 	<p>£900 travel to and hire of Norwich gym club</p> <p>£100 3x half day planning time for sports leader</p>	<ul style="list-style-type: none"> • Numbers included: 100% Year 2 accessed Gym club visit, 100% all children accessed dance (in-class groups re Covid safety) and athletics event • Feedback from staff and children: Exceptionally positive feedback from all of Gym club experience. Parents also provided very positive feedback of athletics event • Improved standards in PE skills and outcomes: 87% Year 1/2 expected in PE • Improved team working across the curriculum: House teams fully used from Summer term, initial feedback is positive 	<p>Use of Junior school as resource?</p> <p>Junior school used more readily (inc for Jubilee event and Festival of the Spoken Word). Seen as more accessible option by staff and families now</p>