

Shirley Infant School



Primary PE and Sport Premium funding 2023/2024

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that the school 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 school to ensure that improvements made now will benefit pupils joining the school in future years

Headteacher: Cate Gregory

PE and Sports Leader: Sharon Longman

Academic Year 2023/2024
Allocation of Funding £17,900

Key achievements 2022/23:

PE and Sport Premium Key Outcome Indicator	School Focus	Funding allocation	Action to achieve	Evidence	Impact on pupils' PE and sports participation and attainment
Continue to raise the profile of PE and sport across the school as a tool for whole school improvement.	<p>To implement Shirley Park Run 8:00-8:30 Wednesday am</p> <p>Contact USH to ask for Students to support.</p> <p>Set up Parent committee to support implementation of badges</p> <p>Plan how it will work.</p>	£400	<p>To promote running</p> <p>To encourage parental involvement</p>	<p>Register for chn attending</p> <p>Reward of badges and t-shirts</p>	<p>Chn running as a form of regular activity</p> <p>Developing in school and personal competition</p> <p>Involvement of parents</p>

<p>Increased confidence, knowledge and skills for all staff in teaching PE.</p> <p>Increased engagement of all pupils in a broader range of regular physical activity.</p>	<p>To increase range of activity opportunities - Yoga Bugs subscription</p>	<p>£80</p>	<p>January 24 - Yoga specialist to train staff for DPA yoga during INSET.</p> <p>SL lead ½ PDM to promote Yoga Bugs</p>	<p>Attendance of PE Inset.</p> <p>Class Teachers feeling more confident in delivering yoga / wellbeing sessions in DPA slots.</p> <p>PE leader to monitor involvement of pupils and staff in Yoga.</p> <p>To celebrate and share DPA on the website, offering links to parents.</p> <p>Staff broadening range of physical activities available to children through after school clubs.</p>	<p>Learning behaviours for PE will be matched to learning behaviours for the classroom.</p> <p>A PE curriculum that is engaging and purposeful for all children, which enables all children to progress at their level and ability.</p> <p>DPA's to support wellbeing.</p> <p>To increase the children's activity levels through PE / DPA and promote lifelong physical activity by embedding good habits now.</p>
<p>To continue to raise the profile of actively travelling to through Sustrans.</p>	<p>Walk to school</p>	<p>£ ? Any associated costs?</p>	<p>During school assemblies and PE sessions children to explore and be encouraged to walk to school through Sustrans material.</p> <p>Decorate school shed.</p>	<p>A higher proportion of children will actively come to school by walking or on scooters or bikes (particularly children who live further away).</p>	<p>To champion a habit of lifelong physical activity and embed good habits now.</p>

To raise the engagement of all EPP children in regular physical activity	To support all physically off track EPP children who lack basic agility, balance and coordination. All EPP children to have access to a free afterschool club	£ 570 ? Team Spirit	Children who lack basic ABC skills will take part in a half termly additional PE session with specialist teachers. They will be given a base-line score prior to the sessions and then re- tested throughout.	<ul style="list-style-type: none"> • Attendance of children in the sessions. • Base-line score of children's agility, balance and coordination. • Children's test scores after the sessions. • Monitoring of children's progress in PE lessons. 	Increased progress of these children's basic agility, balance and coordination skills. Their score will increase after the sessions have taken place. Increasing outcomes for all pupils.
Increased participation in competitive sport.	To ensure all children compete at an inter- school level during their time in infant's school.	£200 supply teacher USH	PE leader to liaise with Team Spirit to arrange half termly sporting competitions. A range of sports will be selected to engage and inspire pupils. PE leader to liase with Solent University to consider extra KS1 sports competitions. To take place after January.	<ul style="list-style-type: none"> • Attendance of children to the inter- school competitions. • Monitoring by PE leader of children's engagement in sessions. • Celebration of the event shared with parents on the school website to further raise the profile of sport. 	All children in year 2 will take part in at least two competitive inter- school competitions.
The engagement of all pupils in regular physical activity.	To promote physical activity for all children at lunchtimes.	£ 1800 Team Spirit £50 x 36 weeks	Specialist coaches to provide a sports option for children at lunchtimes. Monitor the number of children taking part at lunchtimes.	<ul style="list-style-type: none"> • Attendance of children partaking in sports at lunchtimes. • Pupil interviewing of sports leaders and children partaking in sporting activities. 	Increase participation rates in sport during lunch time.

				<ul style="list-style-type: none"> Monitoring by PE leader of children's engagement at lunchtimes. 	
The engagement of all pupils in regular physical activity and develop love of physical activity.	To develop children as leaders in their own and others' physical activity.	£200 supply cover	SL morning out to train new sports leaders in the autumn term to run activities at lunchtimes for the children to also join in with.		
Audit PE resources	To ensure all planned PE is fully resourced	£	Audit and replacement of PE resources Tracking sheet of resources on PE cupboards		
		£ 10,000 ?	- Physical play trail		

How will the PE leader evaluate impact and ensure the intended actions are sustainable?

What does attainment look like for all groups of pupils at the end of Autumn term, Spring term and Summer term?

What does progress for ALL pupils look like?

Do staff feel more knowledgeable and confident when teaching PE?

Are Gifted and Talented pupils supported to reach their potential?

Are children transferring behaviours learned in PE into the classroom?

Is the specialist programme supporting EPP pupils in the classrooms and at lunchtimes?

Are pupils taking part in daily physical activity?

Is parental engagement higher through the platform of 'Real play'?