

Shirley Infant School



Primary PE and Sport Premium funding 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 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: Laura Watts

**Academic Year 2019/2020
Allocation of Funding £17,900**

Key achievements 2018/19: Specialist teaching to ensure progress for all pupils, increased participation in competitive sports, a new fitness centre increasing children's participation in daily physical activity and to raise the profile of Sports Leaders at lunchtimes.

PE and Sport Premium Key Outcome Indicator	School Focus	Funding allocation	Action to achieve	Evidence	Impact on pupils' PE and sports participation and attainment
The engagement of all pupils in regular physical activity.	To support children who lack basic agility, balance and coordination.	£165	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.
Broader experience of a range of sports and activities offered to all pupils.	To celebrate children who are gifted and talented in their sport and provide an opportunity for these children	£165	PE leader to liaise with class teachers to select children to partake in a gifted competition for their sport.	<ul style="list-style-type: none"> • Attendance of children to the Gifted and Talented sessions. • Monitoring by PE leader of children's engagement in sessions. 	Increased provision and whole school awareness for children who are gifted within their sport.

	to compete at a high standard.			<ul style="list-style-type: none"> • Celebration of the event shared with parents on the school website. 	
Increased participation in competitive sport.	To ensure all children compete at an inter- school level during their time in infant's school.	£500	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.	<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 at lunchtimes.	£400	<p>Specialist coaches to provide a sports option for children at lunchtimes.</p> <p>Train sports leaders in the autumn term to run activities at lunchtimes for the children to also join in with.</p> <p>Monitor the number of children taking part at lunchtimes.</p>	<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. • Monitoring by PE leader of children's engagement at lunchtimes. 	Increase participation rates in sport during lunch time.
The profile of PE and sport is raised across the school as a tool for whole-	To develop staff CPD and equip them with knowledge and understanding	£7,700 (for 2 years training and development)	Staff will be trained in a PE curriculum that is a child-centred approach, ensuring that all children make progress.	<ul style="list-style-type: none"> • Attendance of PE twilights. • Engagement in PE showcase in the Autumn term. • Baseline assessment wheel in Autumn term monitored 	<p>PE will be centred around progress for all.</p> <p>Learning behaviours for PE will be matched to learning behaviours for the classroom.</p>

school improvement. Increased confidence, knowledge and skills for all staff in teaching PE.	to drive PE forward with this new approach		Twilight training and coaching support from specialist PE coaches. To increase parental involvement through 'Real play'. To raise the profile of Gymnastics through 'Real Gym'.	and tracked by PE leader to show progress.	A PE curriculum that is engaging and purposeful for all children.
Engagement of all pupils in regular physical activity.	To take part in daily physical activity (DPA)	Potential allocation of funding for specialist yoga sessions	To raise the profile of daily physical activity. To take part in 10 minutes of DPA every afternoon. To offer a range of DPA; running, mindfulness, dance, yoga, fitness centre.	<ul style="list-style-type: none"> • PE leader to monitor involvement of pupils and staff. • To celebrate and share DPA on the website, offering links to parents. 	To champion a habit of lifelong physical activity.
The profile of PE and sport is raised across the school as a tool for whole-school improvement.	To run an EPP group which steers PE and sport as a tool for T.E.A.M spirit.	£627	To identify EPP children who have additional emotional, behavioural or physical needs.	<ul style="list-style-type: none"> • PE leader to liaise with PP lead. • To review impact 6 weekly. • PE leader to liaise with Team Spirit coach weekly on targets. 	To support children eligible for PP with skills to support a TEAM ethos Try, Energy, Attitude, Mates.
Further proposals for academic year.		£7,900	<ul style="list-style-type: none"> • To refurbish Gymnastics equipment. • To review all PE equipment, enhancing and replenishing where needed. 		
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'?