

# EVALUATED OCTOBER 2021

## Spring Meadow Infant and Nursery School

Sports Premium Plan 2020 - 2021

Sports and Physical Education Leader

Rebecca Peachey November 2020

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Increased daily lunchtime physical activity to at least 30 minutes each day.</p> <p>Provided high quality dance provision for each child, increased pace and quality of movement secured for every child.</p> <p>Teachers and HLTAs now have all of the resources and practical knowledge to deliver high quality P.E. lessons.</p> <p>Opportunities to take part in sport activities that enhance our P.E curriculum, such as archery.</p> <p>P.E. leader has attended local training and meetings to keep abreast of current views and information. Also knowledge re inspections, leadership and use of assessment.</p>	<p>Daily miles to extend the inclusion of every child in physical activity.</p> <p>To see class teachers use the expertise developed through their observations from last year.</p> <p>Teachers and HLTAs deliver P.E lessons to a good standard using high quality guidance and lesson planning they received last.</p> <p>P.E leader to develop her monitoring programme and observe the teaching of P.E with a greater consistency. P.E. leader to monitor the enrichment activities and the lunchtime provision to have a clear understanding and knowledge of standards across the school.</p> <p>Ensure the P.E. has the same journey from Nursery to Y2 that all other subjects have. To identify and inform staff of the opportunities to develop P.E within other areas of the curriculum.</p>

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2020/2021		Total fund allocated: <b>£17,340</b>		Date Updated: November 2020	
<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:
					%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Team skills and social development will provide further impact to the health benefits for running and playing at speed and with vigour.	Midday staff to provide daily high energy activities.	50% of midday salary <b>£13,000</b>	Children travelling at speed. Active children using scooters, etc, skipping, jumping, playing group games	Continue to upgrade resources for the midday play resource cupboard. Provide middays with game ideas	
<p><b>July 2021 Evaluation</b></p> <p>All children did engage in daily activity for at least 30 minutes during the Autumn 2020 term and the Summer 2021 term. This was evidenced daily during first break time and lunch times. We used balls, toy prams, scooters, skipping ropes to enable the children to move at speed in the playground. We also used Premier Sports Coaches who provide and continue to provide fast paced games for all children to access. The coaches remain very popular with the children.</p> <p>During the lockdown period from January to March, Premier Coaches continued to attend, providing distanced teaching during the lunch time period. This was provided for vulnerable and SEND children who attended.</p> <p>Teachers provided direct learning for parents to support their children to do at home or when out for their daily walk/exercise.</p>					
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement <b>Physical Educations, Sports Activity and Physical Activity</b>					Percentage of total allocation:
					%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Children will learn how to be physically active and healthy through curricular opportunities – forest school, playtime, daily mile, PE lessons.  Opportunity to run and play team games planned for over a term	Make links on knowledge organisers and medium term plans.  Daily physical exercise plan for the whole school published in school and on the website.  Midday daily plan to get children	<b>£1200</b>	Regular actions seen daily for every class.  Awards given for sportsmanship Awards given for achievements being made.	The PE leader will use this time to: - Produce an action plan for PE to enhance PE provision. Undertake an audit of our provision and equipment. Observe lessons across year groups. Organise whole school events, activities and training for staff.	

	moving Release time for P.E. leader to plan and the monitor and support implementation  6 days			Coach and take the children to attend competitions when it is safe to do so.
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**July 2021**  
Lunchtime plan evaluated above.

P.E. lead was released and undertook observations of learning and supported practitioners to increase the pace of lessons.  
P.E. lead left the school and worked off-site from October 2020 due to Covid concerns – she has been away from school since that time as she is on maternity leave.  
Knowledge organisers were not required as we use Val Sabin planning for long, medium and short term input. Plans were adapted due to the Covid closure where specific learning could not take place.

Physical exercise plan was not written or placed on the website, this is outstanding. The P.E. lead will return to her post shortly and this will be prioritised for the coming academic year.

<b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Provide training for staff so they are confident to teach gymnastics which means there will a significantly positive impact on the children.	Provide key documents for staff to use to support safety aspects and key procedures to teach specific gymnastics elements. E.g. forward roll, backward roll, hand stands.  Deliver a workshop for all staff in Safe Practice – afPE or CC or Head Teacher or P.E. lead?	<b>£7,200</b>	All children receiving high quality P.E. lessons.  Children seen using the climbing frame and putting this away safely  Children explain how they move and travel using correct terminology	Identify teachers with a flair and a love of P.E. so they can become models for others to observe.

**July 2021**  
The P.E. lead provided training in lessons for class teachers. Training was also provided as part of the Premier Sport Provision that we purchase using the Sports Premium funding. Support to understand the Val Sabin plans was given to all staff so they understand how to manage the requirements. Lessons seen evidence a high level of physical activity with children engaged and excited by provision.

Workshops were not provided. Most training was delivered remotely so P.E. workshops did not happen as they were not appropriate.

<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
The children in KS1 will engage in enrichment activities providing new sporting opportunities.  For all children to have access to attend an after school sporting activity.	Trained coaches to provide high energy teaching and learning with staff observing to develop own skills.  All children in KS1 will engage in a range of different enrichment activities throughout the year.  Provide after school funded sport clubs – Spring 2 half term?	Included in the above funding for Gymnastics	All children seen engaging in an alternative type of sport e.g. archery Bowls, boccia	The teachers who observe will do so in order to be able to deliver these sports well in the future as a result of the coaching delivered.
<b>July 2021</b> Premier Sport provided enhanced learning of key skills in games and gymnastics. Teachers observed so they could replicate. There was a reduction in this provision due to Covid restrictions. P.E. was taught outside only so the focus was on games and athletics. Again, high speed and highly active learning was seen.  After school clubs did not take place during Autumn and Spring. They resumed in Summer 2021 second half term and focused on football only. Lessons were also in Year group bubbles only due to Covid concerns.				
<b>Key indicator 5:</b> Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Children will have the opportunity to develop team skills and access new sports.	Organise and run whole school sport activity/taster days.	<b>We assume we will not be able to do this during the pandemic so no funds have been allocated this year.</b>	N/A	Consider the sports we could offer and organisations that could deliver the sessions. Consider the cross curricular topic links with different year groups and re-introduce the house system.
<b>This did not take place due to Covid restrictions.</b>				

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