

# HEACHAM INFANT AND NURSERY SCHOOL

## PE PREMIUM SPENDING REPORT 2020

### *Beliefs and Values*

At Heacham Infant School, we believe that physical education plays a vital role in the development of children, where they learn to develop a healthy lifestyle, raise achievement across the curriculum, develop confidence, teamwork and leadership abilities and develop and embed a sporting habit for life.

Achievements to date:19/20	Next steps 20/21:
<ul style="list-style-type: none"><li>• PE valued and engaged all school community over time (Sports Kite mark, Norfolk Games, Cluster events where high levels of competition and success)</li><li>• Increased participation in competing for girls, vulnerable and disadvantaged</li><li>• High attainment in HJS Y6 for swimming 25m and variety of strokes, Y2 get early swimming start</li><li>• Increased and developed spaces to give good access to activity during school over 30 mins a day</li><li>• Staff increasing confidence to deliver sports in curriculum and clubs</li></ul>	<ul style="list-style-type: none"><li>• Increasing sports for girls so that girl's confidence, participation and skill matches boys -represent 50% of team events and individual sports</li><li>• Introduce daily mile</li><li>• Introduce 60 mins daily challenge by involving families in Walk to School sessions, Quick organised activity before bell goes (jogging on site, 10 mins aerobics, and organised sports coaches at lunchtimes</li><li>• Increase conscious delivery of physical literacy, focusing on fun and enjoyment and aiming to reach the least active.</li></ul>

### **Evidencing the Impact of the School Sport Premium**

The following guidelines outline what Ofsted Inspectors will be looking for upon their visits.

1. Increase participation rates in such activities as games, dance, gymnastics, swimming and athletics;
2. Increase knowledge of teachers within the subject area through CPD, team teaching and access to resources
3. Increase number of entries and success in competitive school sports both inter and intra school;
4. More inclusive physical education curriculum;
5. Growth in the range of provisional and alternative sporting activities (new sports);
6. Improved partnership working on physical education with other schools and other local partners (School Sport Associations, NGB's, County Sports Partnerships, clubs etc.);
7. Links with other subjects which contribute to pupils' overall achievement and their greater social, spiritual, moral and cultural skills;
8. Greater awareness amongst pupils around health and wellbeing e.g. dangers of obesity, mental health, smoking and other such activities that undermine pupils' health
9. Improved physical education lesson planning and pupil assessment.

#### **KEY PRIORITY TARGET**

- . Greater awareness amongst pupils around health and wellbeing e.g. dangers of obesity, mental health, smoking and other such activities that undermine pupils' health
- Improved physical education lesson planning and pupil assessment.

## **Enrichment Sports Activities at Heacham Infant School planned for 2020/2021**

- Multisport club
- Dance and performance event
- Tri Golf, Tag Rugby
- Yoga club and relaxation training
- Teaching about fitness, nutrition, safety, hygiene and first aid
- Bike eventing/ sponsored bike ride
- Walking to school passport
- Active Mile Outdoor use of local environment in local area Sponsored colour run
- Area cluster sports
- Forest School Sessions onsite and offsite
- EYFS sessions at Lynn Sport
- EYFS sessions at Farmer Fred's (play equipment indoor centre)
- KS 1 fitness festival

Academic Year: 2020/21	Total fund allocated: £ 23,550	September 2020		Spend Allocated
<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 60 minutes of physical activity a day in school				20/21 £23,550
				100% of total allocation
INTENTION School focus with clarity on intended impact on pupils:	IMPLEMENTATION Actions to achieve:	Funding allocated:	IMPACT Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• Increase participation of pupils in daily organised activity to 60 mins with sports sessions organised daily at lunch time</li> <li>• Focus on physical literacy (enjoyment, confidence, competence, understanding and knowledge) for youngest children in EYFS and KS1</li> <li>• Raise awareness for children and families of benefits of regular activity on health and wellbeing</li> <li>• Increase parental commitment to support health lifestyles for children</li> </ul>	<ul style="list-style-type: none"> <li>• Implement CPD for MSA and increase consumable resources for wider range of activities for each bubble CPD supported through teachers and TA modelling active behaviour sharing bubble responsibilities over lunchtimes</li> <li>• Increase existing break time play equipment in EYFS, KS1 significantly to give access to all pupils Bubbles were allocated play equipment which proved to be popular. Games were regularly organised at lunchtimes (rounders and football) by teachers/MSA's which increased participation and involved many children who are usually less active. PE resources were supplemented to enable this New play markings completed and refreshed outdoor spaces are on order.</li> </ul>	<p>£4,000</p> <p>£6,000</p> <p>£1,000 PA</p>	<p>Encouraged by staff and other pupils, 100% children are all active at break times, playing games and exploring physical development opportunities provided so that they access 60 mins exercise daily alongside regular organised sports</p> <p>Access to range of organised and more casual activities and space means that pupils, staff and parents will benefit from health opportunities –</p> <p>Target 80% of community join walk to school weeks- aim for 80% to join before school active mile (Spring Term Start) Less confident pupils (girls, less active) are observed enjoying resources and taking part in activity rather than sitting, watching, snacking and report advantages and benefits of activity in deep dives (target key pupils)</p>	<p>Allocation of lead MSA at lunch to encourage participation and organise play leaders to continue leading games worked really well and equipment was stored, organised and used by pupils over lunch</p> <p>Teachers to model games for MSA so that they can continue sessions in future</p> <p>continue focus into 20/21 in line with Gov obesity targets Girls and Less active placed into sporting competition events to encourage confidence and enjoyment</p> <p>Posters for families reminding them about value of increased daily activity- reward passports, walking bus?</p>

	<p>Daily Mile was introduced but due to COVID restrictions parents were not allowed on site. Pupils from all classes participated regularly in the DM</p> <ul style="list-style-type: none"> <li>• Start organised activity before school – linking with family drop off</li> </ul> <p>Pupils are allowed to come into school from 8:30 and have access to a grassed space to run before school in EYFS with new fencing erected to make space safe. KS1 has new playground markings with active games and sensory pathway-</p> <ul style="list-style-type: none"> <li>• Initiate walk to school project for local residents by offering incentives to walk to school over time</li> </ul> <p>Books purchased for rewards to give for above and beyond behaviour in school – including good sporting behaviour and during lunch games – walk to school family participation was reduced as restrictions on adults on site</p>	<p>£1,500 allocated for fencing and a new grassed running space to extend trim trail area in KS1 covering remaining allocation ( £9,950 quote)</p> <p>passports, printing, posters, stickers, prizes</p> <p>£2,000 PA playground markings</p>		
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**Key indicator 2: Improved physical education lesson planning and pupil assessment** £5,400

23% of Allocated Total

INTENTION School focus with clarity on intended impact on pupils:	IMPLEMENTATION Actions to achieve:	Funding allocated:	IMPACT Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Staff will report increased knowledge from revised and developed PE curriculum</li> <li>New knowledge organisers will be written for every unit YR-Y6</li> <li>Staff feel confident teaching P.E because of cohesive new plans and resources</li> <li>Staff are able to assess pupils accurately because lessons are well planned, taught and consider prior attainment</li> </ul>	<p>Release time x 6 days for lead PE staff to review planning documents and support delivery of knowledge organisers for cohesive curriculum YR-Y6</p> <p>Planning docs and resources are all set up and organised by PE lead across 3 schools. Staff report that the Get Set format is fun and supports progression in skills and enjoyment.</p> <p>6 Paired observations with HJS/HIS staff (Spring Term 21) release x6 days</p> <p>Covid restrictions limited this across schools but staff were able to support each other during Spring Term to cover lunchtime and support range of activities for play</p> <p>Buy Get set planning documents and AFPE safety books</p> <p>Get Set 4 PE platform purchased. AfPE safety books ordered.</p> <p>Get Set Training for 5 members of staff</p>	<p>£1,200 cover</p> <p>£1,200</p> <p>£2,000</p> <p>£1000</p>	<p>All plans have Knowledge Organisers to identify progressive skills and to support teacher understanding and key vocabulary- 100% teachers say this helps delivery, particularly those with less experience (NQT/RQT)</p> <p>All teachers report that knowledge, skills and expertise for teachers are increased through paired support across key stages</p> <p>PE assessment improves with teachers confident in ability to assess against key skills</p>	<p>Staff continue to work to shadow and support each other- use of video lessons to support work in bubbles</p> <p>Develop sports leaders to make posters from knowledge organisers to explain health, nutrition and skills guidance</p>

**Key indicator 3: Broader experience of a range of sports offered, new sports for inclusion** £3,500

Percent of Total Allocation

15%

INTENTION School focus with clarity on intended impact on pupils:	IMPLEMENTATION Actions to achieve:	Funding allocated:	IMPACT Evidence and impact:	Sustainability and suggested next steps:
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<p>Increase positive attitudes to sport and activity opportunities particularly for girls</p> <p>Continue competitive opportunities and partnerships with other organisations</p>	<p>overview Purchase resources and organise events Dance athon Yoga week Sessions took place in school rather than before school but resources and sessions designed to help all participate took place Baton/ribbon twirling Dance club clubs Dance is embedded into our curriculum and yoga has been introduced. We increased activity with our daily mile, regular sports and fun run Use of cluster sports lead – Tracey Bowyer to develop high number of cluster and county events for our pupils to enter and compete</p>	<p>£500 CPD for sports Lead curriculum audit and wheel – £1000 wider resources/celeb connections</p>	<p>Girls are chosen for competitive sports event so that the split is 50/50 girls and boys All pupils receive inspirational messages from female sports people on termly basis Termly opportunities for dance/performance activity Weekly dance club Resources at playtimes to access movement HIS enter KS1 events with inclusive team of eager participants- aim for 100% all eligible EHCP and PP to be involved.</p>	<p>Lead with JB continued to support PE Lead so that we can reflect and analyse well on what we do</p>
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Key indicator 4:				Total of Allocated Spend
Greater awareness amongst pupils around health and wellbeing e.g. dangers of obesity, mental health and other such activities that undermine pupils' health				<10%
<b>£1,150</b>				
INTENTION School focus with clarity on intended impact on pupils:	IMPLEMENTATION Actions to achieve:	Funding allocated:	IMPACT Evidence and impact:	Sustainability and suggested next steps:
<p>Develop safe spaces around bubbles for mindfulness and mental health, relaxation and reflection</p> <p>Increase links with JLT and SC to build whole body health building opportunities to cook and share healthy food</p>	<p>Create small, cosy, calm spaces close to classes to adapt into chill out space for reflection. Resource with sensory, de stress resources/lights/yoga mats Lead an after school club to link nutrition and activity – push water to drink and fresh foods healthy whole body and lives Teachers/school promote healthy lunchboxes and water. Gardening club was very popular and attended by Robin bubble- growing food, courgettes, rhubarb, tomatoes. Encouraging activity and healthy eating.</p>	<p>£1,000</p> <p>£150 for gardening materials</p>	<p>All children have simple strategies to calm themselves down, be quiet and focus and realise this is good for their health 100% children receive good teaching for health education (evaluated through Healthy Schools matrix) and can talk about it in deep dives</p>	<p>Push health and nutrition across wider curriculum and link to hygiene and well being Teach link with corona and obesity to help children develop healthy attitudes for life</p>





