

# Sports Premium Statement 2019/20

## Infant school



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:
<ul style="list-style-type: none"> <li>• <i>Subscribed to GSSN</i></li> <li>• <i>Dance Club</i></li> <li>• <i>Dance Festival at Cheltenham Town Hall - February 2020</i></li> <li>• <i>Daily Mile</i></li> <li>• <i>Cosmic yoga regularly used in Reception</i></li> <li>• <i>Forest School is part of the scheduled learning for all year groups*</i></li> <li>• <i>CPD skipping training for Midday-Supervisors</i></li> <li>• <i>CPD PE Deep Dive – Feb 7th</i></li> </ul> <p><u><i>Events Cancelled due to COVID-19</i></u></p> <ul style="list-style-type: none"> <li>• <i>David Smith (Team GB high jump athlete) fundraising event - 19<sup>th</sup> May</i></li> <li>• <i>Superstars have taught PE lessons as part of CPD for staff</i></li> <li>• <i>Cross Country championships (Y2) Nov 2019</i></li> <li>• <i>Forest School for the Summer Term</i></li> <li>• <i>Dance Festival at Ribston Girls' School – May/June</i></li> <li>• <i>Annual in-house multi-skills event supported by Year 5 children</i></li> <li>• <i>Tennis coaching for Y2 PE lessons</i></li> <li>• <i>Multi-Skills after school club for each year group run by Superstars</i></li> <li>• <i>Skipping workshop for children by Dan the Skipping Man</i></li> <li>• <i>Quadkids (Y1/2) - 26<sup>th</sup> March</i></li> <li>• <i>SEND Athletics Event - 4<sup>th</sup> June</i></li> <li>• <i>Athletics Championships at the Prince of Wales Stadium (Y2)- 1<sup>st</sup> July</i></li> <li>• <i>Swimming Gala (y2)</i></li> <li>• <i>Summer Multi-Skills Festival at Oxstalls (Rec, Y1, Y2) - 10<sup>th</sup> July</i></li> <li>• <i>CPD tennis training (Y2 teacher) 26<sup>th</sup> March</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Continue to encourage participation from children across the school in as many sporting activities as possible</i></li> <li>• <i>Continue to encourage children to be active at lunchtimes through Positive Playtimes</i></li> <li>• <i>Review and replenish Positive Playtime equipment and storage</i></li> <li>• <i>Review and replenish PE equipment and storage</i></li> <li>• <i>Increase inter-school participation in locally-organised events or organise in-house events due to COVID-19.</i></li> <li>• <i>Encourage use of Key Steps Gymnastics coaching in school</i></li> <li>• <i>Re-brand the Daily Mile as Fit15 and find ways to encourage whole school participation</i></li> <li>• <i>Book additional coaching for school in a variety of sports/activities: eg, yoga, skipping, badminton, tennis, multi-skills</i></li> <li>• <i>Promote the links between CPMIS and CPMJS</i></li> <li>• <i>Continue to provide after school clubs in a range of sports if this is allowed within the COVID-19 restrictions.</i></li> <li>• <i>Provide opportunities for staff CPD in sports teaching</i></li> </ul>

Meeting national curriculum requirements for swimming and water safety <b>N/A</b>	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/No

## 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.

<b>Academic Year:</b> 2019/20		<b>Total fund allocated:</b> £17,064.33 <b>Balance brought forward:</b> £21,222.19 <b>Total:</b> £38,286.52		<b>Date Updated:</b> 8 <sup>th</sup> July 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:	
To increase the number of children who enjoy doing the Daily Mile/Fit 15 and encourage active participation in this daily activity.	Monitor the participation in the Daily Mile by each class.  Ensure all children understand why they are being encouraged to do the Daily Mile.	0	Due to COVID-19, it was not possible to evidence the impact of the Daily Mile.  Each class discussed the reasons why they do the Daily Mile.  The Key Worker and Reception children who attended school during Lockdown did take part in the Daily Run on their days.  The school received recognition for its delivery of the Daily Mile with the core principles in mind, and have a banner to celebrate its success.	Whole school assembly in early autumn term to raise the profile of the Daily Mile/Fit15 amongst staff and children so that they all realise the value of it and participate with enjoyment.  Consider changing the name to Fit 15 or Daily Run as it is easier for the children to understand.  Look for ways for children to improve their ability so that they can run a greater distance by the end of the year or increase their pace.  Consider ways to celebrate the success of children who show personal improvement and	

				positive attitude towards the Daily Mile. Consider a certificate in celebration assembly.
<p>To improve the provision for activities at lunchtimes in line with the 5 Ways to Wellbeing through Positive Playtimes.</p> <p>To improve the resources available for delivering the physical activity including PE lessons.</p>	<p>Whole school assembly about Positive Playtimes.</p> <p>Purchase resources and replenish old equipment for the 5 well-being zones.</p> <p>Purchase picnic tables and benches which can be used to encourage the children to follow the 5 ways to well-being.</p> <p>Purchase new storage containers for the resources as some are broken and is also not isn't enough storage space.</p> <p>Audit and replenish new resources for PE and physical activity.</p>	£2,107.87	<p>Due to COVID-19 it has not been possible to carry out all of the work to improve lunchtime provision.</p> <p>A whole school assembly took place in Autumn to remind the children about the zones and why these areas are important to their well-being.</p> <p>The children reported that they enjoyed using the new lunchtime resources. The classes described lunchtimes as being more fun because there was more to do and this made them happy. Less behavioural issues were reported due to the children being occupied.</p>	<p>Involve Class Councils in reviewing the success of Positive Playtimes and raising any issues or suggestions for improvements.</p> <p>Termly whole school assemblies to remind the children and staff about PP and the benefits of it.</p> <p>Midday-Supervisors to have a bank of equipment that the children can use when the weather is windy, wet or not conducive to having all of the resources out.</p> <p>Storage containers, picnic tables and benches still need to be ordered. The delay was due to COVID-19. The football goals are broken and need replacing with a sturdy new set.</p> <p>Look for resources for each Zone following an audit to highlight needs and for PE lessons. Possibly balance bikes.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				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:
To recognise the value of involvement in Sport by celebrating successes and participation in different sporting events.	<p>Children and staff to have their sporting successes celebrated in Monday assemblies.</p> <p>Sporting achievement and participation in sporting event will be celebrated and publicised through Class Dojo, the school newsletter and the website.</p> <p>Sports Stars display will contain recent photographs of staff and children who have participated in a sporting event.</p>	0	Many children have enjoyed bringing in their sporting certificates, medals and trophies to show in assembly. This highlights the range of sports available and encourages others to participate.	Continue to celebrate in assemblies the success and participation in sporting activities.
<p>To improve the profile and raise awareness of the existence of the Federation.</p> <p>To improve the way that staff from the Federation are identifiable to the children and to other schools.</p> <p>To increase the feeling of the staff being a team by having the same clothing when attending sporting events.</p>	For each member of staff to be given a black sports jacket with the Federation name and logo on.	£1065	Staff are pleased to have their jackets and wear them during school events. However, due to COVID-19, there have not been many events that staff and children have attended this academic year.	Buy further jackets for new members of staff at approx. £25 per jacket.

<p>The Federation Well-Being Key Area Team to monitor PE provision to include planning, observations, pupil voice and questionnaires.</p>	<p>Carry out monitoring of PE lessons; talk to pupils with regard to the PE carried out in school; look at planning</p>	<p>2 x half day release</p>	<p>Positive results- pupils positive about PE in school; they like the range of opportunities; they value working together ; they feel supported and encouraged by their teachers; children like to self-evaluate and some opportunities were provided in lessons for this;</p>	<p>Ensure all planning is on the school system; ensure planning shows skills for the lesson, appropriate differentiation and assessment statements.</p>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				0%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To develop greater confidence amongst teachers when delivering aspects of PE. To improve the confidence and progress of all children in PE.	Arrange for Tim Knibbs and other skilled practitioners from GSSN to teach multi-skills lessons to KS1 children and for staff to observe.	0	It was not possible for Tim Knibbs to offer training this year at the infant school due to the junior school requiring support and so needed the hours instead.	Ensure that the infant school is prioritised and receives CPD from GSSN in 2000-2001.
To increase the confidence of staff to plan and deliver a tennis unit of work. Pupils to engage in a higher level of tennis delivered by a community coach.	To arrange for a tennis coach to deliver quality tennis lessons for Year 2 children. Ensure that the teachers are present to upskill them which will result in them being confident to deliver tennis for themselves in future.  CPD through GSSN at Oxstalls for a teacher in Year 2 to attend.	£279	This was cancelled due to COVID-19.	Continue to provide tennis coaching from a specialist next year as the Year 2 staff will be new and have not had training previously.  Look for CPD for staff as this year's was cancelled due to COVID-19.  Look for tennis clubs that parents might be interested in sending their children to if they have enjoyed their tennis sessions in school.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</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:



To develop skipping skills amongst all children.	Arrange for Dan The Skipping Man to come in to demonstrate skipping and then then run a day of workshops for all children.  Skipping to be taught for PE for some of the summer term sessions across all year groups.	£400	This was cancelled due to COVID-19.	Provisional booking for the event for next year.
To encourage children to participate in intra-school activities to help support fitness.	Organise and implement sporting activities during Activities Week in May with an Olympic theme.	£0	This was cancelled due to COVID-19.	Plan sporting activities for next year's activities week. Ask School Council for suggestions.
To increase the number of children who participate in Forest School sessions.	Make a plan for each class to participate in FS sessions during the year.	£0	Timetabled sessions mapped out throughout the year for KS1 and 2. All classes enjoyed regular Forest School sessions until lockdown, except for Reception classes who were due to begin in April/May until Covid 19 school closures.	Ensure that the current Reception pupils receive extra 'catch up' sessions in the Autumn Term when in Y1.
To improve fitness, stamina and motivation through a range of activities.	Sports for Champions event booked for 19 <sup>th</sup> May. Tea GB high jump athlete, David Smith to visit the school for a sporting fundraising event which will inspire and motivate them.	£0	This was cancelled due to COVID-19.	Contact Sports for Champions to see if it is possible to arrange the event for next year.
<b>Key indicator 5: Increased participation in competitive sport</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:

<p>To increase the number of children who participate in competitive sports.</p>	<p>For the School to renew its membership to GSSN (Gloucester School Sports Network) which will provide opportunities for competitive sporting events amongst each year group.</p>	<p>Affiliation to GSSN £1800  £115 coach travel (cross-country)  £30 (Dance Festival entry)</p>	<p>Due to COVID-19, the School has been unable to send children on many GSSN and other events as planned. The Dance Club from Year 2 went to the Dance Festival at Cheltenham Town Hall in the Spring Term and performed their dance on the theme of 'It's a Wonderful World'. It gave them the opportunity to work as a team to create and perfect their dance, to learn new skills and to have the experience of performing in front of an audience. The children grew in confidence and were bursting with pride at what they had achieved. This was an example of how mental health can be improved through physical activity.</p>	<p>To increase the number of GSSN events that the children attend.  For more SEND children to participate in competitive sports events.  Due to the changes that will be put in place following COVID-19, the GSSN events may need to be run 'in house' rather than the children going to venues with other schools.</p>
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