

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



Harnham Infant School

Sports Funding

2023-2024



Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£ 0
Total amount allocated for 2023/24	£ 17,474
How much (if any) do you intend to carry over from this total fund into 2023/24?	£ 0
Total amount allocated for 2023/24	£ 17,474
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£ 17,474

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	N/A
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022.</p> <p>Please see note above</p>	N/A
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	N/A

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 pupils today and for the future.

Academic Year: 2023/24		Total fund allocated:17,950		Date Updated: 30/09/23	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity - Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: %
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To increase pupils' activity levels throughout the day and provide opportunities for daily physical activity. Children to partake in a wider range of physical activities during playtimes	Through PE lessons and physical movement, ensure our children understand the role of movement in the development of their own physical fitness and well-being and the effects this can have on the body. Purchase a broader range of equipment for lunchtimes, including netball post for both playgrounds. Use of PE equipment in forest school; Purchase gross motor climbing walls to ensure active playtimes.		£1200	- A variety of equipment has been bought for lunchtimes to inspire better play.	- Purchase more gross and fine motor equipment for interventions depending on classes - link to Forest School - Have key vocabulary displayed in the hall/classroom.
To have a week where we are solely promoting and physical and healthy lifestyle. Healthy schools week - term 6	Invite different professions into school to promote being healthy e.g. Salisbury FC Provide the children with different activities to promote health and wellbeing.		£350	- Children all engaged in healthy school's week, all year groups cooked a healthy plate.	- Continue for next year. - Think about a different way to promote healthy eating that can be on a rotation for 3 years.

After school clubs Year 1 and 2	Premier sports to deliver a variety of after school clubs to KS1.	£3000	Premier sports delivered clubs in terms 1,2,5,6 Term 5/6 Tennis, Rugby, Dance. Rounders	- Continue for next year. Monitor how many children attend. Are all children able to attend? Have a list of what clubs for the whole term to parents sooner. Can we offer directly
Provide all year groups with opportunities to participate in weekly forest school sessions	Employ a full time forest school lead to support forest school for each year group 1 day a week and support EYFS gross motor 2 days a week	£20000	Children have been able to access Forest School for a whole day having targeted Forest School activities.	- Children have been able to learn forest school skills. Continue for next year to develop skills.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
In celebration assembly every week have an outstanding sportsperson award to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.	- Achievements celebrated in assembly with the use of a trophy to keep in class for the week, certificate to take home. Parents invited to assembly.	£0	- Children are proud to show this back in class - many children take around the classroom as they are proud.	- Keep this going for next year. - Sometimes Sports Award isn't every week as staff members do not nominate - think of a better system to put in place - sign up sheet in staff room.

<p>To work towards gaining a PE silver award in school.</p> <p>Youth Sports Trust Membership</p>	<p>Share progress and updates with staff - what can we all do to get to the next award.</p> <p>Work towards the silver award.</p> <p>Membership to develop subject lead and to pass this onto other staff.</p> <p>Ensure all staff know the importance of PE.</p> <p>Use staff meeting time.</p>	<p>£210</p>		<p>- Developing through all we have achieved but not enough for Silver. Continue to work towards this next year.</p>
<p>Use PE and sport to enable the development of life skills and to develop the 'whole person'</p> <p>High quality PE lessons delivered during curriculum</p>	<p>Using our 'Get Set 4 PE' package to promote 'whole person',</p>	<p>Link to KI3</p>	<p>Link to KI3</p>	<p>Link to KI3</p>
<p>Using PE to promote an active, healthy lifestyle, linking to wellbeing.</p>	<p>Regular yoga/mindfulness sessions linking to wellbeing to be done in each class at least once per term.</p> <p>Using 'Get Set 4 PE' 'Awesome stuff' to gain ideas.</p> <p>Sports/Healthy schools week in Term 6 to promote positive lifestyle - create a 3 yearly rotation of sports/activities so over the course of the children's time at HIS, they have experienced a variety of sports.</p> <p>Olympic athlete visit to the school in Term 4 or 6.</p> <p>PE PDMs and updates throughout the year so staff are aware of any</p>	<p>£700</p>	<p>- PE PDM - update staff of new expectations - staff are not always consistently uploading to seesaw, allowing me to ensure assessment is taking place - this has improved since last year.</p> <p>- Children had Skippy John come in this year and children learnt the skills to skip - children very excited about this - then used this skill on the playground.</p> <p>- Olympic Athlete unfortunately cancelled.</p>	<p>- Keep going for another year.</p> <p>- Think about how we could utilise staff members to be 'experts' in future years.</p> <p>- Have different outside agencies come in each term to give a broad range of sports/life skills</p> <p>- Have a PE focus staff meeting in each term.</p>

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Go Noodle into the classes.	<p>Ensure children are completing a minimum of 2 GoNoodles a day to allow them to have breaks in-between sessions.</p> <p>Re-launch Go Noodle in staff meeting - are staff using this. Is there a barrier? Explain 2 videos a day = 4 minutes of the day only</p>	£0	<ul style="list-style-type: none"> - Children engaged in physical activity every day - keeping fitness up. - Some staff are not engaging well in Go Noodles - refresher needed. 	<ul style="list-style-type: none"> - Keep this going for next year. Children respond well to eat and allows them to understand the message of exercising helps you to grow strong. - Can now add youtube videos to this so can link other active learning videos to this. - Create a top list for a different range of subjects.
Change to Get Set 4 PE	Purchase PE scheme (following feedback from staff to support teachers in their planning, teaching and assessing.	£765 (3 years)	<ul style="list-style-type: none"> - All children in KS1 engaging in 1.5 hours of PE a week. - EYFS children have 1 x PE session and access to rainbow plus a whole day of Forest school - Feedback from staff is very positive 	<ul style="list-style-type: none"> - Continue using for another year.

<p>Provide teachers with CPD for teaching PE. This will allow teachers to gain confidence to teach good quality PE to the children.</p>	<p>Increased outcomes for children in PE. Ensuring children are getting outstanding PE lessons.</p> <p>Liaise with local sports coaches and arrange for them to teach lessons whilst teachers observe OR courses online for teachers to do.</p> <p>Use new sports coaches for staff training to increase the confidence of staff delivering PE.</p>	<p>£300</p>		<p>- Liaise more with outside agencies to come into school for a one of day each term to allow children to experience a broad range of sports.</p> <p>- Engage in multi-skills festival at Salisbury Cathedral School</p>
<p>Provide PE subject leader with release time to monitor PE lessons for each year group with 1:1 feedback opportunity.</p>	<p>Accountability on teachers for high quality lessons in PE.</p> <p>Gain cover for the class teacher to go observe lessons to ensure teachers are being continually upskilled.</p> <p>Use the 'coaching' process when giving feedback to staff.</p>	<p>£1500</p>	<p>- Asked staff in Term 2 and 5 to record lessons - found difficulty uploading theses, SL managed to watch some - and give small feedback.</p>	<p>- Having set time out of class will be easier to monitor and give feedback.</p>
<p>Staff PE kit</p>	<p>Purchase extra PE kit for new staff and wear and tear of old staff to promote positive PE learning.</p> <p>Ensure staff know to wear kit whenever doing PE lessons and sporting activities.</p> <p>Purchases kit for MDSA's at lunchtime to promote active lunches.</p>	<p>£600</p>	<p>- Staff feel more confident as they feel they are representing the school when they wear it.</p> <p>- Quotes from teachers; 'I feel proud' 'It makes me want to teach PE better'.</p> <p>- They are keen to make sure it still looks up to a good standard.</p> <p>- Additional staff members have appreciated the kit.</p>	<p>- Monitor to see any replacements needed as some tops the printed logo has come off - change to t-shirts and sown on.</p>

Level 3 Forest School training for 3 members of staff	Allow members of staff to be level 3 forest school trained to implement new ideas into forest school and upskill other teachers. Allow children to develop forest school skills from EYFS to Year 2.	£2000	- 2 members have completed training and were able to have a mini forest school session with 10 children. - Children were able to learn new skills such a fire striking.	Not needed for next year as we have 3 trained, level 3 forest school staff members - one in each class.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Liaise with local sports specialists to arrange sessions for children of sports that they might not have tried before. e.g. Yoga, Zumba, multicultural dance, Archery and fencing. To provide opportunities to take part in a diverse range of school sport through extra-curricular activities 	<p>Liaise with external agencies for ways to promote active lifestyles with new sports.</p> <p>To keep parents up to date with the range of clubs on offer</p> <p>Children to attend extra-curricular clubs.</p> <p>Playground equipment continues to provide a wide range of opportunities during break and lunchtimes.</p> <p>Provide opportunities for children with SEND, the least confident and the least active to attend exciting and varied activities with our sports coach.</p>	£500	<ul style="list-style-type: none"> Staff came into deliver sessions Children really engaged well in these activities. Martial art workshop in Year 1 – very successful linked to topic. New lunchtime equipment purchased for KS1 and EYFS. 	<ul style="list-style-type: none"> Children enjoyed learning a new sport - possible have the idea to do a day each term linking to a new sport/activity to then expose children to 6 over the course of the year. Link more outside agencies to topics. Ask children what equipment they want more of.

<ul style="list-style-type: none"> Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. 	<p>Update any equipment that needs updating.</p> <p>Look at any additional equipment that could be used for Forest School.</p>	<p>£500</p>	<p>- EYFS pupils developing gross motor skills (over 85% achieved this at the end of EYFS, 23-24).</p>	<p>- Look at any outdoor equipment needs updating for next year.</p> <p>- Look at any additional equipment that could be used for Forest School.</p>
<ul style="list-style-type: none"> EYFS/KS1 children are encouraged to refine their fine and gross motor skills in a wider range of activities. 	<p>Purchase of specific fine motor activities resources.</p>	<p>£300</p>	<p>/</p>	<p>Staff have not asked for any fine motor activities.</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	AHibberd
Date:	30/09/23
Governor:	
Date:	