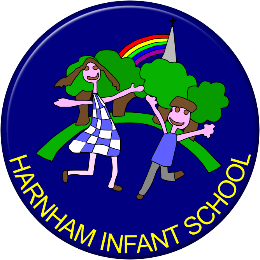
Harnham Infant School

Sports Funding

2022-2023

**Details with regard to funding**

Please complete the table below.

|  |  |
| --- | --- |
| Total amount carried over from 2021/22 | £ |
| Total amount allocated for 2021/22 | £17,950 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | 0 |
| Total amount allocated for 2022/23 | £17,950 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022. | 0 |

**Swimming Data**

Please report on your Swimming Data below.

|  |  |
| --- | --- |
| Meeting national curriculum requirements for swimming and water safety.  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.  **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** | N/A |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  **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 2020.  Please see note above | N/A |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  Please see note above | N/A |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | N/A |
| 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? | 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:** 2022/23 | **Total fund allocated:17,950** | **Date Updated: 25/06/2023** | |  |
| **Key indicator 1:** The engagement of all 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 outdoor speaker for dance opportunities at lunchtimes.  Purchase a broader range of equipment for lunchtimes.  Purchase gross motor climbing walls to ensure active playtimes. | £1200 | - EYFS climbing wall showing gross motor impact – 89% achieved Gross Motor Skills at end of EYFS (68/76)  - Outdoor speaker has been used for clubs outside and dance. Children able to engage more in lessons. | - Purchase more gross and fine motor equipment for interventions |
| 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.  - Children all engaged in Ready, Steady Cook assembly and some children able to try new foods. | - 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 | Term 1/2:  - Boccia, Archery, Multi-sports  Term 3/4  - Multi sports, handball, Rugby  Term 5/6  - Rounders, Kwick Cricket, Rugby | - Continue for next term. Monitor how many children attend as some times this year there was only 4/5 children – why is the take up so low? Are all children able to attend? Have a list of what clubs for the whole term to parents sooner. |
| **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. | £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. |
| To work towards gaining a PE silver award in school.  Youth Sports Trust Membership | Share progress and updates with staff – what can we all do to get to the next award.  Work towards the silver award.  Membership to develop subject lead and to pass this onto other staff | £210 |  | - Developing through all we have achieved but not enough for Silver. Continue to work towards this next year. |
| Use PE and sport to enable the development of life skills and to develop the ‘whole person’  High quality PE lessons delivered during curriculum | Using our ‘Get Set 4 PE’ package to promote ‘whole person’, | Link to KI3 | Link to KI3 | Link to KI3 |
| Using PE to promote an active, healthy lifestyle, linking to wellbeing. | Regular yoga/mindfulness sessions linking to wellbeing to be done in each class at least once per term.  Using ‘Get Set 4 PE’ ‘Awesome stuff’ to gain ideas.  Sports/Healthy schools week in Term 6 to promote positive lifestyle.  Olympic athlete visit to the school in Term 4.  PE PDMs and updates throughout the year so staff are aware of any changes. | £700 | - Staff came into to deliver Mindfullness/Yoga in Sports Week, children engaged in new activities and staff responded well to this session.  - Olympic athlete came in and completed a circuit and inspirational assembly. Children engaged in the assembly and want to meet one every week.  - PE PDM to update staff of new expectations – staff are not consistently uploading to seesaw, allowing me to ensure assessment is taking place. | - Keep going for another year.  - Think about how we could utilise staff members to be ‘experts’ in future years.  - Have different outside agencies come in each term to give a broad range of sports/life skills e.g. Skippy John |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Go Noodle into the classes. | Ensure children are completing a minimum of 2 GoNoodles a day to allow them to have breaks in-between sessions.  Ensure all staff have a log in to Go Noodle and are aware of how to use it – tally up each term how many minutes the classes are doing. | £0 | - Children engaged in physical activity every day – keeping fitness up.  - Some staff are not engaging well in Go Noodles – refresher needed. | - 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. | £400 | - 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 | - Extend purchase for another year. |
| Provide teachers with CPD for teaching PE. This will allow teachers to gain confidence to teach good quality PE to the children. | Increased outcomes for children in PE. Ensuring children are getting outstanding PE lessons.  Liaise with local sports coaches and arrange for them to teach lessons whilst teachers observe OR courses online for teachers to do.  Use sports coaches for staff training to increase the confidence of staff delivering PE. | £300 | - Been able to complete a staff PDM to show some warm up games to inspire staff  - Healthy school’s week we have Kidz Love Fit come in  - Staff would like more CPD | - 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. |
| Providing teachers with the accessibility to document, review and assess children during PE lessons and have the opportunity to record evidence on our online platform Seesaw | Purchase iPads for teacher use to be able to record, upload and assess children during PE lessons | £2000 | - All teachers uploading majority of lessons to seesaw.  - Subject lead able to check PE lessons are taking place. | - Record 1 lesson each term for 15 minutes to add to staff share for SL to observe and feedback |
| Provide PE subject leader with release time to monitor PE lessons for each year group with 1:1 feedback opportunities. | Accountability on teachers for high quality lessons in PE.  Gain cover for the class teacher to go observe lessons to ensure teachers are being continually upskilled.  Use the ‘coaching’ process when giving feedback to staff. | £1500 | - Upskill teachers  - Been able to offer some support to some teachers when looking at lessons.  - Teacher feedback shows adaptation of lessons are what they find trickiest. | - Enable subject lead to offer feedback in person once per term and video feedback. |
| Staff PE kit | Purchase extra PE kit for new staff and wear and tear of old staff to promote positive PE learning.  Ensure staff know to wear kit whenever doing PE lessons and sporting activities. | £1000 | - Staff feel more confident as they feel they are representing the school when they wear it.  - Quotes from teachers; ‘I feel proud’ ‘It makes me want to teach PE better’.  - They are keen to make sure it still looks up to a good standard.  - Additonal waterproof jackets used throughout forest school lessons.  - MDSA staff all have polo tops to show they are staff. | - Small amount of money to have for next year for replacements. |
| **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 | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| * 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 activies | Liaise with external agencies for ways to promote activie lifestyles with new sports.  To keep parents up to date with the range of clubs on offer  Children to attend extra-curricular clubs.  Playground equipment continues to provide a wide range of opportunities during break and lunchtimes.  Provide opportunities for children with SEND, the least confident and the least active to attend exciting and varied activities with our sports coach. | £700 | - Staff came into deliver Yogo  - 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 | - 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. |
| * Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. | Buy new outdoor games for children to access at playtimes and lunchtimes  Provide storage for the sheds to make them easily accessible for children to develop independence  Active outside classrooms all year round to develop fine and gross motor skills in all year groups | £2000  EYFS climbing wall  New sheds £1500  New gazebos  £1500 | - EYFS pupils developing gross motor skills (over 80% achieved this at the end of EYFS, 22-23).  - Enabling outside learning to take place more often with continuous provision – developing all children’s gross and fine motor skills. | - Look at any outdoor equipment needs updating for next year.  - Look at any additional equipment that could be used for Forest School. |
| * EYFS children are encouraged to refine their fine and gross motor skills in a wider range of activities. | Purchase of specific fine motor activities resources. | £500 | - EYFS team have not requested any fine motor activities. | - Continue this for next year but extend to KS1. |

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| --- | --- | --- | --- | --- |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| * All children to be involved in intra-school competitions within school, in year groups. * EYFS to showcase gymnastics/dance for each other in Term 2,3 and games in Term 6. | * Sporting event to happen in Term 6 with all year groups mixed (if COVID allows – if not keep in year groups. * Inclusion of ‘Competitive Games’ in PE curriculum. * Celebration of good sports etiquette/school values through intra-school competition. * Competitive event lead by Olympic athelte | £350 | - Children were all in teams in Sports Week to increase intra-school competition across all 3 year groups.  - Children able to understand sportsmanship more.  - Children gained knowledge of competition through Olympian visit. | - Continue this in Sports Week 2024.  - Ensure year groups have a showcase at the end of dance and gymnastic units. |

**Please RAG rate after each seasonal term**

**Termly Milestones Overview**

|  |  |  |
| --- | --- | --- |
|  |  | Terms 1 & 2:  (EXP+) |
| Year 1 | All pupils | **DEV – 9/66**  **EXP – 53/66**  **EXC – 4/66**  **ON track 57/66** |
| Disadvantaged Learners | **DEV – 2/10 – 20%**  **EXP – 8/10 – 80%** |
|  |  |  |
| Year 2 | All pupils | **EMR – 2/84 2%**  **DEV – 15/84 18%**  **EXP – 67/84 80%**  **EXC – 0**  **ON track 17/84** |
| Disadvantaged Learners | **EMR – 1/84 5%**  **DEV – 4/84 21%**  **EXP – 14/84 74%**  **14/19** |
| Focus for next term: | - Observing class teachers – what are the barriers in PE? | |

|  |  |
| --- | --- |
| **Impact from Term 1 & 2: See main strategy for individual impact.**  - Children are highly motivated and engaged in learning – staff are really happy with the new scheme and praise the planning and how the children are reacting to it.  - Teachers assessing each lesson to see which children are/are not meeting the success criteria.  - Staff PE kit really positive towards teachers and all support staff | |
| Have further actions been added as a result of monitoring and evaluation? (Add to action plan above – highlight blue). | - Should children who are meeting expected for PE have additional PE session? |

**Termly Milestones Overview**

|  |  |  |
| --- | --- | --- |
|  |  | Terms 5 & 6:  (EXP+) |
| EYFS | All Pupils | **11% not achieved gross motor**  **89% have achieved gross motor**  **14% not achieved fine motor**  **86 have achieved fine motor** |
| Year 1 | All pupils | **Unable to add as no data on Insight** |
| Disadvantaged Learners | **Unable to add as no data on Insight** |
|  |  |  |
| Year 2 | All pupils | **EMR – 1/84 1%**  **DEV – 12/84 14%**  **EXP – 68/84 82%**  **EXC – 2/88 2%**  **ON track 70/84** |
| Disadvantaged Learners | **EMR – 1/84 6%**  **DEV – 4/84 22%**  **EXP – 13/84 72%**  **13/18** |
| Focus for next term: | TBC when Year 1 data is on insight | |

|  |  |
| --- | --- |
| **Impact from Term 5 & 6: See main strategy for individual impact.**  - Children are highly motivated and engaged in learning – staff are really happy with the new scheme and praise the planning and how the children are reacting to it.  - Teachers continue to assess in each lesson to see which children are/are not meeting the success criteria.  - Healthy Schools/Sports week was a success and really motivating for all children. | |
| Have further actions been added as a result of monitoring and evaluation? (Add to action plan above – highlight blue). | - Should children who are meeting expected for PE have additional PE session?  - Are staff meeting expectation for PE lessons e.g. time  - Why is there a low uptake for sports clubs?  - What areas do we need to develop to achieve Siler award? |