



Whitehall Infant School PE and Sport Premium Provisional Spend Impact 2018 - 2019

Outlined in this action plan is a summary of the strategies Whitehall Infant School will be focusing on this academic year, using its PE premium grant, along with the success criteria that we will use to measure the impact of these strategies on our children and staff. The action plan is reviewed regularly and a progress report will be completed every term.

Estimated PE premium grant allocation for the academic year 2018-19: £20000

Schools must use the funding to make additional and sustainable improvements to the quality of physical education (PE), physical activity and sport offered.

This means that, as a school, we should use the premium to:

- develop or add to the PE, physical activity and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Schools can use the premium to secure improvements in the following indicators:

- the engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

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"> - Staff knowledge of how to teach basic skills in game activities across the early years and key stage one. - Children's participation in physical activity with all children taking part in at least 30 minutes of physical activity a day. - Physical development in the early years. 	<ul style="list-style-type: none"> - Staff knowledge of dance and gymnastics continues to be an area of development as well as what to do when a child is unable to complete an activity such as due to a broken leg for example. Developing staff knowledge of all aspects of PE lessons would be beneficial for the upcoming year. - Children's access to different types of sporting activities including those that are specifically for disabilities will support inclusivity and equality understanding within our school. - Healthy lunches will be a priority next year based on obesity levels across London. - Embed the daily mile and change4life activities

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<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 children may swim in another year please report on their attainment on leaving primary school.</p>	N/A. Our linked junior school provides children with swimming lessons.
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	N/A. Our linked junior school provides children with swimming lessons.
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A. Our linked junior school provides children with swimming lessons.
<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. Our linked junior school provides children with swimming lessons.

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: 2018/19	Total fund allocated: £ 10,000	Date Updated: July 2019		
Key indicator 1: 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				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><i>All children to participate in PE or physical activity every day.</i></p> <p><i>Lunchtime activities will enable all children in reception and ks1 to participate in physical activity for least 15 minutes a day.</i></p> <p><i>Introduce daily 15 minute physical activity for all pupils (and staff)</i></p>	All children to have a PE kit no matter what their circumstances	Cost of PE kit.	All staff are equipped and ready to teach sport and physical education when required.	<p>Lunchtime activities will continue to be developed using staff knowledge and PE lead's expertise to upskill.</p> <p>Daily mile to be embedded in all year groups and classes with impact on pupils' obesity levels and mental health.</p> <p>Physical development continues to have a high pass rate in the early years.</p>
	Staff to wear PE kit on the days they are teaching PE so that they are being a positive role model to children as well as showing that they are ready to teach (could bring PE kit to school)	Lunchtime club Approx. £50 a day = £9500	Approximately 100% of children in reception – year 2 have had access to lunchtime club activities. Of this 95% of children participate in regular sporting activity within the lunchtime club in any given week.	
	Lunchtime/playtime activities are revised to support more physical activities.	In September, 64% of children were on track in the early years to achieve their early learning goal in physical development by the end of the year. July results show that 94% of the cohort achieved their early learning goal in physical development.		
	Training to be provided to lunchtime staff to support physical activity	Lunchtime staff fed back that they feel more confident in delivering physical games and activities to children at lunchtime thus providing more opportunities for children participate in physical activity.		
	To continue to improve physical activity in the early years	Children and staff have noted better concentration in lessons since the introduction of the daily mile. Both stakeholders also enjoy it as they get to choose when to complete it during the day.		
	Introduce 15 minutes of daily activity. This includes the daily mile			
When wet, provide 15 minutes of indoor physical activity e.g. yoga, aerobics, Zumba				

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Behaviour across the school improves through structured lunchtime activities</p> <p>Fine motor skills improve leading to secure physical development and writing skills across the school.</p> <p>Vision and Values are embedded in physical activities and lessons</p> <p>Stakeholders are aware of the aims of the sport premium and how it relates to them e.g. parents know when their child has completed a specific skill and feedback from stakeholders are positive</p> <p>How PE and physical activity supports life skills (how many children can change on their own?)</p> <p>Pupil leadership team has a specific role in improving PE and sport across the school</p>	Lunchtime/playtime activities are revised to support more physical activities.	Lunchtime club Approx. £50 a day = £9500	Behaviour slips have reduced dramatically throughout the year during lunchtime in particular.	Lunchtime activities will continue to be developed using staff knowledge and PE lead's expertise to upskill.
	Support staff in understanding fine motor skill activities and how this will have impact on other areas.	A-Life = Approx. £988	Approximately 100% of children in reception – year 2 have had access to lunchtime club activities. Of this 95% of children participate in regular sporting activity within the lunchtime club in any given week.	Daily mile to be embedded in all year groups and classes with impact on pupils' obesity levels and mental health.
	Subject leader to embed the FRESH approach into all aspects of physical activity	Life bus = Approx. £700	In September, 64% of children were on track in the early years to achieve their early learning goal in physical development by the end of the year. July results show that 94% of the cohort achieved their early learning goal in physical development.	Physical development continues to have a high pass rate in the early years.
	To provide stakeholders with opportunities to share and feedback opinions and ideas as well as continuing to improve communication between stakeholders		Lunchtime staff fed back that they feel more confident in delivering physical games and activities to children at lunchtime thus providing more opportunities for children participate in physical activity.	Key skills baseline to be evidenced and recorded throughout the school.
	Record and monitor life/basic skills relating to physical education/activity e.g. changing clothes		Children and staff have noted better concentration in lessons since the introduction of the daily mile. Both stakeholders also enjoy it as they get to choose when to complete it during the day.	Key skills/expectations to be developed next year.
	Pupils understanding of how to be healthy – A-life/life bus link with DT and PSHE coordinators		Following visits from A-life and The Life Bus as well as an intensive week of activities, before/after feedback showed a huge increase in children's knowledge of ways to keep themselves healthy including keeping active, mental health, the importance of sleep, healthy food, etc.	Although healthy eating has improved, we need to look at better ways to encourage chn to take up our universal free school meals or develop parent awareness of healthy lunches.

Key indicator 3: 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:
<p>Staff feel confident in their own subject knowledge that they will be able to lead PE lessons</p> <p>Pupils will receive excellent PE lessons due to the above.</p> <p>Provide HLTA and cover teachers additional training so that they have the skills required to teach physical education across the school.</p>	<p>Provide specialist coaches to support quality first teaching across the school with a particular focus on game activities and multi skills in key stage one and early years.</p> <p>Joint/team working undertaken in order to build knowledge and confidence.</p> <p>Provide cover so that PE lead could observe specialist teachers and PE teaching across the school.</p>	<p>£10000 to pay for specialist coaches across the year.</p> <p>Cover to monitor staff delivery by SL.</p>	<p>Staff were surveyed at the beginning of the year and their learning needs were discussed with coaches. Meetings with coaches took place to discuss the staff needs and wishes to enable more focussed sessions and improve individual confidence and knowledge of skills</p> <p>Lesson plans and key learning for teachers and children have been shared before each session. This was particularly useful for early year staff who focus on key skill development not on the teaching of a specific sport or a skill within a specific sport. Impact has been positive with 3/4 staff in nursery and reception feeling confident that they could teach specific skills to the children and 4/6 key stage one staff feeling more confident that they could teach specific skills particularly within game activities.</p> <p>Staff have identified gymnastics and learning the skills such as teaching how to forward roll would be a good next step if we are going to continue using sport premium to buy in coaches.</p> <p>Coaches have also upskilled our lunchtime staff by modelling activities and sharing good practice. They now lead different activities on the playground at lunchtime for children to participate in.</p>	<p>The deputy head teacher will be taking over the lead of PE and sport across the school. She is an experienced PE lead who will also be mentoring a newer teacher throughout the year in subject leadership to eventually take over the lead role therefore sustaining leadership for the future.</p> <p>Staff have identified gymnastics and learning the skills such as teaching how to forward roll would be a good next step if we are going to continue using sport premium to buy in coaches.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Pupils are provided opportunities to take part in a variety of sport and activities - Pupils feel that they have benefited from taking part in these activities. - Outside providers are giving pupils a range of experiences that support the engagement of PE 	Provide additional clubs to allow children to experience a range of sports/activities	Cost of coaches: approx. £10000	<ul style="list-style-type: none"> - Lunch time clubs offered by coaches as well as training given to lunchtime staff; children have opportunity to play dodgeball, basketball, multi-skills club. Uptake is always high. After school clubs run by PSD are multi-skills based and cover a range of activities. - Primary Sporting Development sessions extend provision to include other sports such as tennis, hockey and athletics. - Super Star Sports also provide a discovery club that provides younger children (reception) the opportunity to take part in a range of activities that support their skill development including construction. 	<p>Now that more staff are confident to deliver physical activity, they are to be encouraged to take part in physical clubs for the children. A change in the timings of the school day will allow for more clubs to be run.</p> <p>Continued support from specialist coaches will provide children, and staff the opportunity to try different sporting and physical activities (relook at provision of swimming)</p> <p>Reintroduce Change4life activities with Disney Pixar incentive following an increase in interest of Disney since the release of high profile films recently.</p>
	Support staff to deliver a club if they want			
	Give staff the opportunity to try different sports and activities with their class e.g. yoga, Zumba			
	Lessons provided by coaches provide children with a broader experience			
Key indicator 5: Increased participation in competitive sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - All pupils will take part in competitive sports in PE lessons/activities - All pupils will take part in competitive sports as part of our annual sport day - Pupils will have the opportunity to take part in a cross school sport competition. 	Healthy week to be completed later in the year to incorporate sports day	<p>A-Life = Approx. £988</p> <p>Life bus = Approx. £700</p>	<ul style="list-style-type: none"> - Children competed against each other during sports day. All children were able to access the sessions. - Lessons include some form of competition. Sportsmanship is discussed regularly. 	Development point- arrange a match with other schools possibly next year.

	Invite other school to a one off sporting event	Medals and stickers = £80		
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