



# Great Moor Infant School



## Evidencing the impact of the PE and Sport Premium

<b>Amount of Grant Received £17,550</b>	c/f 22/23 £13,644	<b>Amount of Grant Spent: £11,991.48</b>	Bal to c/f 23/24 £19,202.52	<b>Date July 2023</b>	Updated July 2023
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### RAG rated progress:

- **Red** - needs addressing
- **Amber** - addressing but further improvement needed
- **Green** – achieving hg consistently
- **Purple** – Unable to achieve this target due to covid 19 restrictions

As a result of reviewing achievements to date in each of the 5 key indicators from DfE and considering priority areas for further development needs, the following 2 year action plan and impact report shows ongoing progress.

## Key indicator 1: The engagement of all 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:	20/21	21/22	22/23
Additional opportunities for physical activity during the primary school day – curriculum	<ul style="list-style-type: none"> <li>Smile for a mile</li> <li>Other opportunities to create active classrooms, eg go noodle, wake up shake up</li> <li>Two day sports enrichment event</li> </ul>		<ul style="list-style-type: none"> <li>Raising activity levels and improving fitness of all pupils</li> </ul>	<ul style="list-style-type: none"> <li>To create regular opportunities for all pupils to access smile for a mile</li> <li>Creating a culture of active classrooms to be continued due to delay for Covid 19</li> </ul>			
Lunches & playtimes – increasing physical activity levels	<ul style="list-style-type: none"> <li>Introduced positive playtimes with named zones supervised by lunchtime staff.</li> </ul>	1,079.50 235	<ul style="list-style-type: none"> <li>High level of involvement</li> <li>Children participated enthusiastically</li> <li>Improvement of behavior and less first aid incidents.</li> </ul>	<ul style="list-style-type: none"> <li>Look at the possibility of introduction of play leaders</li> <li>Maintain and replace high standard of equipment.</li> </ul>			
Extra-curricular (After school clubs) – increase the participation levels & variety of activities	<ul style="list-style-type: none"> <li>A wide variety of extra-curricular sports clubs offered managed by sports coaches.</li> </ul>		<ul style="list-style-type: none"> <li>Very successful football club run 2x per week due to high demand.</li> <li>Successful dance club</li> <li>Dodgeball</li> <li>Successful morning tennis club.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to offer a wide range of sports clubs.</li> <li>Maintain high level of attendance.</li> </ul>			

## Key indicator 2: Raising the profile of PE & Whole School Improvement

- The profile of PE and sport 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:	20/21	21/22	22/23
Behaviour & Attitudes to Learning	<ul style="list-style-type: none"> <li>Whole school approach to rewarding physically active &amp; sports achievements e.g. assemblies</li> <li>Pupil premium events eg extra-curricular clubs</li> </ul>	171	<p>e.g. Fewer instances of poor behaviour in targeted groups</p> <p>e.g. Pupil concentration, commitment &amp; self-esteem enhanced</p>	<ul style="list-style-type: none"> <li>More staff attending CPD for PE curriculum</li> </ul>			
Health & Well Being/SMSC	<ul style="list-style-type: none"> <li>Whole school approach to rewarding physically active &amp; sports achievements e.g. assemblies</li> <li>Celebrating success including sporting achievements outside of school through newsletters, website &amp; social media, PE noticeboard.</li> </ul>		<p>e.g. school values ethos are complemented by sporting values</p> <p>e.g. pupils understand the contribution of PA, SS &amp; sport to their overall development</p>	<ul style="list-style-type: none"> <li>Nominate children for SHAPES award at the plaza.</li> </ul>			

### Key indicator 3: High Quality Teaching

- Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	20/21	21/22	22/23
Review curriculum time allocation for Physical Education to ensure pupils meet National Curriculum outcomes. (minimum 2 hours of timetabled PE required to do this)	Ensure all pupils access 2 x 60 minute PE lessons a week.		Pupil's consistently achieving NC outcomes	<ul style="list-style-type: none"> <li>Maintain a minimum of 2 hours curriculum PE</li> </ul>			
Review the quality of teaching & consider best way of allocating CPD from PE specialist, courses & other sources	Develop & implement a professional learning plan for the needs of all staff	525	Staff access support to achieve and confidence to teach high quality lessons increased	<ul style="list-style-type: none"> <li>Audit staff at the start of each new year to target best use of CPD</li> </ul>			
Offer a comprehensive CPD programme to all teaching staff via PE specialist teacher.	Buy into SHAPES alliance	6.500	High quality teaching	<ul style="list-style-type: none"> <li>Continue to work with SHAPES</li> </ul>			
PE Coordinator allocated time for planning & review	Allow PE coordinator to attend relevant CPD	350	PE lead attended all relevant CPD and able to implement suggestions across school eg smile for a mile, family bingo,	<ul style="list-style-type: none"> <li>Maintain facility for PE coordinator to attend CPD</li> </ul>			
Review supporting resources	Change to Val Sabin schemes		Val Sabin embedded	<ul style="list-style-type: none"> <li>Explore new SoW from specialist PE teacher</li> </ul>			
Review of PE equipment to support quality delivery	See SHAPES list of essential PE equipment & order accordingly	19.98	Higher quality learning	<ul style="list-style-type: none"> <li>Check inventory at end of each year and replace any lost/damaged equipment</li> </ul>			

Targets relating to PE delivery being encouraged to form part of performance management	PE target included for PE lead on performance management Autumn 2022		PE coordinator developing greater knowledge and confidence in her role	<ul style="list-style-type: none"> <li>New aspirational targets</li> </ul>			
Support TA's & other adults to access relevant CPD to enhance the school PESS workforce	Signpost TA's SHAPES CPD Ensure TA's included in specialist teacher PE CPD		TA's operating at a more confident level in the class	<ul style="list-style-type: none"> <li>TA's working with small groups</li> <li>TA's leading warm up's</li> </ul>			
Develop an assessment programme for PE to monitor progress	Introduce SHAPES assessment programme to all class teachers		To be completed after every half term unit	<ul style="list-style-type: none"> <li>PE coordinator to maintain an overview of whole school PE assessment</li> </ul>			
<b>Key indicator 4: Broader Range of Activities</b> <ul style="list-style-type: none"> <li>Broader experience of a range of sports and activities offered to all pupils</li> </ul>							
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>	<b>20/21</b>	<b>21/22</b>	<b>22/23</b>
Review extra-curricular offer	Develop an inclusive extra-curricular offer with a wide range of activities e.g. football, tennis, dance, dodgeball  e.g. festivals, health & activity weeks, school challenge, family challenge, Be Inspired Challenges, School Game		Clubs offered across the age ranges. High attendance at clubs. Wide choice of activities being offered	<ul style="list-style-type: none"> <li>Look at how to introduce a new activity each year, e.g. staffing, hall outdoor space</li> </ul>			
Offer a well-balanced curriculum with a wide selection of activities	Ensure all areas of the NC are covered		Ch have the opportunity to take part in dance, gym, Fundamental skills & games	<ul style="list-style-type: none"> <li>Maintain wide range of activities for the curriculum offer</li> </ul>			

Review offer for SEND pupils	Develop offer to be inclusive e.g. ensuring TAs available to support send children to support inclusion in clubs		SEND pupils accessing more extra-curricular activities	<ul style="list-style-type: none"> <li>Identify SEND chn at start of year and target 10% to attend an extracurricular club/event</li> </ul>			
Develop a Support Plan for ch who require additional support in PE pupils	Put in place intervention programmes e.g. Motor Skills United led by PE Specialist		Greater success in PE for ch with motor skills difficulties	<ul style="list-style-type: none"> <li>Explore activity monitoring programmes to monitor activity levels of inactive chn</li> </ul>			

**Key indicator 5: Competitive Sport**  

- 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:	20/21	21/22	22/23
Review School Games Participation including a cross section of children who represent school	<ul style="list-style-type: none"> <li>Use SHAPES Competition Events Calendar to plan competition entries for year</li> <li>Use new SHAPES booking system to enter events</li> <li>Place table of events in staff room encouraging members of staff/TA's to sign up &amp; volunteer to support events</li> </ul>		<p>Higher % of children taking part in competition</p> <p>More staff members contributing to competitions programme</p> <p>Increase in first time competitors – PE Passport/registers</p>	<p>Maintain higher levels of staffing, encouraging more staff to take responsibility for whole events so freeing up other staff to take on new events next year</p> <p>Maintain local links with high school/ local infant school to maintain competitive sport opportunities for ks1</p>			
Review competitive opportunities for SEND children	<ul style="list-style-type: none"> <li>Ensure SEND pupils are identified and supported to</li> </ul>		Higher % of SEND pupils attending SSP	Maintain SEND involvement			

	attend appropriate competition		competitions				
Increase Level 1 competitive provision	<ul style="list-style-type: none"> <li>Review current Level 1 provision and participation rates</li> <li>Plan a programme of Level 1 events to ensure ALL children get the opportunity to access at least one competition across the year</li> </ul>	578 293 150 525	Increased % of children participating in Level 1 competitions	Teachers to deliver Level 1 competitions at the end of appropriate units of work			
Book transport in advance to ensure no barriers to children attending competitions	<ul style="list-style-type: none"> <li>Review SHAPES competitions calendar and book all transport at the beginning of the term for events we wish to attend</li> </ul>	900	Higher % of children attending SHAPES competitions	Explore possibilities of using parent/staff car for transport			
Create Stronger Links to Community Clubs. Link already exists with Davenport tennis club	<ul style="list-style-type: none"> <li>Sports specific coaching programmes</li> <li>Development Days</li> <li>Consider sports festival offering carousel of activities provided by local community sports clubs.</li> </ul>	90	Creating pathways from school competition to community club participation	Try to create 1 new link per year.			

The money carried forward will be used to buy into SHAPES again at the gold level providing CPD opportunities for staff and access for children to participate in activities and sporting events and competitions.

£2,500 allocated for new markings for Nursery playground.