


College Park Infant School
Primary P.E. & Sports Premium
2019 - 2020



*'Children Playing, Improving & Smiling
on a
Learning Journey to Success'*



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised December 2017

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

*Amended by College Park Infant School (A King's Group Academy)

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that we should use the Primary PE and Sport Premium to:

- develop or add to the PE 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

Revised DfE guidance includes outlining the 5 key indicators across which schools should demonstrate an improvement:

1. The engagement of all pupils in regular physical activity.
2. The profile of PE and sport being raised across the school as a tool for whole school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. Broader experience of a range of sports and activities offered to all pupils.
5. Increased participation in competitive sport.

Under the Ofsted Schools Inspection Framework, inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this.

Schools are required to publish details of how we spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment.

We aim to regularly review our actions & update the table at the end of the academic year 2018-2019, publishing it on our website as evidence of our on-going review into how we are using the money to secure maximum, sustainable impact.



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"> Meeting the recommended 2 hours of PE & Sports each week for all pupils. Very little disruption to lessons including swimming was noted. 30% of Year 2 pupils meet the expected standard for end of KS2 in swimming (25 metres). Data tracking shows high standards upheld in PE (97%, 97% & 96% of pupils achieving the expected standard or above in Years R, 1 & 2 respectively). Monitoring shows that the standard of PE teaching is high. 	<ul style="list-style-type: none"> To provide opportunities for pupils to experience a broader range of activities. To promote the health & wellbeing of all by promoting healthy lifestyles that become habits for life. To further develop teachers' ability to identify Gifted and Talented pupils and provide appropriate challenge. To continue to raise the expertise of lunchtime staff so they in turn can provide activities that engage and challenge at lunchtime.

*As an infant school we recognise that we do not have to enter KS2 swimming data, however as we have our own indoor swimming pool & swimming is a strength of the school we have decided to enter data for our Yr 2 cohort.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 2 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	30%
What percentage of your current Year 2 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	15%
What percentage of your current Year 2 cohort perform safe self-rescue in different water-based situations?	0% - not undertaken as part of our scheme of work / swimming lessons.
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?	Yes – to provide additional swimming for those children who are less confident in water and as a result progress slower than their peers.

* College Park Infant School will provide this information for our 2019-2020 Year 2 cohort at the end of the 2019-2020 academic year.

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: 2019/20		Total fund allocated: £18,370		Date Updated: Initiated 4 th September 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					Percentage of total allocation: 53%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:		Sustainability and suggested next steps:
1. Extend the range of physical activity at lunchtimes and playtimes (through activities, coaching & resourcing) to engage more pupils in sustained physical activity so that they are physically healthy, which will impact on mental well-being and capacity to learn.	<ul style="list-style-type: none"> • Skilful Sports Company to plan and deliver lunchtime sports coaching sessions for all year groups 3 days a week. • Lunchtime staff to supervise and participate where appropriate, so that they are up-skilled and they are setting an example to children. • PE manager to gather feedback from pupils and staff regarding impact on learning during afternoons and progress made in skills development. 	£5,850	<p>(From September – March 2020 only due to Covid-19 restrictions) Pupils show enjoyment in Sports sessions, particularly enjoying the range of activities that they experience. They are all able to talk about what they have got better at over time, and how this exercise is contributing to their health and wellbeing. This activity helps the school to provide the full 2 hours quality PE and Sport in addition to the regular PE lessons and swimming. Teachers comment on the increased skills demonstrated by children, but full impact over time not measured.</p>		These sessions will continue during the next academic year. The benefits to the children's physical development, health and wellbeing and the upskilling of lunchtime staff are highly evident. We also recognize the need to provide physical opportunities and challenge for those who may have had limited experiences during Covid-19 restrictions
2. Ensure regular high quality swimming lessons for Year 1 and 2 pupils. In a 4-form entry school where hall space is limited, swimming lessons form an important part of our PE curriculum and contribute to the 2 hours a week we offer to Years 1 & 2.	<ul style="list-style-type: none"> • Repair, maintenance and update of the swimming pool. • Pupils in Year 1 and 2 swim weekly throughout year with minimal disruption. • Data collected and monitored to measure progress. 	£4,000	<p>Despite only swimming for less than 6 months this year, 18% of children in Year 2 finished the year able to swim 25 metres (the expectation for the end of KS2 (Year 6) and 29% Year 1 children finished the year swimming a width of the pool without aids. Considering that the majority of children are non-</p>		The pool continues to be a real asset to our school. Living as we do on an island it is vital that children are able to swim from a young age. In addition, the children demonstrate excellent attitudes to swimming and are acutely aware of how to stay safe around

			swimmers when they start Year 1, this impact speaks for itself.	water. We plan to continue this provision - weekly for all of Year 1 and 2
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation: 11%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1. Provide resources to meet both the physical and sensory needs of all children to that learners' progress from starting points is maximized.	<ul style="list-style-type: none"> • Purchase and implement sensory circuit resources to be used daily for identified children • Promote healthy lifestyles to families (physical challenges, incentive schemes, healthy eating guidance, etc.). • Running lunch events with parents in school to promote take up of balanced school meals. • Release staff to plan, organize and implement the above activities. • Gather feedback from pupils, staff and parents to measure impact. 	£2,000	<p>Daily in hall with LSA for 3 X Year 2 and further two with specific needs from Year R. Purchasing extra resources enabled us to offer a greater range of activities, and provide more specifically for individual needs. Teachers reported children calmer and more ready to learn on return to class. Benefits of routine recognized by MABS.</p> <p>As a result of evidence from assessments enabled referral to be made to Occupational Health.</p> <p>During partial opening – mindfulness activities planned as part of home learning provision and for those in school. Physical challenges organized through Hampshire School Games Awarded top scores for the initial few weeks – highlighted as school with most engagement from families. Received a certificate for having the greatest pupil engagement in Easter challenges.</p> <p>College Park run for Sports Relief laps of playground Sponsored Wake and Shake very successful.</p>	<p>A group of children, who would benefit from a sensory circuit, will be identified from Year 2. External training for LSA has been rescheduled for next year but she will be able to use the experience gained this year to train other support staff so that provision can continue for children moving to Year 1.</p> <p>Activities promoting mental health awareness and strategies for dealing with challenge will continue to be of vital importance as we start to recover from the effects of the pandemic. New HLTA will be appointed to ensure ELSA can focus on working with children and families to support this recovery.</p>

			Staff meetings on mental health and wellbeing led by new mental Health and Wellbeing Lead	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				22%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1. Collaboration with specialist PE/Sports coaches. With increased staff confidence, knowledge and skills pupils will be better taught. Staff will be able to more clearly spot pupils with potential and signpost, also support those less keen or able.</p> <p>2. Ensure regular high quality swimming lessons for Year 1 and 2 pupils. Water safety will continue to have a high focus which is of vital importance given the geography of the local area.</p>	<ul style="list-style-type: none"> • Skilful Sports Company to deliver sports skills sessions during curriculum time for all classes during the summer term. • Teachers to work alongside coaches to develop their skills teaching and knowledge of skills progression. • Curriculum manager to evaluate impact on teaching and learning in PE. • Water safety award training for 10 staff to enable them to teach swimming. 	<p>£3,400</p> <p>£700</p>	<p>(Skillful Sports coaches - from September – March 2020 only due to Covid-19 restrictions). Tennis coach in throughout partial closure. Both the above enabled teachers and support staff to see the progression of skills and how activities can be differentiated.</p> <p>8 staff completed their safety training successfully enabling them to teach swimming. In addition the training was able to look at our procedures and confirm that these are in line with regulations.</p>	<p>We are looking at opportunities to continue the tennis coaching for all year groups to build on skills learnt during partial opening and provide coaching for all children to ensure equality of entitlement.</p> <p>10 further staff to renew/take their training on a rolling programme of alternate years.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				11%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1. Provide further opportunities to develop water confidence and swimming ability for targeted pupils who have had less swimming experience than others or less confidence for whatever reason. As a school in Portsmouth, an area surrounded by water, we believe that</p>	<ul style="list-style-type: none"> • Offer extra swimming lessons free of charge for specifically identified pupils. • Progress monitored to measure impact on both water confidence and swimming ability. 	<p>£150</p>	<p>Children taking part in the booster swimming classes showed significant progress during the sessions in terms of independence, confidence and ability to kick across the pool. Being able to have a qualified teacher in the pool ensured quality 1-1 support for each child.</p>	<p>- Taster sessions for identified children at the beginning of year one who are nervous, have no experience of water or have mobility issues. This will ensure they are able to access class lessons with increased confidence.</p>

<p>all children should be able to swim from a young age.</p> <p>2. Facilitate opportunities for pupils to take part in a variety of different PE/Sport activities in PE lessons, playtimes & outdoor activities.</p>	<ul style="list-style-type: none"> Replace and invest in high quality sport equipment for PE lessons, playtimes and Year R outdoor play activities. 	£1,800	<p>By replacing perishables children were able to benefit from using high quality equipment in ample numbers to allow for a range of individual and group activities.</p> <p>New speaker purchased to enable Wake and Shake sessions to continue, providing benefits to concentration, readiness to learn, co-ordination and balance.</p>	<p>Booster sessions will be provided for children in Year 2 who may be nervous, having not swam in school since March, or had made slow progress up until that time.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p> <p>3%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>As a school with very limited amount of outdoor space and no grass, we need to increase pupils' access to a variety of sporting events and competitions.</p>	<ul style="list-style-type: none"> Take part in Dance event organised by the new Cross-Phase Arts Network. PE Manager to liaise with local infant schools to organise interschool events. Transport provided for pupils to attend events Cover provided for staff to accompanying children to events. 	£550	<p>PE manager attended arts network meetings.</p> <p>Tennis coach in throughout lockdown. Paid from June 1st.</p>	<p>Arts week</p> <p>Cross curricular – dance, art , drama singing professional all year groups.</p>