



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

2020 - 2021

Commissioned by the
Department for Education
Created by



The Department for Education provide the Primary PE and Sports Premium funding so that:

All young people have the opportunity to live healthy and active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation and is central to meeting the government's ambitions for a world-class education system.

Physical activity has numerous benefits for children and young people's physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behaviour as well as enhancing academic achievement.

The commitment is that children and young people have access to at least 60 minutes of sport and physical activity per day, with a recommendation of 30 minutes of this delivered during the school day.

At Walsh Memorial C.E. Infant School we use the PESSP to meet the Intent of our P.E. curriculum

At Walsh Memorial CE Infant School, we teach Physical Education (P.E.) so the children can attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in PE at their own level but also for them to feel that they can be **challenged** with their skills and have the opportunity to **challenge** themselves, **taking risks** (safely) in the process. We want to teach children how to co-operate and collaborate with others, understanding fairness and equity of play in order to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at our school, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. We want the children to **enjoy** and **explore** the physical **experiences** we offer, being **curious** about and **questioning** how they can use their bodies and equipment to the best effect and show **persistence** and **resilience** when undertaking these. We want the children to be **motivated** to engage with the PE **experiences** we offer so that they will want to continue to develop high levels of activity in their life outside school and into their future lives.

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Walsh Memorial C.E. Infant School PE and Sports Premium Evaluation 2020 - 2021

Key achievements to date	Areas for further improvement and baseline evidence of need
<ul style="list-style-type: none"> PE is led and managed by an experienced and enthusiastic teacher A Play Leader has continued to be employed to ensure children are active, engaged and introduced to new sporting activities at lunchtime Extra play equipment has been provided to enable children to start being active immediately New active play equipment including a climbing frame for our outdoor learning area has been purchased to enable our EYFS children to improve their fine and gross motor skills Significant enhancements to our playground have been made to promote active and co-operative break times Continuous provision is to be extended into our Year One classes, and new equipment will develop the self-starting active skills of these children Rewards and incentives have been provided for Sports Day to value the efforts and skills of the children 	<ul style="list-style-type: none"> To continue to offer yoga sessions for all our children through Yoganory For teachers to be trained in simple Yoga skills so they can lead the children in Yoga activities Purchase a set of yoga mats Continue to build on the inter-school sports competitions with our local schools and host a competition at our school (delayed due to COVID) To ensure large and small playground equipment is encouraging active and co-operative playtimes To review this year's Sports Day then revise and continue to hold a Sports Day in the Summer Term to encourage healthy competition and engagement To give further P.E. training to all staff to enable confident teachers who can support and challenge their class To further our links with local sports coaches so we can offer a range of sporting activities to all children with a different sport introduced each term (football, cricket and archery have been chosen by our School Council) (this has been deferred due to COVID for 2020-21) Conduct a feasibility study into a playground extension as playground space will decrease due to the new Y1 outdoor learning area

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £11839

+ Total amount for this academic year 2020/2021 £17156

= Total to be spent by 31st July 2021 £28995

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: 2020/21	Total fund allocated: £28995	Date Updated: July 2021		
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:	
School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
To encourage more active play at break times and to introduce children to a greater range of active play opportunities.	To continue to employ a Play Leader at lunchtimes to ensure children are active, engaged and introduced to new sporting activities at lunchtime.	£3500	<p>A Play Leader / Play Leaders are in place at lunchtime.</p> <p>Children are active and involved at lunchtime and keen to get involved with the play opportunities on offer. They use the play experiences in other break times and teach others these games.</p> <p>As a result of increased activity at lunch, children are more focussed during the afternoon lessons.</p>	To teach child Play Leaders a range of games so they can encourage active play as well.
To provide a range of new and exciting equipment for the EYFS outdoor area to encourage co-operative activity.	A range of balance, wheeled and throwing and catching equipment has been purchased to enable an increase in fine and gross motor skills in our EYFS children.	£3500	<p>Children have increased balance, movement and throwing and catching skills.</p> <p>Children show an improvement in their fine and gross motor skills.</p> <p>Children self-start with this equipment to explore new challenges.</p> <p>P.E. lessons show that children have been able to transfer these skills to other areas of physical activity.</p>	To observe and review whether the new equipment needs to be extended to encourage further movement skills. (feedback from EYFS staff)

To enable the EYFS children to take risks and to develop their upper body strength, agility and ease of movement,	A new EYFS climbing frame has been purchased for their outdoor learning area to encourage free movement across the piece.	£1500	Children are able to access a wider range of physical activity during P.E. lessons due to their increased upper body strength. Children's fine and gross motor skills improve.	EYFS to observe and review the development of fine and gross motor skills. To ensure that as the children become more accustomed to the equipment, further equipment or opportunities are added so children continue to develop risk taking skills and upper body strength.
A large piece of climbing play equipment has been purchased for the main school playground with open opportunities for play rather than a set route.	For half of the year, access to our shared garden area is limited by the weather so having a piece of large climbing play equipment on our playground will enable increased participation. They will have greater opportunity to increase their activity levels and be active for a larger proportion of their break times.	£10000 in total for these three areas of development	Children will have the anticipation of a turn on this new equipment, encouraging fun and extra activity at break times. They will show increased persistence and resilience on the new type of playground equipment and this will be transferred into all areas of learning.	VB to assess impact of the free-flow type of equipment
A new active track has been purchased for the playground to increase the vibrancy and appeal of our playground and give children ideas for activities they can do together on the playground: bunny hops/ skips/ jumps	Our playground where the children spend the majority of their break times was looking a little tired so the added colour and attractiveness of the track will encourage the children to practise their running, jumping and general movement skills		Children will be shown how to time themselves and others on the active track route and will be able to improve their skills to improve their completion times. They will be more confident in their fundamental movement skills and these will be seen in other aspects of break times and PE lessons.	VB to assess impact of the track and ask the School Council for further playground equipment they would like.
A new set of agility bars has been purchased for our children in our shared garden area to enhance the physical opportunities on offer.	These will enable the children to develop their upper body and core strength. This in turn improves pencil control and grip. This will be a new opportunity for staff to see these in our children.		The children will have better pencil control, better letter formation and this will lead to greater confidence in writing.	The Year One team will monitor the usage and effectiveness of this equipment, seeing what works well and identifying gaps in provision.

The school is developing a Year One continuous provision curriculum and will be developing a Year One outside learning area. We will be equipping this area with pieces of equipment to develop the fine and gross motor skills of the children and extending their activity levels within directed teaching time as well as break times. Creating an extension to the existing school playground to give space for all children to play, taking into account the area being used for the new Year 1 continuous provision outdoors area.	The use of these will encourage their movement skills, encourage their co-operation and collaborative skills and their curiosity, exploring the equipment on offer. These children have missed much of their EYFS experiences due to COVID so this extension of continuous provision will fill these vital gaps.	£4000 TOTAL £21895	The Year One children will be better adapted to the rigours of the KS1 curriculum with the extension of the integrated day. They will be happier, have increased enjoyment of school and their emotional well-being will be increased.	Year One staff to assess the effectiveness of the curriculum and report to SLT.
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: 14%
School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
The children will all be able to participate in two yoga sessions each half term to develop their flexibility and core strength and to improve their emotional well-being.	The sessions will be led by an experienced yoga teacher who teaches the yoga elements through story. The children learn how to calm and how to rest as part of the stories.	£3000	The children will be able to better manage their own behaviour choices and will be seen to help themselves and others stay calm and use the taught techniques for calming.	Continue in 2021 /2022
The children will have the opportunity to decide on a sport that they would like to try to develop new sporting skills.	The Child's Choice Day will be voted on by the School Council who will represent the choices of their class.	£1000 TOTAL £4000	The teaching staff will be trained in the new sport by the coaches and will then be able to teach the taught skills through their PE lessons.	Purchasing new equipment to sustain these new sports might be needed. This will be an annual event and discussion and research will be encouraged.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 6%
School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
A teacher who is moving from EYFS to KS1 requires refresher training to enable her to be able to teach high quality PE lessons based on a different curriculum with a focus on gymnastics.	The teacher will attend training in order to be able to effectively teach Year One children the skills they need to access the KS1 National Curriculum and to be able to confidently improve their agility, balance and co-ordination.	£1200 total for staff training	The quality of PE lessons will be improved and the existing KS1 teachers can also be kept up to date on new initiatives in KS1 PE. PE assessments will show that all KS1 children will have reached the expected level or more.	Teacher to review the course to see if it might be beneficial for other staff to go on as well.
Two teachers who are moving from KS1 to EYFS require refresher/ initial training to enable them to be able to teach high quality PE lessons based on a different curriculum	The teachers will attend training in order to be able to effectively teach EYFS children the skills they need to access the EYFS curriculum and to be confident in their skills and knowledge related to the new EYFS curriculum.	£1200 total for staff training	The quality of PE lessons will be improved and the existing KS1 teachers can also be kept up to date on new initiatives in KS1 PE. PE assessments will show that all KS1 children will have reached the expected level or more.	Teacher to review the course to see if it might be beneficial for other staff to go on as well.
Provide training for a new to role PE subject leader at the school so they feel enabled and confident to lead PE and School Support at the school. To also provide time to observe teaching in PE of other teaching staff to identify any gaps in knowledge/ skills and identify areas for development.	The new PE subject leader will attend training to develop her own skills in PE and leadership. They will bring their knowledge of the latest developments back to school to increase teacher	£200	All staff will benefit from a confident, trained PE subject leader. The children will have a teacher who is aware of latest developments and who knows how to support and challenge them.	PE subject leader to feedback to SLT in their appraisals how they feel their role is going.

School PE subject leader to be released to lead and develop teacher skills on the annual Sports Day.	Sports Day is our main competitive sports even each year. The subject leader being released will enable her to review the sporting confidence, abilities and attitudes of all children to enable her to adapt the future school PE needs to bring about improvements in these.	£200 TOTAL £1600	The Subject Leader will be better informed and will be able to identify training and curriculum needs to bring on improvement in the childrens' skills and sportsmanship.	PE Subject Leader can assess any increase in fair play and sportsmanship each year in Sports Day.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: 3%
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School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
Conduct a baseline survey on the number of out of school activities the children participate in. To offer to all our pupils a new sporting opportunity each half term so that they can be encouraged to pursue these sporting interests into their out of school life and into the future.	The children will enjoy participating in these new sports and be encouraged to increase their participation in sporting activities in their lives outside school.	Time	The children will use their increased skills and sporting opportunities at break times in school and out of school.	Conduct an end of year survey and see if there is an increase in out of school participation in activities.
Autumn Term 1 Football skills	Chelsea football club coaches will lead a sessions for each class over a day. There will be a focus on ball skills enabling the children to develop their agility and co-ordination.	£450	The children will use their increased skills in their PE Games lessons and be more keen to play football during break times. They will pursues their interest into outside of PE sessions.	Conduct a feasibility study on having CFC running an after school club at the school.
Autumn 2 – Dance skills	Synergy Dance coaches will lead a session for each class over a day. There will be a focus on creative dance skills enabling the children to develop their balance agility and co-ordination.	£400 TOTAL £850	The children will use their increased skills in their PE dance lessons and will continue their dancing during break times. They will pursues their interest into outside of PE sessions.	Conduct a feasibility study on having Synergy running an after school club at the school.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 2%
School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
<p>On our annual Sports Day, to have the opportunity for all children to participate in competitive races in the morning, including a cross year group competitive sprint with 1st, 2nd and 3rd places. Stickers, medals and prizes will be awarded to enable pride in the childrens' competitive achievements.</p> <p>On our annual Sports Day, to give the children the opportunity to try two taster sessions in new sports – tennis/ cricket and give the details of local clubs where they can continue to practise their new interest in the sport.</p>	<p>The children will be keen to do their best, will be resilient if they don't win, show persistence to improve and will show good sportsmanship and a sense of fair play. They will applaud the achievements of others. They will show their running, throwing and jumping skills.</p> <p>Children will all actively participate in these taster sessions with developing skill and showing good sporting attitudes. They will see how they can use their existing skills and apply them to these sports.</p>	<p>£600</p> <p>£50</p> <p>TOTAL £650</p>	<p>There will be an atmosphere of encouragement and support at the event. The children will be excited to participate, will be pleased with their awards, certificates for achievement, stickers and medals and will be keen to further their athletics skills.</p> <p>The children will use their increased skills and sporting opportunities at break times in school and out of school.</p>	<p>Review the day with all staff and identify strengths/ areas of development.</p> <p>Conduct an end of year survey and see if there is an increase in out of school participation in activities.</p>
Due to COVID the planned inter-school competitions with other local schools wasn't able to happen. Planning for these opportunities for the 2021/ 22 academic year will enable these to happen to further increase the participation in competition of our children.	Liaise with the other local schools to plan events for 2021/ 22.	£0	Plan which events to run and where and when they will take place.	