

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020



Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

Action Plan and Budget Tracking for the Financial Year Ending April 2021

Melbourne Infant School Priorities 2020/2021	Action Plan: PE	Action planning contains measurable success criteria by which all actions can be judged to see if they have been effective or not. Red for Autumn 2020 / Blue for Spring 2021 updates Green Sustainability and Suggested Next Steps
Headteacher: Charlotte Gibbs	Subject Lead: Liz Fletcher	

Date Updated:	Nov. 2020 Feb. 2021 March 2021 May 2021	Total fund allocated: £	17324
----------------------	--	--------------------------------	--------------

School Improvement Plan: Main Priorities

To ensure all children transition back into school well and school provides the correct targeted support, whether academic or emotional.	To develop staff subject leadership in the foundation subjects resulting in the delivery of an effective curriculum for all of our children.	To improve the awareness and quality of mental health and wellbeing across all stakeholders.	To develop the teaching of spelling to increase children's achievement in writing.
--	--	--	--

Key achievements to date:	Areas for further improvement:
<ul style="list-style-type: none"> MIS STAR Standards embedded well in KS1 children EYFS outdoor provision enables pupils to develop gross and fine motor skills, strength, co-ordination and fitness. Comprehensive programme of extra-curricular sporting & creative activities (until March '20 - Covid-19) Increased participation in activity at breaktime & lunchtime Dedicated Play Leader on MDS staff 	<ul style="list-style-type: none"> All Children to be engaged in PE and active in and around school. Increase Regular Physical Activity across the whole school. Extend outdoor provision to all year groups. Extend range and increase delivery of the Real PE scheme in school. Explore and increase use of Outdoor Classroom. Increase confidence, knowledge & skills of teaching staff in PE teaching. Collect measurable evidence of impact

Covid 19 – addressing the impact prior to and during the 2020-2021 academic year				Percentage of total allocation:
				N / A
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:
<p>Ensure coverage in light of covid-19 pandemic and partial closure of school during Summer '20 and Spring '21.</p> <p>All staff and pupils will take part in PESSPA safely.</p> <p>All pupils will have access to the same ambitious curriculum opportunities whether they are in school or learning at home.</p>	<p>Identify areas that have not been covered and ensure they are taught within the current cycle. Looking against the planned curriculum complete sections of PE (dance, team sports, outdoor activity, athletics) have not been taught to KS1 due to partial closures in Summer '20 and Spring '21.</p> <p>Leaders keep up-to-date with guidance and advice from DfE / AfPE / YST</p> <p>Updates and CPD from Derbyshire SSP booked for Feb/Mar '21 PE lead has attended all planned Derbyshire SSP meeting virtually and kept up to date with guidance from AfPE and DfE.</p> <p>Use of online and video technology to deliver the PE curriculum and offer opportunity for physical activity.</p> <p>REAL Foundations will be offered both in school and remotely during lockdown for all of KS1</p>	N/A	<p>All pupils have access to an ambitious curriculum during their time at MIS with adaptations made to ensure safety. For all PE lessons and Physical Activity sessions in school, the Covid-19 risk assessment has been followed to ensure the safety of all staff and pupils.</p> <p>The school was partially closed to pupils for 14 weeks of the Summer of 2020 and 8 weeks in the Spring of 2021 – As well as meaning children lost the opportunity for PE learning with a trained practitioner, this period included the planned Sports Days / Activity Week. As such it has been accepted that there will be large gaps in both skills and knowledge across the whole of the PE curriculum that must be considered when developing plans for '21-22</p> <p>All pupils continue to access physical activity opportunities at home as they would at school.</p> <p>During the period of partial school closure in Spring '21, KS1 children in school and at home had access to the</p>	<p>Identify on tracking documentation any gaps in learning that need to be filled.</p> <p>Create new planning documentation to ensure that any gaps in PE skills / learning are be addressed, alongside new learning opportunities.</p> <p>Continue to come 'PE Ready' on a set day of the week (dressed in kit).</p>

			same Real Foundations video lessons, and daily active sessions were planned for all children.	
--	--	--	---	--

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:
				50%
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p>Improve pupil’s physical health and wellbeing through regular physical activity.</p> <p>Use physical activity to improve emotional and mental health and wellbeing.</p> <p>Pupils understand the importance and benefits of an active, healthy lifestyle.</p> <p>Provide an environment where pupils can be active, and have opportunity to create and participate in active learning.</p>	<p>Develop and communicate to all staff strategies to increase whole class physical activity with the aim of achieving 30 active minutes a day.</p> <p>The need for regular active breaks and the use of outdoor spaces for learning has been identified as part of the whole school’s return / recovery plans.</p> <p>During the partial school closure in Spring ’21 daily physical activities formed part of the remote learning provision and KW & V children in school continued to have access to regular physical opportunities.</p> <p>Use of the outdoor environment for physical activity and learning (playground, MUGA, outdoor areas).</p> <p>Each class has been assigned a PE day where the children come dressed ‘PE Ready’. On this day the class has access to all PE resources / MUGA / Hall for the whole afternoon in order to deliver the PE curriculum. This is in addition to all children having trainers and wellies kept in school for daily physical learning opportunities.</p> <p>EYFS to receive Bikeability sessions – use of balance and pedal bikes freely available at all times.</p>	<p>Play Leader £4677</p> <p>HLTA staffing £1423</p> <p>Resources £1964</p> <p>Bikeability £225</p> <p>Music Time £1300</p>	<p>Participation in physical activity is increasing across the whole school.</p> <p>The need for regular physical activity breaks and the use of the outdoor space which was highlighted in the return to school in Sept. has contributed greatly to this key indicator.</p> <p>Teaching and Lunchtime Staff are using the playground and MUGA daily with class / bubbles. Children are enjoying having this all-weather space and it is being utilised well.</p> <p>MDS linked to one class has led to strong relationships with the children and the ability to meet the specific needs and interests of the children, meaning more quality outdoor physical activity is taking place.</p> <p>HLTAs continue to provide high quality active learning opportunities.</p> <p>The opportunity for physical activity with, and alongside their friends in</p>	<p>Work with colleagues to deliver a broad and balanced curriculum where physical activity is at the heart.</p> <p>Communicate the need to continue with the regular physical activity breaks and the use of outdoor space / MUGA.</p> <p>Identify, develop and implement opportunities to continue the positive contribution MDS have on physical play.</p> <p>Continue the use of ALL staff in the provision of high quality active learning opportunities. Identify HLTA / MDS training opportunities.</p> <p>Liaise with SLT to restructure assemblies / interventions to ensure vulnerable children continue to be able to access all physical sessions.</p>

Use outdoor areas for KS1 for gross / fine motor skills and active play based learning. **Each class has been supplied with a box of outdoor resources for their own use.**
Not all class's outdoor areas are suitable for all-weather use. Equipment and opportunities have been tailored to make the best of the situation.

Music Time EYFS Music and Movement sessions – **Children developed fundamental skills in a motivated way, and continued this in their every day provision.**

MDS to promote games and physical activities over the lunch time. **As MDS are linked to one class/bubble, they are building good relationships with the children and are able to promote outdoor physical activity.**

Use previously PE trained HLTAs in class bubbles to deliver high quality active learning provision (JP, SW, KW) across the curriculum. **HLTAs continue to provide high quality active learning opportunities. Newly qualified HLTA (CM) engaged in the delivery of quality physical activity in EYFS.**

During the partial school closure of Spring '21 physical learning opportunities for KW & V children were not lost when teachers were conducting remote teaching. HLTAs in classrooms continued the same high quality provision.

Ensure vulnerable children don't miss active sessions through interventions. **As interventions have been re-structured owing to no assemblies and a focus on whole class teaching, vulnerable children are not missing active sessions.**

class bubbles has supported the children's emotional and mental wellbeing at a time when they need it the most.

Continue to come 'PE Ready' on a set day of the week (dressed in kit), and to have trainers / wellies kept in school to allow for daily physical learning opportunities.

Develop KS1 outdoor areas and the resources to ensure a full range of gross / fine motor opportunities are available for the whole year.

Due to restrictions of the Covid-19 pandemic;

1) Part of the intent to deliver the key indicator of providing an environment where pupils can be active, and have opportunity to create and participate in active learning, in terms of extra curricular activities has not been addressed - therefore ...

-Review with staff the range of lunchtime clubs we could offer, subject to them re-starting, so that they include more physical activities.

-On their re-start, promote Breakfast and After-School clubs to encourage as many children as possible to engage with additional opportunities for Physical Activity.

2) the intent to address the indicator of pupils understanding the importance of health and fitness has not been addressed – therefore ...

	<p>Communicate with all stakeholders a commitment to the positive impact of physical activity on the Health and Wellbeing of children, their families and the staff. During the Spring partial closure, those families at home had the chance to see the value that we place on physical activity as a school through the emphasis placed on active learning and regular physical activity.</p> <p>On their re-start, promote Breakfast and After-School clubs to encourage as many children as possible to engage with additional opportunities for Physical Activity.</p> <p>Review with staff the range of lunchtime clubs we could offer, subject to them re-starting, so that they include more physical activities.</p> <p>No extra-curricular clubs in Autumn term. No extra-curricular clubs in Spring term.</p>			<p>-Identify opportunities to measure and communicate with all stakeholders the benefits of physical health, strength and fitness.</p>
--	--	--	--	---

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement (Physical Education, School Sport, Physical Activity)				Percentage of total allocation:
				20%
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p>Improve characteristics of effective learning by:</p> <ul style="list-style-type: none"> improving the general fitness of all children in school increasing the confidence of all children in PE increasing knowledge and understanding of benefits of PE for all children Promote star standards through REAL PE Increase emotional mental health and well-being of all stakeholders. <p>Use reading opportunities through text / flashcards in PE to raise literacy standards to support school SIP spelling focus.</p> <p>Promote opportunities to embed key mathematical and scientific thinking skills within PESSPA.</p>	<p>PE Lead to continue to attend national and regional training and CPD to ensure best practice for MIS</p> <p>Derbyshire SSP Physical Literacy Training booked Feb '21</p> <p>Real PE –CPD booked March '21</p> <p>Virtual Training Attended through the DSSP & Create Development (Real PE):</p> <p>Real Foundations / Real Dance / Real PE Multi-Abilities & Sports Nutrition / DSSP Physical Literacy / KS1 Fitness / PE Lead guide to Ofsted.</p> <p>Findings from all of this have been implemented in both current practice and future planning.</p> <p>Sports Week 2020 was cancelled due to Covid-19 lockdown - Plan for Sports Week in 2021 Summer term (virtually or in person) to raise the profile of sport in school.</p> <p>Autumn Term – all children participated in Forest School sessions 6 weeks of Free Cricket sessions with Derbyshire CC booked for 3 classes in Summer '21.</p> <p>Looking to access additional external providers for small-scale activities in Summer '21.</p> <p>Communicate with all stakeholders a commitment to the positive impact of physical activity on the Health and Wellbeing of children, their families and the staff. Involve parents / carers in physical activity through home learning challenges and PACES. During the Spring partial closure, those families at home had the chance to see the value that we place on physical activity as a school through the emphasis placed on active learning and regular physical activity as well as benefitting emotionally and physically from exercising as a whole family.</p>	<p>TLR/Cover for PE lead £1729</p> <p>AfPE membership £95</p> <p>Derbyshire PE Services £1469</p> <p>Forest School £186</p>	<p>Improvement in gross motor skills is evident in classroom behaviour.</p> <p>Pupil's engagement in Play and Lunchtime activities has improved behaviour and given opportunity to practice, embed and build PE skills as well as the MIS Star Standards.</p> <p>The use of reading, maths and science skills through PE and other whole class active learning has engaged otherwise reluctant pupils</p> <p>The Forest School sessions enabled all staff and children to access and benefit from the wellbeing gained by taking learning outdoors.</p>	<p>Look at placing Physical Literacy at the heart of the MIS curriculum as a means to encourage the Characteristics of Effective Learning for all children:</p> <ul style="list-style-type: none"> Engagement in Exploration Motivation in Active Learning Critical Thinking & Creativity <p>Take the Forest School ethos forwards to benefit both physical and emotional wellbeing and to engage all children in effective learning across the whole curriculum.</p> <p>Use the Real PE 'Sports Nutrition' and Multi-Abilities to further support and embed the Star Standards.</p> <p>Further develop all children's physical literacy and gross motor skills through PESSPA in order to support fine motor development.</p> <p>Subject to ongoing government guidance;</p> <ul style="list-style-type: none"> Re-start Breakfast and After School clubs to offer additional opportunity for physical activity. Assess possibility of involving parents in school through the PACES initiative.

--	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				25 %
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p>All staff are valuable in terms of delivery of PESSPA – CPD to be offered to all Teachers / HLTA / TA / MDS.</p> <p>All pupils will benefit from the same ambitious curriculum delivered by confident, skilled and knowledgeable staff.</p> <p>Improved Staff wellbeing through up-skilling.</p>	<p>Subject Lead to attend relevant briefings and training to ensure best practice is communicated to staff.</p> <p>PE Lead and HLTA - Attended Real Foundations Training</p> <p>New Real Dance CPD received</p> <p>Use of full Real PE scheme to include Real Foundations, Real Play.</p> <p>Real PE scheme extended to include Real Dance</p> <p>Premier Sports to run PE / School Sport / Health & Wellbeing sessions for all KS1 classes to provide pupil learning opportunity and staff CPD.</p> <p>Completed for Squirrel in Autumn Term. Toucan / Chipmunk took part in Spring.</p> <p>EYFS children in school have access to a weekly fundamental PE session delivered by Premier Sports whilst providing CPD for TAs in both the Spring & Summer Terms</p>	<p>Real PE £495</p> <p>Premier Sports £3170</p> <p>Cover to release staff for training £756</p> <p>CPD £390</p>	<p>Having Class Bubbles has allowed more staff (teaching, TA and midday) to participate in physical activity sessions which has been beneficial in terms of upskilling as well as confidence and wellbeing. This needs to be built upon and continued.</p> <p>PE lead has attended a wide range of training in order to gather best practice as well as latest guidance.</p> <p>Real Foundations and Real Play at Home used both in school and remotely during the Spring '21 partial school closure. The structure and online nature of Real Foundations is supporting the staff to deliver quality PE and the remote use of Real PE at Home has meant staff are confident in the same high quality provision is accessible to all children.</p>	<p>As increased staff confidence, skills and knowledge improves staff wellbeing as well as impacting pupil's access to an ambitious curriculum, the next steps include:</p> <ul style="list-style-type: none"> - Benchmark opinion through staff survey. - Address CPD needs in-house through staff meeting, observation and team teaching. - The development of a range of CDP to provide play training for all midday supervisors to ensure all children have access to quality active play. - The use of the Real PE assessment tools to reduce workload and increase knowledge of staff. - Review staff opinion after CPD.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				N/A
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p>As part of an ambitious curriculum, pupils will experience a wide range of sports and activities that allow them to meet all the objectives as set out in the National Curriculum.</p> <p>A wide range of sporting groups are invited to provide Extra-Curricular clubs as well as enhancement days and learning opportunities.</p> <p>The local curriculum is used to effect unique opportunities for our pupils.</p>	<p>Bikeability Sessions for EYFS</p> <p>Use of the full Jasmine Active / Real PE scheme to broaden pupil's experiences. Training in Real Foundations and Real Dance completed by PE lead in March '21</p> <p>Real Foundations and Real Play at Home used both in school and remotely during the Spring '21 partial school closure.</p> <p>External enhancement sessions to provide learning opportunities for pupils and CPD for staff in a range on additional physical skills for EYFS Weekly Music Time – dance and movement session for EYFS. Premier Sports delivered a wide ranging programme of Fundamentals activities for EYFS</p>	<p>N/A</p> <p>Included as part of other key indicator allocations.</p>	<p>Due to partial school closures and the effects of the Covid-19 pandemic the range of sports and activities that has been offered this year has not been extended in any way.</p> <p>However, the focus on the resources and skill-sets we already possess as a school already and the implementation of these in a creative way has been of great benefit to the children.</p>	<p>In order for all pupils to experience a broad and ambitious curriculum, next steps include:</p> <p>Extend the range of Extra-Curricular Clubs offered to include new sports.</p> <p>Look at possibility of extending the orienteering course onsite to improve OAA (Outdoor Adventurous Activities) offer.</p> <p>Plan for Sports Week or one-off enhancement days to raise the profile of sport in school and to introduce new sports and activities.</p> <p>To take part in current events in either the community or nationally.</p> <p>Review possibility of holding a Race for Life in 2021/22.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5 %
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p>Increase the amount of intra-school sport in school, either virtually or in person</p> <p>Increase the amount of inter-school sport, either virtually or in person</p> <p>Improve pupil growth mindset and embed MIS Star Standards through competitive activities</p>	<ul style="list-style-type: none"> - Arrange competitions within school. - Identify and take part in more festivals and to raise the profile of these festivals. - Attend the majority of EYFS and key stage 1 events offered by South Derbyshire Active Schools Partnership. 		<p>Due to partial school closures and the effects of the Covid-19 pandemic there have been no opportunities for competitive sport.</p> <p>However, the Star Standards' focus on <i>Show Resilience and Try Your Best</i> offer the opportunity to reflect on Personal Best and the sense of competing with yourself to improve skills as well as <i>Working Together</i> as a team. All of which have fostered a sense of readiness for future participation in competition.</p>	<p>- Identify and introduce additional competitive sports in order to engage more pupils.</p> <p>- To take part in current events in either the community or nationally.</p>

Budget Summary for the Financial Year Ending April 2021

<u>Key Indicator</u>	<u>Percentage of Total Allocation</u>	<u>Allocated Budget £</u>	<u>Actual Spend</u>	<u>Variation</u>
1: Engagement of all pupils in regular physical activity	50%	£8662	£9589	-£927
2: The profile of PE and Sport being raised across the school as a tool for whole school improvement	20%	£3465	£3479	-£14
3: Increased confidence, knowledge and skills of all staff in teaching PE and Sport	25%	£4331	£4811	-£480
4: Broader experience of a range of sports and activities offered to all pupils	N/A - included as part of other Key Indicators			
5: Increased participation in competitive sport	5%	£866	£0	+£866
Totals		£17324	£17879	-£555

Signed off by:	
Head Teacher:	C Gibbs
Date:	July 2021
Subject Leader:	L Fletcher
Date:	July 2021
Governor:	F Bonner
Date:	July 2021