

## Primary PE and Sport Premium Funding

Alvaston Infant and Nursery School – 2021 - 2022

### Key achievements to date: (2021-2022)

- We have formed strong links with external companies e.g. ActiveDerbyshire, Premier, Derby County Community Trust. This has allowed us to keep up to date with new initiatives and access maximum funding. E.g. funded outdoor puddle suits, club opportunities.
- Our school has kept physical education as a priority, even more so during the COVID pandemic and after. This led to children being more aware of how to lead a healthy lifestyle. It also led to an increase of fitness and stamina, especially for the children who were identified as being 'at risk' of obesity. The vast majority of our families participated in 'Beat the Street' initiative and we aim to replicate this as a school community next year.
- Hosted a fully funded (including lunch) summer holiday club for 50 children, whereby they got to participate in a variety of sports, developing many key skills e.g. teamwork, resilience etc in 2020 and 2021. Children developed a real love for sport and fitness during this club and many parents commented that children loved attending and that it impacted positively upon their wellbeing and development.
- New trim trails installed for FS1 and KS1 to develop the children's gross motor skills. This has led to the children being more active during free time.
- We have completed a progression document for PE in our school, which shows a sequential progression across the foundation stage and KS1. This enables teachers to plan confidently and should build upon skills so that children master these.
- Started to make links with the junior school to make the transition and teaching of PE sequential. This will ensure that learning is built upon year by year.
- We have established a family sports club for the local community. This enabled parental links to be made and for families to get fit together, without having to worry about childcare.
- CPD for all teachers has led to an increase of confidence and alignment across the school

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Areas for further improvement:	<ul style="list-style-type: none"> <li>• Ensure that the school is equipped with a variety of resources both indoor and outdoor to improve the overall physical development of the children.</li> <li>• To improve the quality of Sports and PE provision offered so that children have an abundance of opportunities to be independently active and well supported.</li> <li>• To implement and trial a new form of assessment so that we can evaluate the impact of the new curriculum (knowledge and skills document) and so that we can monitor the quality of education and children's achievements.</li> <li>• Educate children and parents on how to lead a healthy lifestyle e.g. their diets.</li> <li>• To continue to develop our links with parents and boost attendance to family clubs that are offered. host clubs for families to attend.</li> <li>• To ensure that the provision offered allows 'talents' to be spotted and nurtured and to ensure that every child can access follow up clubs, if desired. This will involve ensuring that children receive more opportunities to participate in competitive sport.</li> </ul>		
Total Sport Premium Funding in 2021-21:	£17,500	Cost of the development programme outlined below:	

Meeting the national curriculum requirements for swimming and water safety:	
% of the current Year 6 cohort who can swim competently, confidently and proficiently over a distance of at least 25 metres (leave school July 2021)	N/A
% of the current Year 6 cohort who can use a range of strokes effectively E.g. Front crawl, backstroke and breaststroke	N/A
% of the current Year 6 cohort who can perform safe self-rescue in different water-based situations	N/A
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming. Has the funding been used in this way?	N/A
<i>See Appendix 1 for swimming and water safety data for Years 4, 5 (and Year 7)</i>	

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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

Key Indicator 2: The profile of PE and sport being raised across school as a tool for whole school improvement

Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils

Key Indicator 5: Increased participation in competitive sport

### Action Plan for 2021-22

Priority - Objective	Key indicat or link	Action	When Start/ Review/ End	Who	Success criteria	Monitoring and evaluation	Cost
To increase the number of minutes that children are active for each day and engage them in physical activity by raising the profile of PE.	1, 2, 4	<ul style="list-style-type: none"> <li>Encourage the children to take part in active events that school organise e.g. walk to school weeks, active treasure hunt</li> <li>Use REAL PE as a tool to ensure that children get their full entitlement of physical activity</li> <li>TA's / mid-days will be trained to ensure that children are spending most of their break times physically active.</li> <li>Ensure that our school environment</li> </ul>	Sept 21 – ongoing	BH TA's / middays All Staff	<p>By the end of the academic year, 60% of children participate in school organised activities</p> <p>Monitoring of PE lessons, timetabling and pupil voice shows that children receive their entitlement of PE and this is of a high quality. By the end of the academic year, 100% of children receive their entitlement and more</p>	<ul style="list-style-type: none"> <li>All year groups have weekly PE sessions as seen on the timetable and this is visible when walking through school during the school day</li> <li>REAL PE is used as a tool during PE planning sessions, ultimately giving teachers more confidence to teach the skills in PE</li> </ul>	<p>£1500 – equipment</p> <p>£594 – REAL PE subscription</p> <p>BH hours for treasure hunt - £?</p>

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		<p>encourages the children to be active and aids their physical development</p> <ul style="list-style-type: none"> <li>• Pupil voice of desired equipment children would like on playground</li> <li>• Purchase new equipment and monitor the effectiveness</li> <li>• Teachers consider opportunities for active learning during weekly PPA sessions</li> </ul>		<p>100% of teachers, TA's and middays will access training and 80% feel confident to deliver this</p> <p>By the end of the academic year, children are seen to be physically active during other areas of the curriculum. In at least 7 out of 11 classrooms at any one time (for the short period observed)</p> <p>Pupil voice indicates that 70% of children asked are utilising the equipment provided and they speak positively about their active experiences</p> <p>Monitoring indicates that 70% of children are active during free time</p> <p>Teacher voice demonstrates that they are more confident to include active learning in other areas of the curriculum. This is carefully planned and</p>	<ul style="list-style-type: none"> <li>• EYFS environment supports the physical development of the children – outdoor area is used throughout the day, not continuously</li> <li>• New equipment has been purchased for KS1 outdoor provision and this has been modelled to the children how to use. Monitoring has seen the equipment to be effective and children have been using, however, the new equipment has depleted over the year – either lost or damaged. Use of adults in the outdoor</li> </ul>	
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					delivered at least 3 times a week	provision needs to be looked closely at	
To ensure that handwriting improves across the school and that gross and fine motor skills are abundant across the provision.	2, 3	<ul style="list-style-type: none"> <li>Gross / fine motor skills to be planned for any child who requires it. Resource sheet to be designed and shared with all staff.</li> <li>ECAM to begin for identified children (documented in passports for disadvantaged children)</li> <li>Resources to be purchased in order for these activities to take place</li> <li>Daily handwriting practice for all children – work alongside JH to monitor this. Introduction of an end of term letter formation assessment</li> </ul>	Sept 21 - ongoing	All staff BH	<p>Monitoring indicates that any child with a difficulty receives targeted support e.g. ECAM / other interventions</p> <p>Staff voice demonstrates that 80% of children accessing ECAM make good progress</p> <p>Learning walks and audit shows that the children have access to a wealth of resources which aid fine and gross motor skills and staff talk about how they are used</p> <p>Regular monitoring shows that handwriting is completed daily. By the end of the academic year, 80% of reception-aged children form 23 out of 26 letters correctly. In Year One, 80% of</p>	<ul style="list-style-type: none"> <li>ECAM is used as a tool to develop the children's fine and gross motor skills – Reception use a TA weekly to do this across the classes</li> <li>Environment walks have shown that children have access to physical resources which promote the physical development both inside and outside of the classroom</li> <li>Handwriting activities are completed every day in KS1 – 2 letters are covered weekly and this has been showcase in a learning</li> </ul>	£250 – resources

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					children to form 24/26 letters correctly. In Year Two, 85% of children to form 25/26 letters correctly.	walk and book looks	
To actively promote healthy eating and leading a healthy lifestyle for children, families and the community.	1, 2	<ul style="list-style-type: none"> <li>Work with Lindsay to update PE section on the school website to include teeth brushing with teachers and signposting of clubs</li> <li>Introduce termly sports stars</li> <li>Provide parents with a termly newsletter this will include a healthy recipe, sports stars and upcoming clubs</li> <li>Work with Jenny to develop a vegetable / fruit garden</li> </ul>	<p>Website – Oct 21 - ongoing</p> <p>3 x termly letters (Dec, Apr and Jul)</p> <p>Spr 1 – Vegetable garden</p>	BH	<p>School website clearly demonstrates a healthy lifestyle living page which is interacted with and shared with parents on dojo page.</p> <p>Teacher voice demonstrates that 70% of children are motivated by sports stars and more children are wanting to get physically active.</p> <p>Parental voice demonstrates that 80% find the termly newsletters helpful and informative.</p>	<ul style="list-style-type: none"> <li>LP showed BH how to add clubs etc to the school website to showcase extra curricular activities that we offer – BH updated Sum 2</li> <li>JH – “children's stamina has improved significantly”</li> <li>“children love PE and are excited for it!”</li> </ul> <p>CCH – SIP review</p>	<p>£250 – resources for vegetable garden</p>
To raise the self-esteem of children by ensuring 100% of pupils engage in competitive sport and	5, 4	<ul style="list-style-type: none"> <li>Host Sports Day for all children in Sum 2</li> <li>Offer a variety of different clubs for children to attend</li> <li>Half-termly competitive games in PE lessons – all skills that are acquired in</li> </ul>	<p>Sept – Ongoing</p> <p>Sports Day for all children – Sum 2</p>	BH  All teachers	<p>Pupil voice demonstrates that 80% of pupils enjoyed participating in Sports Day.</p> <p>Pupil voice demonstrates that 90% of children are happy</p>	<ul style="list-style-type: none"> <li>Pupil voice indicates that children enjoyed clubs they were in. TA's / Teachers leading the clubs commented</li> </ul>	<p>Clubs - £765 (PP children @ half price clubs)</p> <p>SSP subscription - £1500</p>

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<p>identifying specific talents for children.</p>		<p>lessons build up to a sport</p> <ul style="list-style-type: none"> <li>• Links with juniors – competitive games to be organised with other year groups (when allowed)</li> <li>• Cross-curricular links to PSHE – developing our learning attitudes e.g. Resilient Rabbit</li> <li>• SSP festivals</li> <li>• SSP Dance Festival</li> </ul>	<p>Games with juniors – Sum 1 / 2</p>		<p>with the clubs offered to them.</p> <p>Regular monitoring shows that children are getting to participate in competitive games during their PE lessons. This is to happen at least once every half term.</p> <p>100% of KS1 children will participate in at least 1 game of competitive sport with the junior school.</p> <p>Teacher voice demonstrates that children are developing their life skills and are able to showcase this in their PE lessons.</p> <p>100% of PP children to have participated in SSP sports festivals</p> <p>Pupil voice indicates that 100% of pupils that attend the dance festival enjoyed the competition.</p>	<p>upon the engagement from the chn during the clubs and the skills that they were developing such as teamwork, social, listening and attention</p> <ul style="list-style-type: none"> <li>• 100% of Y2 children accessed a sporting festival</li> <li>• Through monitoring and pupil voice – 100% of chn (12/12) enjoyed the Festival of Dance and would happily participate again next year</li> </ul>	
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<p>To raise the profile of physical and mental health across the school and use this as a tool for whole school improvement.</p>	<p>1, 2, 3</p>	<ul style="list-style-type: none"> <li>• Whole school approach to mental health – continue using CPOMS to track safeguarding etc</li> <li>• Talk and sort with AM to continue on a weekly basis to allow children to express / alleviate worries</li> <li>• Offer children rest and reflect time – timetabled</li> <li>• Forest school sessions to be completed</li> </ul>	<p>Sept - ongoing</p>	<p>BH SC AM JA All teachers</p>	<p>100% of teachers to use CPOMS to log safeguarding issues. Analysed trends to be directly integrated into the curriculum and where appropriate seek AM for talk and sort.</p> <p>Feedback from Ann indicates that 100% of children that access Talk and Sort feel they have a safe space to talk about their worries if they want to.</p> <p>Teacher voice indicates that 100% of pupils are getting rest and reflect time in class when they feel is appropriate. Rest and reflect is happening at least twice a week in every classroom.</p> <p>100% of pupils have access to Forest School sessions to develop and support their mental and physical well-being. Children should also be encouraged to regulate their own feelings and</p>	<ul style="list-style-type: none"> <li>• 100% of teachers / Tas have access to and use CPOMS to track and log concerns. AM has been alerted of particular concerns for Talk and Sort</li> <li>• Through discussions, chn do have the opportunity to rest and reflect but this may not be daily</li> <li>• Children have started to use our breathing techniques independently</li> <li>• 100% of children in our school have access to our Forest School sessions</li> </ul>	<p>Ann (part funded) - £330 (£15 per session x 22) 2 per month</p> <p>Forest school – £5000 (£500 per month)</p>
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					have coping strategies to deal with these.		
To introduce and roll out a new assessment framework and use this to steer the learning for the children.	3, 2	<ul style="list-style-type: none"> <li>• CPD on how to use assessment wheel</li> <li>• Staff drop ins</li> <li>• Assessment to be used to inform curriculum</li> </ul>	<p>Sept 21 – ongoing</p> <p>Aut 1 – Staff meeting</p>	<p>All teachers</p> <p>BH</p>	<p>100% of staff will feel comfortable to use the new assessment wheel.</p> <p>Close monitoring shows that the wheels are being updated at the end of a unit and 80% of children are meeting ARE.</p> <p>Teacher voice indicates that the assessment wheel is being used as a tool to identify next steps for children.</p>	<ul style="list-style-type: none"> <li>• Wheel was not an effective tool to implement – trail new assessment tool. Baseline of certain skills at the start of unit and then re asses at the end of unit to measure the impact of what skills have been retained</li> </ul>	

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<p>To continue to target those least active children in the school.</p>	<p>1</p>	<ul style="list-style-type: none"> <li>• Identify the children in school most at risk of being overweight</li> <li>• Baseline fitness assessment for all children</li> <li>• Lunch time club to target those children who are most at risk of being overweight</li> <li>• Stay in close contact with parents regarding their progress and support them in helping their child lead a healthy lifestyle</li> </ul>	<p>Sept - ongoing</p>	<p>BH</p>	<p>Teacher voice indicates that there are visible changes in those children who are most at risk of being overweight and their stamina is increasing</p> <p>100% of children will complete a baseline fitness test at the start and end of the academic year to show the impact of our teaching. At least 75% of children to have an increased score by the end of the academic year.</p> <p>Parents will be more aware of what is being done for their child and what support they can access</p>	<ul style="list-style-type: none"> <li>• Baseline fitness assessment was completed and data was collected to highlight those at risk of being overweight</li> <li>• 100% of children took part in the baseline fitness test</li> <li>• New lunch time clubs set up to offer children who are less active the opportunity to be more active during playtimes</li> </ul>	<p>£3150 – coach for lunchtime club (£15 per session x 3 year groups weekly for 30 weeks</p> <p>Baseline fitness test – cost?</p>
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