



Harnham Infant School

Sports Funding

2020-2021

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.

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| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below*: |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | N/A |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | N/A |
| What percentage of your current Year 6 cohort 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 but this must be for activity over and above the national curriculum requirements. Have you used it in this way? | No |

*Schools may wish to provide this information in April, just before the publication deadline.

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.

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| Academic Year: 2020/21 | Total fund allocated: £17,950 Total Cost: £20,514 Difference: -£2,564 | Date Updated: 4/11/20 £20,514 Spent - £15,000 approx. Left - £2,950 carry over | | |
| 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: |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Start the Golden Mile initiative for all children in KS1 and EYFS (Term 2) • Conduct 2 measurements in Term 2 and Term 6 (COVID permits) | - Organise with Premier Sports - Ensure all teachers are completing Golden Mile every day. | £475 | - Children compete in GM each day with support of class teacher. - Children getting an additional 25 minutes of physical activity a week. - Children enjoy is (childs voice) | - Ensure do 2-minute test at the start and end of the year to check improvement. - Have weekly competition between classes to ensure each class is always doing it. |
| Healthy schools week – term 6 | - Invite different professions into school to promote being healthy e.g. Salisbury FC - Provide the children with different activities to promote health and wellbeing. | £300 | - Children involved in 'Harnham Olympics'. All classes did a sport each day along with 2 sport workshops. - Each child understood ways of being healthy and keeping fit. | - Term 6 2022 – Annual sports/healthy schools week again. - Get local clubs in to support. |
| Provide all year groups with opportunities to participate in weekly forest school sessions | - Employ a forest school leader for 3 days a week | £12000 | - All children involved in high skilled level forest activities for a morning and/or an afternoon ensuring a more varied physical environments. | - To be involved with EYFS forest school aswell. - Train up teachers own forest school skills from forest school leader. |

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| After school clubs Year 1 and 2 | - Premier sports to deliver a variety of after school clubs to KS1. | £3000 | - Not completed due to COVID-19 | - Engage with premier sports to come to school if COVID guidelines approve. |
| 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: |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| In celebration assembly every week have an outstanding sportsperson award to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies. | - Achievements celebrated in assembly with the use of a trophy to keep in class for the week, certificate to take home. | £80 | - No whole school assemblies took place due to COVID-19. - EYFS had a 'Sportsperson' of the week in each assembly to encourage this in PE lessons. | - In staff meetings, discuss next week 'Sportsperson' for celebration assembly. They receive the trophy for that week and a certificate. - Use of correct terminology in PE lessons. |
| To work towards gaining a PE award in school. Youth Sports Trust Membership - Premium | - PE lead to find suitable award for an infant school. - Share progress with staff. - Work towards this award. - Premium membership to develop subject lead and to pass this onto other staff | £1155.00 | - Gained Bronze level award in April 2021 – working towards Silver for April 2022. - PE leader trained up through watching 6 different webinars and forums. | - Premium membership not needed again – can lower down to basic membership to allow for award and for support from YST. |
| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | 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: |
| Go Noodle into the classes. | - Ensure children are completing a minimum of 2 GoNoodles a day to allow them to have | £0 Free resource | - All children involved in Go Noodle in classes. - PE leader checked frequently in | - Continue using free resource in classrooms for transitions and breaks. |

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| | <ul style="list-style-type: none"> - breaks in-between sessions. - Ensure all staff have a log in to Go Noodle and are aware of how to use it. | | <p>staff meetings to ensure staff were completing a minimum of 1 a day (extra 12-20 minutes of physical activity a week).</p> | <ul style="list-style-type: none"> - Ensure new staff using this also. - Check ALL staff and using this – termly update of how many ‘minutes’ complete. |
| Re-purchase the PE scheme – PE hub | <ul style="list-style-type: none"> - Re-purchase PE scheme (October) following feedback from staff. - Support for the teachers to be able to achieve good quality PE lessons | £280 | <ul style="list-style-type: none"> - Staff have really benefited from the lessons from the PE hub and often say how good it is for the children. - Child voice show they are also enjoying resource. | <ul style="list-style-type: none"> - Re-purchase for next year. - Create binders of each unit to save on printing paper. |
| Provide teachers with CPD for teaching PE. This will allow teachers to gain confidence to teach good quality PE to the children. | <ul style="list-style-type: none"> - Increased outcomes for children in PE. - Liaise with local sports coaches (premier sport) and arrange for them to teach lessons whilst teachers observe OR courses online for teachers to do. | £500 | <ul style="list-style-type: none"> - Due to COVID-19 restrictions, this was not able to be fully achieved. - Completed PE coaching for 4 weeks with another teacher. | <ul style="list-style-type: none"> - Carry this on for next year in order to support staff and develop NQTs. |
| Provide PE subject leader with release time to monitor PE lessons from Term 2 onwards (if COVID allows). | <ul style="list-style-type: none"> - Accountability on teachers for high quality lessons in PE. - Gain cover for the class teacher to go observe lessons. - Use the ‘coaching’ process when giving feedback to staff. | £500 | <ul style="list-style-type: none"> - Released for subject time but unable to join lessons. - Used coaching sessions to coach in PE successfully. | <ul style="list-style-type: none"> - Allow more time out for PE leader to observe lessons and have other teachers released to watch subject leader teach. |
| Staff PE kit | <ul style="list-style-type: none"> - Purchase extra PE kit for new staff and incase of wear and tear of old equipment. - Ensure staff know to wear kit whenever doing PE lessons and sporting activities. | £400 | <ul style="list-style-type: none"> - No new staff required new PE kits. - Staff still wearing kit and feeling more ‘sports like’ when wearing it | <ul style="list-style-type: none"> - New staff started and may require new kit. - Winter coat? |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
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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: |
| - Liaise with local sports specialists to arrange sessions for children of sports that they might not have tried before. e.g. Yoga, Zumba, multicultural dance, Archery and fencing. | - Liaise with external agencies | £1000 | - In sports week ALL children had the opportunity to be involved with hula hooping and boxercise workshops. - Children and staff engaged in workshops and exploring different sports that isn't the 'usual' type. | - Have different workshops for next years sports week. |
| - Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. | - Buy new outdoor games for children to access at playtimes and lunchtimes - Provide storage for the sheds to make them easily accessible for children. | £100 £184 £40 | - Storage in the sheds has allowed staff to get of equipment easier and allow children to be trained to put away equipment for responsibility. | - In terms 2 and 4, in Staff meetings ask staff if any other equipment is needed. |
| Key indicator 5: Increased participation in competitive sport | | | | 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: |
| - All children to be involved in intra-school competitions within school, in year groups. - EYFS to showcase gymnastics/dance for each other in Term 2,3 and games | - Sporting event to happen in Term 6 with all year groups mixed (if COVID allows – if not keep in year groups. | £100 | - EYFS showcased in classes due to time constraints in Terms 2/3. - Sports week allowed all Year groups to support own year groups in Sporting activity to | - Intra-school competitions in year groups/whole school in Term 5/6. - More opportunities for Year 2 to be involved in competition. |

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| in Term 6. | | | improve sportsmanship. | |
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