



Harnham Infant School

Sports Funding

2018-2019

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:
New PE scheme purchased to help support all year groups in consistently teaching good PE lessons. Exposing children to a variety of different sports. Dance CPD to help support teachers.	Dance scheme to help support the progress of teachers.

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.

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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: 2018/19		Total fund allocated: £17,730	Date Updated: 1 st February 2019/17 th June 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:
				7%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Introduce the Golden Mile initiative for all children in KS1 <ul style="list-style-type: none"> • Conduct baseline measurement for all children plus measurement at end of T6 	<ul style="list-style-type: none"> - Organise training with Premier Sports - Identify and measure course - Current Year 1 and Reception to complete baseline. 	£550	<ul style="list-style-type: none"> - Baseline assessment will give us the evidence to then support the impact for the next academic year. - Giving children the opportunity to spend an extra 10 minutes a day outside being physically active. 	<ul style="list-style-type: none"> - Golden mile should continue. - Introduce EYFS to begin to take part (after Christmas, to allow them to settle in)
Buy all children in the school a skipping rope so that they can learn to skip.	<ul style="list-style-type: none"> - Each class teacher to introduce the initiative and explain what we are doing for the children. - Skippy John to come into school and teach children. 	£250 £500	<ul style="list-style-type: none"> - Children being able to use the ropes at break times and lunch times. - Skippy John to come into school to teach children skills that they can then use in the future. 	<ul style="list-style-type: none"> - Skipping ropes to be continually monitored to check for wear and tear. New ones to be ordered if needed. - Complete sponsored skip again next year.

Allow children access to a qualified Dance teacher for 2 terms during the academic year.	- Employ Gemma Rose to cover dance	£0 Due to PPA cover	- Children were able to learn set dance pieces and skills. - Children feel more confident in dance.	- To use dance teachers to help support teachers in order to upskill them.
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: 10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Invite an Olympic athlete into school to inspire children, they could be an Olympian one day.	- Organise through Team Super sports. - Allow children to take home a photo of them with the athlete.	£400	- Children were able to work with an Olympic athlete, have a photo and have an inspirational assembly. - Impact: Children were inspired and wanted to be more involved in athletics.	- To complete again next year. Try to get a different athlete with a different sport.
Hula hooping workshop for the children	- Hula hoops to be purchased when buying resources - Hula hoop workshops to be arranged through Hula company	£395	- Children were able to be introduced to a new sport that they had not had before and were able to learn new skills linked to this. - This was able to give children an opportunity to shine in a different sporting context.	- Continue next year to support PE in different ways being supported.
Climbing wall – Outside company to erect a temporary climbing wall onto the playground.	- Improve children’s gross motor skills. - Spark an interest in a child, to continue climbing as an extra-curricular activity	£350	- Unable to complete due to building works.	- Aim to complete for the academic year 19/20.

Fencing	<ul style="list-style-type: none"> - Have a fencing coach come into school. - Teach Year 1 fencing skills 	Free	<ul style="list-style-type: none"> - Children were inspired and loved the sessions. - Staff noted how engaged the children were and how they wanted to do more 'different sports'. 	<ul style="list-style-type: none"> - To come into school next year and teach all year groups.
Mini scooters	<ul style="list-style-type: none"> - Purchase mini scooters for EYFS forest school - Use scooters consistently to develop balance skills 	£995	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - All children in all year groups to have an opportunity to use mini scooters.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				42%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
- PE Lead to attend Annual Fortius Conference to network with other PE co-ordinators and companies that provide support to schools.	- Attend conference and arrange supply.	£150		- To be actioned next year.
Introduce Go Noodle into the classes.	<ul style="list-style-type: none"> - Children to complete a minimum of 2 GoNoodles a day to allow them to have breaks in-between sessions. - Ensure all staff have a log in to Go Noodle and are aware of how to use it. 	£0 Free resource	<ul style="list-style-type: none"> - Children completed a minimum of 2 GoNoodles a day. - Impact is that children are able to have brain breaks in-between sessions to allow them to focus more. 	<ul style="list-style-type: none"> - Possibility of paying for school account access to gain videos linked to other areas of the curriculum. - Sustainable as the teachers decide when to complete go noodles and for how long.
Purchase the PE scheme – PE hub	<ul style="list-style-type: none"> - 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 are given a structured set of lessons to follow in order for children to develop a certain set of skills linked to the PE topic. - Impact: children are able to learn progressively in the correct order. 	<ul style="list-style-type: none"> - Feedback from staff suggests this is good for small steps in gaining the skills for PE. - Purchase again for next academic year.
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 	£1500	<ul style="list-style-type: none"> - Quality first teaching of PE - Increased staff confidence - Increased activity in PE lessons. - Teachers now know how to 'teach skipping' - Teachers understand the skills of dance development. 	<ul style="list-style-type: none"> - Complete re-training with dance and gymnastic for all teachers next year. - Engage in more coaches to deliver CPD on a range on PE skills.
Provide PE subject leader with release time to monitor PE lessons.	<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. 	£1000		<ul style="list-style-type: none"> - Sustainable for next year to ensure teachers are up to date on skills for PE. - Complete earlier on in the year to ensure can be

	<ul style="list-style-type: none"> - Use the 'coaching' process when giving feedback to staff. 			achievable.
Staff PE kit	<ul style="list-style-type: none"> - Purchase a t-shirt and hoody for all staff members. - Ensure staff know to wear kit whenever doing PE lessons and sporting activities. 	£516.66	<ul style="list-style-type: none"> - Staff feel that are 'part of a team' and feel 'more responsible for teaching a good PE lesson'. - Children know they are having a PE lesson and can see the adult is making PE important. 	<ul style="list-style-type: none"> - Buy reserve hoodies and t-shirts for new staff member or for when hoodies become too worn.
Dance sound system for the hall	<ul style="list-style-type: none"> - Talk to a variety of companies to find the best sound system. - Purchase sound system and install into hall. - Use in PE lessons for videos and music. 	£4205	<ul style="list-style-type: none"> - More opportunities for songs to be played to encourage a range of dancing for cross curricular topics. - Children have been able to watch a demonstration of gymnastics of a large screen to show simple steps. 	<ul style="list-style-type: none"> - Maintain use of system and making sure teachers know how to use equipment successfully for PE.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				31%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Liaise with local sports specialists to arrange sessions for children of sports that they might not have tried before. e.g. Yoga (KC), Zumba (BB), multicultural dance (BM), Archery and fencing (Premier Sports), Inspired Sports. 	Liasie with external agencies	£1000	<ul style="list-style-type: none"> - Children have had the opportunity to do hula-hooping, fencing, Frisbee, archery, multi-sports and skipping to broaden their sporting experience. - Children are engaged and will show skills learn in the programme. 	<ul style="list-style-type: none"> - Continue for next year to show a range of sports. - Introduce different sports e.g. rock climbing.

<ul style="list-style-type: none"> - Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. 	<ul style="list-style-type: none"> - Buy new outdoor games for children to access at playtimes and lunchtimes - Provide storage shed for games to make them easily accessible for children. - Purchase new equipment for PE lessons and lunchtime. 	<p>£3000</p>	<ul style="list-style-type: none"> - Premier sport have been delivering lunch time clubs to children. - Children are now getting a wider range of experiences to help their basic skills. - New sheds have been bought so equipment is more easily accessible for all children. - Children have been able to use a range of new equipment to help developing their understanding of sports and the differences between sports. 	<ul style="list-style-type: none"> - Discuss with staff and children what equipment they believe is missing. - Purchases any equipment that is not available. - Use equipment for lunchtimes.
<p>Give all KS1 children the opportunity to participate in multi skills after school club</p>	<p>Organise multi skills after school club</p>	<p>£1500</p>	<ul style="list-style-type: none"> - Children have been completed multi-skills club all year and the club is 80% full. - Children have been exposed to a variety of sports. 	<ul style="list-style-type: none"> - Continue with more after school clubs next year to provide children with more opportunities. - Next steps: linking this to forest school activities.
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</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>
<ul style="list-style-type: none"> - 30 children from KS1 attended the FUNdamentals festival with other local schools 	<ul style="list-style-type: none"> - book supply and coach 	<p>£150</p>	<ul style="list-style-type: none"> - Contacted Salisbury School liaison but KS1 had already gone. 	<ul style="list-style-type: none"> - Ensure booked onto festival for next academic year.