



PE Development Plan 2019/20

Wallace Fields Infant School & Nursery



At Wallace Fields Infant School, we believe P.E. & Sport plays an important role in making our vision statement a reality for every pupil, with the potential to change young people's lives for the better.

We are committed to using this resource in developing **high quality PE lessons**, alongside greater opportunities for sporting competitions and clubs for all our young people.

Sport Premium Grant:

Funding for schools will be calculated by the number of primary aged pupils between the ages of 5 and 11.

WFIS funding:

Total no. of infant aged pupils between the ages of 5 -7 (2018): **120**

Total amount of Sport Premium Grant received (2018): **£16,000 approx.**

Key achievements to date:	Areas for further improvement and baseline evidence of need:	Actions - What the actions will be and involve
<ul style="list-style-type: none"> We retained a 2 star mark status. Improved enthusiasm for some pupils who had opportunities to take part in a lunch time Boccia club. Growing confidence of new and existing teachers with the introduction of PE hub planning. 	<ul style="list-style-type: none"> Implement the daily mile scheme into the school day to improve the engagement of all pupils in regular physical activity. Provide after school clubs run by assistant teachers to broaden experiences of a range of sports for children. Provide teachers and HLTAs with CPD opportunities to teach a wider variety of sports to all children within the school (See Active Surrey website for CPD opportunities). 	<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity - This action is going to aim at all pupils to ensure they have the minimum 30minutes of activity per day. This will also be targeting the SEND children, less active children, specifically those with difficulty with fine and gross motor skills and children who may be overweight or at risk of becoming overweight.</p> <p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement - This action is aimed at ensuring children have an active lifestyle which will also help to improve concentration and health.</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport - This action is to ensure that staff feel confident and passionate about PE to help increase their own passion for the subject as well as pass this enthusiasm on to the children they teach.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils - This action is to help children to see the different sports they could take part in as they grow up as well as broaden their skills and enthusiasm for a broad range of sports.</p> <p>Key indicator 5: Increased participation in competitive sport - This action has been chosen so that all children can have the opportunity to take part in competition both between schools and within school so that they have some experience before they go into</p>

Action Plan and Budget Tracking

Academic Year: 2019/20		Total fund allocated: £		Date Updated:	
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/ Steps to Success:	Funding allocated:	Evidence:	Success Criteria	Sustainability and suggested next steps:
<p>Ensure all children participate in daily activity to improve concentration throughout the school day.</p> <p>Encourage children who are less active and who have low self-esteem to participate in sport.</p>	<ul style="list-style-type: none"> MS to organise timings for each class to participate in daily mile on playground with teachers. Ensure this is up and running by the end of Autumn 1. When daily mile is not suitable (weather conditions), MS to speak to JH and NM about using the 5 a day scheme. Provide teachers with 5 a day login that they can use each day with children. HLTA's to lead on continuing Boccia Club each lunch time that was started at the end of Summer 2. HLTA's to keep a record of children participating for monitoring impact. AT who ran club last year to train HLTA's in providing this club. MS to gain list of children who have already taken part in Boccia in Year 1 and 2 to provide new children with this opportunity. Teachers to provide MS with list of new children who they would like to see join in with Boccia club. HLTA's to provide training on playground games and to decide on activities to run outside at lunch times for children to access e.g. skipping, what's the time Mr Wolf etc. 		<p>Observations of daily mile taking place.</p> <p>Pupil and teacher voice at the end of Autumn 2 to identify the impact that the daily mile is having on children.</p> <p>Teacher survey on the impact and usage of 5 a day in their class and impact it's having on children.</p> <p>Pupil voice at end of Autumn 2 to identify impact of Boccia.</p> <p>HLTA's to observe SCL to ensure extra PE activities are taking place for identified children.</p>	<p>Children are able to run a longer distance or complete the mile in a shorter time over the course of the year demonstrating improved levels of fitness.</p> <p>Children participating in Boccia will speak positively about the game demonstrating raised self-esteem.</p> <p>With structured games at play times and lunch times, teachers will report that children come back in from playtimes more focused and ready to learn.</p> <p>Playtime pals supporting these games will feel more empowered as leaders of the school.</p> <p>Gross motor skills will</p>	<p>Playtime and lunch time behaviour has improved greatly due to more structure and choice of activities at play times and lunch times.</p> <p>Extra activities have been introduced to the lunch time rota such as skipping and what's the time Mr Wolf lead by different adults which has kept children engaged during lunch time.</p> <p>Teachers have reported that children are more focused and calm once returning from lunch time play due to more structure within games.</p> <p>Teachers have reported that the Year 2 play time pals feel more empowered due to their support of activities during lunch time. This has greatly improved behaviour.</p>

	<ul style="list-style-type: none"> Play time pals to assist AT's running these outside games (e.g. getting out and putting away activities). HLTA's to devise timetable of lunch time games with ATs. HLTA's to source activities needed. Resources to be purchased to assist AT's with lunch time games. MS to gain list from T's of children who would benefit from extra PE activities (gross motor, team work etc). SCL coaches to teach extra PE activities for identified children. 			be improved in children who receive extra PE sessions from SCL coaches.	<p>One playtime pal explained "I like being the oldest and helping the Reception children with their skipping. At the start not many of them could skip and now I've helped them lots of them can!"</p> <p>Gross and fine motor data from children within the Early Years has improved due to extra SCL PE sessions with less children requiring gross and fine motor interventions from school adults.</p> <p>Next steps: Daily Mile and Boccia to be a focus for Autumn Term 2020-2021.</p>
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:	Success Criteria:	Sustainability and suggested next steps:
Raising the profile of PE for all children especially through dance. (SDP)	<ul style="list-style-type: none"> PE board in hall to be updated with outside sporting achievements of children as well as upcoming sporting events and lunch time clubs/activities available. Teachers to ensure the LO and success criteria for their PE lesson is written on PE board in hall and shared with children. Teachers to ensure trainers are worn when teaching any PE lesson. Teachers to be provided with staff PE polo shirts to be worn during PE lessons. 		<p>Observations of PE lessons to ensure staff members are wearing trainers when teaching PE.</p> <p>Observations of PE lessons to ensure LO and success criteria is being used.</p> <p>Pupil voice on the impact of Dance</p>	<p>Children will feel more knowledgeable about the skills they are learning in PE, as a result of receiving the learning objectives each lesson. This will be reflected during pupil voice sessions with MS on PE lessons.</p> <p>Children's understanding of movement and fitness</p>	<p>Following the Dance Jam workshop and Diwali Dance workshop teachers now feel more confident in the components needed to teach a dance lesson with suitable and fun warm up and cool down activities for their year group as well as possibilities to extend and support children where necessary.</p>

	<ul style="list-style-type: none"> • Around the World Assembly to celebrate National Sports Week (to be led by MS) - 24th-28th June 2020. • During RS's Friday assembly, outside sports achievements (WFIS has talent) to be shared and celebrated. • MS to email Dance Jam to ensure they have confirmed a date (Autumn 2) and timetable for them to come into WFIS and teach a workshop for all children within the school including Nursery. 		Jam.	will be improved as a result of Dance Jam.	Children thoroughly enjoyed the school's 'Virtual Sports Week' and learnt lots of new skills including different jumps and ways to throw and catch a ball. Children were able to explain the differences between under arm and overarm throwing as well as how to complete a tuc jump.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation:
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence:	Success Criteria:	Sustainability and suggested next steps:
Improved quality of children's physical education in KS1 to ensure they are confident and competent	<ul style="list-style-type: none"> • Teachers to observe SCL coaches once each half term to support their own confidence in teaching PE lessons - MS emailed teachers WB: 16/9/19 to explain this. • MS to ensure all T's observation forms are collected before October half term. • MS to attend CPD courses each term through Active Surrey. • MS to email T's a staff voice form to identify gaps for CPD support. • MS to use Active Surrey website to book T's and HLTA's onto courses to support their CPD. • PhysiFUN INSET training to be provided to all staff to support lunch time supervisors. 		Teachers SCL observations forms. Staff voice questionnaire.	Teachers will feel more confident teaching PE lessons after observing professional coaches teaching PE. Teachers and HLTA's will feel more knowledgeable when leading PE as a result of CPD courses.	<p>Half-termly observations of coaches has meant that teachers have gained a wealth of confidence. Following a recent staff questionnaire 90% of teachers felt more confident in teaching a progressive set of PE lessons, knowing how to build on skills each lesson.</p> <p>Next steps: To find and provide all staff with CPD opportunities in PE.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils					Percentage of total allocation:
					%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence:	Success Criteria:	Sustainability and suggested next steps:
Continue to develop our range of clubs and opportunities across the school.	<ul style="list-style-type: none"> AT to be paid to run after school skipping club for Year 1 and 2 children. Sports lead to keep records of children's attendance to clubs. MS to speak to Dance Jam to see if they can run an after school club for KS1 children. Pupil premium supported to access after school clubs. 		Pupil and AT voice of impact of skipping club. Club registers	Children's fitness and co-ordination levels will be improved as a result of skipping club.	<p>Children have thoroughly enjoyed skipping club with new children being allowed to go to the club each half term from year 1 and 2.</p> <p>Following a pupil voice based on skipping club 1 child explained "I'm really good at skipping now! I used to only do 10 skips and now I can do 100. I practice at lunch time too!" This proves fitness levels have been improved.</p> <p>Next steps: Continue skipping club and identify any other potential sports clubs that AT's can run after school.</p>
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:	Success Criteria:	Sustainability and suggested next steps:
A wider range of children participate in competitions (different children + more competition)	<ul style="list-style-type: none"> MS to attend half termly PE lead meetings to identify suitable competitions for KS1 children to participate in. MS to speak to TC to ensure subscription to Active Surrey Schools has been renewed so that MS can identify competitions for WFIS children to enter. 		Minutes from PE lead meetings. Booked competitions for KS1 teachers.	All children will feel confident and happy to participate in competitions for WFIS.	<p>Due to restrictions this year, children have been unable to compete in sporting competitions with other schools.</p> <p>Children thoroughly enjoyed virtual sports day and were awarded certificates for the most jumps etc completed in a minute. Children enjoyed the</p>

					<p>competitive element of this virtual sports week.</p> <p>Next steps: Ensure competitions have been identified and booked for children in this academic year.</p>
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