



PE Development Plan 2020/2021

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: £17,200

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| Key achievements to date: | Areas for further improvement and baseline evidence of need: | Actions – What the actions will be and involve |
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| <ul style="list-style-type: none"> We retained a 3 star mark status. Improved enthusiasm for some pupils who attended after-school sports clubs. Growing confidence of new and existing teachers with the continuation of PE hub planning. | <ul style="list-style-type: none"> Launch and maintain implementation of the daily mile scheme into the school day to improve the engagement of all pupils in regular physical activity. Provide teachers and HLTA's with CPD opportunities to teach and support mindfulness, mental health and well-being. Ensure SCL coaches are working in line with progression grids to ensure each year group are making progress and covering all sticky knowledge. | <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 30 minutes 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: 2020/2021 | Total fund allocated: £17,200 | Date Updated: 6 th July 2021 | | | |
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| 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: 35% |
| 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"> TR to organise a ‘launch day’ for the daily mile in order to raise its profile across the school. TR 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), TR 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 reintroducing Boccia Club each lunch time. HLTA’s to keep a record of children participating for monitoring impact. TR to liaise with HW about leading training for HLTA’s in providing this club. Teachers to provide TR with list of new children who they would like to see join in with Boccia club. AT’s to continue running playtime activities and ensure they remain high quality and a variety of games are available for children. 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. TR to gain list from T’s of children who would benefit from extra PE activities (gross motor, team work etc). SCL coaches will then deliver extra session at playtimes for those identified children. | <p>£500</p> <p>£500</p> <p>£400</p> <p>£450</p> <p>£600</p> <p>£1500</p> <p>£2000</p> | <ul style="list-style-type: none"> Observations of daily mile taking place. Pupil and teacher voice at the end of Autumn 2 to identify the impact that the daily mile is having on children. Teacher survey on the impact and usage of 5 a day in their class and impact it’s having on children. Pupil voice at end of Autumn 2 to identify impact of Boccia. HLTA’s to observe SCL to ensure extra PE activities are taking place for identified children. | <ul style="list-style-type: none"> 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. Children participating in Boccia will speak positively about the game demonstrating raised self-esteem. 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. Playtime pals supporting these games will feel more empowered as leaders of the school. Gross motor skills will be improved in children who receive extra PE sessions from SCL | <p>Daily Mile has been successfully implemented into the school day in all year groups. Monitoring by the PE lead shows that all children are participating in daily exercise.</p> <p>Pupil voice: Reception – ‘I get less tired doing the Daily Mile now!’ Year 1 – ‘My heart beats rally fast when I run for that long! I am getting faster though.’ Year 2 – ‘I know it is important to exercise everyday so the Daily Mile makes sure I do!’</p> <p>Next step: Wellbeing faculty to ensure that the Daily Mile continues to take place across the school in the next academic year.</p> <p>The PE scheme, ‘GetSet4pe’, has short, 10 minute indoor active sessions that can be used instead of the Daily Mile if the weather conditions do not permit. PE lead shared this with teachers at staff during a summer term staff training session.</p> <p>Next step: Well-being faculty to email the link to this section out to class teachers to ensure they are aware of</p> |

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| | | | | <p>coaches.</p> | <p>this resource bank.</p> <p>This year, due to COVID 19 restrictions, playtimes have been running differently with reduced staffing and so Boccia has been unable to happen successfully. Next step: Well-being faculty to discuss Boccia implementation with identified assistant teacher. Ensure the equipment is still available and train a range of staff so they can support children to participate regularly.</p> <p>Children have enjoyed having a range of resources to play with and use at playtimes/lunchtimes. Observation by the PE lead and discussion with staff has demonstrated that we are seeing children being active when outside the classroom. Assistant Teachers have commented on how the playtime equipment has helped to ensure majority of children remain engaged in a physical activity of some sort. Next step: When playtimes are back to being Key Stage groups, Assistant Teachers to begin running playtime activities and ensure a variety of games are available to children. Ensure that the playtime equipment available is of a high standard to continue the positive effects this has had.</p> <p>PE coaches to continue to deliver extra sessions to support specific children's skill development. (gross motor, team work, etc.) Well-being faculty to ensure that these are of</p> |
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| | | | | | high-quality and that they are targeted to the individual needs of the children. |
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| 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: 8% |
| 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 with a focus on mindfulness and improving mental health and wellbeing. | <ul style="list-style-type: none"> TR to investigate Active Learn. Complete two week free trial and discuss moving forwards. 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. Around the World Assembly to celebrate National Sports Week (to be led by TR) – 21st-24th June 2021. During RS’s Friday assembly, outside sports achievements (WFIS has talent) to be shared and celebrated – link to daily mile. Daily mile achievements to be shared in the newsletter so that it is of a high profile and parents are aware it is happening. TR to organise ‘Mindful Minis’ workshop for Autumn 1. T’s to evidence once a half term in topic books to show the new curriculum coverage. This should be a photo/QR code and a context sticker about what they have been learning that half term. TR to email teachers at the start of Autumn 1 to highlight this. | <p>£200</p> <p>£150</p> <p>£100</p> <p>£100</p> <p>£100</p> <p>£200</p> <p>£500</p> | <ul style="list-style-type: none"> Observations of PE lessons to ensure staff members are wearing trainers when teaching PE. Observations of PE lessons to ensure LO and success criteria is being used and shared with the children. Newsletter daily mile celebrations Pupil voice about Mindful Minis. Book looks. | <ul style="list-style-type: none"> Children will feel more knowledgeable about the skills they are learning in PE and their use of key vocabulary will improve, as a result of receiving the learning objectives each lesson. This will be reflected during pupil voice sessions with TR on PE lessons. Children will have more strategies to use when feeling anxious and thus mental health and wellbeing will improve due to the workshop with Mindful Minis. Curriculum coverage will be apparent from the children’s topic books. | <p>Lesson observations have made it apparent that teachers are now ensuring they write the LO and success criteria up on the board in the hall (when PE is taking place inside). The LO is shared with the children to ensure they are aware of the focus.</p> <p>Next step: This must continue next year. The LO and SC is listed on every lesson plan from GetSet4PE. Well-being faculty to remind staff and monitor.</p> <p>Following teacher voice, it was agreed by SLT that teachers can and should wear PE appropriate clothing and footwear when teaching PE lessons. Following further observations, it is clear that teachers are doing so weekly and are happy with this change.</p> <p>‘It makes a huge difference being able to wear sportswear when teaching PE. It makes it easier to demonstrate what we are learning.’ – EC</p> <p>The Mindful Minis workshop was a success. Pupil voice evidence (taken from action and impact statement Jan 2021):</p> <p>Year 1 – I liked the ‘snake’ breathing. That is what I like to do when I get cross.</p> |

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| | | | | | <p>Reception – I was sleepy when we were lying down. I felt nice.</p> <p>Year 2 – Doing yoga makes me feel really calm and relaxed. I could do this when I feel too busy.</p> <p>Next step: The well-being faculty will be looking into having further involvement with this company over the next academic year.</p> <p>Teachers are beginning to provide evidence of PE learning in journals</p> <p>Next step: Wellbeing faculty to ensure reminders are sent out to class teachers each half term next academic year.</p> |
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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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| | | | | | 47% |
| 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 qualified sports coaches once each half term to support their own confidence in teaching PE lessons – TR to email teachers at the start of Autumn 1 to emphasise this. TR to ensure all T’s observation forms are collected before October half term. TR to attend CPD courses each term through Active Surrey. TR will then feedback any important training points to class teachers. TR to email T’s a staff voice form to identify gaps for CPD support at the start of Autumn 1. TR to use Active Surrey website to book T’s and HLTA’s onto courses to support their CPD – link to the staff voice form as previously stated. PhysiFUN INSET training to be provided to all staff to support lunch time supervisors. | <p>£6,150</p> <p>£100</p> <p>£600</p> <p>£100</p> <p>£200</p> <p>£1000</p> | <ul style="list-style-type: none"> Teachers SCL observations forms. Staff voice questionnaire. CPD course dates | <p>Teachers will feel more confident teaching PE lessons after observing professional coaches teaching PE.</p> <p>Teachers and HLTA’s will feel more knowledgeable when leading PE as a result of CPD courses.</p> | <p>Due to the impact of the Spring lockdown, teachers have had fewer opportunities to observe SCL, however, all teachers had at least 3 opportunities. Chargeable sports coaches attended weekly in 20-21</p> <p>Next step: This will be a key focus area come 21/22 in order to support staff development. We are looking at ways to strengthen further the expertise of our sports coaches in the next academic year.</p> <p>PE lead has secured a new PE planning scheme, ‘GetSet4PE’. All staff had successful training so we are ready for successful implementation</p> |

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| | | | | | September 2022. Due to COVID 19, playtime supervisors have not had training as playtimes are being held in a different way to usual. Next step: Well-being faculty to arrange training for lunchtime staff using the GetSet4PE resources in the next academic year. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | | Percentage of total allocation: 8% |
| 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"> Sports lead to keep records of children's attendance to clubs. TR 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. Ensure a variety of workshops occur throughout the year to further enhance the curriculum. | £100 - £500 £750 | <ul style="list-style-type: none"> Pupil and AT voice of impact of skipping club. Club registers Pupil voice about workshops that have taken place | <ul style="list-style-type: none"> Children's fitness and co-ordination levels will be improved as a result of skipping club. | <p>PE lead organized mindful minis workshop which was a success (see above for pupil voice).</p> <p>PE lead organized dance workshop during the India topic. Pupils enjoyed learning traditional dance moves from a different culture as evidenced in learning journals.</p> <p>Pupil Voice: Year 1: It was fun to listen to the Indian music and learn how people in India like to dance. Year 2: Indian dancing is quite tricky as you have to listen to the beat of the music.</p> <p>Next steps: Well-being faculty to ensure further well-being workshops are taking place next year.</p> |
| Key indicator 5: Increased participation in competitive sport | | | | | Percentage of total allocation: 2% |
| 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 | <ul style="list-style-type: none"> PE lead to attend half termly PE lead meetings to identify suitable competitions for KS1 children to participate in. | £200 | Minutes from PE lead meetings. Booked competitions for | All children will feel confident and happy to participate in competitions | Due to COVID 19, PE lead meetings have been scarce and inter-house competitions have been unable to |

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| (different children + more competition) | <ul style="list-style-type: none"> PE lead to speak to TC to ensure subscription to Active Surrey Schools has been renewed so that TR can identify competitions for WFIS children to enter. | £200 | KS1 teachers. | for WFIS. | <p>happen.</p> <p>Next steps: Well-being faculty to ensure Active Surrey Schools is renewed in the next academic year so that competitions can be identified when they are running again.</p> |
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