

PE and Sports Premium Funding Ladysmith Infant School 2018-2019				Total funding (approx) £	
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/ Intended impact on pupils	Actions to Achieve	Planned Funding	Evidence	Actual Impact	Sustainability/ Next Steps
<p>Increase in pupil's activity levels during break and lunchtimes through the Opal Play Project</p>	Continue to employ a Play Leader to oversee all MTA's, storage and spare parts and widen the play area to Forest School.	JG Salary	Children spend 1.4 years of their primary education in playtime and it needs proper planning. Changes in culture and society have led to "play poverty" Play has a direct impact on physical development co-ordination and fitness.		
<p>Increase the range of activities that chd choose to take part in during play and lunchtimes</p>	<p>To improve the playground area, including building a sandpit and zoning parts of the playground to include water play, messy kitchen</p> <p>To improve the storage systems of loose parts in the playground to allow children to have easy access</p>	<p>Messy Kitchen Grass Area around sandpit.</p> <p>Build new storage solutions in current sheds x2</p>	Research shows that children using green spaces are more creative and play imaginatively and collaboratively.		

	<p>To regularly update the loose parts with building materials and visits to the scrap store</p> <p>To update bikes for use in EYFS and during lunchtimes, including balance bikes</p>	<p>Building materials, wooden planks, tyres etc..</p> <p>RABO Balance Bikes</p>	<p>Lorraine Maxwell-The Effects of play equipment and loose parts research found that constructive play behaviour increased by encouraging dramatic play, communication and negotiation skills.</p>		
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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 %	
School Focus/ Intended impact on pupils	Actions to Achieve	Planned Funding	Evidence	Actual Impact	Sustainability/ Next Steps
To enable identified chd to manage their feelings and behaviour	School Sports Coach to work with identified chd at lunchtimes and in the afternoons to work on their social skills and provide them with opportunities to develop confidence	JR –part of salary	Progress is identified through the Learning Behaviour Profiles and their THRIVE assessments.		
To enable identified chd to develop their motor skills	Fun Fit programme led by trained teachers to target identified children to develop their co-ordination and posture.	Part of HLTA Salary Resources to support the Fun Fit Programme.	Movement and coordination are an essential part of a child or young person's daily life, allowing them to take part in activities such as getting dressed, playing with friends, carrying objects, running and walking.		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation %	
School Focus/ Intended impact on pupils	Actions to Achieve	Planned Funding	Evidence	Actual Impact	Sustainability/ Next Steps
To develop and maintain staff confidence in PE	Teachers are upskilled and confident to teach high quality PE lessons by observing high quality games sessions with the sports coach.	JR part of salary	Staff questionnaires on their levels of confidence Lesson observations show that children have access to high quality PE lessons.		
	Teachers are given the opportunity to work with a Dance, gymnastics, tennis and athletics specialists as part of their own CPD	REL P.E CPD	Feedback to staff on CPD		
	Ensure that high quality resources are available for every child during every PE lesson, including mats and balls.	Regular update of PE equipment.	Regular PE audit of equipment		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation %	
School Focus/ Intended impact on pupils	Actions to Achieve	Planned Funding	Evidence	Actual Impact	Sustainability/ Next Steps
<p>Pupils have the opportunity to experience a range of enriching activities</p>	Curriculum Planning Days are used each half term to give pupils the opportunity to experience a wide range of physical activities.	JR part of salary Specialist sports coaches-dance, yoga & Go Active,	Curriculum Planning Days offer opportunities to try a range of new activities outside the classroom.		
<p>Increase in % of pupils attending an extra- curricular sports club</p>	<p>Sports Coach to deliver a range of clubs at lunchtimes and after school.</p> <p>Offering a wider range of clubs after school, including, dance, gymnastics, karate, football, yoga and multi sports.</p>	JR lunchtime payment/ afterschool club	<p>% of pupils attending an extra-curricular physical activity increases.</p> <p>Advertising of clubs is freely available on the school website.</p> <p>Analysis of extra-curricular club data with the aim to increase the % of chd attending extra -curricular ACTIVITIES</p> <p>Pupils and parents have a better understanding of healthy active lifestyles.</p>		