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| **PE and Sports Premium Funding Ladysmith Infant School 2018-2019** | | | | **Total funding (approx) £17760** | |
| **Key indicator 1:** The engagement of all 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 39 % | |
| **School Focus/**  **Intended impact on pupils** | **Actions to Achieve** | **Planned Funding** | **Evidence** | **Actual Impact** | **Sustainability/**  **Next Steps** |
| **Increase in pupil’s activity levels during break and lunchtimes through the Opal Play Project**  **Increase the range of activities that children choose to take part in during play and lunchtimes** | Employ a Play Leader to oversee all MTA’s, storage and spare parts and widen the play area to Forest School.  To improve the playground area, including building a sandpit and zoning parts of the playground to include a dance area , water play, small world and messy kitchen  To improve the storage systems of loose parts in the playground to allow children to have easy access  To regularly update the loose parts with building materials and visits to the scrap store  To update bikes for use in EYFS and during lunchtimes, including balance bikes | £6876 | 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.  Research shows that children using green spaces are more creative and play imaginatively and collaboratively.  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. | All children have at least 30 minutes of outdoor play per day.  Number of children working at ARE in Physical development across FS has increased:  ALL children from 54% to 64%  PPG children from 50% to 100%  SEND children from 0% to 25%  Zoning areas has been extended. | Next steps to extend area that children have available to the whole of the forest school area at lunchtime.  Boot stores required so that all children can access the area in all weathers.  Continued zoning of areas at lunchtimes. |
| **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 56 % | |
| **School Focus/**  **Intended impact on pupils** | **Actions to Achieve** | **Planned Funding** | **Evidence** | **Actual Impact** | **Sustainability/**  **Next Steps** |
| **To improve outcomes in % of children at ARE in communication and language in the Early Years**  **To enable identified children to manage their feelings and behaviour** | School Sports Coach to work with children in EYFS to develop their language skills through games  School Sports Coach to work with identified children in Year 2 first thing in the morning to work on their social skills and provide them with opportunities to develop confidence | £6529  Funfit HLTA:  £3,375 | Team games help children to develop their communication and social skills as well as learning ways to manage their feelings and behaviour.  Progress is identified through the Learning Behaviour Profiles and their THRIVE assessments. | All children on a Thrive programme have made progress from starting points.  Learning Behaviour Profiles – positive impact in terms of self esteem  Year 2 pupils begin the day ready to learn. | Focus on C&L to continue with use of Sports Coach across the school.  Has not continued. Focus shifted to individual children in Current Year 1. |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation 4 % | |
| **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.  Ensure that high quality resources are available for every child during every PE lesson | £740 | Staff questionnaires on their levels of confidence  Lesson observations show that children have access to high quality PE lessons.  Feedback to staff on CPD  Regular PE audit of equipment | PE sessions are high quality and popular.  Resourcing has included new mats for PE to enable use of both Hall and Canteen for after school clubs.  Children have greater access to a range of activities after school. | Staff questionnaires as part of whole school curriculum review to take place. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation 5 % | |
| **School Focus/**  **Intended impact on pupils** | **Actions to Achieve** | **Planned Funding** | **Evidence** | **Actual Impact** | **Sustainability/**  **Next Steps** |
| **Pupils have the opportunity to experience a range of enriching activities**  **Increase in % of pupils attending an extra- curricular sports club** | Curriculum Planning Days are used each half term to give pupils the opportunity to experience a wide range of physical activities.  Sports Coach to deliver a range of clubs at lunchtimes  Offering a wider range of clubs before and after school, including, dance, gymnastics, karate, football and yoga | Enrichment:  £490 Yoga  £160 dance  £300 archery | Curriculum Planning Days are themed with pupil and staff feedback  % of pupils attending an extra-curricular physical activity increases.  Analysis of extra-curricular club data with the aim to increase the % of children attending extra -curricular activities.  Pupils and parents have a better understanding of healthy active lifestyles. | Curriculum days always have a physical aspect and extend experiences for all children.  There has been an impact on lunchtime clubs since September by needs of a child with a physical disability.  More to do on work with parents on this aspect. | To continue, giving all children high quality, enriched experiences that develop their physical skills.  Continue to expand number of sports clubs on offer. |