

# Pinewood Infant School and Foundation Unit 2021 – 2022

## Sports Premium Plan



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| <p><b>Context:</b></p> <p>At Pinewood, we believe that physical education is an essential part of a child's educational development. We aim to develop a balanced program offering a variety of activities to enhance skills in physical education. Positive participation in physical education will enable children to build self-esteem, teamwork and positive attitudes in P.E. We have been using a wider variety of clubs to broaden children's experiences. The key skills and knowledge has been developed from F1 upwards so that progression in the curriculum can be seen and easily planned for. We are concerned about the effect of COVID lockdown on our children's health and fitness as all parks and outdoor exercise facilities were shut, although we set physical challenges and each child was sent to a P.E session weekly from F1 to Year 2.</p> | <p><b>We aim to:</b></p> <ul style="list-style-type: none"> <li>• Develop a love of physical activity and recognise that exercise is enjoyable.</li> <li>• Develop physical competence and confidence by developing fine and gross motor skills.</li> <li>• Understand what happens to your body during exercise and promote a healthy lifestyle.</li> <li>• Promote a positive mental attitude to support well-being of all children.</li> <li>• To build self-esteem through growing physical competence and to describe own achievements and that of others.</li> </ul>   |
| <p><b>Links to SIP 2021-22</b></p> <p>Priority 1: To Improve the attainment of our most disadvantaged pupils leading to a narrowing of the attainment gap.</p> <p>Priority 2: To continue to adapt our provision to meet the needs of the children post Covid.</p> <p>Priority 3: To ensure a smooth transition of the new EYFS curriculum.</p> <p>Priority 4: To ensure the well-being of all staff in difficult times.</p>   |  |
| <p><b>Key Achievements to Date</b></p> <ul style="list-style-type: none"> <li>• Higher involvement of children in adult led, structured sporting activities each play and lunch time.</li> <li>• Greater number of children involved in after school (and before school) sporting activities and clubs with a broader remit.</li> <li>• Monitoring of sports and physical education lessons with clear teacher-coaching to promote standards and share expertise.</li> </ul>   | <p><b>Areas for Further Improvement and Baseline Evidence of Need</b></p> <ul style="list-style-type: none"> <li>• Opportunities for staff professional development and fitness.</li> <li>• Further develop pupil voice to identify barriers to participation for reluctant children and to act accordingly to reduce those barriers.</li> <li>• Continue to increase the breadth of competitive sporting opportunities offered to children.</li> <li>• Further widen the range of sporting activities on offer to the pupils.</li> <li>• Pupil fitness and general stamina, and culture of sporting motivation.</li> <li>• Assessment system is reviewed.</li> <li>• Promote child wellbeing through exercise.</li> </ul> |
| <p>How much (if any) do you intend to carry over from this total fund into 2021/22?</p>  | <p>£12,000</p>   |
| <p>Total amount allocated for 2021/22</p>  | <p>£17,000</p>   |
| <p>Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.</p>   | <p>£29,000</p>   |

## Action Plan and Budget Tracking

| Academic Year: 2022/23  |  | Total fund allocated:   |   | Date Updated:   |   |
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| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school |  |   |   |   | Percentage of total allocation:         |
|   |  |   |   |   | £10800    37%                           |
| Intent  | Implementation   |   |   | Impact  | Sustainability and suggested next steps |
| <ul style="list-style-type: none"><li>• Improve children’s fitness and encourage life-long healthy lifestyles.</li><li>• Children are engaged in physical activity.</li></ul>   | <ul style="list-style-type: none"><li>• Next Level Sports to run a holiday camp for a two days a week in October half term, February and Easter.</li></ul> | <ul style="list-style-type: none"><li>• £2200 (based on £220 a day for 2 coaches)</li></ul> | <ul style="list-style-type: none"><li>• Children explore a wide range of new and exciting sports such as dodgeball, football, dance, gym, fencing, scooters, basketball, cricket, tennis and laser tag.</li><li>• Children to gain a lifelong love of sports and fitness.</li></ul> | <p><b>Spring Term</b></p> <ul style="list-style-type: none"><li>• P.E Shed sorted and restocked for the children. Children have been able to access different P.E equipment at play times.</li></ul> <p><b>Summer Term – Trim trail.</b></p> <ul style="list-style-type: none"><li>• Children have really enjoyed the trim trail. They enjoy going out for dinner times to use it.</li><li>• Children who attended holiday camp have engaged in a high level of physical activity</li></ul> <p><b>Next Steps</b></p> <ul style="list-style-type: none"><li>• Next level sports to do two clubs a week.</li><li>• Mr west to run cricket days in the holidays for PP children especially targeted for Sen/pp pupils.</li><li>• Dedicated active playgrounds.</li><li>• Aim for 80% of all KS1 children to attend AS club and 100% of PP children to attend – Action to continue with the promotion of clubs/sign up letters throughout the school.</li></ul> |   |

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| <ul style="list-style-type: none"> <li>• Improve children's fitness and encourage life-long healthy lifestyles.</li> <li>• To develop use of physical exercise as a method of supporting wellbeing.</li> <li>• Children gain a deeper understanding of how to keep themselves healthy.</li> </ul> <p><b>Ongoing throughout the year</b></p> | <ul style="list-style-type: none"> <li>• The Life Bus team to come into school during the Summer term.</li> <li>• FS1 and FS2 topic on keeping healthy.</li> <li>• School undertakes training and becomes part of the healthy school's programme</li> <li>• A family fun health day which will involve parents taking part with their child in sports activities, nature trails and smoothie making. Every family will receive a pack of information on active learning and healthy eating websites they can access at home and local sports clubs the pupils could join.</li> <li>• Children visit farms to understand healthy eating and its impact on their bodies.</li> </ul> | <ul style="list-style-type: none"> <li>• £600 Life bus</li> <li>• Cost if any of healthy schools programme .</li> </ul> | <ul style="list-style-type: none"> <li>• Children have developed awareness and know how to keep themselves fit and healthy.</li> <li>• Children are able to articulate this when asked.</li> <li>• Children are educated early on healthy lifestyles which will continue throughout their lives. This is becoming embedded and children can talk about healthy choices.</li> </ul> | <p><b>Autumn Term</b></p> <ul style="list-style-type: none"> <li>• EYFS Children learnt about the importance of Oral Hygiene. Children learnt how to look after their teeth properly through practicing and watching videos on the importance. This has been recapped throughout the term to highlight the importance of this.</li> </ul> <p><b>Summer Term</b></p> <ul style="list-style-type: none"> <li>• Healthy lifestyle week. Healthy eating – whole school made fruit salads/smoothies/kebabs.</li> <li>• Life Bus.</li> <li>• SCARF lessons.</li> </ul> <p>Children can explain what a healthy lifestyle looks like – These activities will continue next year.</p> |
| <ul style="list-style-type: none"> <li>• Children to be physically active throughout playtimes and lunchtimes.</li> <li>• To develop use of physical exercise as a method of supporting wellbeing.</li> <li>• All children regularly take part in physical exercise.</li> <li>• To improve children's fitness levels.</li> </ul>            | <ul style="list-style-type: none"> <li>• Trim trail in the outdoor area to be replaced with structures which encourage getting the heart rate up and physical strength.</li> </ul>  | <ul style="list-style-type: none"> <li>• £8000</li> </ul>   | <ul style="list-style-type: none"> <li>• Children are active during playtime and lunchtime with equipment that encourages improving physical strength.</li> </ul>  | <p><b>Autumn Term</b></p> <ul style="list-style-type: none"> <li>• Audit done on the outdoor equipment in sheds and other areas.</li> <li>• Equipment ordered to replace and improve the children's experiences.</li> <li>• Sport captain roles for the children to monitor the use of the equipment and to encourage children to use it on the playground.</li> </ul> <p><b>Spring Term</b></p> <ul style="list-style-type: none"> <li>• P.E Shed sorted and restocked for the children. Children have been able to access different P.E equipment at play times.</li> </ul> <p><b>Summer Term</b></p>  |

|   |  |  |  | <ul style="list-style-type: none"> <li>Trim trail has been amazing for the children and they have enjoyed using it correctly.</li> </ul>  |
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| <b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement   |  |  |  | Percentage of total allocation:   |
|   |  |  |  | £2100   |
|   |  |  |  | 7%  |
| Intent  | Implementation   |  | Impact   |   |
| <ul style="list-style-type: none"> <li>To promote healthy lifestyle choices.</li> <li>To provide opportunities for children to develop skills so they can play a variety of sports.</li> <li>To provide the children with self-esteem, confidence and self-belief.</li> </ul> | <ul style="list-style-type: none"> <li>Active activities will be promoted in Breakfast and After School club.</li> </ul>   | <ul style="list-style-type: none"> <li>£800</li> </ul> | <ul style="list-style-type: none"> <li>Children developed healthier attitudes towards physical.</li> <li>Children show positive attitudes towards the meaningful bursts of activity throughout the school day and are all engaged</li> </ul> | <ul style="list-style-type: none"> <li>Timetabled PE sessions such as yoga to give children power break to focus back to their work.</li> <li>SCARF sessions and Pinewood values have given more of a self-confidence and self-belief in the children.</li> <li>P.E reasons for resilience, self – belief and self-confidence when giving pinewood value of the week.</li> </ul> <p><b>Summer Term</b></p> <ul style="list-style-type: none"> <li>Healthy lifestyle week.</li> <li>Healthy eating – whole school made fruit salads/smoothies/kebabs.</li> <li>Life bus.</li> <li>SCARF lessons.</li> <li>P.E ideas given to breakfast club staff and dinner staff.</li> </ul> |
| <ul style="list-style-type: none"> <li>To increase the engagement of all pupils in regular physical activity. This includes involving parents and families in becoming more active with their children.</li> </ul>  | <ul style="list-style-type: none"> <li>Themed weeks were planned and delivered across school, these include 'Sports week' and healthy eating.</li> <li>Sports week introduced the children to a range of new sports and also encouraged families to get involved.</li> </ul> | <ul style="list-style-type: none"> <li>£900</li> </ul> | <ul style="list-style-type: none"> <li>The self-esteem of many pupils has improved as they have had chance to try out new things and share their successes.</li> <li>Include the council in decisions around sport themes etc.</li> </ul>    | <p><b>Spring Term</b></p> <ul style="list-style-type: none"> <li>Resilience programme for KS1 children. This is to promote self—esteem of children.</li> <li>Healthy week – raised money for MIND charity.</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>Focused sports activity each term can you think of one a term : winter Olympics/etc.</li> </ul>   |  |  | <ul style="list-style-type: none"> <li>The children really enjoyed trying the different sports. KS1 enjoyed doing archery which I will enquire about doing a club for next year.</li> <li>Sports day – all parents, staff and children joined in.</li> <li>School council are discussing if we should have Sports Captains next year.</li> <li>World cup theme in the Autumn term.</li> </ul>            |
| <ul style="list-style-type: none"> <li>To continue to recognise sporting achievements during the weekly celebration assembly, linked to the value of the week e.g. resilience to raise the profile of PE linked to lifelong learning.</li> <li>Sports week and Healthy week.</li> </ul> | <ul style="list-style-type: none"> <li>Dedicated section in assembly to promote upcoming sporting events and to celebrate sporting achievements.</li> <li>Photos on newsletter and website of all sporting events.</li> <li>Sports coaches to develop a Top Tips online video and information on the website.</li> </ul> |  | <ul style="list-style-type: none"> <li>Parent feedback highlights an understanding of the importance of the PE curriculum.</li> <li>Pupil and parent voice indicate awareness of sporting achievements.</li> </ul>   | <ul style="list-style-type: none"> <li>PE reasons for resilience, self – belief and self-confidence when giving Pinewood value of the week.</li> <li>Sports day was really good to encourage sporting achievement. Continue in 2022/23.</li> <li>Could use the sports captains.</li> <li>Continue to deliver termly PE assemblies to increase the role of PE and health in and out of school.</li> </ul> |
| <ul style="list-style-type: none"> <li>To keep updated with news and developments linked to PE.</li> </ul>  | <ul style="list-style-type: none"> <li>PE co-ordinator to have subject management time over the course of the year.</li> <li>To attend the Sports Conference and speak to other professionals.</li> </ul>  | <ul style="list-style-type: none"> <li>£400</li> </ul> | <ul style="list-style-type: none"> <li>Resources from the Youth Sports Trust to be used for CPD opportunities within school.</li> <li>Key updates to be shared with staff on a regular basis.</li> <li>Use of PE funding to be monitored and adaptations to be made when and where necessary.</li> </ul> | <b>Autumn Term</b> <ul style="list-style-type: none"> <li>After Attending the P.E conference and speaking to other P.E leads: actions were to join the districted games which we will be able to join competitions to encourage children to trail different sports.</li> </ul>   |

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| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b> | Percentage of total allocation: |
|  | £ 11154 38%                     |

| Intent  | Implementation  | Impact   |   |
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| <ul style="list-style-type: none"> <li>To improve teaching and learning in P.E Staff CPD.</li> <li>Increased confidence, knowledge and skills of all staff in teaching PE and sport.</li> <li>The engagement of all pupils in regular physical activity.</li> <li>Staff to feel confident in delivery of PE sessions in school.</li> <li>The profile of PE and sport is raised across the school as a tool for whole school improvement.</li> <li>All children regularly take part in physical exercise and are motivated.</li> <li>Increased participation in competitive sports.</li> </ul> | <ul style="list-style-type: none"> <li>Employ PE specialist through Next Level Sports to work 1.5 days a week in school.</li> <li>Supporting staff in lessons.</li> <li>Developing schemes of work and lesson plans.</li> <li>Supporting PE coordinator with curriculum mapping.</li> <li>Develop assessment scheme and ensure robust monitoring and timely interventions.</li> </ul> | <ul style="list-style-type: none"> <li>£8154</li> <li>Children to receive high quality PE lessons from a qualified coach which will impact on attainment at the end of KS1.</li> <li>Sessions to be good/outstanding and all children regularly engaged in physical activity in school.</li> <li>Staff to have observed and worked closely with a PE specialist have developed a scheme of work which can be used and built on in the future.</li> </ul> | <ul style="list-style-type: none"> <li>Listened to staff and looking at new sports coaches.</li> <li>Observations on the teachers show all staff feel confident in teaching P.E.</li> <li>Skills learnt for the children will be carried forward to next year.</li> <li>Skills learnt for the teachers are sustainable and used with their next classes.</li> <li>Teachers/TA have targeted group next year.</li> </ul> |
| <ul style="list-style-type: none"> <li>Focus on improving confidence to teach and plan high quality PE lessons.</li> <li>To build capacity with a sports apprentice to support daily PE focus.</li> </ul> <p><b>Ongoing</b></p>   | <ul style="list-style-type: none"> <li>Staff training on PE national college.</li> <li>All staff are trained in how to engage children in physical activities during morning and lunchtime play.</li> </ul>   | <ul style="list-style-type: none"> <li>SA:£3000</li> <li>Pupil voice shows that the majority of children partake in team games such as football, table tennis, basketball, led by trained support staff and other pupils during playtime and lunchtime play.</li> </ul>  | <ul style="list-style-type: none"> <li>Teachers have felt comfortable and have been given feedback from the sports coaches.</li> <li>Staff meeting and dinner staff meetings.</li> <li>Monitor the teaching of PE. Speak to new staff members to ascertain any new training needs.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Staff feel more confident and motivated to deliver PE lessons.</li> </ul> <p><b>Ongoing throughout the year.</b></p>   | <ul style="list-style-type: none"> <li>Expert professional development sourced to develop teachers with team-teaching and knowledge development sessions.</li> <li>School coaches to provide further support and team teaching for staff.</li> <li>Staff meeting to ensure understanding of PE planning and assessment.</li> </ul>  | <ul style="list-style-type: none"> <li>All staff deliver high quality PE lessons which challenge children of different levels.</li> <li>Teaching assistants, teachers and SLT have a better understanding of how to support and encourage pupils to engage in physical activity during morning and afternoon play.</li> </ul>  | <ul style="list-style-type: none"> <li>Staff being observed and feel comfortable co teaching with sports coaches every week.</li> </ul>   |

| <ul style="list-style-type: none"> <li>To develop pupils' core stability and accelerate academic progress for targeted pupil.</li> </ul>  | <ul style="list-style-type: none"> <li>Identify those not achieving milestones and supporting them to make progress.</li> <li>All KS1 pupils are assessed against 19 Normal Physical Milestones (NPMs).</li> </ul>                                     |   | <ul style="list-style-type: none"> <li>SEND pupils have made good progress against their own targets.</li> <li>A significant number of children undertaking the intervention/support at lunch showed additional progress.</li> </ul>   | <b>Autumn Term</b> <ul style="list-style-type: none"> <li>New assessment system, using our own key skills and knowledge documents. Teachers mark if the children are a 1,2 or 3 in that term's area of PE Any children at a 1 will be targeted within lunchtimes by sports coach.</li> </ul>   |
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| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |  |   |  | More focused intervention needed.  |
|   |  |   |  | Percentage of total allocation:  |
|   |  |   |  | £4500 16%  |
| Intent  | Implementation   |   | Impact   |  |
| <ul style="list-style-type: none"> <li>To expose children to new sports and PE experiences and to encourage more pupils to take up sport through after school clubs.</li> <li>Children to experience a wide range of physical exercises.</li> </ul> | <ul style="list-style-type: none"> <li>New Les Mills Programme Born to Move after school club to promote fitness.</li> <li>Next Level Sports to run a Multiskills club weekly.</li> </ul>  | <ul style="list-style-type: none"> <li>£3500</li> </ul> | <ul style="list-style-type: none"> <li>Children to experience a broader range of sports which are not part of the curriculum with the intention of improving fitness and interest in sports.</li> </ul>  | <b>Autumn Term</b> <ul style="list-style-type: none"> <li>The uptake from both clubs have been good and have started a FS2 club.</li> <li>Children to be asked which clubs they would like in the Autumn term.</li> <li>Increase the number of SEN and PP participating in Clubs in school.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Increase participation of all pupils by ensuring all staff are aware of needs and how to adapt lessons to provide for these needs.</li> </ul>  | <ul style="list-style-type: none"> <li>Subject leader to monitor delivery of afterschool club.</li> <li>Track and monitor participation in sports clubs and events building in a termly review and a list of actions for the upcoming term.</li> </ul> |   | <ul style="list-style-type: none"> <li>Pupil and parent voice shows that the children enjoy participating in a wide range of activities during playtime and afterschool.</li> <li>A higher number of children across the whole participating in physical activities after school.</li> </ul> | <b>Autumn Term</b> <ul style="list-style-type: none"> <li>From monitoring the participation within clubs there are still more non PP children attending the clubs. After speaking to the other P. E lead we discussed picking the children who would attend the clubs but ensuring all the children are asked to attend throughout the year. This will ensure it isn't the same children and the PP children have attended a club throughout the year. Will look into this more next half term.</li> </ul> |

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|   |   |   |   | <b>Spring Term</b> <ul style="list-style-type: none"> <li>• Sending out a questionnaire for PP parents to encourage more PP children to come to our clubs.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• To raise awareness of disability issues; greater tolerance in accepting disability as the norm and participation within sports.</li> </ul> | <ul style="list-style-type: none"> <li>• A whole school sports activity inclusion day.</li> <li>• The approach aimed to show to pupils what could be achieved irrespective of disabilities and to develop staff awareness and confidence in delivering PE to all pupils.</li> <li>• Pupils to take part in all activities and hopefully joined by Paralympic athletes during the day, acting as inspirational role models.</li> </ul> | <ul style="list-style-type: none"> <li>• £1000</li> </ul> | <ul style="list-style-type: none"> <li>• Pupils have improved self-esteem and wider awareness of inclusion and disability, resulting in greater tolerance.</li> </ul> | <ul style="list-style-type: none"> <li>• Healthy week worked really well – raised money for MIND charity.</li> <li>• The children really enjoyed trying the different sports.</li> <li>• Need to look at SEN progress and how to support disability in sport.</li> <li>• To incorporate such elite athlete visits into the annual school calendar prioritising different demographics, communities and disabilities to inspire and motivate the children.</li> </ul> |



| Key indicator 5: Increased participation in competitive sport  |  |  |  | Percentage of total allocation:   |  |
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|  |  |  |  | £400 2 %  |  |
| Intent   | Implementation   |  | Impact   |   |  |
| <ul style="list-style-type: none"> <li>• Signpost families to opportunities outside of school to engage in further activities.</li> <li>• For children to have the opportunity to take part in sporting events within the school and/or taking part in intra school competitions run by PE specialists.</li> </ul> | <ul style="list-style-type: none"> <li>• In school competition.</li> <li>• Look at school games website.</li> <li>• Develop a partnership with local sports clubs to ensure pupils have access to competitive activities outside of school hours.</li> <li>• Publication through school's communication of additional physical activities available e.g. Forest Schools and Summer camps.</li> <li>• Sports colours /kit to be to be introduced to recognise contribution to the school.</li> <li>• Display introducing sports captains - and a board that celebrates these appointments.</li> </ul> | <ul style="list-style-type: none"> <li>• £446</li> </ul> | <ul style="list-style-type: none"> <li>• Pupil and parent voice demonstrates positive impact about the range and quality of sporting activities and clubs on offer.</li> <li>• A strong range of competitive sports events is sustainably booked, and a model created for replication across the year.</li> <li>• Children within KS1 will have opportunities over the course of the academic year to take part in sporting events.</li> <li>• Increased pupil self-esteem.</li> <li>• Opportunities to work as part of a team. Children to connect exercise with achievement and reward.</li> </ul> | <p><b>Autumn Term</b></p> <ul style="list-style-type: none"> <li>• Contacted other P.E leads around School Games.</li> </ul> <p><b>Spring Term</b></p> <ul style="list-style-type: none"> <li>• P.E board has different local clubs on it for the parents to get ideas from.</li> <li>• Different sports clubs for all KS1 to attend for free. F2 also able to attend in Summer term for transition.</li> <li>• To put it on the newsletter.</li> </ul> |  |

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| Signed off by   |               |
| Head Teacher:   | Rachel Otter  |
| Date:           | 25/07/22      |
| Subject Leader: | Shannon Clare |
| Date:           | 25/07/22      |
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