

Academic Year: **2018/2019**
 Total funding allocated: **£17,790**
 Approximate Funding Spent:
Spring Term 2019 review of impact in green

PE and Sport Premium Key Outcome Indicator 1/2/3/4/5	Actions to achieve	Approximate Funding	Impact/Evidence	Sustainability (Next Steps)
1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles.	<p>Training for Staff to develop our Year 2 play leaders. £1000</p> <p>Time built into curriculum to learn about 'Healthy Living' in all year groups.</p> <p>Focus on playground and playtimes including new playground markings (2017/2018), 'creative area' including pirate ship and stage and structured playtime games.</p>	£1000 (x)	<p>The PATHs strand of the SPD includes training for MSAs and play leaders. SH will provide a follow up training to build upon this.</p> <p>Children and parents/carers learn about healthy living and the importance of maintain a healthy lifestyle, as well as ways of doing so.</p> <p>The enrichment of the playground experience means there is a higher level of physical activity, as well as providing children with opportunities for creative, imaginative and social learning, providing links with the classroom curriculum and developing their mental, social and physical skills.</p>	<p>Subject lead to monitor playtimes and continue to support staff in increasing physical activity levels at playtimes.</p> <p>Embedding healthy living and life styles as a part of the yearly curriculum maps.</p> <p>Children can continue to use resources on playground with adults to support and facilitate their physical activity.</p>

<p>2. The profile of PE and sport being raised across the school as a tool for whole school improvement.</p>	<p>PE cafes for families of all year groups - £50</p> <p>Organised Sports Days</p> <p>Increase number of 'High Five Letters' for PE.</p> <p>Training and time for PE Subject Lead to</p>	<p>£50</p>	<p>PE Cafes have been held in the Spring term 1 for all year groups. These showcased Capoeira and Slanted Dance to parents and carers. These have been received positively.</p> <p>These have boosted children's self esteem and confidence in the performance side of dance. This then helps with their confidence in other areas of the curriculum, including sharing ideas in front of the class.</p> <p>Parents and carers are provided with an insight into how PE is taught and the importance of their child maintaining a physically active life style.</p> <p>Children feel their achievements in PE are important and builds their 'growth mindset' and enthusiasm for PE.</p> <p>Subject lead can lead PE with confidence across school and aid teachers in their teaching of</p>	<p>PE Cafes to be hosted annually.</p> <p>Sports Days to be hosted annually.</p> <p>Teachers to continue to celebrate, recognise and promote achievements in PE.</p> <p>Subject lead to continue to monitor PE and physical activity across the school.</p>
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	lead PE effectively.		PE and monitor closely the physical activity throughout the school.	
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Real PE training and support for Early Years. £1500	£1500 (x)	After monitoring PE teaching in EYFS this is no longer a key area to focus on.	Resources being cared for so they can be used long term. Continue refreshing training for playground staff so they continually manage and promote the level of physical activities and games outside. Subject lead to continue
	Resources and training for curricular and extra curricular learning – focusing on Real Gym - £1000	£1000 (x)	After monitoring Real Gym in Year 2 this is no longer a key area to focus on.	
	Resources for PE equipment and storage to keep the resources in good shape - £500	£500	New resources have been ordered, particularly for MSAs to use at lunch time to improve the quality of physical activity outside. The MSAs feel more confident leading games outside at lunch times providing the children with more opportunities for physical activity. Teachers use RealPE to provide exciting, high quality, engaging	
	Monitor teachers use of the RealPE scheme for teaching/assessing PE.			

			<p>and challenging lessons so children enjoy PE and staff feel confident teaching PE.</p> <p>Attainment in PE for the Autumn term 2018 across KS1 is very high. In Year 1 91% of children are working at the expected standard and 96% in Year 2. Year 2 also have 10% of children working within Greater Depth for PE. Vulnerable groups are performing exceptionally well in PE too with PP children in both year groups with 90% working at expected in Year 1 and 96% in In Year 2 100% of EAL children are working at expected standard in PE, and 90% in Year 1.</p>	<p>monitoring the teacher confidence and children's learning in PE lessons to maintain high quality and exciting lessons are taught in PE.</p>
<p>4. Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Lunchtime coach from Norwich City Sports Foundation (1 hour a day for all year groups to join in with) - £7800</p>	<p>£7800</p> <p>£2640</p> <p>£4860</p>	<p>The lunchtime coach has had a positive effect on behaviour and wellbeing at lunch time, particularly vulnerable boys, which is evidenced in our behaviour reports. The coach also empowers the children with skills such as team work and tactics, which they can apply in other areas of the curriculum. It expands the children's relationships with adults other than their main class staff. A child</p>	<p>Outside staff become up-skilled working with football coach at lunch times.</p>

	<p>Slanteddance lessons for children with staff learning too - £2640</p> <p>Capoeira lessons for children with staff learning too - £4860.</p> <p>Continue to offer a range of after school clubs to pupils.</p>		<p>said: ““It keeps you fit and it is brilliant because it’s really fun.””</p> <p>Slanted Dance for EYFS and Year 2 and Capoeira for Year 1 have been a huge success, including showcases for parents. Parents responded positively and could see their children enjoying the dance lesson and learning new skills. A child said: ““I like it because we are learning the robot dance and I’m really good at it and I feel confident. Dancing is good exercise.”</p> <p>Children are provided with opportunities to learn and play sports including tennis, multi-skills, dodgeball and street dance (some years including karate etc) providing them with new enriching experiences.</p>	<p>Teachers become up-skilled from partaking in lessons such as Slanted Dance and Capoeira.</p>
<p>5. Increased participation in competitive sport.</p>	<p>Now we have joined the IST we have begun exploring different avenues regarding competitive sport including using our Trust and Cluster links.</p>			

Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle and lifelong participation** in physical activity and sport.

The funding has been provided to ensure impact against the following **OBJECTIVE**:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (above) that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Mousehold Infant & Nursery School recognises that the development of a healthy lifestyle in children is hugely important as PE and sport raises self-esteem and confidence thus having a wider impact on their achievement and progress. As such we see physical education as a co contributor to our children's wellbeing and we have developed it alongside the existing work we partake in that focuses on diet and emotional welfare.

Completed by: Stuart Hillman (PE Subject Lead)

Date (last reviewed): Monday 4th March 2019 (04/03/19)