



Henleaze Infant School

Henleaze Infant School- Impact of Primary PE and Sport Premium Funding July 2024

The UK government currently supplies all primary schools with a 'PE and Sport Premium' fund. The aim of this is to support schools in ensuring that children have access to at least 60 minutes of sport and physical activity per day. This year, we are forecasted to receive **£17, 500** in funding plus a **£300** carry over from the previous year. We allocate the funding in order to have the highest possible impact on children's active lifestyles.

Impact on the quality of PE, physical activity levels and overall attainment is monitored and reviewed throughout the year. Below is a detailed breakdown of funding allocation and its impact, under five key indicators:

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| 1. The engagement of all pupils in regular physical activity; |
| 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. |

Achievements to Date	Areas for Development
<ul style="list-style-type: none"> • All children have two PE sessions a week (one with the class teacher and one with Shine Sports). • All children are active for at least 60 minutes a day. • Structured games are led by skilled adults during lunchtimes. Activities are run on a rota to ensure that children have access to a range of activities. • Children have access to high quality resources to facilitate and encourage active play. • An updated curriculum overview has ensured that all children undertake a gymnastics unit and a dance unit. • All year groups have participated in competitive sport. 	<ul style="list-style-type: none"> • (Carried over from last academic year) Review Real PE scheme and how that works for our staff. Explore other options and how that could benefit our children- after liaising with Henleaze Junior School PE leader, the aim is to implement Get Set 4 PE so that children have a consistent approach to PE the whole way through infants and juniors. • Review different groups participating in after-school clubs and explore how vulnerable groups could be encouraged.

Academic Year: April 2023- July 2024	Total Fund Allocated: £17,500 + £300 carry forward = £17,800	Date Updated: July 2024
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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.				% of total allocation 85%
School Focus with clarity on intended impact on pupils.	Actions to Achieve:	Funding Allocated:	Evidence and impact:	Sustainability and Suggested Next Steps:
<p>We believe that being physically active is vital for well being and promotes good learning. Our continuing focus is ensuring high quality play, sport and physical activity during play and outdoor-learning times.</p> <p>The intention is that children will engage in physical activity at least twice a day and will return to their classrooms feeling calm and ready to learn.</p> <p>Providing children with structured sports activities will lead to more positive behaviour choices being seen during the less structured times of day (play/lunch) and will provide children to find these times challenging with the opportunity to join into modelled, managed games.</p>	<p>3 Shine Sports coaches are employed every lunch time to support children in physical activity. We have decided to use 3 coaches instead of 2 to provide additional support and more opportunities for a variety of activities.</p> <p>Lunchtime provision is well thought out and planned between PE lead, SMSA lead and Shine coaches. It includes a range of activities and lunchtime staff are given some target children to try and involve.</p> <p>Monitor and re-stock playtime and PE equipment ensuring correct and safe for our age children- Ongoing</p> <p>Sport resources are allocated for morning play to encourage active playtimes. Children have free access to this.</p> <p>PE is taught twice weekly in classes (one session of Real PE delivered by the class teacher and one session of sport (linking to taught Real PE skills) delivered by Shine.</p>	<p>£14,200</p> <p>£500</p> <p>£500</p>	<p>Consistency in Shine coaches has led to children forming strong, trusting relationships with them. Shine coaches know the children well and show a good understanding of children that could use additional support/ guidance.</p> <p>By involving particular children (as guided by teachers) there are less 'friendship issues' arising at playtime and children are returning to class regulated and ready to learn.</p> <p>The equipment provided for playtimes ensures that all children are kept active.</p>	<p>PE lead to continue to monitor lunchtime provision. Liaise with behaviour lead to explore which children could be further supported.</p>
Physical activity is also used as a tool throughout the school day to	Children in Reception have access to an outdoor area with high quality equipment.		Children are able to articulate that they may need a movement break.	

<p>energise or calm pupils as needed to promote learning- this is through ways such as wake and shake and other movement breaks.</p>	<p>All children have use of the Trim-trail, log climber and ball court as well as the other outdoor equipment and play resources.</p> <p>Teachers use physical activity throughout the day as they judge necessary (movement breaks) and additional outside time.</p>		<p>Staff explicitly teach the positive effects of movement on brains and general wellbeing.</p>	
<p>Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole-school improvement.</p>				<p>% of Total Allocation 8.4%</p>
<p>School Focus with clarity on intended impact on pupils.</p>	<p>Actions to Achieve:</p>	<p>Funding Allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and Suggested Next Steps:</p>
<p>As a school, we are continuing to use the Real PE scheme. The intended impact is to promote enthusiasm for physical activity and to ensure consistent PE teaching across the whole school. The 'multi-abilities' taught as part of the scheme (Social, cognitive, creative, personal, physical, health and fitness skills) promote life-long learning skills (complimenting the ELLI animals).</p>	<p>Taking part in Real PE project to ensure that PE is taught consistently and effectively across the school.</p> <p>Alongside Pupil Premium Lead (GF), children are identified and encourage particular individuals to attend after-school clubs linking to Pupil Premium strategy- some PP funding has been used to support these families in children attending clubs</p>	<p>£1000</p> <p>£500</p>	<p>The use of Real PE ensures that children are taught the key fundamental skills required. These skills are then built on by Shine coaches and applied to a range of games. Children are given equal experiences during PE lessons and are able to choose their level of challenge- this results in more children being keen to participate in sessions.</p> <p>All children have participated in dance and gymnastics this academic year which has widened the range of activities. Ensuring this is carried out each year allows for the skills to be built on.</p> <p>Pupil Premium funding has been used to enable children to access after</p>	<p>Explore <i>Get Set 4</i> PE (in line with Henleaze Juniors) as the scheme provides opportunities to apply fundamental movement skills to sports games.</p>

			school sports who would not have been able to otherwise	
Awards to be given for pupils participating in school competitions.	Celebrate those children that have competed in inter-school competitions in school celebration assembly.		Children proud of their achievements which are shared with the wider community.	Encourage children to share out of school achievements with school so they can also be celebrated in front of school-sport display board to encourage this.
Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.				of Total Allocation
School Focus with clarity on intended impact on pupils.	Actions to Achieve:	Funding Allocated:	Evidence and impact:	Sustainability and Suggested Next Steps:
Staff have a clear map of PE objectives and outcomes that would be consistent across the whole school.	Review expectations for PE teaching. Support staff in using the updated Jasmine scheme (particularly any new	Covered in Real PE costs.	PE lead monitoring Real PE teaching in school and undertaken staff conferencing. Real PE is being taught	PE lead exploring new PE scheme (Get Set 4 PE) as suggested during an NW24 meeting- potential to roll this

<p>We planned to ensure that all staff would feel confident following the Real PE scheme of work and that they understood how to use the plans to deliver outstanding lessons. These plans are shared with Shine Sports who ensure that their teaching compliments and supports the skills taught during Class PE.</p>	<p>staff) and provide refresher training for old staff.</p> <p>PE lead to work with Shine coaches ahead of each term to create cohesive plans</p>		<p>securely and staff are confident in delivering/ modelling skills.</p> <p>PE lead has taught modelled PE lessons to new staff.</p> <p>PE lead meets regularly with Shine coaches to share plans and ensure that class plans and Shine plans match in terms of skill progression. By giving children 2 sessions a week to secure a fundamental skill provides them with the best chance possible before moving on.</p>	<p>out next year to all staff as lower cost and more explicit plans to support staff and ensure consistency.</p>
<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>				<p>0% of Total Allocation</p>
<p>School Focus with clarity on intended impact on pupils.</p>	<p>Actions to Achieve:</p>	<p>Funding Allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and Suggested Next Steps:</p>
<p>For all pupils to have broad and varied opportunities to practise fundamental movement skills and develop their agility, balance and coordination in and outside Real PE sessions.</p>	<p>Review impact of Real Dance and Real Gym to ensure that all skills are taught whilst providing a broad PE curriculum.</p> <p>As above, children provided with range of sports equipment at playtimes.</p> <p>Lunchtime provision includes a range of sports led be experiences coaches.</p>	<p>Covered in Real PE costs.</p>	<p>Pupil conferencing has shown that children are more excited for PE in comparison to previous years. This has been particularly evident during gymnastics sessions.</p>	<p>Engage in NW24 sports activities (where possible) to provide all children with the opportunity to try different sports.</p>

Key Indicator 5: Increased participation in competitive sport.				0% of Total Allocation 6.2%
School Focus with clarity on intended impact on pupils.	Actions to Achieve:	Funding Allocated:	Evidence and impact:	Sustainability and Suggested Next Steps:
<p>Our focus is on giving the building blocks of confidence, social/personal skills, and physical skills to be able to enjoy and benefit from competitive sport.</p> <p>For children to have the resilience and confidence to challenge themselves to improve their own skills. We expect them to respect others and encourage them in their own endeavours. Focusing on the 'multi-ability' skills, as well as PE skills, enables all children to be successful and to find PE rewarding.</p>	<p>All children to participate in Sports Day in term 6.</p> <p>Liaise with Shine Sports to promote opportunities for children to take part in inter/intra sport competitions.</p>	<p>£600</p> <p>£500</p>	<p>Children enjoyed participating in sports day and due to the way it was ran, children didn't feel intimidated as they were only active in front of their class. Excellent feedback from parents, staff and children.</p> <p>8 children from Year two attended a dodgeball tournament in Oct 2023. We were able to facilitate this with no additional costs. Teachers identified children that may benefit from this.</p>	<p>Explore potential of children being put into colour group houses when they join the school in which they remain through infants and juniors.</p>