



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2017

*Woodland Infants and
Nursery School*

**Commissioned by
Department for Education**

Created by



**YOUTH
SPORT
TRUST**

Schools must use the funding to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers

- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment. We recommend regularly updating the table and publishing it on your website as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date (for the duration of 2018-19)	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Implementation of new facilities within school of a MUGGA as well as an overhaul of EYFS outside area. <div data-bbox="286 422 465 614"></div> <div data-bbox="504 430 676 617"></div> <div data-bbox="734 430 911 622"></div> <div data-bbox="974 426 1164 622"></div> <p>The improvement of the outside areas has made a big impact! This is evident within the pupils voice (questionnaires), adult's voice (questionnaire) and observation. Teacher feedback of KS1 outside area has shown a improvement in behaviour as well as first aid incidents</p> <p>“There has been a decrease in first aid during play times and children are engaging in more purposeful play. It also allows the continuation of EYFS, as the children are able to develop their gross motor skills and challenge themselves on the monkey bars, building their upper strength. The children are playing more cooperatively whilst using the equipment. As obesity is very highly spoke about in Lincolnshire, the new outside area has promoted the children to be more active and wanting to go out to play and run around “ JB</p> <ul style="list-style-type: none"> Although MSP isn't specifically staff training, the staff are in with Coach Ricky, as he teaches the class., as well as the coach working directly with the lunch staff to engage children in regular physical activities. The impact of this is seen within the children's behaviour as well as pupils voice and staff voice. All children (EYFS and KS1) have been exposed to a range of sports as well as new sports such as Archery and inclusive sports. The impact of MSP was monitored though observations and questionnaires completed by members of staff and pupils. <div data-bbox="1023 965 1196 1121"></div> <div data-bbox="1211 965 1379 1121"></div> <div data-bbox="1012 1139 1184 1318"></div> <div data-bbox="1238 1147 1361 1318"></div>	<p>The barriers to our PE and Sporting achievements include:</p> <ul style="list-style-type: none"> social and emotional difficulties, parental engagement, low self-confidence and self-esteem, behaviour problems, lack of opportunity to access certain sports or activities. Lack of outdoor space to complete sport activities

Impact of Archery -



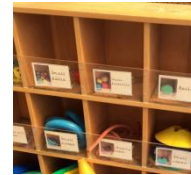
"The children built confidence over the weeks. It was great to have the opportunity to use the equipment, equipment that they wouldn't normally get access to. There was loads of progress. By the end of the weeks the children were independently loading the bow and arrow and most were hitting the target. The distance increased from the target to where the children stood" ET



- The children have had the opportunity to take part in competitive sports through sports day, family sports afternoon, inclusive sports and MSP competitions.






- The development of the pre-existing outside area in KSI. The area outside Year 2 is now a 'games' area to tie in with the new football pitch, there is various resources such as balls and skipping ropes in a unit under the canopy, which are all labelled and easy for the children to access independently. This encourages the children to take ownership of the equipment.

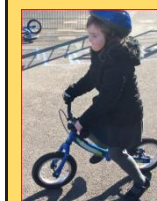


The area outside year 1 is now a construction area, resources are situated under the canopy and inside the shed which is opened at break, again these are all labelled to allow for the children to be independent and take responsibility. The other area outside year 1 (Fir class) now has the mud kitchen and resources such as trays, bowls and spoons. There is also some mark making resources and a table outside year 1. *"Behaviour has improved immensely and first aid has decreased massively and children are enthusiastic to go out and complete there learning" LD*


Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.



Academic Year: 2019-2020		Total fund allocated: £13,000 at the start of September.		Date Updated: October 2019		
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:	
					27%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: Funding spent :	Evidence and impact:	Sustainability and suggested next steps:	Impact	
Pupils are clear on what is needed for healthy lifestyles and that an active lifestyle is part of this.	Balanceability 'Learn to Cycle' programme – Planned into EYFS provision using the balance bikes. Balance bikes to be serviced.	New Bikes and helmets Cost – £1000	By completing bikeability the children will know how to use the balance bikes correctly and safely.	Once the bikes are purchased the children will be able to continuously use the bikes day to day within the provision of EYFS	12 more bikes and helmets were purchase. This now means we have full class set of bikes.	
	Purchase more balance bikes	12 New helmets from Halford 17.10.19 £96 12 new bikes purchased 14.10.19 £756	By purchasing more bikes we will be able to complete the activity in class		Impact : The children have had more opportunity to be outdoors on the bikes as every child in the class can assess the bikes at the same time. They are learning a life skill whilst developing awareness of space, balance and co-ordination. It also helps the children develop a healthy life style completing frequent exercise. With increased access to the bikes the children have developed a willingness to preserve and improve their skills on the bikes.	
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<p>Increase children walking to school and children to part take in regularly physical activity across the school –</p> <p>recommend that primary school children undertake at least 30 minutes of physical activity a day in school</p>	<p>Continuation with participation in walk/bike to school initiatives. Increased focus on the walk to school impact.</p> <p>To continue to signpost parents to club/venues if required.</p>	<p>-Stegosaurus completed in school</p> <p>- Big pedal</p> <p>- complete a mile a week run.</p>	<p>By having a focused week on walking, scooting or biking to school, children are more likely to walk, scoot or bike to school more.</p>	<p>Cancelled due to Lockdown - Stegosaurus and Big pedal</p> <p>Primary school children undertake at least 30 minutes of physical activity. Interview with a selection of children from each year group/class. SEF form 08/01/2020.</p> <p><i>Maicie "I go for a bike ride with my dad to the park. I meet my friends there and make new friends. It's good to go out and make friends" Year 2</i></p> <p><i>Evie "We need to exercise. We do PE. We do run in PE and when its play time " Year 1</i></p> <p><i>Ronnie P "I like to run and play football at lunch times" Year 2</i></p> <p><i>Effie " we play crocodile crocodile can we cross the river at lunch time " Reception</i></p> <p><i>Evie "After school I do dance. We warm up, we dance and we play games. " Year 1</i></p> <p><i>Ashton "I go in the front garden and play football with my daddy. That's exercise. I will get strong" Year 1</i></p> <p>Impact: children live an active life style and are aware of what is involve in being 'active'</p> <p>Children are beginning to talk about when they do exercise and how they ensure they are healthy.</p> <p>The children did not just focus on PE but also recognised that games at lunch/playtime and sports out of school also help them to be active and healthy.</p> <p>Further work on this, was completed on fabulous Friday.</p>
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<p>Developing fine motor skills will have a positive impact on life style, writing and children's confidence in themselves.</p>	<p>Daily activate/ gross/ fine motor skills activities completed in each class. EYFS to complete dough disco or another fine motor activity daily. For KS1 to complete cosmic yoga.</p> <p>Purchase of new water / sand trays for EYFS to help the children develop gross and fine motor skills within the provision.</p> <p>Purchase of equipment to aid in the development of fine motor activities in KS1</p>	<p>EYFS equipment – £1500</p> <p><i>Water tray purchased 25.11.19 £449.90</i></p> <p>KS1 equipment- £1000</p>	<p>Children's fine motor will be increased this will be shown within their control of tools when writing, drawing and painting.</p> <p>Children will be confident at using the new equipment, showing increase control, demonstrating a developing fine and gross motor skills</p>	<p>Resources will be sustainable and can be used for future classes to develop gross and fine motor skills.</p> <p>Outdoor resources to further promote an active healthy lifestyle.</p>	<p>£449.90 of EYFS money was spent on water/ sand trays for Reception.</p> <p>Impact – Water Play has given the children many opportunities to develop fine and gross motor skills. Through the play, the children have increase their fine motor skills and hand-eye coordination through actions like pouring, squirting, scrubbing, stirring and squeezing. It has also introducing them to textures (slippy, slimy...) and temperatures. It in turn helped the children to master the pincer grip which will enable them to hold a pencil correctly.</p> <p>EYFS</p> <p>A permanent fine motor skills table has been put in place in EYFS to increase the children's fine motor skills.</p> <p>Daily morning activity of writing letters and words.</p> <div data-bbox="1610 884 2195 1233">  </div> <p>Weekly Handwriting/ motor skill sessions</p> <p>Purchase of sand/water tray.</p> <p>Impact – significant impact on children hand writing due to Improvement of fine motor skill</p>
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				<div data-bbox="1608 116 1805 256"></div> <div data-bbox="1836 116 2022 223"></div> <div data-bbox="2047 95 2195 256"></div> <p>KS1</p> <p>Ks1 have been completing cosmic yoga daily to improve gross and fine motor skills as well as control.</p> <p>Spending on equipment was suspended due to lock down.</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:	
				5%	
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	Impact
<p>Pupils develop an understanding of how physical activity leads to improved long term outcomes not only for physical health but mental and emotional wellbeing.</p>	<p>Provide a variety of sports within after school clubs so the children can experience different sports that may take their interest – football, hockey, cricket, gymnastics and athletics as well as dance and cooking club</p> <p>Take to part take in inter school sporting event to promote sports, self-esteem and confidence. Cost of transport to get children to local sports facilities.</p> <p>To take part in new sports through in-school coaching and taster days</p> <p>Link with Birchwood juniors sports ambassadors to complete sporting activities</p>	<p>transport £500</p> <p><i>cancelled due to lockdown</i></p>	<p>Children developing an interest in other sports and activities.</p> <p>Photo and pupils voice showing their experience and skills learnt.</p> <p>Children to meet new children at other schools. Children to have experience of competitive sports.</p> <p>Children's hand eye co-ordination to developed, evidence will be shown in art lessons.</p> <p>Children to be inspired by older children (Birchwood juniors school) to join in in different sports. Photo evidence and children's comments to show impact.</p>	<p>Children may take on, out of school activities or develop a new interest in new sports.</p> <p>The sporting interests that they carry out, outside of school such as swimming, kickboxing and football are celebrated weekly in Celebration assemblies.</p> <p>Children will be able to apply a skill to other areas of the curriculum or other sports for instance practising throwing in cricket could be applied to basketball and rounders.</p>	<p>Competitions cancelled due to lock down.</p> <p>Links were made with Birchwood Junior School sports ambassadors. The ambassadors came into school and completed a sports afternoon.</p>  <p>Impact: The children developed competence in a broad range of physical activities, showing agility, balance and coordination. They enjoyed participating in individual and team activities. They were active for a sustained period of time and was willing to preserve and improve skills in sport.</p>  <p>Impact – It provided the children with role models. Research shows that when children learn from each other, they are more likely to remember the information learnt. It allowed the children to make friends with older children, making the transition between the schools easier. For the ambassadors, it gives them ownership, responsibility and allowed them to be role models.</p>

	<p>Health and Well Being Curriculum Days e.g. Marvellous Me Monday, Feel Fabulous Friday. Marvellous me Monday – wellbeing day Feel Fabulous Friday. - Health eating focus</p> <p>To ensure all pupils are equipped with the knowledge to lead a healthy lifestyle</p>	<p>£200 for resources for wellbeing and healthy eating day</p> <p><i>Marvellous me and Fabulous Friday – completed at no cost</i></p>	<p>All children to be aware of the need for a healthy lifestyle and making the right choices regarding health and fitness.</p>	<p>Healthy lifestyles are reinforced and encouraged at all times, with a particular focus for each day e.g. healthy heart.</p> <p>Pupils have a clear awareness of the importance of why the need to be physically active and the impact on their health.</p>	<p>Marvellous Me Monday Wellbeing day / Mental health The focus of the day was for the children to think about what makes 'me' Marvellous.</p> <p><i>"The children enjoyed the activities about feelings and emotions and it was good to explore further emotions rather than just happy/sad and how these emotions make us feel."</i> AC Rec/Yr1</p> <p><i>"The children responded positively to watching the characters from 'Inside Out' expressing different emotions. They enthusiastically predicted what the emotion might be and had great fun copying each one. They went on to think about their own emotions and sorted action pictures into happy and sad groups"</i> JH Nursery</p> <p>Impact –The children learnt about looking after their own mental health and know ways to seek help in times of distress. The knowledge and skills pupils gained, was completed in a child friendly way. The children learnt how important their well being is and how to express themselves through words and facial expression. By the end of the theme day, the children linked colours to feelings and demonstrated a wider vocabulary of ways to express feelings. They also showed an awareness of feelings through actions and facial expressions.</p> <div> <p>"this one is sticking his tongue, argh , cause he doesn't like something " "He smiling cause he's happy.Hes excited " "This ones sad cause he has a sad face. Crumble face. "</p>  </div> <div> <p>"yellow means happy " " (Red) angry because they're frowning " " blue means sad because they have tears " " green means yuk because something is not nice " " (purple) scared because when you see something scary , you don't like it, you're scared"</p> </div> <div> <p>" red means mad, cross and frustrated" " (yellow) happy because she's got a smile " " (blue) sad because he's crying " " (green) yuk" (disgusted) " scared cause there maybe a spider.we might run away " " colourful is normal, we are happy and sad"</p>  </div>
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"Prior to the day, many children would use the terms 'happy' and 'sad'. Following the activity, the children were able to use a wider breathe of words to express their feelings. Being able to express themselves and their feelings is important in EYFS as many find it hard to express themselves as they do not have the vocabulary to explain" VB



"That we are important and have value and are cared for as part of our class team looking at feelings and emotions and being able to identify these. Know what people see as our strengths." JB year 1

The day taught the children the importance of being a thoughtful kind person.


Impact: The children demonstrated what makes a good friend and how they could be a good friend.



"You help someone get up when they hurt themselves and you open the door for people. You need to be friendly to keep them happy. You might play together and share toys."



Holly shares her knowledge
 "The boys are playing ball together and they're being kind and they look happy. The boys crying and the girls helping him. You should take care of people because if you don't take care of people they won't be your friend any more and they will feel sad."
 "She's pushing him and she's not being very nice. he might hurt himself. She's punching him, punching is really not very nice, it makes people sad and worried. They might cry."

					 <div data-bbox="1534 252 2123 386"> <p>Louie showed good understanding of friendly and unfriendly behaviours as he sorted the pictures into the correct groups. Louie talks about the pictures.</p> <p>"He's pinching on a girl, she's sad. If you pinch a girl like this you'll hurt their feelings. It's not kind. Not pushing boys cause if you push a boy you will hurt their feelings. The won't play with you cause your pushing them."</p> <p>"They're all being friendly, they're lining up and he's opening the doors, they're all happy cause they have smiles. It really nice to read and skip and help friends."</p> </div> <p>Impact : Children understand the importance of friendship</p> <p><i>"The children really enjoyed writing something positive about each person in the class and the children could take home all the lovely comments the children had said about each other. The children really worked well as a team and really enjoyed the day."</i> AT Year 2</p> <p>Impact : children show respect to their friends</p> <p><u>Long term impact of Marvellous Monday</u></p> <p><i>"The long term building children's resilience and self belief as well as correctly identify their emotions to be able to manage their mental health by understanding what they feel. This can't be achieved in a day but is on the journey to developing this as part of a rounded and balanced curriculum."</i> JB Year 1</p> <p><i>"We set up a feelings chart in the classroom where children can place their name on the emotion they are feelings. This helps them to express their emotions without verbalising it if they are finding this tricky. We have continued this from Marvellous Monday and it has been positive to use daily"</i> AC Rec/Yr1</p> <p><i>"PSED is a large focus for my class, understanding their own feelings and those of others. Therefore, it was beneficial to have a focus day on this"</i> JH Nursery</p>
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Feel Fabulous Friday. – Active and healthy life style

The children took part in an 'active' afternoon where they completed rotation of activities



Impact : Through the theme day the children learnt the importance of daily exercise, good nutrient and sufficient sleep. The activity promoted being active and taking part in daily exercise. Development of gross motor skills as well as developing problem solving skills.

"The children loved taking part in an obstacle course. It developed their physical skills, turn taking and team spirit. I encouraged the children to cheer one another on, in the end they were doing this independently which was lovely to see."

JH Nursery

"This class is better when they are all involved and active at the same time, the activities that were set up allowed this. Children were engaged and tired by the end! They liked the different challenges too." KT Year 1

Throughout the day, there was an emphasis on the importance of being healthy through good hand washing and looking after our teeth. These are both life skill.

Hand Washing(EYFS and KS1)



Impact :The children learnt the importance of personal hygiene and preventing of health and well being problems. The children can now wash their hand correctly, thoroughly and independently.

"Every child participated in the correct guidelines for washing hands - 20 seconds singing Happy Birthday twice, washing all parts of our hands thoroughly, getting the right amount of soap, drying etc. Because this was a practical activity they enjoyed it and discussed each other's efforts and how well they did." KT Year 1

Brushing and looking after our teeth (EYFS)



"They were interested to learn about the importance of oral hygiene and enthusiastically took part in brushing a large set of teeth. The children retained the information given and were able to discuss their own routines at home. " JH Nursery

Impact: The children learnt a life skill of cleaning teeth and the reason why teeth need to be kept clean and the affect certain food has on teeth. The children practise cleaning teeth using tooth brushes. This skill can be applied every day. The children can now brush their teeth independently.

Healthy life style (EYFS)

Mia - bananas are healthy and it makes you big and strong it doesn't have no fat and not sugar.
Jelly -it's both cause it got a little bit of sugar and it has fruit in it. Only a little bit .
Coke - "sugar makes your teeth go rotten "

Vinnie - pear - it's healthy because its fruit and it makes you strong when you eat it.
Chocolate bar -Not healthy cause it got lots of sugar and you will get chocolate all over you teeth and it will turn all bad, and if you don't brush it it won't be white.
milk- "it's good , I'll comes from cows"



The children sorted food items into health and unhealthy

Impact :It provided the children with the important knowledge to help them to develop a healthy life style. Promotes healthy eating and the need for a range of food.



Jacob - " my favourite is the pineapple and the pomegranate because that one was a bit sweet (pomegranate) and that one was chewy (pineapple) and I liked it "

Holly " I like the pomegranate, kiwi and mango. my favourite was the pomgrans . I like it because it pops in your mouth and I like the taste "

Alice " I tried all of them because I didn't like all of them. I would try the mango again because it was nice and soft "

The children had the opportunity to try new food.

"Children tried different fruits and ones they may not have experienced before. Lots of children said they liked them which was a positive." AC Rec/Yr1

"Most of the children liked pomegranate after trying it. This was successful as it exposed the children to a wide range of food and helped them to develop an understanding of healthy eating." VB Reception

Impact: The children develop a good understanding of what is a healthy life style, with the aim for the children to live a healthy life style in the future.

KS1

Through the interview with children in KS1 (SEF 08/01/2020) the children showed a good understanding of healthy eating and healthy life style of looking after their teeth.

Millie *" If you want to be healthy you need to eat healthy food "* year 1

Ashton *" We can't eat sweets everyday "* year 1

					<p>Leo <i>"we need to eat fruit to keep us healthy and so are teeth don't hurt"</i> Year 2</p> <p>Freya <i>"we need to eat vegetables. They give us energy"</i> Year 2</p> <p>Maicie <i>"it's good to try food so you can find food you like "</i> Year 2</p> <p>Ronnie P <i>" it won't help you because it has loads of sugar in and its bad for you teeth "</i> Year 2</p> <p>Teresa <i>"if you eat too many sweets your teeth will rot "</i> Year 2</p> <p>Leo <i>"and you have to go to the dentist and get fillings"</i> Year 2</p> <p>Impact : Through existing teaching, children show some understanding of a healthy life style.</p> <p>Instead KS1 focused on sleep and bedtime routine.</p> <p><i>"Children watched Ppt's about how to ensure we have a good nights sleep and it was interesting to listen in and learn how a lot of the children did not always follow what they knew to be good for them. They would have late nights etc. Children were surprised to find out just how much sleep was needed for a child of their age."</i>KT Year 1</p> <p>Impact : children were able to take their bedtime routine home to use. This can be put in practise at home. The children demonstrated a greater understanding of the importance of a good night sleep.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:	
				58%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	Impact
Pupils have a positive and skilled role models that inspire them to extend skills further.	<p>MSP to work alongside staff. CPD opportunities for staff.</p> <p>Staff to be in PE lessons, activity taking part and demonstrate how to be active.</p>	<p>£7,600 Completed within MSP cost</p> <p><i>Paid MSP for the whole year £7,600</i></p>	<p>Observations of PE will be of a high quality. Adults will be present in PE activity joining in.</p> <p>In addition the connection to Birchwood juniors and the development of sports ambassadors coming into school and training pupils.</p>	<p>Children will be active More children receiving high quality physical provision each week.</p> <p>Children see that this has a long lasting impact and something that they can take with them and use throughout life.</p>	<p>Each teacher has shared the overview/focus of the curriculum with the coach. Each week the focus book is shared. The coach then based the PE lesson around the book or theme.</p> <p>SEF 6.12.19 Pine class Year 1 <i>"Coach had set up space music on the surround sound for the children to use to help them think of the way the aliens move or planets move."</i> <i>"It was lovely to see the Coach add a story to the PE lesson- "Right we are now going to the moon, because we've heard reports there is an alien on the moon". The children were encouraged to think of different ways they might move around the moon (like an alien)."</i></p> <p>SEF 5.12.19 Rowan Class Reception/Year1 <i>"The children were working together, pretending to be elf's - making presents, moving like the elf, Santa"</i></p> <p>Impact – reinforces classroom learning, making links in learning and ensuring lesson are cross curricular</p> <p>Each lesson the teacher and coach work together to teach to the lesson.</p> <p>SEF 6.12.19 Pine class Year 1 <i>"There was some professional discussion between the teacher and the coach about the children's use of space and children linking their thinking to their movements. This was good to see."</i></p> <p><i>"There was another professional dialog between teacher and coach . Coach Ricky explained to KT what he had observed " this group are still looking a bit unsure, looking at their friends".</i></p>

					<p>Impact : More children receiving high quality physical lessons each week.</p> <p>The teacher is able to take aspect in the lesson, support learning and reinforce behaviour management</p> <p>SEF 6.12.19 Pine class Year 1 <i>"KT walked around the room, monitoring behaviour, providing encouragement. KT noticed children who had moved in different ways and called upon the children to demonstrate to others "</i></p> <p>SEF 5.12.19 Rowan Class Reception/Year1 <i>"AC moved around the groups. She modelled some ideas to the group, she encouraged the group to work together and reinforced expectations. She initially worked with the group who needed more support"</i></p> <p>Impact : More children receiving High quality physical lessons each week.</p> <p>There is progression evident in the lessons SEF 5.12.19 Rowan Class Reception/Year1 <i>"The children needed a lot of guidance to begin with but then they were able to have a go on their own. Showing development of independence. The children then showed their dance to the rest of the groups. (demonstration of progression)"</i></p> <p>Impact : More children receiving High quality physical lessons each week.</p> <p>Within lessons there is clear link with the schools expectations demonstrating consistency.</p> <p>SEF 5.12.19 Oak Class Reception <i>"used – My turn , your turn . Behaviour policy was used – sun, cloud, rainbow"</i></p> <p>Impact : consistency in expectations, providing structure and routine for the children.</p>
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Improved assessment supports development in skills and improved progression.	<p>PE subject leader to work with MSP coach on how to best monitor and assess PE.</p> <p>Staff training sessions to be completed on skills and progression in PE</p>	£0 Completed within MSP cost	High quality CPD for staff that will impact on the teaching as well as outcomes for children.	<p>CPD and experience of physical activity will continue and will impact on the teaching and learning, this year and over time – future planning.</p> <p>Teachers are secure in the skills progression required to teach high quality PE and can deliver this competently.</p> <p>Staff secure in the assessment of PE for all abilities of children.</p>	<p>CPD session one -focused on short games / activities that can be completed with the children inside, outside or in the classroom. The idea is to get the children more active.</p> <p><i>"The first CPD session was good in providing quick active games that can be used in the classroom and outside to get the children moving and to encourage an active life style."</i> VB Reception</p> <p><i>" It is always good to refresh and remind ourselves about the importance of movement for young children and have new games/activities to draw upon."</i> KT Year 1.</p> <p><i>"Sometimes especially in the winter when we can't always get outside, some of the short games could be done in the classroom to burn off excess energy."</i> AT year 2.</p> <p><i>"Session 1 was brilliant and that there were lots of practical fun ideas that we can apply to PE sessions ourselves and use in a range of settings. It was also lovely to see staff in action and this is great as it impacts direct day to day practise and was enjoyable for staff so will also be for children."</i> JB Year 1.</p> <p><i>"Session 1 - The noughts and crosses format, created large scale, I felt was most adaptable for Nursery. It encourages the children's listening skills, physical skills, teamwork, turn taking and problem solving which are all beneficial for this age range."</i> JH Nursery.</p> <p>Impact: Provide teachers with activities that can encourage the children to be more active and live an active life style. Meets the recommend that primary school children undertake at least 30 minutes of physical activity a day in school Bring the teachers focus to increase activity in school with fresh ideas, impacting on day to day practise.</p>
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					<p>How CPD changes practise</p> <p><i>"One of the things I would change in the future is to use some of the games we learned during the first CPD"</i> AT Year 2</p> <p><i>"I will refer back to the games, to help the children to be more active especially when the children are more unlikely to go outside as much due to weather."</i> VB Reception</p> <p>Impact: children to part take in more active lessons.</p> <p>CPD session 2- the sports progression plan was shared. We then added to it as a group. We looked at how physical activity has clear progression from Nursery to Year 2.</p> <p><i>"The second CPD was useful for getting a better understanding of the progression of skills in PE. It helped highlight the sorts of skills that should be taught in each year group and how they are built upon and developed year on year. The progression of skills was clear and easy to understand."</i> AT year 2</p> <p><i>"1 thing I learnt from the CPD - how the skills progressed from each other for the year groups. This is especially helpful in my mixed year group class and how to ensure the Y1's are progressing from Reception skills. It makes it clear when it is on one document."</i> AC Reception/ Year 1</p> <p><i>"Session 2 -I think as a school it was beneficial for all staff to understand where the children begin in Nursery. It was also valuable to see the progression throughout foundation Stage and KS1."</i> JH Nursery</p> <p><i>"This will impact my teaching, as it shows me where the children should be at on entering Reception and what the next step is for the high ability children, as it is clear on the progression grid what the children should be working at next"</i> VB Reception.</p>
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					<p>Impact: Staff have clear understanding of the progressions of skills in PE. With teacher's awareness of the skills learnt in each year, it will ensure the lessons taught will be progressive and targeted at specific skills. This will mean lessons are of a high quality</p> <p><u>How CPD changes practise</u></p> <p><i>"During the Summer term, I will ensure that Nursery have plenty of opportunity to ride on balance bikes, tricycles and scooters, developing their physical skills, balance and co-ordination. This will also prepare them for bikeability in Reception."</i> JH Nursery.</p> <p>Impact : Nursery children will be ready to access the balanceability when they are in Reception and have better gross motor skills and awareness of space that can be applied to other areas of PE and the EYFS curriculum.</p> <p><i>"1 aspect of teaching I will change - be more consistent in PE of the differentiation of Reception and Y1 skills following the progression document. "</i> AC Reception/ Year 1</p> <p><i>"I will refer back to the progression grid, to help with planning and teaching of PE lessons. It will also be of use when the external provider is not in school, teaching PE alongside myself and other teachers"</i> VB Reception.</p> <p>Impact : Lesson will be specific to children's needs and be of a high quality.</p> <p>CPD 3 – cancelled to due lockdown</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:	
				8%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p>Pupils have had opportunities to try new activities and have engaged in these raising confidence.</p> <p>Encouraging perseverance and resilience and regular attendance at an activity.</p>	<p>Children to have the opportunity to take part in new sports of Mini swords, balanceability.</p> <p>Children to experience taster days and a topic on inclusive sports.</p> <p>Each class to be given the opportunity to take part in a day of Forest school to build self-esteem and confidence.</p>	<p>£0 Completed within MSP cost</p> <p>Forest school - £1000 <i>Unable to put forest school in play this year</i></p> <p><i>Yoga day £275- CANCELLED</i></p> <p><i>Olympic day £450 – CANCELLED</i></p>	<p>The children will have a greater awareness of different sports and how sports can be adapted to different needs. This will be recorded through observations and children's voice.</p>	<p>Children will be able to apply a skill to other areas of the curriculum or other sports.</p> <p>The profile of PE and the different types of sports will aid in the increase in physical activity and participation.</p> <p>That a healthy lifestyle and outdoor active life leads to good mental health and general well-being.</p>	<p>Due to lock down the children have been unable to take part in mini swords, balanceability and inclusive sports.</p> <p>Unable to start forest school this academic year due to accessibility and the lockdown.</p> <p>There was a planned 'well being' Yoga day to provide the children with an awareness/ experience of new sports – This has been cancelled due to lock down.</p> <p>There was a Tokyo Olympics day to provide the children with an awareness/ experience of new sports and to promote being active–The Olympics and theme day has been cancelled due to lock down.</p> <p>EYFS</p> <p>For the first time, EYFS were given the opportunity to experience and challenge themselves on the climbing walls at the Leisure centre.</p> <div data-bbox="1498 1043 2192 1254">  </div> <p>Tapestry entry 12.12.19 <i>"Initially some of the children expressed that they were scared about climbing, however they all supported each other, encouraging each other to give it a try. As the children became more confident, they encouraged each</i> </p>

				<p>other to try and reach the top. All the children overcame their fears today, whether that be climbing half way up or climbing to the top. The children were amazing! They showed such perseverance and resilience! ☺ The children didn't give up when they found something tricky which was brilliant to see. The children cheered the adults on when they had a go too (lead by example). The adults found it tricky at high heights, but the children were there cheering the adults and their friends on ! When climbing the children also demonstrated</p> <ul style="list-style-type: none"> - determination - team work - development of motor skills and body strength." <p>Impact : The children developed team work, resilience, they learnt to preserve, whilst also develop their gross motor skills and upper body strength. The activity helped to develop a close relationship between the children and the adults. The children supported each other and recognised that the adults find things scary to, but it is important we all push ourselves. Being a role model.</p> <p>Children's comments –</p> <p>Alice - "I went to the top of the climbing wall, it was tricky but I tried and tried all over again and I went to the top, I was happy because I like jumping off the climbing wall off the top."</p> <p>Jacob - " I was scared when I couldn't get on the green pole but I tried again and again and again and I did it. "</p> <p>Louie - " I like the one with the big purple one, I nearly got up to the top. I was happy, I jumped off."</p> <p>"They have stand at the back of the line so they don't get kicked in the face."</p> <p>Impact: Children developed perseverance, determination when challenged occur, pushing their own boundaries and develop a can do attitude.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:	
				1%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	Impact
Children have had the opportunity to compete competitively within school and between schools. They have the resilience to understand winning, losing and taking part	Children to part take in inter school sporting event to promote sports, self esteem and confidence. Children to take part in sports day.	£140 medals <i>TBC due to lockdown</i>	Positive feedback following events, in the form of verbal feedback and questionnaires. Successful activities complete. Increased involvement with local infant schools, developing the confidence and self-esteem of our children involved.	Events continue next year. Children's enjoyment and confidence	No MSP competition took place due to lockdown. Sports day TBC- due to lockdown
		Total spend: £12,940 <i>Total spent by May 2020- £8901.90</i> <i>Money remaining- £4,038.10</i>			