



Sholing Infant School

**Sports funding to
Primary Schools**

Review: 2020-21

Actions: 2021-22

Sports funding for Primary Schools

The government has provided additional funding since 2013 to improve provision of physical education (PE) and sport in primary schools.

This funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools.

Funding for schools is calculated by reference to the number of primary-aged pupils (between the ages of 5 and 11), as recorded in the annual schools' census each January (£10 for each eligible pupil), as well as a standard amount of £16,000 over the 2020-21 financial year.

1 Purpose of funding

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

This means that schools must use the premium to:

- develop or add to the PE and sport activities that the school already offers
- make improvements now that will benefit pupils joining the school in future years

For example funding may be used to:

- hire qualified sports coaches to work with teachers as professional development
- provide existing staff with training or resources to help them teach PE and sport more effectively
- introduce new sports or activities and encourage more pupils to take up sport
- support and involve the least active children by running or extending school sports clubs
- run sport competitions
- increase pupils' participation in the School Games
- run sports activities with other schools

Schools should not use the funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of school's core staffing budgets
- teach the minimum requirements of the national curriculum - including those specified for swimming (or, in the case of academies and free schools, to teach the existing PE curriculum)

2

Accountability

From September 2013, schools have been held to account over how they spend their additional, ring-fenced funding.

Schools will also be required to include details of their provision of PE and sport on their website, alongside details of their broader curriculum, so that parents can compare sports provision between schools, both within and beyond the school day.

Inspectors visiting our school will consider the impact of the new primary school sport funding on pupils' lifestyles and physical wellbeing by taking account of the following factors:

- the increase in participation rates in such activities as games, dance, gymnastics and athletics
- how much more inclusive the physical education curriculum has become
- the growth in the range of provisional and alternative sporting activities
- the improvement in partnership work on physical education with other schools and other local partners
- links with other subjects that contribute to pupils' overall achievement and their greater social, spiritual, moral and cultural skills
- the greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils' health.

3

What do we offer at Sholing Infant School currently?

At Sholing Infant School we are committed to ensuring that children have access to a wide range of high quality sports activities during the school day and after school.

Our Vision

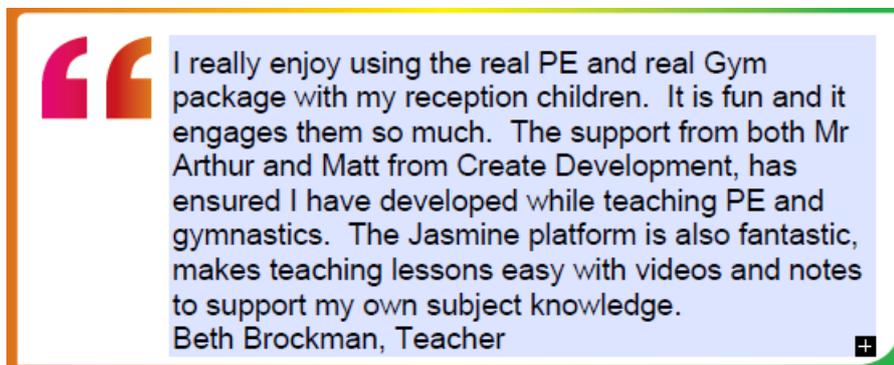
Our vision is to develop young learners who understand the importance of a healthy lifestyle that involves high quality, enjoyable physical activity to support them in their emotional health and wellbeing whilst enabling them to achieve their potential in all subjects.

We use the funding we receive to focus on the five key indicators as outlined by the Government and provide additional opportunities for our children to enable them to achieve well in these focus areas:

- **Key indicator 1:** The engagement of all pupils in regular physical activity
- **Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement
- **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport
- **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils
- **Key indicator 5:** Increased participation in competitive sport

At Sholing Infant school, the PE funding has been used to:

- Invest in a partnership with Create Development and their Real Legacy program
- Provide coaching for teachers to teach good or better lessons in PE, dance and gymnastics
- Provide a range of resources so that teachers can teach good or better PE lessons
- To provide whole staff development eg Open Country training, gymnastic training
- Provide a sports theme week each year to include sports workshops with coaches, enabling pupils to have taster sessions of a range of new sports.
- Participation in sports festivals and competitions within the cluster, including the cost of transport where needed.
- To purchase a wide range of resources to enhance pupil's PE lessons and playtimes.
- To provide an 'outdoor' activity for all Year 2 pupils
- Provide a range of extra-curricular activities



4 How effectively was the PE funding used in 2020-21? What was the impact?

The implementation of Real Legacy across the whole school which included staff inset days and more focused training for our PE leader to support less confident staff.

Observations from recent lessons identified there were lots of strength in the teaching of PE across the school as follows;

- staff were confident in using the approach and could navigate through the online 'Jasmine' platform.
- All pupils were clearly engaged in the learning and were striving to achieve within the lessons. Pupils showed resilience when things did not go right or were faced with challenges.
- Staff used various ways to demonstrate what a child's idea might look like. Through the 'show me' or 'what does that look like' questions, children were challenged in order to progress.
- All children were engaged in all lessons, with some children starting to challenge themselves when they feel confident. A clear expectation has been set and children enjoyed the challenges they were given and made up themselves.

- All teachers were using positive behaviour management strategies that reinforced the behaviours that are expected within the lessons. Many used class and individual praise to model good behaviours and also those that were persevering or trying something new.
- Teachers questioned well, using a range of closed and open questions which gave all children the opportunity to answer both verbally and visually.

As well as many strengths there were some common themes with regards to development. The key area of development is to ensure key learning outcomes are shared at the start of all PE lessons and this is focussed upon throughout the lesson. This will form the key part of CPD for staff in September.

- A range of equipment was purchased to support the teaching of PE in school. This included iPads for all teachers to ensure that both the planning and teaching of lessons remain at least good. This has enabled staff to continue to use the real Legacy Jasmine platform to teach good quality lessons outside.

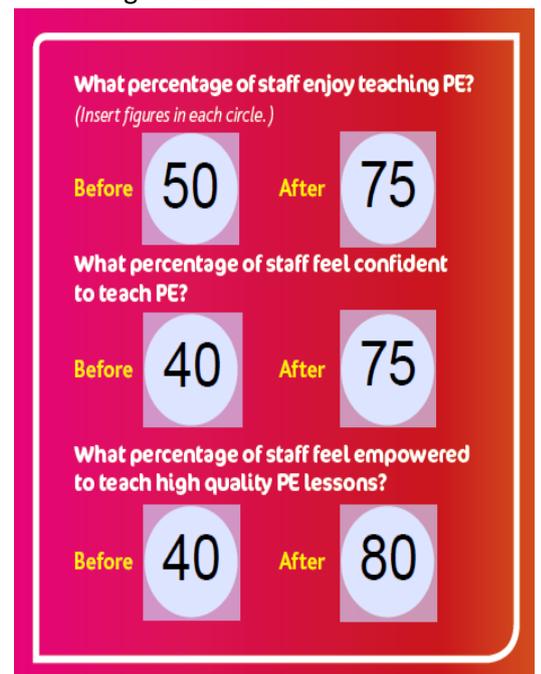
- A new PE shed has been purchased and installed in the main playground. This has meant the school can purchase resources to support the teaching of high quality PE outside. With training, pupils will be able to become more independent and be able to collect and return resources during lunchtimes and playtimes building up their independence and responsibility skills.

- The purchase of more equipment will also allow a more active and engaging lunch and play times.

- Key stage 1 children had access to a free after school sports club for half a term. This was delivered by a specialist coach in line with our school and Real PE ethos. EYFS pupils also had a subsidised dance lesson provided.

- Disadvantaged pupils were prioritised with the opportunity to participate in a wide range of sports clubs as part of our extended schools provision. Due to COVID restrictions and closure of bubbles in the school, only 1 club was run.

- Year 2 were provided with the opportunity to attend Woodmill and take part of a range of activities



Club	Number of Pupils attended	Boys	Girls	Number who are PPG
Multiskills (Y 2)	30	18	12	8
Dance (Y R)	30	12	18	7
Multiskills (Y 1)	30	17	13	9

- We have continued to develop opportunities to maintain active break and lunchtimes by providing resources including the climbing frame in the main playground.
- Develop partnership links with parents through the Real Play family sessions run by our PE leader and ELSA. The PE lead worked with a selection of pupils and their families to develop positive engagement through physical activity.
- Our PE leader has been part of the cluster group, working with other PE leads on festivals and competitions.



PE is really fun. I love going on adventures and doing the challenges. It's great to do it with mummy too, and my baby sister when they came in.
Autumn, Year 1



The support has been good. After receiving both Inset sessions on teaching real PE and real Gym, I have also had continued support in ways to develop my teaching of PE.
Naomi Finch, Teacher

5 How will Sholing Infant School be using the additional funding to further improve provision in PE in 2021-22?

1. Improving the quality of teaching.

- We will continue to employ a specialist sports coach from Create Development to work alongside our less experienced teachers in a coaching role. He will help to further improve teachers' subject knowledge in teaching a range of different skills, enabling teachers to plan and deliver consistently high quality lessons which enable pupils to be active and improve fitness levels across a range of disciplines, including non-traditional games and gymnastics.
- We will release our PE leader, who will work alongside the coach from Create Development in order to improve her own subject and pedagogical knowledge in PE. She will then support staff in identifying and challenging more able pupils within PE lessons.
- Purchase of online Real Legacy platform and support packages
- Real Dance CPD for all teachers, in order to feel confident in teaching dance. This will be in line with the 'real legacy' philosophy of developing the whole child.

Cost: £2,000

2. After-school Sports Clubs

- Continue to offer free after school sports sessions to all pupils for half-term blocks for each year group.

Cost: £3,000

3. Taster Sessions

- Increase opportunities for pupils to have 'taster sessions' from sports coaches, of a greater range of sports workshops during our annual healthy schools week. We will offer pupils the opportunity to take part in new activities including inflatable football and obstacle courses during our Healthy Schools week.

Cost: £2,500

4. Resources

- Improve PE resources to enable pupils to play a wider range of activities during all parts of the school day.
- Purchase resources to develop both gross and fine motor skills of all pupils, but especially those in the early years foundation stage.

Cost: £4,000

5. Intra school competitions

- Provide opportunities for all pupils to engage with extended competitive fundamental challenges in a new exciting format

Cost £1,000

6. Outdoor Activities

- We will provide an 'away day' trip for pupils in Year 2 free of charge for pupils to take place in outdoor activities for example orienteering and team building/archery/assault courses
- Termly 'active competition' days at the end of each term to develop our school values including resilience, independence and collaboration.

Cost: £4,000

6. Professional Development

- Develop expertise of PE leader-attend PE conferences and School Sports Coordinator (SSCO) meetings.
- Training provided for Midday supervisors to support them with becoming actively engaged with meaningful activities with pupils during lunchtimes.

Cost: £750

7. Physical development in Year R

- Install new bespoke PE shed to encourage children to access resources independently to promote physical activity.

Cost: £3,100

Total cost: £20,350

6 How will we monitor the impact of spending?

- PE reports are produced termly for SLT and the governing body, detailing the impact of PE funding. These will identify the number of pupils participating in festivals, competitions and sporting events both in and beyond the school.
- The PE co-ordinator will monitor the quality of PE teaching and learning within lessons and of after school sports activities provided by coaches. He will provide feedback and additional training where needed to ensure that pupils are accessing high quality provision.
- The PE leader will monitor the assessment of PE termly, addressing any anomalies or underachievement, providing staff with support where needed.
- Termly staff and pupil conferencing to evaluate the impact of support and provision and to highlight any future needs within the school.

We do hope that you have found this information helpful.

If you do have any further questions then please come and speak to us.

Mrs Lisa Houghton