

## Downs Infant School

### PE Funding Report 2016-17

This report outlines the funding received by the school in the academic year 2016-17, and how it has been spent or planned to be spent to develop the PE and sport activities Downs Infant School already offers and engage pupils in more regular physical activity.

There are 5 key indicators that schools should expect to see improvement across:

1. the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE and sport is 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

In 2016-17 the school received £9,000 of sports funding. There was a carry forward of £8,450 from previous years as previous Headteachers had proposed using the funding to develop outside space to encourage more daily physical activity. This is currently being reviewed by the current Headteacher and PE co-ordinator.

<b>Aim</b>	<b>Activities undertaken</b>	<b>Indicator area</b>	<b>Resource</b>	<b>Impact</b>	<b>Sustainability and next steps</b>
To increase the amount of daily physical activity available to children in the EYFS.	Provision of 'A Frame' in Reception outside area.	1	£1,000	Boys and girls are observed to use the A Frame daily. Previously there were no facilities for	More detailed analysis of children's pre-writing physical development is needed as we initially

				climbing activities. Reception teachers have noted a positive impact on children's upper body/core strength which is known to be a pre-requisite for developing writing skills.	saw a rise in number of children getting age expected for Physical areas, but this has levelled off at between 91 and 93%. Also have concerns about boys' writing which is a focus for this years SDP.
To roll out previously successful physical intervention for targeted groups in EYFS to all children – developing positive attitudes towards physical activities including non-stereotyped activities.	Implement 'Physical Friday' with all of Reception engaged in physical outside activities.	2, 3 and 4	£200 for additional physical activities and resources (hoops, scooters, music for dancing)	Observed increased excitement and engagement from all children during the year. Very positive adults also impacting on pupils' choice of activities. Ensures all children are engaged in physical activities.	This is being continued 2017-18. Audit of games and activities needed next with a focus on gender and whether we need to expand and introduce new activities.
To be able to monitor and track children's progress in PE.	Develop assessment tool (De-tracker) to be able to assess pupils so that gaps can be addressed and progression supported.	3	Subject leadership time (£350)	Assessment tool is ready and has begun to be used by teachers.	Analysis by PE co-ordinator shows that progression in Games is an issue which needs development. It is on PE action plan for 2017-18.
For subject leader to have good	Allow attendance at subject leader meetings	1, 2, 3, 4	Subject leadership time (£150)	Subject leader has been able to explore	Competitive sports opportunities is still an

professional development opportunities so that she can confidently raise the profile of sport in the school.	and network meetings.			opportunities and current thinking on competitive sports for infant children (area 5) and these network meetings have informed our assessment system (see above).	area for discussion and possible development 2017-18.
To provide a broader experience of physical activity to pupils.	Participation in 'Let Dance' festival.	1 and 4	Let's Dance expenses and costumes (£225)	40 pupils were able to access the Lets Dance festival which enabled them to experience dance with professionals in a professional theatre.	This is something which the school continues to do. It would be good to look at ways of making this self-funding while not excluding any pupils or groups of pupils. Dance and music has been introduced to playtime activities to support this as a physical activity on offer to all pupils.
To encourage children to be physically active other than through traditional sports.	Brazillian dance workshop.	1 and 4	£250.	Whole school was able to participate in these workshops.	See above.
To introduce more opportunities to be	Develop physical activities for children during	1 and 4	Equipment and time for implementing (training	Children have more activities available –	Further evaluation needed. There has

active in the school day.	playtimes.		children, set up etc.) £400.	this was only implemented towards the end of the year and needs further evaluation.	been some evidence that the playground surface does not encourage a full range of physical activities especially in wet weather and the school are investigating whether investing in an astroturf pitch would impact positively on this. Piece of work for 2017-18. Playground markings also part of this piece of work.
Total spent of sports funding 2016-17			£2,625	Total sports funding carried forward	£14,825 including carry over from 2015-16

Proposed Sports Premium Funding 2017-18 DRAFT

<b>Aim</b>	<b>Activities to be undertaken</b>	<b>Indicator area</b>	<b>Resource</b>	<b>Impact/monitoring</b>	<b>Sustainability and next steps</b>
Ensure that increased physical activities at playtimes is embedded and	Audit of activities and children who use them. Provide appropriate storage for activities.	1 and 2 (links to improved behaviour)	Funding for storage and equipment. Training for child play leaders.	Children who would otherwise be inactive will increase their activity by at least 1/3.	

sustained and that is has impact on all children esp potentially inactive groups.				Activities will be available at 80-80% of playtimes.	
To ensure progression in teaching games.	INSET or other training for teachers to develop confidence and skills for teaching games. Input into planning for progression in games linked to work already done on assessment. Sampling of planning to identify need. Evaluation of staff confidence (pre and post). Baseline of children's abilities in games using assessment tools.	3 and possibly 5	Time for PE coordinator to meet with adviser and re-work planning. Buy in support for teachers for staff development.	Children's skills levels will increase and over 2 years there will be a greater level of skill as children build on previous learning more effectively. Evaluations of staff confidence show staff have greater subject knowledge and understanding of progression in games. Planning sampling shows accurate teaching of skills progression and appropriate opportunities for pupils to learn, practice and apply these skills.	
Allow participation in a wide range of sports and activities.	Lets Dance	1 and 4		See above	

<p>Ensure the outside area supports physical activities and a wide range of sports and games as well as links to other learning to raise the profile of sports.</p>	<p>Explore astroturf options including other sources of funding. Improve playground markings so that children can play active games themselves as well as access established games. Audit whether this would allow increased access to competitive games or pre-competition sports.</p>	<p>1, 2, 4, 5</p>	<p>£20,000 astroturf £500 playground markings</p>	<p>Ensure this is carefully audited and explored so that any investment in this area has genuine impact on pupils' physical development and activity levels.</p>	
<p>Ensure that children have the required amount of physical activity during the school day.</p>	<p>See above re surface of the playground and whether this would allow more PE taught during bad weather. Audit PE lessons. Introduce 'daily mile' or appropriate infant equivalent.</p>	<p>1</p>			