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# Templemoor Infant and Nursery School



## Sports Premium Report 2018 - 2019

**Date of Report: November 2018**

**Date of next Report: September 2019**

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# Introduction

## What is Sports Premium?

Sports Premium was launched by the government in April 2013 and is available until 2020. The funding is ring-fenced and can only be spent on the provision of PE and sport in schools.

## What is the purpose of the Sports Premium Funding?

Schools must spend the Sports Premium funding on improving their provision of PE and sport, but have the freedom to choose how they do this. 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.

At Templemoor Infant and Nursery School we recognise the contribution of Physical Education to both the health and wellbeing of our pupils. We also believe that a varied PE curriculum and wide ranging activities have a positive effect on our pupil's concentration, attitude and academic achievement.

# School's Allocation of Sports Premium 2017 to 2018

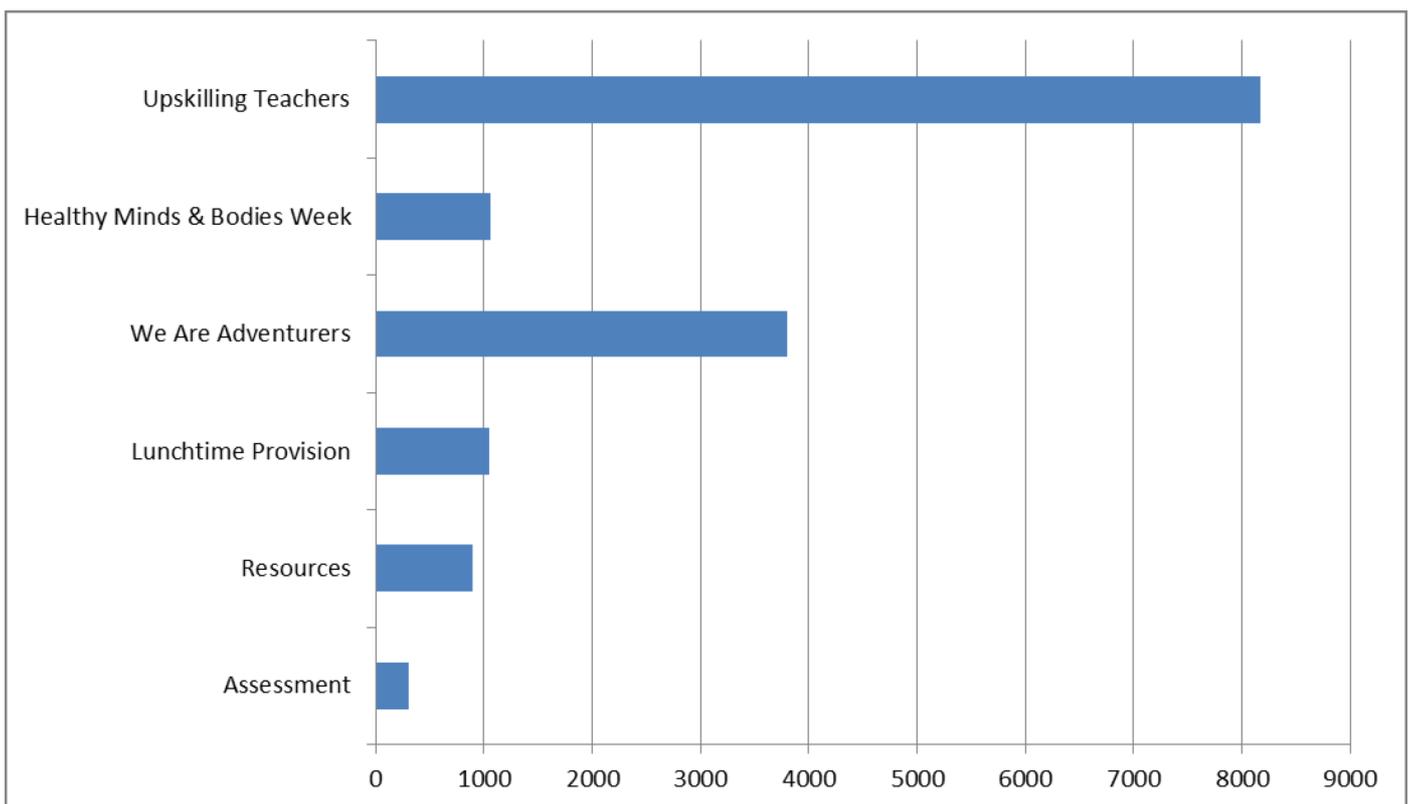
Schools receive Sports Premium funding based on the number of pupils in Years 1 to 6.

In the academic year 2017/18, schools with 17 or more eligible pupils received £16,000 and an additional payment of £10 per pupil.

## Templemoor Infant and Nursery School - Sports Premium Allocation 2017 to 2018

Total number of eligible pupils	121
Amount of grant received per pupil	£10
Total Grant Amount	£17210

In 2017/18 the school committed its Sports Premium allocation on its PE provision as follows:



# Sports Premium Impact Report 2017 to 2018

Schools are funded with the intention of:

## 1. Engaging all pupils in regular physical activity - kick-starting healthy active lifestyles

Templemoor Infant and Nursery School is committed to providing a wide range of opportunities for children to learn and be active and purposeful in their play with children learning to participate, compete and to adopt healthy lifestyles - in essence to become physically literate.

In the academic year 2017/18, Templemoor has committed money to resources which have enabled a Playground Leaders team to be trained to deliver active sessions to younger children over lunchtime. In the Summer Term of 2018 our Playground Leaders shared their enthusiasm with children in the Reception classes. The **IMPACT** of this has been that the Playground leaders have learned a range of new skills including how to communicate with, and manage, younger children and how to deliver fun and safe activity sessions. The Playground leaders have their own separate resources - the **IMPACT** of this is that the children have a heightened sense of responsibility; they have learned how to be organised, how to respect equipment and how to use it safely. To ensure that the Playground Leaders initiative is **SUSTAINABLE**, the Year 1 children have picked up some of the skills taught to the older children in the Summer, ensuring that they are now more prepared to deliver the initiative for the academic year 2018/19.

Healthy Bodies, Healthy Minds week took place in March 2018. During this week a variety of sports specialists came into school to work with the children. The children had the opportunity to take part in yoga, zumba, football training by a Sale United Football coach, problem solving session in the grounds led by 'We are Adventurers', and competitive games by the PE and Sports Hub. Year Six children from Moorlands came to talk to Year Two children about the range of sports on offer at Moorlands. The children also took part in a sugar shocker assembly where they learnt about the importance of a balanced diet, and then prepared their own healthy snack to bring home. As part of the work on healthy minds we focussed on random acts of kindness and how it made us feel, both when we are kind towards others, and when we receive kindness. To conclude the week children completed posters at home to share what they had learnt with parents and children in school. The **IMPACT** of the week from observations, conversations with pupils and the work produced at home demonstrated that this really exciting, enjoyable week developed children's physical skills and confidence and improved their knowledge on how to look after their bodies and minds.

One member of staff (Mr. Bowers) runs a fantastic lunchtime club each day promoting physical activity. Each day the club has a different focus, including competitive elements - the **IMPACT** of this is that the children learn new skills and how to apply those skills in a fun and competitive environment. Pupil Voice

Indicates that the lunchtime sports clubs are very popular with the children. Children have commented: 'I love doing the lunchtime clubs, especially football. I even scored a goal in the penalty shoot out'. 'Dodgeball is my favourite, it makes you run out of breath!' 'Cricket is so much fun. I'm particularly good at catching the ball'.

## **2. The profile of PE and sport being raised across the school as a tool for whole school improvement.**

Employing specialist teachers directly has resulted in many staff commenting that there continues to be a renewed enthusiasm among the children. Staff emphasised also that there was a very positive array of comments on parents' evening with many parents stressing that children were going home enthusing about what they had learned:

- A. In lesson times in PE sessions.
- B. During their leadership opportunities.
- C. Through their Physical activity at lunchtime and
- D. At extra-curricular clubs.

School has used some of our funding to release our subject leader to monitor teaching and learning across the school which has proved invaluable. The **IMPACT** of this is that the subject leader is able to provide staff with support and direction in developing the standards of teaching and learning of PE.

Through purchasing and implementing The PE Passport, staff are able to access lesson content; to gather multimedia evidence and to make judgements about children's attainment and achievements in PE as well as tracking children's participation in extra-curricular activities. In addition, The Passport enables subject leaders to monitor trends in participation and to analyse how different groups are performing. The **IMPACT** of this is that school leaders can measure whether all minority groups are participating in the school's extra-curricular offer.

## **3. Increasing the confidence, knowledge and skills of all staff in teaching PE and sport**

A PE consultant has worked alongside the subject leader to audit the subject area; to help shape an action plan and to advise on good practice. The **IMPACT** of this is that the subject leader feels more confident in terms of what her role entails and what her priorities are within PE. The school has an action plan to work towards and is able to access advice and keep up with local and national initiatives in PE. This work should prove **SUSTAINABLE** now that some short term priorities have been identified and the Passport will provide evidence which should shape future priorities.

The PE subject leader has sought out specific training, organising for specialist coaches in dance, gymnastics and fundamental movement skills to come into school to deliver specific elements of the PE curriculum with a view to **upskilling** all of the staff.

The **IMPACT** of this has been that the staff feel more confident applying what they have learned within their own practice. Staff have commented that they have learned:



"I feel so much more confident in leading PE lessons"

"It has been wonderful to access such strong expertise, as well as having a depth of knowledge to tap into"

"I do feel more upskilled to teach what is quite a tricky curriculum area"

#### **4. Broadening experience through the range of sports and activities offered to all pupils.**

A greater emphasis has been placed on providing a wide range of varied sporting activities including yoga, zumba, football training by a Sale United Football coach, 'We are Adventurers', and competitive games by the PE and Sports Hub as well as offering a range of extra curricular clubs. The **IMPACT** of this is that staff have evidenced significant progress among the children in terms of their knowledge and understanding and their skill development and ability to apply skills.

Staff and children were delighted with the school's continued investment in dance specialist teaching. The dance taught to Year 2 during the Autumn Term was then performed as part of our Christmas Show. The children thoroughly enjoyed the sessions and developed their movement memory; their confidence to work within groups and their ability to perform in front of an audience. From a **SUSTAINABILITY** perspective the dance teacher left plans with class teachers to support their own future delivery.

Working alongside specialist coaches has been invaluable for the staff and the children. Teachers have commented that the specialists have demonstrated how to take into account the children's starting points and their prior knowledge and then how to break skills down and to ensure that practices are building progressively.

#### **5. Increasing participation in competitive sport.**

Being an infant school means that Templemoor would receive little benefit from being a full member of the Trafford School Sports Partnership. Notwithstanding, school does run extra-curricular activities which is developing the children's skills and understanding together with intra school activities within its units of work. The school held a very successful World Cup event, which provided a fantastic opportunity to link global events to sports in school. The children thoroughly enjoyed taking part in a wide range of football activities. The event served to increase physical activity, promote team and provide competition. The school also held a Reception and Key Stage One Sports Day, with a competitive element running throughout. The children experienced a range of different activities including javelin, long jump, egg and spoon races and running races. There is also a competitive element running throughout each P.E unit of work. Lunchtime Clubs also provide children with the opportunity to take part in competition. The **IMPACT** of this is that the children are being given the opportunity to experience competition within school.

**In 2018/19** the school plans to use its funding to sustain its work by:

1. Continuing to employ specialists to upskill the staff.
2. Continuing to support the staff with lesson content by purchasing a licence for a scheme of work.
3. Hosting another Healthy Lifestyle and Well Being week to involve the local community.
4. Provide further training for pupil sport leaders.
5. Implement the daily mile.
6. Update playground line markings - to make the teaching of PE simpler to manage, and for the use in the daily mile.
7. Hold a sponsored skipping event.
8. Continue to promote competition.

# School's Allocation of Sports Premium 2018 to 2019

Schools continue to receive Sports Premium funding based on the number of pupils in Years 1 to 6.

In the academic year 2018/19 schools with 17 or more eligible pupils continue to receive **£16,000** and an additional payment of **£10** per pupil.

## Templemoor Infant and Nursery School - Sports Premium Allocation 2018 to 2019

Total number of eligible pupils	120
Amount of grant received per pupil	£10
Total Grant Amount	£17200

# Sports Premium Strategy Plan 2018 to 2019

Key Indicator	Evidence	Actions to Achieve	Effective Use of the Funding	Funding Breakdown	Intended Impact
<b>The engagement of all pupils in regular physical activity - kick-starting healthy active lifestyles.</b>	Lunchtime Registers Pupil Voice Photographs Website/ Twitter	Train Year 2 Playground Leaders  Take into account pupils needs and interests via pupil voice activities.  Mr Bowers to run lunchtime sports activities for 30 minutes each day.  To host a Healthy Lifestyle and Well being event - to include extra PE sessions, yoga and brain gym, healthy cooking etc.	Providing high quality professional learning and training for Year 2 Playground Leaders so that they can introduce multi-activities at break and lunchtimes.  Providing a lunchtime physical activity programme.	Training Year 2 Playground Leaders: <b>Total cost: £500</b>  Mr Bowers Lunchtime Sessions: <b>Total cost: £1051</b>  Healthy Lifestyle and Well being event: <b>Total cost: £1500</b>	Increased pupil participation.  Enhanced, inclusive multi-activities provision.  Enhanced quality of delivery of activities.  Easier pupil management.  Raised profile of health and wellbeing.
<b>The profile of PE and sport being raised across the school as a tool for whole school improvement.</b>	Schools own PE Assessment Data  Audit of PE Equipment	Staff to assess using PE Passport criteria after each unit of work.  PE Lead to monitor assessment information and to support planning and resources and provide additional support for individuals and groups.  Purchasing of resources to enhance PE provision	Purchase of PE Passport (with assessment criteria built in)  Purchase of PE resources to enhance PE teaching	PE Passport: <b>Total cost: £300</b>  PE Resources: <b>Total cost: £700</b>	Effective assessment tool kit for all teachers to use to assess progress and attainment in PE.  Children's achievement recognised and built upon each year.

Key Indicator	Evidence	Actions to Achieve	Effective Use of the Funding	Funding Breakdown	Intended Impact
<b>Increased confidence, knowledge and skills of all staff in teaching PE and sport.</b>	<p>Lesson Observation Records</p> <p>Coaching observation feedback</p> <p>Monitoring</p> <p>PE Attainment Data</p>	<p>PE provider, 'PE Sports Hub' to provide high quality PE lessons.</p> <p>PE Consultant to work with new subject leader.</p> <p>Joint lesson observations to take place with PE Consultant with feedback to staff and PE Lead in order to enhance provision.</p> <p>Update playground line markings.</p>	<p>Employing specialist teachers of PE.</p> <p>Improving staff professional learning to upskill teachers and teaching assistants.</p> <p>Employing expert advice to evaluate strengths and weaknesses in PE and implement plans for improvement.</p> <p>Playground line markings make the teaching of PE more manageable for teaching staff.</p>	<p>PE Sports Hub Provision (Reception, Year 1 and Year 2): <b>Total cost: £7040</b></p> <p>PE Consultancy: <b>Total cost: £200</b></p> <p>Line Markings: <b>Total cost: £1500</b></p>	<p>Enhanced curriculum provision.</p> <p>More competent and confident staff.</p> <p>Enhanced quality of teaching and learning.</p> <p>Increased capacity and sustainability.</p> <p>Improved standards of teaching and learning.</p> <p>Positive impact on whole school improvement.</p>
<b>Broader experience of a range of sports and activities offered to all pupils.</b>	<p>Pupil Voice</p> <p>PE Observation Records</p> <p>Monitoring</p> <p>Photographs/ Video</p>	<p>To work with 'Outdoor Adventurers' to provide high quality outdoor learning experiences for children in Years 1 and 2.</p>	<p>Employing specialist Forest School Practitioners.</p>	<p>Outdoor Adventurers Provision 1 afternoon per week for 2 terms: <b>Total cost: £3900</b></p>	<p>Enhanced curriculum provision.</p> <p>Improved team building, self confidence and resilience.</p>
<b>Increased participation in competitive sport.</b>	<p>Schools own registers</p> <p>Photographs</p> <p>Website/ Twitter</p>	<p>Review school strategy for engaging in competition.</p> <p>Engage with PE Provider to organise inter school competitions.</p> <p>Staff from PE Sports Hub to contact other schools to organise fixtures, and to plan other events which school teams can represent.</p> <p>Improve links with other schools.</p>	<p>Paying for inter school competitions</p>	<p><b>Total cost: £510</b></p>	<p>Increased pupil participation.</p> <p>Improved positive attitudes to health and wellbeing.</p> <p>At least 3 competitive events are played over the course of 2018/19.</p>