

 Here at Trafalgar Community Infant school, we are very proud to be offering a wide range of PESSPA (Physical Education, School Sport and Physical Activity) to all children and make sure we adhere to gov.uk and their expectations of Pupil Premium funding.

Gov.uk state that schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

* Develop or add to the PESSPA activities that your school already offer.
* Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.
* The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

 *The school also uses the 5 key indicators from gov.uk to demonstrate and show improvement.*

* providing targeted activities or support to involve and encourage the least active children
* encouraging active play during break times and lunchtimes
* establishing, extending or funding attendance of school sports clubs and activities and holiday clubs, or broadening the variety offered
* adopting an active mile initiative
* raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2 - every child should leave primary school able to swim (as an infant school, without a pool nearby, this is taken up by their next school in KS2)

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| Key achievements to date until July 2022:  | Areas for further improvement and baseline evidence of need:  |
| * PE being taught across school by all staff – every class participating in 2x PE sessions weekly.
* Staff developing their skills and knowledge of the PE curriculum by watching external coaches.
* Before and after school clubs offered over the course of the year, in different sporting/physical activity areas.
* Children have had the opportunity to participate in sporting events at external schools.
* The daily mile has been successful with classes going out on the track each day to run.
* A professional athlete has come in to lead activities and an assembly for the children to be inspired.
* Continue to raise the profile of PE at Trafalgar with improved parent communication; on newsletters and social media.
* External coaches delivering high level PE that teachers can also learn from.
* Little leaders has been set up, where children are setting up activities for other children to participate in during lunchtimes.
* During lockdown activities and sporting challenges were set up on google classroom for children to participate in.
* Sporting areas at lunchtime have been set up for children to access. A range of sports are available on a weekly basis.
* Staff have been attending courses, looking into ways of engaging more pupils into physical education.
* Lots of new equipment has replaced old and outdated equipment. Providing children with lots of new opportunities.
* New age Kurling was trialled in the hall , giving all children an opportunity to try a new skill/sport.
* The school has PE/Sport displays up, showing the importance of PE.
* The separation of PE equipment and playtime equipment has meant longer lasting equipment for PE lessons.
* PE Interventions for vulnerable children during school time, allowing them to be taught in smaller groups twice a week.
* Feedback from these interventions has given teachers a better understanding of assessment.
* New sporting lines to be painted on the playground for sporting purposes.
* Working with an external professional football coach to deliver coaching to all children in the school.
* A new bike shed, encouraging more children to ride to school.
* New motor skill equipment for the reception garden.

.  | * Moving away from Real PE into Twinkl Move.
* MTP and LTPs to be looked at.
* Monitoring of lessons and quality of teaching.
* Attending more sporting events outside of Trafalgar
* Ensure the LTP and MTP planning is relevant to the children’s needs and

reflects their pupil voice.   |

**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 pupils today and for the future.



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| **Academic Year:** 2021/22  | **Total fund allocated:**  | **Date Updated:**  |   |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school  |  |
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| **Intent**  | **Implementation**  | **Impact**  |   |
| *Your school focus should be clear with what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:*  | *Make sure your actions to achieve are linked to your intentions:*  | *Funding allocated:*  | *Evidence of impact: what do pupils now know and what can they now do? What has changed?:*  | *Sustainability and suggested next steps:*  |
| For children across the whole school to be able to participate in a range of sports during curriculum time  | Purchasing of football, gymnastic, athletics, hockey, tag rugby and playtime equipment. Ensuring more equipment is bought to allow PE to be taught by multiple teachers at the same time. Playtime sporting area to give children more opportunity to play and participate in new sports.New gross motor equipment for reception and repairs to the EY playtower. |  £540£7487.61 | All children form R-Yr 2 took part in 2 hours of PE a week throughout the whole year. Children are more active and have been improving their coordination, balance and movement.All areas of the PE curriculum were taught (dance, gym, sport)“ I have really enjoyed the different PE lessons we have done throughout the year, I have even joined a football team now” (Zac Yr1).“I love it when the wall bars are out and we get to try lots of balances and shapes on the bars”The daily mile is the part of the day children look forward to. Children have an understanding of why they are doing the daily mile and the impact it has on their body. They are always asking to do it, and when it is, showing it’s a great part of their day.“The daily mile is my favourite part of the day, I love running” (CharlieYr2).Children have higher levels of stamina and can complete more laps in the time. Oct 21 – 4 laps in 5 minsJune 21 – 7 laps in 5 mins.Children have been playing on the equipment regularly and have now been able to test out their balance and coordination on the new equipment. | Much of this equipment can be re-used next year. The sports that have proved popular with the children, we will purchase more equipment to allow them to continue playing the sport at playtimes and lunchtimes.    |
| Children to bike to and from school to increase their levels of physical activity.  | Bike shed to be purchased; one for the school. |  £6574.42 | The new bike/scooter area is used regularly and is always full. Many childrdrenare biking and scooting to school as there is a safe place to put their things. “I am happy that I know my child’s scooter is safe and he knows how to put the scooter in and safely take it out again” (parent Yr1 child)  | The sheds will remain in place and be used for several years  Next step is to look into look at buying another one to match the demand.  |

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| To increase levels of physical activity for all children at playtimes and lunchtimes  | Playtime sporting area to give children more opportunity to play and participate in new sports.2x basketball hoops for playground1x football goal forPlayground.New hockey sticks/balls.  |  See the above£540 payment | When observing lunchtimes, the sporting area is always full and has children watching the cheering on. “I love the sporting area“football and rugby have been my favourite”. “I really enjoy working in the sporting area because all of the children are loving it and getting a real buzz, I am seeing great teamwork and kindness too” (Learning assistant)  | This equipment will last for many years. Ideas and staff confidence on delivering will increase.Playtime staff have an input on what equipment they feel would benefit the children.  |
| To increase the level of opportunity for vulnerable children.  | Twice a week catch up/intervention sessions delivered to children in Y1 and 2. Delivered by an external fundamental movement/call skills expert (TW) | £3762.5 | All PP and SEN children in school in Yr1 and 2 have had this intervention and benefits have been seen in their attainment when in class PE lessons.TW has given the class teacher feedback and the improvements the children have made, showing great progress in their skills and confidence.  | These sessions are in place to continue next year and develop further.  |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement  |  |
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| **Intent**  | **Implementation**  | **Impact**  |   |
| *Your school focus should be clear with what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:*  | *Make sure your actions to achieve are linked to your intentions:*  | *Funding allocated:*  | *Evidence of impact: what do pupils now know and what can they now do? What has changed?:*  | *Sustainability and suggested next steps:*  |
| Attending events outside of school and participating in outer school tournaments/festivals.  | Fee for entering teams into these events.Time out of class to organise these events.  |  £30 | Children are very excited about these events and are very engaged. Always asking for when the next one is coming up. Children talk and show off their achievements in assembly. | We are looking to enter more teams to more events next year.  |
| New sporting lines across the playground. | Teachers to be using these lines during PE/playtime to show the children what they are for. When used in sport, rules and instructions can be given. Linking some playtime lines to outdoor maths. Targets and numbers are being used. | TBC | More effective PE/sport.Children understanding the boundaries of their sport.Parents/adults can see the upgrade and are impressed at how this will have a great impact on their kids.Painted lines are far safer for the children compared to cones and lines which can slip.  | We are looking to keep updating these and adding to them to increase the experience. |
| A new bike/scooter shed. | Children can safely store their bikes and scooters, encouraging more children to ride to school and keep active. | See above pricing  | Many children storing bikes and scooters, far more popular since being built. | Possible to increase and get one more area. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport  |  |
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| **Intent**  | **Implementation**  | **Impact**  |   |
| *Your school focus should be clear*  | *Make sure your actions to*  | *Funding*  | *Evidence of impact: what do*  | *Sustainability and suggested*  |
| *what you want the pupils to know*  | *achieve are linked to your*  | *allocated:*  | *pupils now know and what*  | *next steps:*  |
| *and be able to do and about*  | *intentions:*  |  | *can they now do? What has*  |  |
| *what they need to learn and to consolidate through practice:*  |  |  | *changed?:*  |  |
| To increase levels of physical activity for all children at playtimes and lunchtimes. Staff are learning the skills to teach PE and can observe different sports being played. | Training of mid-day supervisors, LSAs and TAs, to deliver high quality PE/sport sessions. Teachers to give advice and show LA’s the rules of these sports.Observing the external instructors who teach dance and sports  | £634.65 | When observing lunchtimes at the start of the year, behaviour and engagement were an issue. Now so many children are participating in the sports area and love the wide variety of sports on offer. Alongside this sport area, creative and quiet areas are included to match the need of all children. “I never knew we had so much equipment or how to use it. I feel  | Continue to monitor and ask the children what further equipment we might need  Repeat training next year but ask each adult to show something they have done for this. |

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|  |  |  | a lot more confident in setting up some activities at lunchtime now” (LTS)  “It actually makes the behaviour at break times much easier to manage now as the children have so much equipment to keep them active”.  | The children has also asked for more lunchtime clubs so this is something to look at potentially funding next year.  |
| Bringing in sport and exercise experts to deliver high quality PE lessons for staff to observe and take notes.(Tessa – multiskills)(Kicks Dance)(Football coaching) | Staff participate in this and have been encouraged to take pictures, videos and notes so that they can magpie ideas and see how an effective lesson is structured and executed. |   | Teachers are improving their PE lessons and have been taking notes and getting involved in the lessons. They are using the skills learnt to deliver their own lesson. The children are participating in a wider range of sports and the skills are being developed yearly.I have observed the teachers and they have been delivering good lessons and have used ideas from the lessons they have watched.“I can finally teach PE with the confidence I am doing a good job” |  The learning from the lessons will continue and teachers can take this forward and increase their knowledge.Looking at bringing in a gym expert to deliver gym lessons.  |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils  |  |
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| **Intent**  | **Implementation**  | **Impact**  |   |
| *Your school focus should be clear*  | *Make sure your actions to*  | *Funding*  | *Evidence of impact: what do*  | *Sustainability and suggested*  |
| *what you want the pupils to know*  | *achieve are linked to your*  | *allocated:*  | *pupils now know and what*  | *next steps:*  |
| *and be able to do and about*  | *intentions:*  |  | *can they now do? What has*  |  |
| *what they need to learn and to consolidate through practice:*  |  |  | *changed?:*  |  |
| To introduce at least one new sport to the children each year. (Kurling),  | We arranged for coaches to come into Trafalgar and deliver a taster lesson for Yr 1 and 2 children to experience this new sport.Ordered new Kurling equipment for the school. So they can keep engaging in these opportunities. | See above equipment spend | Children were very engaged and have been very keen to try it again.“I really had lots of fun”“I’ve seen them do it on the ice on TV”“Can we get the Kurling out again and play this at lunchtime?” | We are looking to set up these sports for children to try during school time, so new children in reception have the opportunity to experience it. |

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| A wider variety of sport clubs to be offered, before and after school.Little leaders course where children learnt how to lead sports/activities on the playground. | Football equipment.Multi skill equipment.Asking staff to think about offering clubs once a week for children to attend, before or after school.Timetable set out for the children to lead activities on the playground.Attended the course with the children and supported them through it. |  | A great attendance in these clubs, lots of children are displaying new skills and enjoying new sports.Staff have been positive and we have new clubs starting up for the beginning of next year.“Thursday is the best day because it’s football club after school” “I have joined a football club now as I liked it so much” (Andrei Yr2)“ I can’t wait to start leading on the playground with my friends”“I really enjoyed setting up the activities” (Yr1) | More staff are researching and starting new clubs for next term (tag rugby) (orienteering)  |
| Professional athletes/experts to come in and deliver a new sport to the children. | Sports for schools – An Athlete came in and delivered exercises for the children to try. The school raised money and have bought into active schools pack which will bring maths and English learning outside.  |  | All of the school tried all of the exercises and it was a great school atmosphere with lots of learning experiences. Children have been inspired and it has seen the daily mile effort increase as they have seen a runner come to their school.  | Good partnership with the company, more athletes will be coming in next year. |
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| **Key indicator 5:** Increased participation in competitive sport  |   |
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| **Intent**  | **Implementation**  | **Impact**  |   |
| *Your school focus should be clear*  | *Make sure your actions to*  | *Funding*  | *Evidence of impact: what do*  | *Sustainability and suggested*  |
| *what you want the pupils to know*  | *achieve are linked to your*  | *allocated:*  | *pupils now know and what*  | *next steps:*  |
| *and be able to do and about*  | *intentions:*  |  | *can they now do? What has*  |  |
| *what they need to learn and to consolidate through practice:*  |  |  | *changed?:*  |  |
| To participate in external competitions. |  Trafalgar have started to enter external school tournaments/festivals and children have been selected to attend.We are aiming to increase the participation of children when we enter more tournaments and festivals.  | £30 |  The children have had great experiences and love entering new schools and meeting other children.Children did very well and showed great sportsmanship. We have had parents of those children who attended, asking about local clubs where they can continue the participation.“That was so much fun” “ I did so well and scored lots of goals” | We will be entering more and more tournaments/ festivals to give as many children the opportunity as possible.We will aim to get more vulnerable children to participate in the festivals to give them the opportunities to try new sports/events. |

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**Total spend**

**£22,309,36**

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| Signed off by |
| Head Teacher:  |  |
| Date:  | 15.7.22 |
| Subject Leader:  |  Thomas Hallett |
| Date:  | 15/07/22 |
| Governor:  |  |
| Date:  | 15/7/22 |