

Ditton Infants Impact Report

Sports Premium Plan 2018-19



Ditton Infant School received an allocation of £17,150. The premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2018 to 2019 academic year, to encourage the development of healthy, active lifestyles. It will continue to use the funds wisely and to very good effect.

Key

Yellow highlight - partly achieved/achieved but to continue throughout year

Green highlight - actions have been completed

Purple writing - new action

Grey writing - intended impact and examples of what evidence could look like.

Green writing - actual evidence and impact

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: 2018/19 | | Total fund allocated: £17150 | Date Updated: October 2018 | |
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| 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: |
| | | | | 35.5% £6090 |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>All KS1 children to be engaged in 1 hours of high quality PE over the week.</p> <p>Children to be involve in regular, well resourced physical activity. Children to develop a range of skills which can be developed throughout the key stage to meet the early learning goals and end of key stage 1 requirements, preparing them for their next key stage.</p> | <ul style="list-style-type: none"> Staff to timetable PE each week. Staff to deliver PE sessions weekly. Purchase and maintenance of equipment. | <p>No cost</p> <p>£2000 equipment</p> | <p>Hall and Class Timetables show teachers are teaching PE. Observations show high quality PE is being taught in focus classes</p> <p>Child Voice - 24.04.19 - children speak positively about PE and talk about the importance of PE.</p> <p>Term 4 data - 98% of year 1 pupils and 82% of year 2 pupils are on track to achieving EXS in PE.</p> <p>Term 6 data - 90% of year 1 pupils and 96% of year 2 pupils achieved EXS in PE. 24% of year 1 achieved GDS and 23% of year 2 achieved GDS.</p> | <p>PASS specialist teachers and PE leader to continue to observe and support PE lessons to ensure they are of a high quality.</p> <p>Give PASS support to new teachers starting next year (NQT and student teacher)</p> |
| <p>Reception children have access to a range of indoor and outdoor activities to enable and develop physical activity.</p> <p>Opportunities for children to engage for longer periods of time in physical activity.</p> | <ul style="list-style-type: none"> Reception teaching staff to organise provision to encourage physical development during child-initiated learning. Purchase additional resources PE leader to observe activities | <p>No cost</p> <p>£500 resources</p> <p>£200 supply</p> | <p>Observations of children show children are engaged in physical activities in child-initiated learning. Evidence seen on the 'Interactive learning diary'.</p> <p>Term 4 data - 86% of all year R children on track to achieve M&H ELG.</p> <p>End of year data - 88% of all year R children have achieved M&H ELG.</p> | <p>Staff to continue to give children physical opportunities in child-initiated play.</p> <p>Continue to use resources from this year. Purchase newer resources that promote balance and team games.</p> |

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| <p>To develop lunchtime engagement with equipment and play leaders.</p> <p>Children to be active at lunchtimes.</p> <p>All children will have more opportunities to engage in physical activity during lunch times with structured games and activities as well as free choice.</p> | <ul style="list-style-type: none"> • Make lunch time break more physically active and engaging for all children. • Develop leadership skills and responsibility in play leaders. • Midday meal supervisor training • 1 additional TA to lead physical activities at lunchtimes. | <p>PE storage shed for outside. £1500 Maintain and improve trim trail. £600 Additional hours pay over year. £1290</p> | <p>Activity rotas/timetable show a wide range of physical provision and the adults in charge of resources that area. Rotas change termly.</p> <p>Observations from Pass specialist (14-12-18) show good physical provision is being planned for and set out at playtimes. Children were engaged in physical activities.</p> <p>Lunchtime play book shows a range of activities.</p> <p>Pupil voice - 24.04.19 - children talk about the physical activities that are available at playtime and the importance of PE.</p> | <p>Continue activity lunchtime rota. Play leader to continue to plan activities and provide resources.</p> <p>Next step to develop children's independence to safely select their own physical resources from storage shed.</p> |
| <p>Encourage year 2 children to take part in "A lap a day' leading on to the 1 kilometer then 1 mile a day. (Children to complete 10 minutes of inside aerobic exercise on very rainy days). Children will be activity engaged in regular activity through a social activity. New - All children in school to take part in the daily mile from term 5.</p> | <ul style="list-style-type: none"> • Plan the lap or 1 K • Timetable into the day • Timetable mile a day for all classes from term 5. • Baseline times • End of year times • PE leader to share daily mile details with staff | <p>No cost</p> | <p>Year R children completed baseline run in term 4. 4% were able to complete the mile if the 15 minutes time limit. After only 3 weeks of completing the mile a day in term 5, the children were timed again - 71% could run a mile within the 15 minutes.</p> | <p>Continue the mile a day next year but start from term 1. Track fitness of less active children.</p> <p>Set up a rota so that each class takes part in an active outdoor forest inspired session each week.</p> |
| <p>All children to take part in a daily '5 a day', 'Wake and shake', 'C4L' video/routine, Pass 360 activities at an appropriate time of the day for their class. (at least 5 minutes daily). Children will be active within the classroom exposing them to different environments for physical activity.</p> | <ul style="list-style-type: none"> • PE leader to organise a list of linked/videos that teachers can use. • All teachers to dedicate at least 5 minutes of their day to complete simple routine with the children. | <p>No cost</p> | <p>Observations show active videos and activities are being used during maths sessions.</p> <p>Since term 5 when all children took part in the mile, there has been less need for the 5 minute videos, however, these are being used as needed.</p> | <p>Videos and active ideas available for staff on KLZ if they feel like their children need a movement break. On very rainy days or when the weather is considered too dangerous to complete the mile a day, the staff will plan 10-15 minutes of indoor physical activities.</p> |

See KI4 for scooter workshops and balance ability workshops, all that promote KI1.

| 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: |
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| | | | | 9.6% £1650 |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>Numbers of non-participants are reduced and the most able are offered additional support that facilitates their long-term success and enjoyment of sport and physical activity.</p> <p>More children will have the opportunities to succeed in PE and PA and develop an enjoyment for what they are doing.</p> | <ul style="list-style-type: none"> Determine non-participants and most able pupils in PE. Pass coach to run mini sessions to support non-participants and extend most able. Term 3-6 | <p>PASS service level agreement (£6600) 25% on KI2.</p> | <p>6 children have been identified as being 'less active' - PE leader has completed mini sessions with these children to develop understanding of PE and encourage active participation. First session was dance- Children's confidence grew and one child left saying, "I love dancing." More able children in gymnastic have had addition sessions with PASS and have entered gymnastic competition.</p> | <p>Next steps - track less active children's fitness during the mile a day.</p> <p>Sign up to another competition next year to challenge most able.</p> |
| <p>Ensure children are taught about the importance of exercise and healthy eating. Children will have a knowledge of what, combined with PA, will provide them with a healthy lifestyle.</p> | <ul style="list-style-type: none"> Monitor planning and timetables. Pupil voice term 4 Grow own fruit and vegetables Organise Caterlink added benefit sessions. | <p>No cost</p> | <p>Kitchen garden - fruit and vegetables are grown and eaten by children. Term 6 - year 1 harvested potatoes and the kitchen cooked them for their lunch. Pupil voice - 24-04-19 - children were able to talk about the importance of PE and exercise.</p> | <p>Purchase seeds to continue to plant fruit and vegetables in our new wildlife area. Teachers to continue to discuss healthy life styles.</p> |
| <p>To celebrate sporting and physical activity achievements with inside and outside of school. Children will be proud of their achievements and share them with parents at home/school, promoting physical activity and sharing an enjoyment.</p> | <ul style="list-style-type: none"> Celebrate through assemblies Add to PE display <p>Enter gymnastic competition for three children in year 2 who share a passion for gymnastics.</p> <ul style="list-style-type: none"> Permission from parents Time to train Book taxi | <p>No cost</p> <p>Taxi cost estimated £40 (transfer funds from KI1)</p> | <p>PE achievements are celebrated in assemblies and examples of these celebrations are displayed on new PE board. Assembly celebrated running club race times and awarded 1st, 2nd and 3rd place. 12-10-18. Most improved runners awarded 1st, 2nd and 3rd place during assembly. 30-11-18. children are proud of their PE achievements.</p> | <p>Assemblies that celebrate sporting achievement to continue next year.</p> <p>Children to be encouraged to complete physical homework as well as academic.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 23.9% £4100 |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>To improve staff subject knowledge of PE/lesson structure/confidence across the PE curriculum</p> <p>Children will have organised, well resourced lesson with teachers who can develop skills and challenge children in their lessons.</p> | <ul style="list-style-type: none"> Introduce new PASS schemes of work. Recruit specialist teacher to up-skill class teachers across the PE curriculum PE leader monitoring | <p>PASS SLA (50%)</p> <p>£200 supply</p> | <p>Two members of staff achieved 'good' in lesson observation and have improved since their first observation.</p> <p>Two teachers have been identified as having low confidence in teaching PE. These teachers will receive extra CPD with PASS specialist.</p> <p>4/4 teachers who have received CPD from PASS have been observed delivering good or better sessions by PASS teacher.</p> | <p>Staff have worked with PASS specialist teachers in areas of PE that staff were less secure in.</p> <p>Provide questionnaire to existing and new staff in September to judge their own experience and confidence. Give support to staff that need it.</p> |
| <p>To use assessment for learning during lessons to inform progression. B/S/G /PE NC statements.</p> <p>Children will have challenge in their lessons to work through the assessment stages and aim for a gold achievement.</p> | <ul style="list-style-type: none"> Teachers assessing at baseline and end of unit to monitor progress of children's learning Learning targets shared with children during lessons. Children will be given the opportunity to self-assess against the success criteria. More and less able children identified and lessons differentiated where required Teachers assess PE using tracking grid PE subject leader to monitor assessment grids and track vulnerable groups | <p>PASS SLA</p> <p>£200 Supply</p> | <p>Term 4 data -</p> <p>98% of year 1 children on track EXS 0% of year 1 children on track GDS. 82% of year 2 children on track EXS. 16% of year 2 children are on track GDS. 86% of reception on track ELG2 M&H 8% of reception on track ELG3 M&H</p> <p>End of year data -</p> <p>80% of year 1 children EXS 24% of year 1 children GDS. 96% of year 2 children EXS. 22% of year 2 children GDS. 88% of reception ELG2 M&H 22% of reception ELG3 M&H</p> | <p>Teachers to continue to use PE assessments to track children's progress and coverage in PE. Next year, use an electronic version for ease of use and improved sharing with PE leader.</p> |
| <p>Provide and attend CPD training for staff to improve subject knowledge.</p> <p>Children will have more skilled teachers who can develop more able children and support less able in developing their skills in PE lessons.</p> | <ul style="list-style-type: none"> Attend Subject leader training Organise for PASS to lead CPD sessions outside and within school New staff Zumba session booked for staff in term 3 to promote well-being and professional development | <p>PASS SLA</p> <p>Supply</p> <p>£400</p> | <p>All staff who have received pass training/CPD over the term have been observed delivering good or better PE sessions.</p> | <p>Staff to share good practice will new members of staff. Continue CPD.</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: |
| | | | | 28% £4810 |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Target year 2 children who cannot ride a bike to complete balance ability training in term 2. (Also links to KI1) Children will have opportunities to upskill themselves in riding a bike, developing confidence and celebrating successes. | <ul style="list-style-type: none"> • Liaise with PASS to book Balanceability training • Liaise with year 2 class teacher • Determine focus group • Notify parents/consent • Complete risk assessment | PASS SLA (25%) | Questionnaire sent home to parents. Unfortunately, only 2 of these were returned. | Year 2 children will complete bike ability at the junior school. Provide sessions for new year 2 pupils unable to ride a bike. |
| Year R children to complete balance ability training in term 6. Children will have opportunities to upskill themselves in riding a bike, developing confidence and celebrating successes. | <ul style="list-style-type: none"> • Liaise with PASS to book Balanceability training • Liaise with Reception class teacher • Notify parents/consent • Complete risk assessments • Purchase set of balance bikes for future use. | PASS additional £700 training. £400 to purchase set of school balance bikes. | Observation from Pass specialist teacher states that 90% of cohort can now confidently and successfully ride a balance bike. | Order set of balance bikes and target children who have not developed key skills during lunchtime/ afterschool club/ intervention. |
| To provide scooter training for Year 1 to learn about road safety when on a scooter. Children will develop confidence and safety skills and be encouraged to use their scooters as a regular physical activity. | <ul style="list-style-type: none"> • Liaise with Four2Feet to book Scooter training 01-03-19 • Liaise with Year 1 teachers • Notify parents/consent • Complete risk assessment | £500 | Children showed an awareness of road safety on a scooter and acted appropriately during training. Photos of children riding their scooters. | Book small steps program to be booked next year to teach children about road safety whilst walking. |

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| <p>Experience a range of multicultural dances.</p> <p>Children to understand that physical activity is celebrated through a range of cultures, exposing them to more opportunities and an enjoyment for movement.</p> | <ul style="list-style-type: none"> Organise multicultural term/ week. Liaise with Pass to ensure plans match need of the children Invite people in to demonstrate sports and dances. Organise colour run in term 4 to celebrate Holi, a Hindu festival | <p>£200 CD and resources.</p> | <p>Pupil voice - 24.04.19 - colour run to celebrate Holi festival (Hindu celebration). Children could talk about this. See monitoring notes.</p> <p>Colour run display in year 1 area.</p> <p>Year R teachers liaised with PASS to discuss multicultural dance ideas to deliver through PE.</p> | <p>The success of the colour run has enabled us to plan more events such as a water run to get children excited about physical events.</p> |
| <p>Children to experience different sports through taster sessions.</p> <p>Children will be exposed to a range of activities, outside the 'normal' activities seen within schools. Follow up activities will be provided to give children more opportunities to develop skills.</p> | <ul style="list-style-type: none"> Extra PASS days to be organised. Term 1 - archery Term 3 - skip to be fit Sponsored colour run to link to multicultural awareness. Term 4 Term 5 - dance Ensure equipment is available Risk assess where required | <p>£250 tutor plus 250 archery kit to purchase (T1/2) £380 workshop £280 kit bag £200 (T5)</p> | <p>Pupil questionnaire term 1 re clubs: 70% of KS1 children would like to take part in archery club. Organise for term 3&4. COMPLETED! 92% of EYFS would like to use archery equipment during CIA. 22-11-18 Observations show children are using archery resources in CIA. 5.4.19 - all children completed sponsored colour run.</p> | <p>We performed the dance we learned during dance workshop at sports day to parents and used the archery kits to demonstrate our new learning to parents. Continue to use new equipment next year. Ask children what other sports they are interested in.</p> |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 2.9% £500 |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <p>To run two sports clubs every term that are free for children to attend.</p> <p>Children to have the opportunity to develop physical activities outside of the normal school hours.</p> | <ul style="list-style-type: none"> Provide a range of sports clubs to children and encourage participation for all. | <p>£400 support staff to run sports clubs with teachers.</p> | <p>Term 1 and 2: Fitness Club - 23ch Ball Skills Club - 18ch. 28% of PP children attending sports club.</p> <p>Term 3 and 4: Archery = 26 chn and Yoga = 20 chn 27% children attending sports clubs are PP. 2/6 children identified as being 'less active' are intending clubs.</p> <p>Term 5 and 6: Athletics club = 19 chn Tennis club = 30 10% children are PP.</p> | <p>Continue to run sport afterschool clubs using new resources purchased this year.</p> |
| <p>All children to enter 3 virtual competitions over the year. Term 2, term 4 and term 6.</p> <p>Children will have the opportunity to compete against their peers within a year group and key stage competition. They will also have the opportunity to compete against other schools in an inter school virtual competition. Children will be encouraged to develop physical activity celebrating improvements as well as successes.</p> | <ul style="list-style-type: none"> Check competition calendar. Teachers to plan session to give children opportunity to complete baseline of skill, practice skill and perform final attempt of skill to send off to PASS. Term 2 (hula hoop) As above in Term 4 As above in Term 6 PE leader to organise prizes for 1st, 2nd and 3rd place as well as most improved for each competition. PE leader to organise prizes for any successful children in the inter schools virtual challenges. Enter gymnastics competition (4 chn) | <p>£100 prizes</p> | <p>Hula-hoop challenge - The Majority of children improved their hula-hooping score. These results are displayed in the hall to celebrate achievements. 'Most improved' certificates were awarded to a child in each class.</p> <p>The Bounce challenge - most improved certificates awarded. This term, two children in year R were the most improved across 7 other participating school.</p> | <p>This was free to enter and raised the profile of PE and healthy competition in school. Enter events next year.</p> |