

# *Townville Infants' and Nursery School*

## *Primary PE and Sports Premium*

### *Action plan and budget tracking* *2021-2022*



<i>Key achievements to date:</i>	<i>Areas for further improvement and baseline evidence of need:</i>
<i>Increased participation in after school sports from previous years. Increasing range of sporting opportunities offered to pupils. The school was highly represented in the Wakefield and District Inter school Junior park run competitions despite foul weather and until the COVID pandemic. The school successfully engaged Wakefield LA partners to launch an inter-school junior sports competition, now running into its second year.</i>	<i>Further embed subject knowledge in delivering quality PE lessons for teaching staff and support staff. Ensure all staff are involved with outside agencies, learning from their expertise and securing knowledge of planning and progression. Further increase the range of pupils accessing the break, lunchtime and after school clubs. To increase parental engagement. To increase involvement in local clubs. To embed an appropriate assessment scheme. To increase engagement in sports by all children challenging national inequalities.</i>

## Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£1177.96
Total amount allocated for 2020/21	£18137.96
How much (if any) do you intend to carry over from this total fund into 2021/22?	£5578.91
Total amount allocated for 2021/22	£17077.00
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22655.91

## 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.

Academic Year: 2020/21		Total fund allocated: £22655.91		Date Updated: 12 <sup>th</sup> October 2021		
<p><b>Key indicator 1:</b> The engagement of <u>all</u> 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</p>					Percentage of total allocation:	
					51%	
Intent	Implementation		Impact			
Your school focus should be clear 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?:		
<p><i>Children should see physical activity as fun and engaging;</i></p> <p><i>- through the provision of music at lunchtime not only are pupils likely to dance but music can also create a positive atmosphere.</i></p> <p><i>- through the provision of scrap store play, children will be able to develop their own imaginations in play, creating more harmonious lunchtimes and positively influencing the behaviour choices children make.</i></p> <p><i>To encourage children to gain experience in a wider variety of activities.</i></p> <p><i>To raise the profile of the 30:30 agenda amongst pupils and parents so pupils engage in more regular</i></p>	<p><i>Invest in outdoor speakers for the main playground and EYFS area, linking a sound system for the provision of music to encourage dance.</i></p> <p><i>Amazon Music streaming subscription.</i></p> <p><i>Engagement with Scrap store Play pod, level 2 Play work training course for MSAs and additional on costs.</i></p> <p><i>Purchase of additional resources and storage to promote physical engagement on the playgrounds at lunch and break times.</i></p> <p><i>Through offering a wide variety of</i></p>		<p>£500</p> <p>£149</p> <p>£7000</p> <p>£800</p> <p>£3000</p>	<p>Speakers are now used to encourage free dance and movement both on the playgrounds and in the EYFS unit.</p> <p>Scrap shed was implemented during the summer term with all staff receiving training. Early implementation suggests calmer and more active lunchtimes.</p> <p>Children report they like the new signage and this encourages them to chat and play with their friends.</p> <p>Engagement with external providers of after school sports has been</p>		<p>Sustainability and suggested next steps:</p> <p>Speakers purchased are portable, rechargeable, weather resistant, durable and have Bluetooth connectivity, this should enable ongoing use for forthcoming years. Whole school subscription was not feasible due to IT restrictions – alternatives methods to be explored.</p> <p>Maintaining positive attitudes into the new year and development of Y2 ‘Scrapshed leads’ to support dinner ladies and ensure equipment is used and cared for properly.</p> <p>Replenishment of shed contents has been agreed and purchased for coming years.</p>

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<p><i>physical activity.</i></p> <p><i>To challenge and address national inequalities in engagement with sport; particularly some BAME groups, low income families and girls</i></p>	<p><i>active choices both in school time and After school Clubs, inc. provision of free places for PPG children.</i></p> <p><i>Assemblies across the year to focus on inspirational people from the world of sport inc representation from BAME communities, girls, low-income families and challenging stereotypes.</i></p>	<p>£0</p>	<p>difficult this year although Forest School was particularly successful, other clubs such as Zumbini were not so.</p> <p>Children have a broader understanding of inspirational people in Sport inc. BAME, females and disabled representation. This has also been reflected in our PE Sticky knowledge mats.</p>	
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation: 3%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p><i>Value and celebrate sporting achievements outside school through the introduction of a ‘Sporting stars’ wall of fame along the main corridor.</i></p>	<p><i>Purchase display frames for the windows along the corridor – double sided so that they can be seen from outside as well as in.</i></p>	<p>£350</p>	<p>Children are now regularly sharing their external sporting achievements and enjoy seeing their pictures appear on the ‘Sporting stars’ hall of fame.</p>	<p>This will be continued in the new year – promotion of this on media outlets; twitter to increase further engagement and tie-in with local sports clubs.</p>
<p><i>To offer before school physical activity clubs to promote prompt attendance to school.</i></p>	<p><i>Launch a ‘wake up shake up’ early morning club for 30mins before the start of the school on a Friday.</i></p> <p><i>Introduce and train a small group of Y2 playleaders to support younger children at playtime and lunchtimes</i></p>	<p>£300</p> <p>£100</p>	<p>The impact of this was positive for children who attended however the numbers attending was very limited as uptake was low (roughly 20%).</p> <p>This did not take place.</p>	<p>To be discontinued.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				23%
Intent	Implementation		Impact	
Your school focus should be clear 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:
<p><i>To raise the knowledge and skills of staff delivering a sequenced and progressive scheme of works so that children engage positively with physical activity and make good progress.</i></p> <p><i>CPD training for staff- Teaching and support staff teaching alongside specialist coaches to improve practice. Staff are upskilled and develop knowledge and experience.</i></p>	<p><i>Staff personal development with specialist coaches in all areas to be taught. This year our focus development areas are:</i></p> <ul style="list-style-type: none"> <li>- Kwik Cricket</li> <li>- Modern Dance</li> <li>- Gymnastics</li> <li>- Tennis</li> </ul> <p><i>12 x staff release days to facilitate coaching support.</i></p> <p><i>Coaching support for teachers of PE by middle leaders.</i></p> <p><i>PE passport subscription to provide CPD for teachers supporting them with videos of skills to assist in the delivery of high-quality PE lessons.</i></p>	<p>£2000</p> <p>£1800</p> <p>£500</p> <p>£1000 (to trial in Autumn term)</p>	<p>Engagement with coaches was challenging this year. Two members of staff undertook Tennis CPD through the LTA.</p> <p>The school engaged with Yorkshire Sport Foundation to offer monitoring and coaching support to teachers. This helped us to assess quality of provision and to work towards further improvements.</p>	<p>Next year the school will engage with the school sports partnership offered by Castleford Tigers to enable access to their coaching network. A timetable for engagement has been drawn up and includes over 60 hours of coaching for staff alongside multiple planning and training opportunities.</p> <p>We will re-engage with Yorkshire Sport Foundation next year to help critically assess our ongoing progress.</p> <p>This was not purchased as it did not offer the flexibility we desired for our bespoke curriculum. Instead iPads have been purchased which will enable children to view and watch back and discuss their own performance and that of professionals.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				18%
Intent	Implementation		Impact	
Your school focus should be clear 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:
<p><i>Explore Local Opportunities: Hold a parent and child: physical engagement event once per term offering a range of physical activities they could access locally again should they wish too.</i></p> <p><i>Build professional relationships with providers from local clubs to offer after school clubs in school in the hope that families and children will go on to engage with these clubs as a lasting legacy of their engagement at school.</i></p> <p><i>Increase children's engagement with safe outdoor activities and support both their physical and mental health through engagement with nature.</i></p>	<p><i>1 x inflatable assault course</i> <i>1 x climbing wall</i> <i>1 x Archery</i></p> <p><i>Continuation of the welfare officer role and 'Townville Tots', mother and baby group to support families to make informed decisions about food and opportunities for physical exercise.</i></p> <p><i>To welcome local businesses in to school to provide additional sporting clubs or interest events.</i></p>	<p>£2500</p> <p>£994</p> <p>£500</p>	<p>Unfortunately, due to poor weather conditions the inflatable assault course was cancelled. Additional funding was taken for Forest School provision.</p> <p>The impact of Townville Tots continues to be rated highly by its users and those whose children have subsequently joined our nursery provision.</p> <p>Roughly 20% of our children engaged with external providers sessions. All children throughout school were able to engage with the visiting farm.</p>	<p>To gain commitment from providers before allocating funding to similar activities in the future – sourcing providers within our locality was a limiting factor.</p> <p>To canvas children as to which sports they would like offered as after-school in the hope that this would increase up take over the course of the next year.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5.5%
Intent	Implementation		Impact	
Your school focus should be clear 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:
<i>To increase the number of intra-class/year group/school competitions.</i>	<i>School to continue engagement in the inter-school multi-sport virtual competitions with other district infant schools.</i>	£100	This has continued this year with all children in Reception, Year 1 and Year 2 taking part. The school have earned several trophies along the way.	We have feedback that we would like this to continue.
<i>To increase the range on inter-school competitions offered.</i>	<i>Townville Titans running club to continue and to enter/challenge themselves with a range of competitive events.</i>	£450	External competitive events have not taken place as the Junior Park run competition was not held. We will look to further events next year.	Through our studies of the achievements of past pupils next year the school will link in with the 'Rob Burrows' marathon.
	<i>Awards for attainment of goals through the marathon kids' scheme.</i>	£50		All these events will continue next year.
	<i>School sports day inc medals, stickers and awards.</i>	£100		
	<i>Annual intra-school dance festival: modern</i>	£250		
	<i>Coaching support to facilitate an intra-school tennis competition.</i>	£300		

Signed off by	
Head Teacher:	<i>Burden</i>
Date:	12/10/2022
Subject Leader:	<i>Burden</i>
Date:	12/10/2022
Governor:	
Date:	