

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



Details with regard to funding : Inglewood Community Nursery and Infant School

Total amount carried over from 2019/20	£ 2 144
Total amount allocated for 2020/21	£ 17 250
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 8 087
Total amount allocated for 2021/22	£ 17 180
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 25,267

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	<p>Sports Premium was used to provide 4 additional swimming sessions for Year 2 in May 2022.</p> <p>Sports premium was used to provide 4 additional swimming sessions for Year 1 in May 2022.</p>
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	<p>Yes</p>

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: 2021/22		Total fund allocated: £25 267		Date Updated: July 2022	
Key indicator 1: 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					Percentage of total allocation: 45%
Intent	Implementation		Impact	Sustainability and suggested next steps:	
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?:		
<ol style="list-style-type: none"> 1. Ensure all Inglewood pupils develop an understanding of the need for physical activity in their lives 2. Use as many opportunities in school as possible so pupils engage in physical learning across the whole curriculum 3. Provide a range of targeted activities or support to involve and encourage the least active pupils to increase participation rates 4. Ensure that active play is encouraged during break times and lunchtimes so that pupils experience more opportunities for physical activities 5. Re-establish KS1 school sports clubs and activities so pupils can have a choice of activity 6. Consolidate our 'magic mile' 	<ol style="list-style-type: none"> 1. Increased the amount of physical activity offered to pupils, following the sedentary months they spent in 2020 to 2021 during lockdown so that all year groups had at least 30 minutes activity per day in addition to 2 sessions of curriculum PE per week. 2. Used sports coaches and music and movement teacher during curriculum hours to develop interests and skills of pupils 3. Used a range of sports coaches, Action Ants Reward Club, trim trail and Activall wall to increase engagement of least active pupils. 4. All Middays attended Lunchtime Superstars training. 5. As Covid restrictions allowed, a range of active clubs was provided. 6. Further developed route within school to add interest – pathways 	£11, 401	<ol style="list-style-type: none"> 1. Pupils can talk about why it is important to be active. They evidenced this during PE lessons, Celebration Assemblies and during subject monitoring. They also used School Council to request more small-playground equipment -which was purchased. 2. Pupils' gross and fine motor skills improved. Pupils were able to move with increasing control and this progress was tracked on PAT. 3. 100% of pupils engaged in physical activity. Use of pupil voice evidenced that pupils were able show enjoyment in at least one area of physical activity. 4. The range of physical activities and the pupils who participated 	<ol style="list-style-type: none"> 1. Use Joy of Not Knowing (.JONK) tasks to encourage talking about importance of being active and make suggestions as to how we can incorporate more pupil ideas into school day. 2. Embed into post-pandemic practice. 3. Purchase climbing equipment and extra games resources for Woodland Room to allow pupils opportunity to do physical activity when they find it difficult to access class curriculum. 4. Update MDS and STA training. 5. Through pupil voice (in June 2022), expand variety of clubs further to include gymnastics, rugby and yoga. 6. Continue to build on outside 	

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<p>initiative for all children</p> <p>7. Reintroduce the swimming curriculum as soon as providers' capacity allows</p> <p>8. Gain a Healthy School Rating (also indicator 2)</p>	<p>and activities.</p> <p>7. Used funding to provide additional sessions for those who have had limited experience of going swimming in Years 1 and 2</p> <p>8. School evidenced 2 hours of physical activity per week and pupils' improved understanding of nutrition and wellbeing</p>		<p>each week changed – depending on the activities available. Additionally, changing dinner times meant that when the grass was out of action, there was enough space for all pupils to be physically active on the concrete yards.</p> <p>5. 30% of KS1 pupils participated in active after-school club over the 2022 Spring and Summer terms.</p> <p>6. Pupils incorporated new pathways around school to increase physical activity.</p> <p>7. Pupils' lack of opportunity to swim due to Covid-19 was mitigated due to a week block of 45 sessions rather than weekly sessions for half a term. All KS1 pupils attended at least 3 swimming sessions and 97% attended 5 swimming sessions. All have greater water confidence.</p> <p>8. PESSPA has a high visibility within school and physical activity is seen by staff as a tool for school improvement. Healthy School rating not yet achieved, however Smile for Life completed, and growing own veg was used as part of Eco School with Distinction Award, which was gained in July 2022</p>	<p>improvements: extension of orchard, garden area – through discussion with Ruddick Landscapers.</p> <p>7. Use new venue for Summer 2023 at the Sands with rising floor to allow access for all pupils.</p> <p>8. Gain a Healthy School Rating (also indicator 2)</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				9%
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:
<ol style="list-style-type: none"> Teaching staff to use PAT and EYS documents to support progress in PE All staff to use progression of skills documents so that lessons are planned to support improvement in PE All pupils to be given opportunities to develop their physical skills at an appropriate level during curriculum time All pupils to be offered a range of PE lessons in order to develop their physical skills KS1 scheme of work will build on strengths developed on EYFS physical development area of learning 'Sports Experts' (JONK/ SUMO) will take on leadership that support other children to join in sport and physical activity within the school Embed physical activity into the wider school day 	<ol style="list-style-type: none"> Staff used PAT and EYS documents to clearly identify groups of learners – including lowest and highest- performing 20% PE Coordinators ensured that resources are available to all staff Staff engaged with online resources including Primary Sports Stars, Change4Life, Super movers Staff followed reviewed curriculum plans (following lockdown). Sports coaches were used to complement teachers' offer. Gross and fine motor skill development formed part all handover conversations in 2021 and 2022. JONK Sports Leaders were established in each classroom and each class had its own equipment to use at playtimes and in the garden areas School engaged in CCC initiatives- Safer Streets. 	£ 2274	<ol style="list-style-type: none"> Next steps for all pupils were appropriate and interventions for groups and individuals were put into place and gaps were closed for lowest attaining 20%. Higher performing pupils were signposted to out of school clubs – these included gymnastics, cricket and Tae Kwando. 100% of staff developed an increased knowledge of approaches and sports activities to support skill development and pupils were active for longer during PE sessions due to use of skills documentation. 100% of pupils gained enjoyment and developed expertise because they engaged in supportive and challenging PE sessions. Being changed and ready for PE each day, meant that more curriculum time was spent in PE and not in 'getting changed'. 100% of pupils could talk about what they had enjoyed during pupil voice monitoring. 	<ol style="list-style-type: none"> Update PAT as necessary. Training for new staff. Review progression of skills documents and share on school website. Embed and monitor. Sustain. Embed and monitor. Whole School Sports Experts/ Leaders to start in Autumn 2022 and also look to junior school to do a weekly sports leader package. Keep up to date with CCC initiatives.

			<ol style="list-style-type: none"> 4. 100% of pupils gained enjoyment and developed expertise because a range of coaches and contexts were used to deliver PE. 100% of children could talk about what they had learned during pupil voice monitoring. 5. The EYFS and KS1 PE Co-ordinators worked together and monitored together to ensure that the progression of skills was consolidated. 6. Pupil voice was used within planning for PE provision (e.g. what equipment was available at playtimes, which coaches they want to return in 2022-3, and School council planned KS1 Sports day format.) 7. Pupils had opportunities to see exercise as part of everyday life (walking to school) and 100% of children had at least 30 minutes of physical activity every day. There was visual evidence that post-lockdown weight gain had been lost, and practical evidence that under-developed muscle -tone had developed. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				28%
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:
<ol style="list-style-type: none"> 1. Provide training to all staff in Smart Moves 2. Provide training to MDS and some STAs to support active lunchtimes 3. Ensure all staff are trained to make best use of existing equipment 4. Build up staff knowledge of new physical activities 5. All staff to increase cross-curricular physical education opportunities within a school week 6. Engage with cluster and county-wide training opportunities when available 	<ol style="list-style-type: none"> 1. Use of INSET and directed time to do this 2. Use of INSET and directed time to do this 3. Staff to observe and work alongside coaches to develop knowledge of how to use equipment 4. Staff to work alongside new coaches - e.g. Tae Kwando 5. Pupils to be encouraged to wear leggings and to have wellies in school so that spontaneous opportunities for PE can be seized 6. Opportunities to be highlighted to staff 	£ 7074	<ol style="list-style-type: none"> 1. All Reception and 30% of KS1 STAs trained. 100% of trained staff are confident at leading sessions. Intervention sessions timetabled and 100% of named children in Reception attended sessions. Further impact of this will be seen in KS1. 2. Lunchtime Superhero training held as part of INSET in September. ALL MDS and 4 STAs attended. Adult-led physical activity at playtimes and lunchtimes increased and 100% of children took part in this over the year. 3. Pupils developed gross motor physical skills because staff developed confidence in using the full range of equipment in school to support this – including Activall wall, small indoor climbing frame and large apparatus. 4. All staff worked alongside coaches throughout the year. Additionally, targeted planning and resourcing provided by PE Coordinators supported staff 	<ol style="list-style-type: none"> 1. Train KS1 staff in 2022 – 2023 and provide a more structured timetable for when Smart Moves delivery can happen with in the school week. 2. Revisit training for MDS and STAs, as they move year groups in 2022 - 23. 3. Targeted training for new ECT staff and use of PE Co-ordinator to support lesson planning and delivery of sessions. Revisiting knowledge for all other staff. 4. Targeted training for new ECT staff, additional observations for them of PE coaches (outwith their own year groups to see progression) and use of PE Coordinator to support lesson planning and delivery of sessions. Use of pupil voice to explore new physical activities. 5. Continue to explore all school ground areas. Orienteering opportunities to be set up to

			<p>development and confidence in delivering high-quality sessions. The impact of this was that 100% of pupils developed physical skills because staff are confident in using a variety of approaches to teaching PE. Floor books, PE assessments and video clips evidenced this skill development. New visit to Talkin Tarn for outdoor provision for Year 2 included training for Y2 staff which increased knowledge of new physical activities.</p> <p>5. Subject Co-ordinators supported staff to deliver an increased number of cross-curricular outdoor lessons in 2021 to 2022 – including geography, English, mathematics, science, and art and design. These ensured that 100% of learners experienced more physical movement in lessons and this was reflected in their own wider use of areas of the grounds during playtimes and independent learning times. 100% of pupils had appropriate footwear which allowed for outdoor learning to take place.</p> <p>6. Staff accessed appropriate training and / or mentoring and subject monitoring indicated that PE was taught effectively.</p>	<p>develop geography skills.</p> <p>6. All staff who have changed year groups to access training for PE. Other staff to consolidate delivery and next steps. (See personal performance targets).</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: 15%
Intent	Implementation		Potential 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:
<ol style="list-style-type: none"> 1. Use coaches to introduce a wider range of sports and physical activities to encourage pupils to want to engage in them 2. Provide sensory physical activities to support all pupils to engage in physical activity 3. Engage with Cluster KS1 physical activities 4. Use any grant-funding to engage disadvantaged pupils in physical activity outside school 5. Once Covid restrictions allow, provide a range of physical activities after school in the 3 to 4 pm window <p>Additional achievements: Wider opportunities to engage in sport will be highlighted on our social media platform and through Thursday Thoughts and emails to year groups.</p>	<ol style="list-style-type: none"> 1. Use Chris Harman, Cumbria Cricket and Taekwondo coaches and Year 2 visit Talkin Tarn to provide a wider range of activities than in 2020 to 2021. 2. Develop sensory pathways and activities in school grounds. Develop gardening as a physical activity. 3. Engage with Cluster PE Co-ordinators. 4. Follow HAF and other CCC funding initiatives and bid when we meet criteria. 5. Actively engage with local sports providers. 	£3790	<ol style="list-style-type: none"> 1. 100% of pupils used pupil voice to express enjoyment in an aspect of PE in JONK books. 2. Wider use of grounds – particularly around ‘Curly path area’ and in KS1 ‘small gardens’ - and use of sensory activities ensured a different focus for physical skills. This was complemented by use of mud kitchen areas during independent learning and playtimes. Additionally, nurture-led gardening groups ensured that 100% of least-active pupils developed physical skills. 3. Cluster festivals unable to happen. Carry forward – intended impact all pupils will be offered an opportunity within curriculum time to enter a festival of sport. 4. HAF funding awarded for Christmas, Easter and Summer. (Separate funding and reported in another place.) Impact was seen in school, as disadvantaged pupils had additional opportunities to engage in physical activity outside 	<ol style="list-style-type: none"> 1. Use pupil voice to ensure that coaches are re-engaged whom pupils have enjoyed and made progress with. After successful outdoor adventure day to Talkin Tarn, investigate extending this provision in 2022-23. Discuss with providers ways to make this even more effective. 2. Plan garden times into timetable for year groups so that all pupils feel a responsibility to the area, gain enjoyment and develop physical skills. Keep updated with any RHS projects for schools. 3. Organise smaller events with class invites to other schools to Inglewood. 4. Apply for any age-appropriate grant funding available. 5. Further develop range of clubs offered. Use pupil voice in September 22 to further gauge types of physical clubs that pupils would be interested in to increase

			<p>school times. Improvements seen in tracking of gross and fine motor skills for eligible pupils who attended at least 75% of available sessions.</p> <p>5. At least one physical activity club ran each half term from Spring II to Summer II. These included multi-skills and dance.</p> <p>Wider opportunities to engage in sport were highlighted on our social media platform and through Thursday Thoughts and emails to year groups when they occurred in the community.</p>	<p>participation.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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:
<ol style="list-style-type: none"> 1. Pupils will develop a positive and healthy approach to competing 2. Pupils will develop age -appropriate emotional resilience to winning and losing. 3. Develop competition within school in a safe and supportive environment 4. Encourage higher achieving learners to join local clubs to increase their participation in competitive sport 	<ol style="list-style-type: none"> 1. Use competitive opportunities within playtimes and lunchtimes – eg Activall Wall – chaser mode. 2. Develop some sporting challenges throughout school within curriculum time. 3. Organise sports day in the Summer Term. Enter KS1 Cluster and city competition such as Key Steps Gymnastics. 4. Speak to individual pupils and their parent / carer directly about opportunities. 	£ 728	<ol style="list-style-type: none"> 1. All pupils are able to use Activall and play Chaser competitively with an adult present. Post-Covid emotional resilience to both competition and ‘losing’ increasing. 2. Teachers added competitive element into lessons, through use of small games scenarios and individual self-challenge. Action Ants had competitive aspect to each lesson. All pupils increased emotional resilience to both competition and ‘losing’. 3. Summer Sports Day was designed by School Council and provided competitive opportunities for each class. 100% engagement by pupils as they had planned activities – which included challenge, skill and competition. Year 2 entered KS1 Gym competition. No cluster event this year. 4. Class teachers, PE Coordinators and headteacher directed pupils to wider opportunities in city as they arose (use of Social media platforms also supported this). 	<ol style="list-style-type: none"> 1. Re-embed into school post-pandemic practice. 2. Embed into school post-pandemic practice. Additionally, work with Junior school to have a weekly sports leader package. 3. Organise competitive events for KS1 between schools in the cluster. 4. Maintain.

			Where pupils were noticed by teachers or coaches, staff spoke to parents directly and pupils went to: Carlisle Taekwondo Centre, Football clubs in the area, gymnastics session with local providers, dance sessions with local providers. Additionally, staff encouraged parents to sign up for swimming lessons or holiday opportunities to take children to the Pools at a cheaper rate.	
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Signed off by	
Head Teacher:	D Boekestein
Date:	28.07.22
Subject Leader:	K. Rawling
Date:	23.07.22
Governor:	E Boeteng
Date:	30.07.22