



## Sports Premium Strategy: 2020 - 2021

1. Summary information					
<b>School</b>	Bilton Infant School				
<b>Academic Year</b>	2020.21	<b>Total PEG budget</b> <i>PEG 2020 - 2021</i> <i>Carry forward from 2019.2020</i>	<b>£22,100</b> <i>£17,100</i> <i>£5,000</i>	<b>Date of most recent PEG Review</b>	July 2021
<b>Total number of pupils</b>	168	<b>Number of pupils eligible for PEG</b> (Key Stage 1 children)	110	<b>Date for next internal review of this strategy</b>	July 2021

Reflection: What have we achieved and where next? August 2020	
<b>Key Achievements to date:</b>	<b>Areas for further improvement:</b>
<ul style="list-style-type: none"> <li>School community well supported by external agencies e.g. Real Legacy, SSP</li> <li>Clear PE LTP based on fundamental movement skills.</li> <li>All permanent teaching staff trained in Real PE.</li> <li>Online portal used by all teaching staff which provides consistent approach to modelling fundamental movement skills.</li> <li>Appropriate equipment provided for all PE lessons.</li> <li>Funding spent on purchasing broad range of equipment for active playtimes.</li> <li>Children perform well in competitions, showing good development of basic skills.</li> </ul>	<ul style="list-style-type: none"> <li>New or temporary staff to receive Real PE training.</li> <li>Upskilling staff to encourage active playtimes and lunchtimes, using resources in a skilful manner.</li> <li>Develop range of sports and activities offered to pupils, to encourage active, healthy lifestyles.</li> <li>Continue to target specific groups of children, cohort dependent both within PE lessons and during play/lunchtimes.</li> <li>Develop assessment and recording system linked to fundamental movement skills.</li> <li><b>Improve use of PE specific vocabulary in lessons. (Identified April 2021)</b></li> <li><b>Improve children's cycling skills (Move to 2021-2022 plan)</b></li> </ul> <p>Buy in subscriptions at annual cost</p> <ul style="list-style-type: none"> <li>Real Legacy £2687 (+£432 Covid Recovery)</li> <li>SSP £11,979</li> </ul>

Attainment							
Whole School Attainment		All	Boys	Girls	SEND	Disadvantaged	EAL
% attending sports club for at least ½ term	09.19 – 03.20	67% (+5%)	82% (+18%)	53% (-7%)	63% (-16%)	55% (-31%)	43% (-11%)
	09.18 – 07.19	62%	64%	60%	79%	86%	54%

Summer term 2021 % of children attending sports clubs: football & dance	April – May 2021	All	Boys	Girls
		33%	42%	25%

% children participating in competitive sport during Key Stage 1	09.19 – 03.20	44%	44%	44%	44%	65%	57%
	09.18 – 07.19	100%	100%	100%	100%	100%	100%

**Notes:** During 2020 & Spring 2021, scheduled competitive sport cancelled due to Covid

% children achieving basic fundamental movement skills by end of KS1	09.19 – 03.20	94% (+7%)	88% (+11%)	100% (=)	88% (+38%)	100% (=)	100%
	09.18 – 07.19	87%	77%	100%	50%	100%	100%

**INTENT**

At Bilton Infant School, we want motivated children, who learn fundamental movement skills and develop positive relationships with physical activity for life.

KEY INDICATORS		Success criteria
1	<b>Engagement of ALL pupils in regular physical activity</b>	<ul style="list-style-type: none"> <li>• ALL pupils access a minimum of 2 hours physical activity per week.</li> <li>• Targeted support for identified children within Real PE lessons to increase % achieving fundamental movement skills by end of Key Stage 1</li> <li>• At least 85% of pupils meet ARE in fundamental movement skills at end of each year group</li> <li>• ALL children having access to wide range of outdoor activities &amp; resources to develop a broad range of skills linked to agility, balance and co-ordination.</li> <li>• ALL lunchtime staff coached to help promote active playtimes using a wide range of equipment.</li> </ul>
2	<b>Profile of PE and sport being raised across the school as a tool for whole school improvements.</b>	<ul style="list-style-type: none"> <li>• All children &amp; families have access to physical activity resources to use at home.</li> <li>• At least 50% of families accessing Jasmine resources at home.</li> <li>• ALL Year 2 children receive play leader accreditation.</li> <li>• Play leaders supporting positive play in all classes.</li> <li>• PE lead disseminates the latest PE initiatives to staff.</li> </ul>
3	<b>Increased confidence, knowledge and skills of staff in teaching PE and sport.</b>	<ul style="list-style-type: none"> <li>• ALL staff trained in Real PE and Real Gym to deliver content with confidence</li> <li>• ALL staff use Real PE &amp; Gym resources to support planning and quality first teaching to a good or better standard.</li> <li>• At least 85% of pupils meet ARE in fundamental movement skills at end of each year group</li> <li>• Assessment used effectively to ensure progress and provide summative data.</li> <li>• Standards in PE lessons remain consistently high, in terms of clear learning foci, high behaviour expectations and good levels of physical activity.</li> </ul>
4	<b>Broader experience of a range of sports and activities offered to all pupils.</b>	<ul style="list-style-type: none"> <li>• ALL KS1 children can access resources to support development of co-ordination at both structured and unstructured times.</li> <li>• At least 85% of pupils meet ARE in co-ordination skills at the end of each year group.</li> </ul>
5	<b>Increased participation in competitive sport</b>	<ul style="list-style-type: none"> <li>• Increase % of children in KS1 participating in competitive sport over time.</li> </ul>

2. Planned expenditure				
September 2020 – August 2021				
Key Indicator 1 - Engagement of ALL pupils in regular physical activity				% of PE spend = 50%
Intent	Implementation	£	Impact and evidence	Sustainability
<p>To provide targeted support for SEND pupils within Real PE lessons to enable them to develop their fundamental movement skills.</p>	<p>SSP coach support in Real PE lessons weekly</p> <p>Resources purchased to support Real PE delivery</p>	<p>SSP £6318</p> <p>£600</p>	<p><b>At least 85% of pupils meet ARE in fundamental movement skills at end of each year group</b></p> <ul style="list-style-type: none"> <li>75% of pupils <i>currently</i> meeting ARE in fundamental movement skills &lt;85% in all year groups (03.21); not all fundamental movement skills taught so far</li> <li>Fundamental movement skills being taught to a good or better standard; children have gaps due to Covid</li> <li>Key areas being focussed on across KS1 are: <ul style="list-style-type: none"> <li>Hand eye co-ordination (throwing and catching a ball).</li> <li>Core strength (needed for writing and sitting to learn)</li> <li>Stamina to do physical activity for at least 30 minutes.</li> </ul> </li> <li>90% children having highly active playtimes and lunchtimes, using new equipment. Most popular equipment has been the scooter boards (core strength and balance development) and the witch's cauldron basketball (hand eye co-ordination).</li> </ul> <p><b>Targeted support for identified children within Real PE lessons to increase % achieving fundamental movement skills by end of Key Stage 1</b></p> <ul style="list-style-type: none"> <li>ALL classes using SSP coach to support targeted pupils (12.20 &amp; 03.21)</li> <li>ALL teachers clear as to which pupils needed targeting</li> <li>PE lead signposting staff to new resources to support develop of skills e.g. quad bouncer for hand eye co-ordination.</li> </ul>	<p>Additional adults upskilled.</p> <p>Resources looked after to use for an extended period of time.</p>
<p>To have highly active playtimes, lunchtimes and extra-curricular clubs which develop a broad range of physical skills.</p>	<p>SSP coach to model promoting active playtimes to lunchtime staff</p> <p>Resources purchased for range of skills.</p>	<p>SSP £3159</p> <p>£600</p> <p>£291 - gazebos</p>	<p><b>ALL children having access to wide range of outdoor activities &amp; resources to develop a broad range of skills linked to agility, balance and co-ordination.</b></p> <ul style="list-style-type: none"> <li>ALL children have access to equipment daily through timetabled rotations per class.</li> <li>90% children having highly active playtimes and lunchtimes, using new equipment. Most popular equipment has been the scooter boards (core strength and balance development) and the witch's cauldron basketball (hand eye co-ordination).</li> </ul> <p><b>ALL lunchtime staff coached to help promote active playtimes using a wide range of equipment.</b></p> <ul style="list-style-type: none"> <li>ALL lunchtime staff equipped with skills to support active playtimes.</li> <li>75% lunchtime staff playing games with children.</li> </ul>	<p>Access to resources to support positive lunchtimes</p> <p>Lunchtime staff upskilled to support physical activity Additional adults upskilled</p>

			<ul style="list-style-type: none"> <li>SSP coach redeployed Summer term to play games linked to children's specific interests e.g. football, tennis, basketball</li> </ul>	
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<b>Key Indicator 2 - Profile of PE and sport being raised across the school as a tool for whole school improvements.</b>	<b>% of PE spend = 10%</b>
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Intent	Implementation	£	Impact and evidence	Sustainability
To develop home school PE links to encourage families to be active.	<p>x12 Real PE books for Years R &amp; 1 sent home</p> <p>x1 Healthy board game for all Year 2 families sent home Launch Jasmine online for parents</p> <p>Regular physical activity ideas shared on newsletter</p>	Real Legacy £2000	<p><b>All children &amp; families have access to physical activity resources to use at home.</b></p> <ul style="list-style-type: none"> <li>All EYFS and Year 1 families receive 2 x Real PE at home active storybook per half term. (12 in total during academic year).</li> <li>All Year 2 families received a healthy board game to keep during their 'Being Healthy' week in November.</li> </ul> <p><b>At least 50% of families accessing Jasmine resources at home.</b></p> <ul style="list-style-type: none"> <li>41% of families accessed Real PE at Home resources on Jasmine since its launch in January.</li> <li>Feedback from families who had not used it said they preferred to exercise as a family e.g. going for a walk, a bike ride, playing on trampoline, being active in the garden or park.</li> </ul>	<p>£1500 additional spend as COVID recovery package.</p> <p>Jasmine to be funded by FoBIS to support parents at home (£400)</p>
To develop pupil's leadership skills to support physical activity within school.	<p>Year 2 Play leader training</p> <p>Play leaders represented per class</p>	SSP £300	<p><b>ALL Year 2 children receive play leader accreditation.</b></p> <ul style="list-style-type: none"> <li>ALL year 2 children received play leader training from SSP coaches in September, along with certification.</li> <li>Increase in children devising and playing own games observed on playground, with children taking clear roles such as leader, child finding resources and children playing own games.</li> </ul> <p><b>Play leaders supporting positive play in all classes.</b></p> <ul style="list-style-type: none"> <li>Due to class bubbles, Year 2 unable this year to support other year groups.</li> </ul>	Class teachers to run play leader training and in-house certificates used.

Key Indicator 3 - Increased confidence, knowledge and skills of staff in teaching PE and sport.			% of PE spend = 13%	
Intent	Implementation	£	Impact and evidence	Sustainability
To enable staff to embed physical activity at unstructured times and structured lesson times.	<p>Access to webinars, training and online materials</p> <p>Coach staff</p> <p>Provide up to date health and safety guidance</p>	<p>Real Legacy £500</p> <p>SSP £500</p> <p>£682 Laptop</p> <p>£45 Safe Practice book</p>	<p><b>ALL staff trained in Real PE to deliver content with confidence</b></p> <p><b>ALL staff use Real PE resources to support planning and quality first teaching to a good or better standard.</b></p> <ul style="list-style-type: none"> <li>• ALL lessons observed have shown children making good progress.</li> <li>• ALL staff use IWB with laptop as a teaching tool to support modelling of skills and games.</li> <li>• ALL staff using Real PE Jasmine resources, skills progression and games with confidence.</li> <li>• ALMOST ALL children fully engaged in PE lessons for at least 40 minutes.</li> <li>• ALL teachers trained in Real PE in the last 2 years.</li> <li>• 100% of lessons observed show QFT</li> </ul> <p><b>At least 85% of pupils meet ARE in fundamental movement skills at end of each year group</b></p> <ul style="list-style-type: none"> <li>• 75% of pupils <u>currently</u>, meeting ARE in fundamental movement skills &lt;85% in all year groups (03.21)</li> </ul>	Training provided in house by PE lead or other specialist staff.
To further develop PE leadership and management to drive consistency in high quality outcomes.	<p>Half termly coaching from Create team</p> <p>Embed assessment system to track fundamental skills in all classes</p> <p>PE lead monitoring of PE standards and provision</p> <p>PE Conference</p> <p>Access to online materials</p> <p>L&amp;M time for PE lead</p>	<p>Real Legacy £619.50</p> <p>£660</p> <p>SSP £500</p>	<p><b>Assessment used effectively to ensure progress and provide summative data.</b></p> <ul style="list-style-type: none"> <li>• 02.21 – ALL teachers introduced to Assessment wheels on Jasmine.</li> <li>• Assessment wheels to be used during summer term to provide data on ARE in each year group.</li> </ul> <p><b>Standards in PE lessons remain consistently high, in terms of clear learning foci, high behaviour expectations and good levels of physical activity.</b></p> <ul style="list-style-type: none"> <li>• Standards for behaviour and learning in all PE lessons remain consistently high in 100% of lessons observed.</li> <li>• Good levels of physical activity observed in ALL lessons – highly active warm ups, little stopping or sitting down.</li> <li>• 04.21 – area for development, use of subject specific vocabulary.</li> </ul>	<p>L&amp;M time prioritised.</p> <p>Build capacity across staff team.</p>

Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils.			% of PE spend = 20%	
Intent	Implementation	£	Impact and evidence	Sustainability
To develop children's hand eye co-ordination skills.	Fixed throwing and catching activities built on both EYFS and KS1 fields.	£4,090	<p><b>ALL KS1 children can access resources to support development of co-ordination at both structured and unstructured times.</b></p> <ul style="list-style-type: none"> <li>ALL KS1 pupils trained how to use witch's cauldron, target wall and quad bouncers to practise hand eye co-ordination.</li> <li>ALL KS1 pupils given suitable equipment e.g. balls, beanbags, quoits to use fixed equipment at playtimes and lunchtimes.</li> <li>Fixed equipment also used within PE lessons when appropriate for the learning intentions.</li> </ul> <p><b>At least 85% of pupils meet ARE in co-ordination skills at the end of each year group.</b></p> <ul style="list-style-type: none"> <li>75% meeting ARE in each year group currently.</li> </ul>	<p>Regular safety checks.</p> <p>Children trained to use correctly.</p> <p>Equipment purchased that is built to last for at least 15 years.</p>

Key Indicator 5 - Increased participation in competitive sport			% of PE spend = 5%	
Intent	Implementation	£	Impact and evidence	Sustainability
To encourage and engage pupils in competitive sport.	<p>Promote in school competition by invitation</p> <p>Promote external competition</p> <p>Launch 'My Activity Passport' within school</p>	SSP £1202	<p><b>Increase % of children in KS1 participating in competitive sport.</b></p> <ul style="list-style-type: none"> <li>No interschool competitive sport has taken place 09.20 – 06.21 due to COVID</li> <li>Plans to engage in Intra-school competition &amp; a Sports Day in summer term</li> <li>SSP providing number of competitive sport opportunities in Summer term e.g. Infant Agility run virtually.</li> </ul>	<p>Competitions organised internally with local schools.</p>

<b>FUNDING AVAILABLE</b>	7/12 of 20.21 (Sep.– Mar)	£9,975
	5/12 of 20.21 (Apr – Aug)	£7,125
	Carry forward from 19.20 Academic year	£5,000
<b>TOTAL FUNDING AVAILABLE</b>		<b>£22,100</b>
<b>CONTINGENCY</b>	Ready for any unexpected costs	<b>£34</b>