

## Mrs Bland's Infant and Nursery School Sports Funding Allocations



| <b>Academic Year:</b> 2023/24   |   | <b>Total fund allocated:</b> £17,070 |  | <b>Date Updated:</b> July 2024  |  |
|---|---|--------------------------------------|--|---|--|
| <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  |   |                                      |  | Percentage of total allocation:<br>0%   |  |
| 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?   |  |
| The children at Mrs Blands have at least 45 minutes every day outside being physical at playtimes and lunchtimes where staff are leading active games with the children.<br><br>Before School – each week staff are involving the children in circle games/activities before the start of the school day. | Plans for playground zoning during breaktimes/lunchtimes with staff allocated to specific activities e.g. football, skipping etc.<br><br>Buying new equipment for play times and lunchtimes.<br><br>Staff to plan circle games to lead each week. | £0.00                                | Before implementing focussed planning, the children would often lack ideas and purpose in their physical play.<br><br>New activity trail (22/23) has enabled the children to pursue active play independently as well. | Rotating the playground games and crazes round and investing further in playground equipment to keep the children active and engaged. |  |

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| Enhance the safety of children when using scooters, so that they are safe using them in school and outside school.  | Training for staff to deliver the training to children. Time to be set aside for all groups of children in Year 2 to have the training.   | £0.00                      | Children are able to scoot safely and there are less accidents.  | Cascade the training and scooter time to further year groups.  |
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b> |   |                            |  | Percentage of total allocation:<br>0%  |
| <b>Intent</b>   | <b>Implementation</b>   |                            | <b>Impact</b>  |  |
| <b>Focus:</b>   | <b>Actions:</b>   | <b>Funding allocated :</b> | <b>Evidence of impact:</b>   | <b>Sustainability and suggested next steps:</b>  |
| For all children to be involved and engaged in PE lessons and outside playtimes.                                    | <p>Children to enjoy and take part in all PE lessons (if no PE kit spares are available and used). The school will give all the children a PE T-shirt this year with their house colour. The school will clean PE Kits as required to ensure that every child has a full PE kit in school.</p> <p>Having enthusiastic teachers and sports coach who teach PE lessons with enthusiasm and convey their passion for sports and physical activity to the children.</p> | £480                       | <p>There were often children who would forget their PE kits or would have limited items in their kits. These children now have PE kits in school which include within it all the clothing they need to fully participate in all PE lessons.</p> <p>Children look forward to PE and are excited when they know they have PE lessons.</p> <p>The children enjoy wearing their house colour T-shirt and have a sense of belonging to their house.</p> | <p>All new children into the school are given a PE t-shirt with their house colour.</p> <p>The PE lead ensures planning covers all aspects/objectives included within the National Curriculum.</p> |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport  |   |                     |   | Percentage of total allocation:                          |
|--|---|---------------------|---|--|
|  |   |                     |   | 66%  |
| Intent   | Implementation  |                     | Impact  |  |
| Focus:   | Actions:  | Funding Allocation: | Evidence of Impact:   | Sustainability and suggested next steps:                 |
| <p>That all children experience the same level for Gymnastics and Dance lessons.</p> <p>Teachers follow schemes of work, planning and assessments for Gymnastics and Dance.</p> <p>Sports to be taught by a qualified Sports Coach (Mr Danny Williams) and these lessons are delivered to all classes for 1 hour every week.</p> | <p>Teachers to participate in the Sports lessons and observe the Sports Coach to monitor the progress and abilities of their class.</p> <p>PE lead to observe gymnastics and dance lessons across the school.</p> <p>Teachers to observe PE lead leading Gymnastic lessons.</p> | <p>£11,400.00</p>   | <p>The school has used the sports coach to deliver lessons alongside the staff. Not only have the children benefited from being taught by specialist staff, but our own staff will be developed through sharing good practice.</p> <p>The expectations within the Gymnastics lessons are consistent and the planning is followed which promotes progression across year groups.</p> | <p>To develop the Dance aspect of the PE curriculum.</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:   |
|---|---|---------------------|--|---|
|   |   |                     |  | 34%   |
| Intent  | Implementation  |                     | Impact   |   |
| Focus:  | Actions:  | Funding Allocation: | Evidence of Impact:  | Sustainability and suggested next steps:  |
| <p>Additional achievements:<br/>Children have the opportunity to attend clubs at a reduced cost and pupils identified as more able are funded to attend.</p> <p>This year we have offered the following coach led clubs:</p> <ul style="list-style-type: none"> <li>• Dodgeball</li> <li>• Football</li> <li>• Tag Rugby</li> <li>• Basketball</li> <li>• Cricket and rounders</li> <li>• Yoga</li> </ul> | <p>Clubs to be changed half termly to allow children to experience different sports.</p> <p>Funding to be given to children who wish to attend these clubs and have shown potential in sports but can't afford to attend.</p> <p>Yoga to be offered to children after school.</p> | £0.00               | <p>The range of clubs offered throughout the year encourages children to attend clubs who may not have attended before e.g. dodgeball club which has not been offered before but was very well attended.</p> | <p>Gather pupil voice by asking the children what sports club they would like to be offered.</p> <p>Look at other offerings that can be provided – possibly a dance club.</p> |
| <p>The school has been focussing on positive mental health and mindfulness over the last 12 months and introduced daily class yoga and mindfulness.</p>   | <p>Offered yoga sessions by a qualified young person's yoga teacher to all classes in Years 1 and 2 for 2 terms. Teachers to attend the yoga lessons and implement taught strategies in daily activity.</p>   | £5,900.00           | <p>That children feel the benefits of yoga and are calmer and confident about the impact exercise can have towards positive mental health. Yoga is now offered afterschool as well.</p>                      | <p>Use trained staff to continue to offer yoga after school.</p>  |

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| Key indicator 5: Increased participation in competitive sport   |  |                    |  | Percentage of total allocation:   |
|---|--|--------------------|--|---|
|   |  |                    |  | %   |
| Intent  | Implementation   |                    | Impact   |   |
| Focus:  | Actions:   | Funding Allocation | Evidence of Impact:  | Sustainability and suggested next steps:                                    |
| <p>The Sports Coach to arrange for team games (football) to be played with other local schools and the school has taken part in local schools inter games matches for KS1</p> <p>As a way of encouraging competitive sports, the pupils throughout the school take part in an annual sports event and compete for their teams</p> | <p>The funding to be used to buy improved and up to date sports equipment to aid PE lessons/competitions, such as sports day so all the children are taking part in events concurrently.</p> | <p>£0.00</p>       | <p>The children were able to take part in a competitive sports day last year with parents watching. The comments from parents were valuable as for some it was the first time they had witnessed their child in a competitive situation.</p> | <p>Return to playing against other schools and year group competitions.</p> |

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| Signed off by   |                |
| Head Teacher:   | Catherine Rose |
| Date:           | July 2024      |
| Subject Leader: | Sarah Williams |
| Date:           | July 2024      |
| Governor:       | Chris Rowlands |
| Date:           | July 2024      |