



## PE and Sports Provision



### How we use the PE and Sport Premium

At Goldfield we recognise the contribution of PE to the health and well-being of our children. We believe that an innovative, varied PE curriculum and extra-curricular opportunities have a positive influence on the concentration, attitude and academic achievement of all our children, and will encourage the development of healthy, active lifestyles. We focus on exercise and healthy eating in many parts of the curriculum, including Physical Education, Design Technology, Science and PSHE.

Our school uses the PE and sport premium to make additional and sustainable improvements to the quality of PE and sport we offer. The school employs a dedicated sports leader leads the school community in this area, planning and facilitating participation in competitive sports activities, leading and training our staff to deliver quality PE sessions.

This means that we use the premium to:

- develop and add to the PE and sport activities that we already offer;
- introduce new sports or activities and encourage more pupils to take up sport;
- make improvements now that will benefit children joining the school in future years;
- develop a stimulating PE Curriculum for all children;
- increase the levels of competitiveness in school games and inter-school sports competitions;
- develop children's well-being and motivation for physical engagement during play times;
- Identifying and extending the skills of gifted and talented pupils
- provide existing staff with training or resources to help them teach PE and sport more effectively;
- support and involve the least active children by running or extending school sports clubs.



## Sports Premium Plan

Lead: Clare Hammill  
Governing Body Champion: Jean Shaw

Academic Year: 2018/19	Total fund allocated: £17230	Date Updated: October 2018		
<b>Key indicator 1:</b> 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:
				85%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>All children to be active and healthy during school – aim to have children physically moving during curriculum breaks, PE lessons, lunchtimes and in Clubs</li> </ul>	<ul style="list-style-type: none"> <li>PE coordinator to circulate 'take 10' resources to support curriculum breaks.</li> <li>Class teachers to plan for 3 curriculum breaks across the school day. One of which to focus on yoga and mindfulness.</li> <li>All PE lessons to start with a warm up that raises heartbeat.</li> <li>Continue to use walk a mile track for curriculum breaks and at lunchtime.</li> <li>Organise a week of skipping events and book skipping workshops from 'Skip, hop' and 'Skip2bfit'.</li> <li>Start a new afterschool gym club and before school 'wake and stretch' (dance/yoga) club</li> </ul>	<b>Sports Leader</b>	<ul style="list-style-type: none"> <li>Curriculum breaks clearly shown on timetables.</li> <li>Learning walk with a focus on curriculum breaks.</li> <li>Children active in school</li> <li>Pupil questionnaires. Assessment data across the school</li> <li>Teachers planning.</li> </ul>	85% of total allocation

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	<ul style="list-style-type: none"> <li>PE Leader to develop the provision of Gymnastic Clubs using her expertise as a qualified Gymnastic Coach. This will continue to include a club for physically able (gifted and talented) pupils to provide challenge and progression.</li> </ul>			
<b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 5%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<ul style="list-style-type: none"> <li>Develop our PE and sporting provision towards encouraging more pupils to be active and therefore healthier.</li> <li>Create an ethos across the whole school of aspiration and dedication towards sporting success which builds resilience and in turn supports children's attainment and progress.</li> </ul>	<ul style="list-style-type: none"> <li>Daily curriculum breaks in all classes.</li> <li>Promote walk a mile initiative</li> <li>Start a new afterschool gym club and before school 'wake and stretch' (dance/yoga/gymnastics) club.</li> <li>At the beginning of a lesson, teacher to discuss with the children something she would like them to achieve in their lesson.</li> <li>At the end of a unit of work PE leader to help the children think about something they can do in their PE lessons now that they couldn't do before. Use BLP language of resilience and perseverance to support this.</li> <li>Continue to celebrate PE and sporting successes at whole school events, such as celebration assembly.</li> </ul>	£860	<ul style="list-style-type: none"> <li>Children active in school.</li> <li>Pupil questionnaires will show pupils are aware of skills learnt and BLP language.</li> <li>Assessment data across the school will show an increased number of children working at or above age related expectations.</li> <li>Teachers planning.</li> </ul>	

	<ul style="list-style-type: none"> <li>Promote sporting heroes</li> </ul>			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>To implement staff CPD through specialist sports coaching to support staff in delivering the school's PE Dance curriculum. Children will receive higher quality lessons which improve their own skills and confidence in PE specifically dance.</li> </ul>	<ul style="list-style-type: none"> <li>PE coordinator to look for dance CPD opportunities.</li> <li>Research Dance schemes to support planning and teaching of dance aspect.</li> <li>PE coordinator and sports leader to meet, discuss and evaluate current dance planning.</li> <li>Complete skills progression for dance.</li> <li>Progression of skipping skills, both individual techniques and long rope skipping</li> </ul>		<ul style="list-style-type: none"> <li>More detailed planning for dance units with clear progression of skills.</li> <li>Assessment data showing more children achieving at or above age related expectations in Dance.</li> <li>Pupil questionnaire - % of pupils who say they enjoy Dance lessons will increase</li> </ul>	

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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>By providing a greater range of sports and activities, pupils will have more opportunities to be active and fitter, therefore ensuring they are healthier, have better focus and attention in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Provide one further gymnastics club so more children can attend.</li> <li>Launch the 'wake and stretch' club with a focus on dance and yoga.</li> <li>Plan for including new sports in the 'games' unit of work. E.g. Cricket and basketball</li> <li>Book both Skip2Bfit and Skip Hop to come to school during Skipping Week to lead activities with every class.</li> </ul>	£1000	<ul style="list-style-type: none"> <li>Club registers</li> <li>Planning shows children have wider experiences.</li> <li>Better skills across the school.</li> <li>Better club links.</li> </ul>	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Pupils understand the importance of fair play, respecting rules and others, and sportsmanlike behaviour that they then replicate in the classroom and society</li> <li>This can be linked to the schools building learning powers – cooperation, perseverance, resilience, resourcefulness and reflectiveness. Children will develop</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 pupils to take part in an inter school sports festival at Tring school.</li> <li>Plan for Key Stage 1 sports day to have a competitive element it.</li> <li>Continue BLP intra sports competitions on a Friday afternoon. Pupils will take part in a sporting activity with their houses.</li> </ul>	£723	<ul style="list-style-type: none"> <li>Inter school Competition results</li> <li>Feedback on Key stage 1 sports day</li> <li>Add a question about intra school BLP competitions to PE pupil questionnaire.</li> <li>Feedback after skipping week.</li> </ul>	

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<p>these learning habits when taking part in competitive sport.</p>	<ul style="list-style-type: none"><li>• Sports leader to plan a sponsored event with a competitive element.</li><li>• Order skipping ropes that count how many jumps carried out in a session. Focus on children beating their score.</li></ul>			
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