

# Cupernham Infant School

*Together we care, we learn and we achieve*



## **PE and Sport Premium Action Plan 2023 – 2024**

## Cupernham Infant School - PE and Sport Premium Action Plan 2023 – 2024

How much (if any) do you intend to carry over from this total fund into 2023/24	£10494
Total amount allocated for 2023/24	£7,276
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£17,770
Total spend for 2023/24	£18,500

Key achievements and impact to date reported July 2024:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Play leader and lunchtime staff continued to support children effectively at lunchtimes through the use of 'Zones'.</li> <li>• All pupils have had opportunities to further develop the fundamental movement skills within their PE lessons, lunchtimes and after school clubs</li> <li>• Children have competed within teams and engaged in challenges such as Energise Me Day, JOLF and sports day.</li> <li>• There are a variety of extracurricular clubs available to the children and they are enthusiastic about attending them.</li> <li>• PE leader continues to monitor and develop the PE planning to ensure progression within games, gymnastics and dance across the units and year groups.</li> <li>• Children have the opportunity to celebrate achievements during our weekly celebration assemblies (PE award given to a child from each class every week).</li> <li>• Children increased their knowledge of and celebrated international sporting events e.g. the Euros, Wimbledon</li> <li>• Teachers are planning and delivering more active lessons outside using the school grounds.</li> <li>• Round the World has allowed teachers to create brain breaks for children throughout the day.</li> <li>• Sports Coaches come into school 2 lunchtimes a week to promote sports through multi-skills and Footballs coaching for all children - Enhanced social skills: The lunchtime sports clubs provided opportunities for children to interact and collaborate with their peers in a non-academic setting. Also it has provided ongoing training and support for lunchtime supervisors to ensure they have the necessary skills and knowledge to effectively run the clubs</li> <li>• FOCUS have raised money along with premium funding to promote active travel to school scooter sheds to be installed during the summer holidays - Capacity for 30 scooters and bicycle.</li> </ul>	<ul style="list-style-type: none"> <li>• Travel Plan – promote and engage in our local Annual Cleaner Air Scooter Challenge.</li> <li>• Forest School Practitioner - Physical Development: Forest school activities provide opportunities for children to engage in physical challenges, such as climbing, balancing, and running. This can contribute to the development of their gross motor skills, coordination, and overall physical fitness.</li> <li>• Provide further opportunities for Year 2 children to learn Leadership skills by taking on the role of KS1 Play Leaders at play times and lunch times. - Improved social interaction: The initiative will create a positive and inclusive environment for KS1 students to interact with their peers through sports. It will promote social skills, cooperation, and positive relationships.</li> <li>• Purchase a scheme of work to enhance our provision that include video support, teaching tips, interactive features and other tools by sector experts to support both children and staff to support further CPD.</li> </ul>

**The Department for Education has set the following objectives for schools linked to the PE and Sport Premium:**

- make additional and sustainable improvements to the quality of physical education (PE), physical activity and sport
- develop or add to the PE, physical activities and sport activities offered within the school
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

**The impact will be:**

- the engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils • increased participation in competitive sport

**Spending Plan**

Academic Year: 2023-24	Total fund allocated: £	Date Updated: July 2023		
<b>Key indicator 1: The engagement of all 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</b>				<b>Percentage of total allocation: 35% £6,500</b>
<b>Intention</b>	<b>Implementation</b>	<b>Impact</b>		
<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>
Re-introduce round the world for Yr. R -2	Allocate dedicated time each day for all pupils to participate in the “Round the World”. This will be integrated into our school timetable, ensuring that all pupils have the opportunity to engage in physical activity and improve their fitness levels.	<b>£500</b>	Improved physical fitness levels and overall health of our pupils. Regular participation in the daily mile will contribute to increased cardiovascular endurance, stamina, and strength. Enhanced concentration and focus in the classroom. Engaging in physical	Regularly evaluate the effectiveness of the daily mile through data collection and analysis. This may include monitoring attendance, tracking improvements in fitness levels, and gathering feedback from pupils, staff, and parents. Provide continuous professional development opportunities for staff members to enhance

	<p>Provide clear guidelines and expectations to all staff members regarding the daily mile. This will include information on how to effectively implement the activity, monitor progress, and ensure the safety of all participants.</p> <p>Collaborate with the local community and external partners to enhance the “Round the World” experience. This may involve inviting local sports clubs or fitness instructors to lead sessions, organizing friendly competitions or events, or incorporating elements of the daily mile into community initiatives.</p> <p>Regularly communicate with parents and guardians about the importance of the “Round the World” and encourage their support and participation. This may include sharing information through newsletters, parent meetings, or our school website.</p>		<p>activity before or during the school day has been shown to improve cognitive function and academic performance.</p> <p>Increased enjoyment and enthusiasm for physical activity. The daily mile provides an opportunity for pupils to engage in a non-competitive and inclusive form of exercise, promoting a positive attitude towards physical fitness.</p> <p>Greater sense of community and teamwork. Participating in the daily mile together fosters a shared experience and encourages pupils to support and motivate one another.</p>	<p>their knowledge and skills in delivering the daily mile. This may involve training sessions, workshops, or access to resources and best practices.</p> <p>Seek additional funding or sponsorship opportunities to support the daily mile and potentially expand its scope. This could include securing grants, partnering with local businesses, or organizing fundraising events.</p> <p>Continuously communicate and engage with parents and guardians to ensure their ongoing support and involvement in the daily mile. This may involve sharing regular updates, organizing parent-led activities, or seeking their input and suggestions for improvement.</p>
Improvement and replacement of sporting equipment	To replace and upgrade the sporting equipment which will support the development of the PE curriculum and improve participation and experiences. - General sports equipment for PE	<b>£500</b>	The impact of improving and replacing sporting equipment can be significant for both students and teachers. By providing high-quality equipment, students will have the opportunity to engage in a wider range of sports and activities, enhancing their overall physical	To ensure the sustainability of the improvement and replacement of sporting equipment, it is essential to establish a system for regular maintenance and replacement. This may involve creating a schedule for equipment inspections, repairs, and replacements based on usage and wear. Additionally, it is important to involve students in the care and maintenance of the

			<p>development and enjoyment of physical education.</p> <p>Having access to appropriate equipment can also improve the quality of teaching and learning in physical education lessons. Teachers will be able to plan and deliver more varied and engaging lessons, catering to the different abilities and interests of students. This can lead to increased participation, motivation, and skill development among students.</p> <p>Furthermore, the impact of improved equipment can extend beyond the school curriculum. Students may be more inclined to participate in extracurricular activities and clubs, leading to increased physical activity levels and potential talent development in specific sports.</p>	<p>equipment. This can be done by educating them on proper handling and storage practices, as well as involving them in the process of reporting any damages or issues with the equipment.</p>
<p>Lunchtime Sports Clubs &amp; Recruitment of additional adults.</p> <p>Sports coaches to support, train and lead lunchtime activities.</p>	<p>Identify the needs and interests of our children: We will gather feedback from students to understand their preferences for sports activities during lunchtime. This will help us tailor the clubs to their interests and ensure high participation.</p> <p>Recruit and train lunchtime supervisors: We will select lunchtime supervisors who have an interest in sports and physical activity. These supervisors will</p>	<b>£3000</b>	<p>Increased participation: By offering a range of sports activities during lunchtime, we aim to increase the number of students who engage in physical activity regularly. This will contribute to the engagement of all pupils in regular physical activity, one of the key indicators of the Sports Premium funding.</p> <p>Improved physical fitness and skills: Regular participation in the lunchtime</p>	<p>Regular monitoring and evaluation: We will regularly monitor the attendance and feedback from students to assess the impact of the clubs. This will help us identify any areas for improvement and make necessary adjustments.</p> <p>Staff development: We will provide ongoing training and support for lunchtime supervisors to ensure they have the necessary skills and knowledge to effectively run the clubs. This will contribute to the increased confidence,</p>

	<p>receive training on how to organize and facilitate the clubs effectively, ensuring a safe and inclusive environment.</p> <p>Promote the clubs: We will advertise the lunchtime sports clubs through posters, announcements, and our school website. This will raise awareness among students and encourage them to participate.</p> <p>Provide necessary equipment: We will ensure that the necessary sports equipment is available for the clubs. This may include balls, cones, skipping ropes, and other resources needed for different sports activities.</p> <p>Establish a schedule: We will create a schedule for the lunchtime sports clubs, ensuring that there is a variety of activities offered throughout the week. This will allow students to try different sports and find ones they enjoy.</p>		<p>sports clubs will help students develop their physical fitness and improve their sports skills. This will have a positive impact on their overall health and well-being.</p> <p>Enhanced social skills: The lunchtime sports clubs provide opportunities for students to interact and collaborate with their peers in a non-academic setting. This will help develop their social skills, teamwork, and sportsmanship.</p>	<p>knowledge, and skills of all staff in teaching PE and sport.</p> <p>Collaborate with external partners: We will explore opportunities to collaborate with local sports clubs, coaches, or organizations to provide additional expertise and resources for the lunchtime sports clubs. This will help broaden the range of sports and activities offered to all pupils.</p> <p>Seek feedback from children: We will regularly seek feedback from children to ensure that the lunchtime sports clubs continue to meet their needs and interests. This feedback will inform any adjustments or additions to the clubs in the future.</p>
Annual Equipment Safety Inspections	<p>Designate a staff member or a team responsible for organising and conducting the annual inspections. Create a schedule for the inspections, ensuring that all equipment is inspected at least once a year.</p> <p>Develop a checklist or criteria to assess the safety of each piece of equipment,</p>	<b>£500</b>	<p>The implementation of annual PE equipment safety inspections has several positive impacts on the school's PE provision. Firstly, it ensures the safety and well-being of students and staff by identifying and addressing potential hazards or faulty equipment. This reduces the risk of</p>	<p>Regularly review and update the checklist or criteria used for inspections to reflect any changes in equipment or safety guidelines. Provide ongoing training and support for staff involved in conducting the inspections to ensure they are knowledgeable and confident in their role.</p>

	<p>including factors such as stability, structural integrity, and proper functioning.</p> <p>Conduct the inspections systematically, documenting any issues or concerns identified during the process. Take immediate action to repair or replace any equipment that poses a safety risk to students or staff.</p> <p>Communicate the results of the inspections to relevant staff members, ensuring that they are aware of any equipment that may need attention or replacement.</p>		<p>accidents and injuries during PE lessons and extracurricular activities. Regular inspections also promote a culture of safety within the school, emphasizing the importance of maintaining high standards for equipment use. This, in turn, enhances the quality and effectiveness of PE lessons, as teachers can confidently utilize the equipment without concerns about safety issues.</p> <p>Additionally, the impact of these inspections extends beyond the PE department. By identifying and addressing equipment issues promptly, the school demonstrates its commitment to providing a safe learning environment for all students, which can positively impact the overall reputation of the school.</p>	<p>Establish a system for reporting and addressing any equipment issues throughout the year, not just during the annual inspections.</p> <p>Allocate a budget for the repair, replacement, and maintenance of PE equipment to address any identified issues promptly.</p> <p>Monitor and evaluate the impact of the inspections on the safety and quality of PE provision, seeking feedback from staff and students.</p> <p>Next steps may include exploring opportunities for collaboration with other schools or external organizations to share best practices for equipment safety inspections.</p> <p>Additionally, considering the integration of technology or digital platforms to streamline the inspection process and enhance efficiency could be beneficial. Continuous improvement and adaptation of the inspection procedures based on feedback and emerging best practices will ensure the sustainability and effectiveness of the annual PE equipment safety inspections.</p>
<p>Sports Day &amp; Energise Me Days. JOLF Medals &amp; Certificates</p>	<p>Plan a diverse range of activities: We will carefully select a variety of sports and activities that cater to different interests and abilities. This will include traditional track and field events, team</p>	<p><b>£2000</b></p>	<p>Our Sports Day will have several positive impacts on our pupils, including: Increased participation: By offering a wide range of activities, we will</p>	<p>To ensure the sustainability of our Sports Day and the impact it has on our pupils, we will: Evaluate and reflect: Following Sports Day, we will gather feedback from staff, pupils, and parents to evaluate the event's success and</p>

	<p>games, and non-competitive activities such as obstacle courses and fun relays.</p> <p>Collaborate with external providers: We will seek support from local sports clubs and coaches to enhance the quality and variety of activities offered during Sports Day. This collaboration will provide our pupils with exposure to different sports and expert coaching, fostering a love for physical activity beyond the event.</p> <p>Provide training for staff: Our teachers will receive training in delivering and facilitating different sports and activities, ensuring they have the necessary skills and knowledge to engage and support all pupils during Sports Day. This will improve the overall quality of instruction and enhance the learning experience for our students.</p> <p>Promote parental involvement: We will actively encourage parents and guardians to attend Sports Day and participate in parent-child activities. By involving families, we aim to strengthen the home-school partnership and promote the importance of physical activity in children's lives.</p>	<p>ensure that all pupils have the opportunity to participate and engage in physical activity. This will promote a love for sports and encourage regular exercise among our students.</p> <p>Improved physical fitness: Through the various sports and activities on offer, pupils will enhance their physical fitness levels. Regular participation in physical activity has been proven to improve overall health and well-being.</p> <p>Development of teamwork and sportsmanship: Sports Day provides a platform for pupils to work collaboratively in teams and develop essential skills such as communication, cooperation, and sportsmanship. These skills are transferable to other areas of their lives.</p> <p>Enhanced self-esteem and confidence: Successfully participating in different sports and activities can boost pupils' self-esteem and confidence. By providing a supportive and inclusive environment, we will empower our students to take risks and challenge themselves.</p>	<p>identify areas for improvement. This feedback will inform our planning for future Sports Days.</p> <p>Embed physical activity into the curriculum: We will integrate the skills and knowledge gained during Sports Day into our curriculum. This will involve incorporating sports-related activities and lessons into various subjects, such as mathematics (analysing sports statistics) and English (writing match reports).</p> <p>Strengthen community partnerships: We will continue to collaborate with local sports clubs and coaches to provide ongoing opportunities for our pupils to participate in sports beyond Sports Day. This will ensure that the impact of our Sports Premium funding extends beyond the event itself.</p> <p>Regularly review and update our sports provision: We will regularly review our sports provision, ensuring that it remains relevant and meets the needs and interests of our pupils. This may involve introducing new sports or activities based on feedback and changing trends.</p> <p>By implementing these strategies, we aim to create a sustainable and impactful Sports Day that promotes physical activity, fosters a love for sports, and develops essential life skills in our pupils.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement <i>Physical Education, School Sport and Physical Activity (PESSPA)</i>				Percentage of total allocation: 21% £3,800
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively and embed physical activity across our school	<p>Conduct a needs analysis: Start by identifying the specific areas of PE where staff would benefit from professional development. This can be done through surveys, staff meetings, and informal conversations. The needs analysis should consider both the staff's current knowledge and skills in PE and their areas of interest for further development.</p> <p>Plan CPD sessions: Based on the needs analysis, design a series of CPD sessions that address the identified areas. These sessions can be delivered in various formats, such as workshops, seminars, or practical training sessions. Consider utilizing both internal expertise and external specialists to provide a diverse range of learning opportunities.</p> <p>Provide ongoing support: CPD should not be a one-time event but rather an ongoing process.</p> <p>Offer regular opportunities for staff to reflect on their practice, share experiences, and seek further guidance. This can be done through follow-up</p>	<b>£2000</b>	<p>Increased confidence and competence: Staff members who receive targeted CPD will likely feel more confident in delivering high-quality PE lessons. They will also develop a deeper understanding of effective teaching strategies and instructional practices, leading to improved student outcomes.</p> <p>Enhanced curriculum delivery: CPD can help staff align their teaching with the school's PE curriculum, ensuring a broad and balanced provision. As teachers gain new knowledge and skills, they can introduce a wider range of activities and adapt their teaching to meet the needs of diverse learners.</p> <p>Improved student engagement and participation: By improving their own teaching abilities, staff can create a positive and inclusive learning environment that motivates students to actively participate in PE lessons. This can lead to increased levels of physical activity, improved fitness,</p>	<p>Evaluate the effectiveness: Regularly assess the impact of CPD through feedback surveys, lesson observations, and student assessments. Use this data to identify areas of success and areas that need further improvement. Adjust the CPD program accordingly based on the findings.</p> <p>Embed CPD within the school culture: Foster a culture of continuous professional development by encouraging staff to engage in self-reflection, share best practices, and collaborate with colleagues. Provide opportunities for staff to showcase their learning and celebrate their achievements.</p> <p>Seek external partnerships: Explore partnerships with local sports organizations, universities, or other schools to access additional expertise and resources. Collaborating with external partners can expand the range of CPD opportunities available to staff and enrich the overall learning experience.</p> <p>Regularly review and update the CPD program: As the needs and priorities of staff and students evolve, regularly review and update the CPD program. Stay informed about current</p>

	<p>sessions, peer observations, and mentoring programs.</p>		<p>and enhanced overall well-being among students.</p>	<p>trends and research in PE education to ensure that the CPD offered remains relevant and impactful.</p> <p>By implementing a robust CPD program for staff, the school can empower teachers to deliver high-quality PE lessons, ultimately benefiting the students' physical, social, and emotional development.</p>
<p>Provide opportunities for Year 2 children to learn Leadership skills by taking on the role of KS1 Play Leaders at play times and lunch times.</p>	<p>Identification and training of Pupil Play Leaders: A selection process will be conducted to identify KS1 students who demonstrate leadership potential and have a passion for sports. These students will then receive training on leadership skills, communication, and organizing activities.</p> <p>Planning and organizing activities: Pupil Play Leaders will work closely with the school's physical education (PE) coordinator to plan and organize sports activities for their peers during lunchtimes and break times. They will create a schedule of activities, ensuring a variety of sports and games are offered.</p> <p>Communication and promotion: Pupil Play Leaders will actively promote the sports activities to their peers by creating posters, announcements, and engaging in word-of-mouth promotion.</p>	<p><b>£800</b></p>	<p>Increased physical activity levels: By providing regular opportunities for sports and games, the initiative aims to increase the physical activity levels of KS1 students. This will contribute to their overall health and well-being.</p> <p>Enhanced leadership skills: Through their involvement as Pupil Play Leaders, KS1 students will develop leadership skills such as communication, teamwork, and problem-solving. These skills will benefit them in various aspects of their lives.</p> <p>c) Improved social interaction: The initiative will create a positive and inclusive environment for KS1 students to interact with their peers through sports. It will promote social skills, cooperation, and positive relationships.</p> <p>d) Increased participation in sports: By actively promoting and organizing sports activities, the Pupil Play</p>	<p>Regular evaluation and feedback: The initiative will be regularly evaluated to assess its effectiveness and identify areas for improvement. Feedback from KS1 students, staff, and parents will be sought to make necessary adjustments.</p> <p>Recognition and reward: Pupil Play Leaders will be recognized and rewarded for their efforts and contributions. This will help maintain their motivation and commitment to the initiative.</p> <p>Integration into school culture: The KS1 Pupil Play Leaders initiative will be integrated into the school's overall approach to physical education and well-being. It will become a regular part of the school's activities and continue to be supported by the staff.</p> <p>Expansion and development: Based on the success of the KS1 Pupil Play Leaders initiative, there may be opportunities to expand the program to other year groups or involve more</p>

	<p>They will encourage their classmates to participate and ensure everyone feels included.</p> <p>Supervision and support: Pupil Play Leaders will be responsible for supervising and facilitating the sports activities. They will ensure fair play, resolve conflicts, and provide guidance to their peers. The school staff will provide ongoing support and guidance to the Pupil Play Leaders</p>		<p>Leaders will encourage their peers to participate in sports and try new activities. This can lead to a greater interest in sports and a healthier lifestyle.</p>	<p>students. This will require ongoing planning and resource allocation.</p> <p>By implementing the KS1 Pupil Play Leaders initiative, we aim to foster a love for sports, develop leadership skills, and promote a healthy and active lifestyle among our KS1 students. Through regular evaluation and continuous improvement, we will ensure the sustainability and impact of this initiative for years to come.</p>
To promote active travel to school	<p>Developing a Travel Plan: Work with the local council and parents to develop a comprehensive travel plan for the school. This plan should include initiatives such as promoting walking or cycling to school, creating safe walking routes, and organizing walking or cycling events.</p> <p>Infrastructure Improvements: Identify areas around the school that need improvements to support active travel. This can include adding bike racks, improving pedestrian crossings, and ensuring well-maintained footpaths.</p> <p>Education and Awareness: Conduct regular assemblies and workshops to educate students about the benefits of active travel and how to do it safely. Provide resources and information to</p>	<b>£1000</b>	<p>Impact: The impact of promoting active travel to school can be seen through various outcomes:</p> <p>Increased Physical Activity: By encouraging walking or cycling to school, students will engage in regular physical activity, contributing to their overall health and well-being.</p> <p>Improved Concentration and Focus: Active travel has been shown to improve cognitive function, leading to increased concentration and focus during the school day.</p> <p>Reduced Traffic Congestion: Encouraging active travel can help reduce traffic congestion around the school, creating a safer and more pleasant environment for everyone.</p>	<p>Regular Evaluation: Continuously evaluate the effectiveness of the strategies implemented. Monitor the number of students actively traveling to school and gather feedback from parents, students, and staff.</p> <p>b) Partnership with Local Community: Maintain strong partnerships with the local council, community organizations, and parents to sustain and improve active travel initiatives.</p> <p>c) Staff Training: Provide ongoing training and professional development opportunities for staff to ensure they are equipped with the knowledge and skills to promote and support active travel.</p> <p>d) Review and Update the Travel Plan: Regularly review and update the school's travel plan to reflect changing circumstances and to incorporate new ideas and initiatives.</p>

	<p>parents to encourage them to support and promote active travel.</p> <p>Incentives and Rewards: Implement a reward system to incentivize students who actively travel to school. This can include certificates, badges, or small prizes. Celebrate and acknowledge students who consistently choose active travel.</p>		<p>Environmental Benefits: Active travel reduces carbon emissions and promotes sustainable transportation, contributing to a healthier environment.</p>	<p>By implementing these strategies, monitoring the impact, and ensuring sustainability, the promotion of active travel to school can become an integral part of the school's culture, benefiting the physical and mental well-being of students and the wider community.</p>
<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p><b>Percentage of total allocation: 19% £3,500</b></p>
<p><b>School focus with clarity on Intended impact on pupils:</b></p>	<p><b>Actions to achieve:</b></p>	<p><b>Funding allocated:</b></p>	<p><b>Evidence and impact:</b></p>	<p><b>Sustainability and suggested next steps:</b></p>
<p>Outdoor Education - Forest School Approach - outdoor learning Develop outdoor areas (woodland) to support opportunities for outdoor learning.</p>	<p>Training and Development: We will provide training opportunities for our staff to become qualified forest school practitioners. This will ensure that they have the necessary skills and knowledge to deliver forest school sessions effectively.</p> <p>Resources and Equipment: We will invest in appropriate resources and equipment to support forest school activities. This may include outdoor clothing, tools, and materials for outdoor learning.</p>	<p><b>£2000</b></p>	<p>Physical Development: Forest school activities provide opportunities for children to engage in physical challenges, such as climbing, balancing, and running. This can contribute to the development of their gross motor skills, coordination, and overall physical fitness.</p> <p>Well-being and Mental Health: Spending time in nature has been shown to have positive effects on mental health and well-being. The forest school approach can provide a nurturing and calming environment,</p>	<p>Regular Review and Evaluation: We will regularly review the effectiveness of our forest school provision and gather feedback from staff, pupils, and parents. This will help us identify areas for improvement and make necessary adjustments to our approach.</p> <p>Continued Professional Development: We will provide ongoing training and professional development opportunities for our staff to enhance their knowledge and skills in delivering forest school activities. This will support the sustainability of the approach and ensure its continued success.</p>

	<p>Curriculum Integration: We will integrate forest school activities into our physical education curriculum. This will involve identifying opportunities to incorporate outdoor learning and nature-based activities into our existing PE lessons.</p> <p>Collaboration with External Providers: We will seek partnerships with local forest school providers or outdoor education organizations to enhance our forest school provision. This may involve inviting guest instructors or participating in joint activities and events.</p>		<p>allowing children to connect with nature and reduce stress levels.</p> <p>Social Skills and Teamwork: Forest school activities often require collaboration and teamwork. By working together in an outdoor setting, children can develop their communication, problem-solving, and cooperation skills.</p> <p>Environmental Awareness: Through forest school sessions, children will gain a deeper understanding and appreciation for the natural world. They will learn about local ecosystems, wildlife, and the importance of environmental conservation.</p>	<p>Parent and Community Engagement: We will actively involve parents and the wider community in our forest school activities. This may include inviting parents to join sessions, organizing community events in nature, or sharing updates and resources related to forest school via newsletters or social media.</p> <p>Sharing Best Practice: We will collaborate with other schools and organizations to share best practices and exchange ideas on implementing the forest school approach. This will help us learn from others and further enhance our provision.</p> <p>By implementing these strategies, we aim to create a sustainable forest school approach that positively impacts the physical, mental, and social well-being of our pupils while fostering a deeper connection with the natural environment.</p>
Raising the profile and identity of sport in school. Staff Kit to be bought for <b>all</b> staff. Aim for every member of staff to have 1 t-shirt and 1 hoodie.	Admin Team to order new kit (whether new staff or in need of new kit). Admin to create an order form for ordering new staff kit	<b>£1000</b>		
Storage Shed for all PE equipment – incl. Balance Bikes, Scooters lunchtime games.	Assess current storage situation: Conduct a thorough assessment of the current storage facilities and systems in place for PE equipment. Identify any deficiencies or areas for improvement.	<b>£500</b>	Improved organization: With a well-planned storage system, the PE department will experience improved organization and efficiency. Equipment will be easily accessible,	Regular maintenance: Implement a schedule for regular maintenance and cleaning of the storage area and equipment. This will help prevent any deterioration or damage to the equipment and ensure its longevity.

	<p>Develop a storage plan: Create a comprehensive storage plan that addresses the specific needs of the school's PE department. This plan should include considerations such as the types of equipment, quantity, accessibility, and organization.</p> <p>Allocate resources: Allocate necessary resources, including budget, to implement the storage plan effectively. This may involve purchasing storage units, shelving, bins, or any other equipment required to optimize the storage space.</p> <p>Train staff: Provide training to staff members responsible for managing and maintaining the PE storage. This training should cover proper organisation techniques, equipment maintenance, and safety protocols.</p> <p>Establish protocols: Develop clear protocols and procedures for accessing, borrowing, and returning equipment from the storage area. This will ensure that equipment is properly accounted for and maintained.</p>		<p>reducing the time spent searching for specific items.</p> <p>Enhanced safety: Proper storage techniques and protocols will contribute to the overall safety of the PE equipment. Equipment will be stored securely, reducing the risk of accidents or injuries caused by misplaced or improperly stored items.</p> <p>Increased utilisation: A well-organized storage system encourages the regular use of equipment.</p> <p>Teachers and students will have easy access to the necessary equipment, leading to increased participation and engagement in PE lessons and activities.</p>	<p>Ongoing training: Provide ongoing training and support for staff members involved in managing the PE storage. This can include refresher courses on organization techniques, equipment maintenance, and safety protocols.</p> <p>Evaluation and improvement: Continuously evaluate the effectiveness of the storage system and make improvements as needed. Seek feedback from staff members and students to identify any areas for further enhancement.</p> <p>Collaboration and sharing best practices: Collaborate with other schools or PE departments to share best practices in PE storage. This can involve attending conferences, workshops, or online forums to learn from others' experiences and gain new ideas.</p> <p>Budget planning: Incorporate the maintenance and improvement of the PE storage system into the school's long-term budget planning. This will ensure that resources are allocated to sustain and enhance the storage system in the future.</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: 22% £4,000
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To embed the development of gross motor skills in the Early Years Foundation Stage (EYFS)</p>	<p>Providing a variety of physical activities both indoors and outdoors, such as climbing frames, balance beams, and obstacle courses, to promote opportunities for children to develop their gross motor skills.</p> <p>Incorporating activities that focus on revising and refining the fundamental movement skills, such as rolling, crawling, walking, jumping, running, hopping, skipping, and climbing.</p> <p>Using different-sized balls and introducing activities that involve throwing, catching, kicking, passing, batting, and aiming to further develop and refine ball skills.</p> <p>Allowing sufficient time for children to regularly practice, refine, and extend their physical knowledge and skills.</p> <p>Encouraging children to engage in moderate to vigorous physical play to increase their heart rate and respiratory rate.</p> <p>Providing clear movement-based outcomes for play activities to ensure purposeful engagement.</p>	<p><b>£2000</b></p>	<p>Children demonstrating increased confidence and competence in their gross motor skills, such as improved coordination, balance, and agility.</p> <p>Children showing progress in their ability to perform fundamental movement skills with increasing control and fluency.</p> <p>Children exhibiting improved precision and accuracy when engaging in ball skills activities.</p> <p>Children using precise vocabulary to describe movement and directionality.</p> <p>Children understanding the importance of regular physical activity and its impact on their health and well-being.</p>	<p>Continuously monitor and evaluate the effectiveness of the implemented strategies through regular assessment and feedback.</p> <p>Provide ongoing professional development for staff to enhance their knowledge and understanding of effective physical development in the EYFS.</p> <p>Regularly review and update the curriculum plans to ensure they build broad-ranging motor competence knowledge and align with the expected outcomes for each stage of the EYFS.</p> <p>Foster a positive and inclusive physical education environment that encourages all children to participate and engage in physical activities.</p> <p>Collaborate with parents and guardians to promote the importance of physical activity and provide resources and guidance for supporting gross motor skill development at home.</p> <p>Seek opportunities for partnerships with external organizations or sports clubs to provide additional resources and expertise in promoting gross motor skill development.</p>

	<p>Offering quality instruction to ensure all children are accessing effective teaching and learning experiences.</p> <p>Making reasonable adjustments to ensure that all children, including those with physical disabilities or limitations, can access appropriate activities.</p> <p>Supporting parents' understanding of activities they can undertake with their child to further their development of gross motor skills.</p>			
Bikeability Yr. R -Yr. 2	<p>Identify and select a reputable Bikeability provider to deliver the training sessions.</p> <p>Liaise with the provider to schedule the training sessions and ensure they align with the school timetable.</p> <p>Communicate with parents and obtain consent for their child to participate in the Bikeability training.</p> <p>Ensure that all participating students have access to a suitable bicycle and necessary safety equipment.</p> <p>Allocate appropriate time within the curriculum for the Bikeability training sessions.</p>	<b>£500</b>	<p>Improved cycling proficiency and skills among KS1 students.</p> <p>Increased confidence in riding a bicycle and navigating different road situations.</p> <p>Enhanced understanding of road safety rules and awareness of potential hazards.</p> <p>Promotion of physical activity and healthy lifestyles through active travel.</p> <p>Development of teamwork and communication skills during group cycling activities.</p> <p>Increased enjoyment and engagement in physical education lessons related to cycling.</p>	<p>Evaluate the effectiveness of the Bikeability training through student feedback and observation.</p> <p>Review the Bikeability provider's performance and consider their suitability for future sessions.</p> <p>Seek opportunities to embed cycling and road safety education into the wider curriculum.</p> <p>Collaborate with local cycling clubs or organizations to provide additional cycling opportunities for students.</p> <p>Offer refresher sessions or advanced Bikeability training for students who have already completed the initial training.</p> <p>Continuously promote the benefits of cycling and active travel to students and parents.</p>



	<p>Provide support and guidance to the Bikeability provider to ensure a smooth delivery of the training.</p> <p>Monitor attendance and participation of students in the Bikeability sessions.</p>			<p>Allocate sufficient budget and resources to maintain and enhance the provision of the Bikeability Scheme.</p> <p>By implementing the KS1 Bikeability Scheme, we aim to provide our students with essential cycling skills, promote active travel, and instil a culture of safety and enjoyment in cycling. Through ongoing evaluation and collaboration, we will ensure the sustainability and continuous improvement of this initiative.</p>
<p>To implement the use of specialist sports coaches to support our PE Provision.</p>	<p>To implement the use of specialist sports coaches as part of our Sports Premium strategy, we will first identify the specific areas of expertise that our coaches can provide. This may include skills such as football, basketball, gymnastics, dance, and athletics. We will then allocate specific coaches to work with different year groups or classes based on their expertise. The specialist sports coaches will work alongside our teachers to deliver high-quality PE lessons that are aligned with the national curriculum. They will provide additional support and guidance to both teachers and students, helping to enhance the overall quality of PE provision in our school. In addition to supporting PE lessons, the coaches will also run extra-curricular clubs and activities to provide further opportunities for students to engage in</p>	<p><b>£1500</b></p>	<p>The use of specialist sports coaches will have a positive impact on our students in several ways. Firstly, it will enhance the quality of PE lessons, as the coaches bring their expertise and knowledge to the classroom. This will result in improved teaching and learning experiences for our students, leading to increased engagement and achievement in the subject. Furthermore, the provision of extra-curricular clubs and activities by the coaches will encourage more students to participate in physical activity outside of regular school hours. This will not only improve their fitness levels but also promote teamwork, discipline, and a healthy lifestyle. By working closely with our teachers, the coaches will also support their</p>	<p>Sustainability and Next Steps: To ensure the sustainability of using specialist sports coaches, we will regularly review and evaluate their impact on teaching and learning. This will involve gathering feedback from both teachers and students to assess the effectiveness of their support and identify areas for improvement.</p> <p>We will also monitor the participation rates in extra-curricular clubs and activities to ensure that they continue to meet the needs and interests of our students. This may involve introducing new clubs or adapting existing ones based on student feedback.</p> <p>In terms of next steps, we will explore opportunities for the coaches to collaborate with other schools and sports organizations to further enhance their expertise and broaden the range of sports and activities offered to our students. This will help to ensure that our</p>

	physical activity. These clubs may focus on specific sports or provide a more general fitness and wellbeing program.		professional development in delivering PE lessons. This will increase the confidence and skills of our teaching staff, ensuring that high-quality PE provision can be sustained in the long term.	Sports Premium funding is used effectively and that our students have access to a diverse and high-quality PE program.
<b>Key indicator 5: Increased participation in competitive sport</b>				<b>Percentage of total allocation: 4% £700</b>
<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>
Membership of Personal Best Sports Partnership including staff training courses	To access local inter- community sports events, tournaments, competitions and high quality P E training.	<b>£700</b>	To provide opportunities for children to compete in a wide range of competitions across the Romsey.	To continue and extend opportunities for children to compete against other schools
Additional staff costs for Romsey Inter Sports Competitions and Tournaments via Personal Best Education.	To plan logistics for competition (including informing parents, transport, pick up from venues, risk assessments etc.); select teams and train children for the competition. To supervise the children off site for the duration of the competition.		Competitions are well – planned and well-resourced with a qualified teacher to ensure children’s safety when attending all off-site events.	Continue to ensure all events are planned in detail to ensure children’s safety at all times.