



Henleaze Infant School

Henleaze Infant School- Impact of Primary PE and Sport Premium Funding

April 2025

The UK government currently supplies all primary schools with a 'PE and Sport Premium' fund. The aim of this is to support schools in ensuring that children have access to at least 60 minutes of sport and physical activity per day. This year, we are forecasted to receive **£17, 370 in grant funding**. We allocate the funding in order to have the highest possible impact on children's active lifestyles.

Impact on the quality of PE, physical activity levels and overall attainment is monitored and reviewed throughout the year. Below is a detailed breakdown of funding allocation and its impact, under five key indicators:

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| 1. The engagement of all pupils in regular physical activity; |
| 2. The profile of PE and sport being raised across the school as a tool for whole-school improvement; |
| 3. Increased confidence, knowledge and skills of all staff in teaching PE and sport; |
| 4. Broader experience of a range of sports and activities offered to all pupils. |
| 5. Increased participation in competitive sport. |

April 2024-2025

| Achievements to Date | Areas for Development |
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| <ul style="list-style-type: none"> • All children have two PE sessions a week (one with the class teacher and one with Shine Sports). • School staff and Shine staff follow the <i>GetSet4PE</i> scheme. The curriculum map has been carefully considered with support from <i>GetSet</i> to ensure children have access to the full range of skills and activities. • Structured games are led by skilled adults during lunchtimes. Activities are run on a rota to ensure that children have access to a range of activities. • An updated curriculum overview has ensured that all children undertake a gymnastics unit and a dance unit. • All year groups have participated in competitive sport. • 50% of pupil premium cohort have been given opportunity, so far, to participate in extracurricular sporting competitions. | <ul style="list-style-type: none"> • Continue to review different groups participating in after-school clubs and explore how vulnerable groups could be encouraged. • To use assessment to determine children requiring additional support in mastering key skills (hopping, jumping, skipping etc). |

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| Academic Year: April 2024- April 2025 | Total Fund Allocated: 17,370 | Date Updated: 30/07/2025 |
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| Key Indicator 1: 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. | | | | |
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| School Focus with clarity on intended impact on pupils. | Actions to Achieve: | Funding Allocated: | Evidence and impact: | Sustainability and Suggested Next Steps: |
| <p>We believe that being physically active is vital for well being and promotes good learning. Our continuing focus is ensuring high quality play, sport and physical activity during play and outdoor-learning times.</p> <p>The intention is that children will engage in physical activity at least twice a day and will return to their classrooms feeling calm and ready to learn.</p> <p>Providing children with structured sports activities will lead to more positive behaviour choices being seen during the less structured times of day (play/lunch) and will provide children to find these times challenging with the opportunity to join into modelled, managed games.</p> | <p>3 Shine Sports coaches are employed every lunch time to support children in physical activity. We have decided to use 3 coaches instead of 2 to provide additional support and more opportunities for a variety of activities.</p> <p>Lunchtime provision is well thought out and planned between PE lead, SMSA lead and Shine coaches. It includes a range of activities and lunchtime staff are given some target children to try and involve.</p> <p>Monitor and re-stock playtime and PE equipment ensuring correct and safe for our age children- Ongoing</p> <p>Sport resources are allocated for morning play to encourage active playtimes. Children have free access to this.</p> <p>PE is taught twice weekly following the GetSet4PE scheme. One lesson is delivered by class teachers and one by Shine sports staff.</p> | £16,270 | <p>Consistency in Shine coaches has led to children forming strong, trusting relationships with them. Shine coaches know the children well and show a good understanding of children that could use additional support/ guidance.</p> <p>By involving particular children (as guided by teachers) there are less 'friendship issues' arising at playtime and children are returning to class regulated and ready to learn.</p> <p>The equipment provided for playtimes ensures that all children are kept active.</p> | <p>PE lead to continue to monitor lunchtime provision.</p> <p>Class teachers to share children that would benefit from additional support at lunchtimes so that these are included in games.</p> |
| Physical activity is also used as a tool throughout the school day to energise or calm pupils as needed to promote learning- this is through ways such as wake and | Children in Reception have access to an outdoor area with high quality equipment. | | Children are able to articulate that they may need a movement break. Staff explicitly teach the positive effects of movement on brains and general wellbeing. | Log climber currently out of bounds so children don't have access to this. |

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| <p>shake and other movement breaks.</p> | <p>All children have use of the Trim-trail and ball court as well as the other outdoor equipment and play resources.</p> <p>Teachers use physical activity throughout the day as they judge necessary (movement breaks) and additional outside time. Children with 1:1 support/ additional sensory needs have more movement breaks on top of this.</p> | | | |
| <p>Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole-school improvement.</p> | | | | |
| <p>School Focus with clarity on intended impact on pupils.</p> | <p>Actions to Achieve:</p> | <p>Funding Allocated:</p> | <p>Evidence and impact:</p> | <p>Sustainability and Suggested Next Steps:</p> |

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| <p>As a school, we began using the PE scheme <i>GetSet4PE</i> in term 2. <i>GetSet4PE</i> prides themselves in providing comprehensive, curriculum-aligned lesson content and progressive schemes of work. All associated resources, materials to adapt teaching and support for subject leads, as well as a simplistic assessment tool to record and monitor progress.</p> | <p>Class teachers and Shine to both deliver from the scheme to ensure consistency in lessons. Children know the routines and what to expect.</p> <p>Alongside Pupil Premium Lead (GF), children are identified and encourage particular individuals to attend after-school clubs linking to Pupil Premium strategy- some PP funding has been used to support these families in children attending clubs</p> | <p>£500</p> | <p>The use of <i>GetSet4PE</i> ensures that children are taught the key fundamental skills required- starting from the foundations and being built on year-on-year by both class teachers and Shine coaches. Children are given equal experiences during PE lessons and are able to choose their level of challenge- this results in more children being keen to participate in sessions.</p> <p>All children have participated in dance and gymnastics this academic year which has widened the range of activities. Ensuring this is carried out each year allows for the skills to be built on.</p> <p>Pupil Premium funding has been used to enable children to access after school sports who would not have been able to otherwise</p> | <p>Following our first year of <i>GetSet4PE</i>, curriculum map has been adapted for the 25-26 academic year.</p> |
| <p>Awards to be given for pupils participating in school competitions.</p> | <p>Celebrate those children that have competed in inter-school competitions in school celebration assembly.</p> | | <p>Children proud of their achievements which are shared with the wider community.</p> | <p>Encourage children to share out of school achievements with school so they can also be celebrated in front of school-sport display board to encourage this.</p> |
| <p>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> | | | | |
| <p>School Focus with clarity on intended impact on pupils.</p> | <p>Actions to Achieve:</p> | <p>Funding Allocated:</p> | <p>Evidence and impact:</p> | <p>Sustainability and Suggested Next Steps:</p> |

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| <p>Staff have a clear map of PE objectives and outcomes that would be consistent across the whole school.</p> <p>We planned to ensure that all staff/ Shine coaches would feel confident following the GetSet4PE scheme of work and that they understood how to use the plans to deliver outstanding lessons.</p> | <p>Whole staff introduction and training to GetSet4PE.</p> <p>Lesson monitoring to ensure consistency.</p> <p>Staff survey.</p> <p>Pupil voice/ skills assessment.</p> <p>PE lead to work with Shine coaches ahead of each term to provide cohesive plans.</p> | <p>Covered in GetSet4PE costs.</p> | <p>PE lead meets regularly with Shine coaches to share plans for future term.</p> <p>Staff survey showed that:</p> <ul style="list-style-type: none"> - Staff enjoy teaching PE following GetSet4PE- the scheme is easier to use than previous schemes and that you can see clear progression in the lessons. - Having Shine teaching from GetSet as well ensures that you know what the children are covering in those lessons. - Everyone agrees that the children in enjoy PE lessons and that staff are able to challenge those that need it. | <p>Ensure that where PE lessons are needed to be cut shorter, due to timetable constraints, part of each section of the lesson plan is covered to ensure that children are accessing all the key focus points.</p> |
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Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.

| School Focus with clarity on intended impact on pupils. | Actions to Achieve: | Funding Allocated: | Evidence and impact: | Sustainability and Suggested Next Steps: |
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| <p>For all pupils to have broad and varied opportunities to practise fundamental movement skills and develop their agility, balance and coordination in and outside PE sessions.</p> | <p>Review curriculum map with support from staff at GetSet4PE to ensure a broad set of opportunities for all children.</p> <p>As above, children provided with range of sports equipment at playtimes.</p> | <p>Covered in GetSet costs.</p> | <p>Pupil conferencing has shown that children are more excited for PE in comparison to previous years, have an awareness of what PE is and how exercise supports both brain and body and that they have a good understanding of the fundamental movement skills.</p> | <p>Continue to participate in Shine sports tournaments where available.</p> |

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| | Lunchtime provision includes a range of sports led by experienced coaches. | | | |
| Key Indicator 5: Increased participation in competitive sport. | | | | |
| School Focus with clarity on intended impact on pupils. | Actions to Achieve: | Funding Allocated: | Evidence and impact: | Sustainability and Suggested Next Steps: |
| <p>Our focus is on giving the building blocks of confidence, social/personal skills, and physical skills to be able to enjoy and benefit from competitive sport.</p> <p>For children to have the resilience and confidence to challenge themselves to improve their own skills. We expect them to respect others and encourage them in their own endeavours. Focusing on the 'multi-ability' skills, as well as PE skills, enables all children to be successful and to find PE rewarding.</p> | <p>All children to be able to participate in Sports Day in term 6.</p> <p>Liaise with Shine Sports to promote opportunities for children to take part in inter/intra sport competitions.</p> <p>Pupil premium children are given priority to attend sports competitions.</p> | <p>£300</p> <p>£50</p> <p>250</p> | <p>As of term 4, all year groups have participated in a Shine sports tournament. We were able to facilitate this with no additional costs due to it being within walking distance. Teachers identified children that may benefit from this.</p> | <p>There are less opportunities for infant-age children to participate in competitions and staffing can be a barrier (being able to release enough members of staff for ratios).</p> |