



Thames View Infants

Pupil Premium & Sports Funding Summaries for 2018-20

Pupil Premium Funding Summary

- The Government believes that the Pupil Premium (extra government funding for pupils known to be eligible for free school meals, children in local authority care and children of service personnel), which is additional to main school funding, is the best way to address underlying inequalities between the most disadvantaged pupils and their peers.
- In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.
- Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low-income families. Published performance tables will capture the achievement of those deprived pupils covered by the Pupil Premium. Since September 2012, the Government has required schools to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.
- For general information about Pupil the Premium, see

<http://www.education.gov.uk/schools/pupilsupport/premium/b0076063/pp>

Our Pupil Premium

At Thames View Infants we are committed to helping every child and their family achieve their very best. Through creating a deep and complex, well-resourced and vibrant, high quality learning environment, and through valuing 'Parents as Partners', we continually strive to actively promote the progress and attainment of all our pupils, regardless of need. We are a local driving force helping to "glue" agencies to work together and to be as "joined up as possible" to support this ethos. This commitment is summarized in more detail within our Equality Plan:

<http://thamesviewinfants.org/wp-content/uploads/2019/03/TVI-Equality-Plan-v9.pdf>

The Pupil Premium Grant

The proportion of Disadvantaged Pupils supported by the Pupil Premium at Thames View Infants is almost twice the National Average: 20% (National) vs at 41% (Thames View Infants), (RAISEOnline, 2018). The large majority of these pupils are eligible for free school meals, whilst 2 are Looked After Children.

Thames View Infants received a total of £225,720 Pupil Premium for the Academic Year 2018-19.

Committed to a fully inclusive provision in which all vulnerable groups are supported to thrive, Directors have allocated a further £559,106 of school funds to fulfil its ambitions for these children amidst a fully inclusive 'Outstanding' provision.



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Over-Arching Principles that Govern Pupil Premium expenditure:

- A personalised provision where we help every child and their family, regardless of ability, to do their best.
- High quality learning.
- A responsive inclusion provision, which is extensive and comprehensive and offers high quality learning.
- Skilful family support.
- Careful and robust Child Protection.
- Good customer service and an innovative ethos which makes people challenge traditionally held dispositions towards schools and learning.
- Responsive leaders, having a high impact on learning and standards, working within a "hands on" and a "can do" culture.
- High profile activities which engage parents and the community.
- A culture which values "Parents as Partners" in the learning journey.

School initiatives to achieve this vision:

- An Attendance Officer
- 1 Reading Recovery Teachers
- High ratios of Teaching Assistants (1:10 & 1:7 in Nursery)
- High quality learning in class and support groups
- Headteacher, Deputy Headteacher, SENCo & 2 Assistant Headteachers having a regular amount of teaching/class contact
- Leadership Courses
- Regular non-contact time for teachers and leaders
- Full-time Child Protection & Safeguarding Lead
- Full-time Parent Support Advisor
- A 2-tier Inclusion Model
- 5 Accessible Office Staff
- Subsidised School Uniform
- Subsidised School Visits
- A free Breakfast Club
- Weekly Family Cooking, Learning or Sports Together
- Discretionary support
- Replacement uniform
- An alternative school dinner/seconds for hungry children
- Enhanced Educational Psychologist Support
- 3 Termly 100% 'Flower Assemblies', various other awards and 6 bikes
- Free theatre-workshops and pantomimes
- Typically 25 free school clubs per week (enough places for each KS1 pupil)
- Free swimming and travel to swimming for all Yr 2 pupils
- Specific in-day clubs for target groups (Literacy and Maths for the Exceptionally Able, Phase 5 Letters and Sounds, Lunchtime Club)
- Full-time Nurture Provision, including 6 TAs.
- Development of an outdoor learning provision, that includes chickens, an allotment, and plans for an outdoor learning area.



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A Summary of this Expenditure:

<u>TVI 2018/19 Pupil Premium Expenditure</u>	
AREA OF EXPENDITURE	COST (£)
Attendance Officer * 0.5 FTE	7,614
2 Reading Recovery Teachers * 0.5 FTE	19,307
Teaching Assistants (1:10/1:7 ratios)	626,900
Speech, Language & Communication Workers	33,605
Leadership courses for SLT	2,500
Inset Training	7,000
Child and Family Professional and Parent Support Adviser * 2 FTE	66,700
Nurture Group Provision	73450
Uniform Subsidy - reducing overall price/helping out those that need it/100% uniform compliance	1,500
School Dinners Subsidy - visitors/hungry children/staff supporting children eat	1,500
School Visit Subsidy/Non Payments	15,000
Lend to Buy Scheme - iPads Repairs (write offs/accidents/uneconomical repair)	500
Education Psychology Provision (17/18)	17,325
3 Flower Assemblies (3 * £440)	1,320
6 Bikes - Attendance Rewards	600
Cash Incentive - Attendance Rewards	1000
Theatre Visits & Pantomimes	1,500
After School Clubs Management and Administration - salary for TA overtime	2,780
Swimming Coaches and Lessons	7,200
Weekly family cooking	4,980
LESS: Estimated Pupil Premium Allocation	(225,720)
TOTAL COST OF PUPIL PREMIUM INITIATIVES	784,826



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Further Detail of Above Initiatives:

- We have invested heavily in Teaching Assistants, with Reception, Year 1 and Year 2 classes having adult:pupil ratios greater than 1:10. Within Nursery, this ratio is 1:7. Within comparative bench-marking data, our investment in Support Staff is at the upper end of demographically similar schools. High adult:pupil ratios ensure that the needs of our pupils can be met in small groups.
- Our dedicated team of support staff work across the school to ensure access to the curriculum through a range of interventions, ensuring all children reach above national levels of attainment. Achievement and Progress remain Outstanding for all pupils.
- We have a team of skilled, energetic and vibrant teachers and support staff; and they work very hard to ensure that Learning within our school remains Outstanding. Teachers receive additional non-contact time and personalised training, to ensure they remain reflective practitioners. Similarly, we accelerate the maturity and capacity of our leaders through attendance at local and national leadership courses and bespoke coaching/supervision to ensure that Leadership remains Outstanding. This helps to ensure that learning is maximized and that school initiatives & systems continue to make an impact and offer "Outstanding value for money".
- We employ a full time Child and Family Professional and a Parent Support Advisor, as well as an Attendance Officer. Together, with our Inclusion Manager, SENCo and Child Protection Leaders, we are able to work very carefully with families to nurture relationships and offer very specialist care. This expertise extends to providing close links within our Local Authority, ensuring that various agencies continue to work in a "joined up manner" to follow up this support.
- A Reading Recovery Teacher and a Reading Support Assistant provide targeted support for children who are still at the early stages of reading within Key Stage 1. They offer out-reach work to ensure this support continues at home.
- We have a full time nurture group for children who require a carefully structured provision, tailored to meet their specific social and emotional needs. This is supported by 6 highly skilled Teaching Assistants.
- We believe greatly in the importance of good customer service and value the importance of this in building bridges with families and nurturing "Parents as Partners". Accordingly, our School Office for example, contains comparatively higher than average ratios of staff, who are also well trained and pro-active in offering good service and adopt a solution-focused approach to their duties.
- We value the use of ICT, viral marketing and e-engagement to spread the vision of the school and to engage families: we invest heavily in the use of ICT and have almost 1 computer for each pupil in school. We use YouTube, Twitter, a vibrant school website and Wiis & Playstations, which are used resourcefully for this purpose. Our Network Manager is skilled at helping to nurture engagement with parents and to spread the school's vision; they also help families complete PC insurance claims, when parents are unable to do so themselves.



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- We believe in the importance of helping children to make healthy choices at lunchtime and spend time and resources to challenge inherited dispositions towards food, through:
 - Class-based cooking events – Let's Get Cooking
 - A high quality lunchtime provision
 - Family taster sessions
- We use our in-depth knowledge of families to provide discretionary support when paying for school uniforms and school visits.
- We award carefully selected families with rapidly improving attendance 6 bikes over the course of the year. Three times during the year, each child with 100% attendance takes home a bunch of flowers for their parents.
- We run an extensive and nationally acclaimed Extended Provision with as many club spaces as pupil places. We use funds to ensure they are free for families.
- Our literacy based curriculum is resourced to ensure that all children have access to quality texts throughout their school career.
- We provide free Theatre Visits and a varied calendar of School Events to ensure that the curriculum remains as vibrant and as personalised as possible.

The Impact of the Pupil Premium

Since 2009, school self-review has continued to judge TVI as Outstanding. This judgement was officially verified by Ofsted in April 2014, when the School was graded "outstanding" across all areas of inspection for the second occasion. Self-review continues to judge the quality of the provision as Outstanding.

In 2013, the school received recognition from the Deputy Prime Minister for its success in ensuring that pupils entitled to this funding make excellent progress.



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4 Year Trend (non-reported data)

		Disadvantaged						Non Disadvantaged				
Attainment % +		2016	2017	2018		2019		2016	2017	2018		2019
Reading	2Dii	49 (100%)	45 (96%)	47 (96%)	2D3	62 (98%)	2Dii	65 (96%)	69 (97%)	65 (93%)	2D3	47 (96%)
Reading	2S	49 (100%)	44 (94%)	46 (94%)	2S1	56 (89%)	2S	65 (96%)	68 (96%)	65 (93%)	2S1	44 (89%)
Reading	2Mii	40 (82%)	36 (77%)	42 (86%)	2M1	45 (67%)	2Mii	57 (84%)	61 (86%)	60 (86%)	2M1	38 (78%)
Writing	2Dii	49 (100%)	44 (94%)	48 (98%)	2D3	63 (100%)	2Dii	66 (97%)	69 (97%)	65 (93%)	2D3	48 (98%)
Writing	2S	46 (94%)	40 (85%)	43 (88%)	2S1	59 (94%)	2S	62 (91%)	63 (89%)	63 (90%)	2S1	46 (94%)
Writing	2Mii	34 (69%)	23 (49%)	36 (73%)	2M1	36 (57%)	2Mii	48 (71%)	55 (77%)	54 (77%)	2M1	36 (73%)
Maths	2Dii	49 (100%)	45 (96%)	48 (98%)	2D3	63 (100%)	2Dii	66 (97%)	70 (99%)	66 (94%)	2D3	48 (100%)
Maths	2S	49 (100%)	43 (91%)	46 (94%)	2S1	62 (98%)	2S	64 (94%)	68 (96%)	66 (94%)	2S1	42 (86%)
Maths	2Mii	36 (73%)	29 (62%)	35 (71%)	2M1	64 (67%)	2Mii	53 (78%)	53 (75%)	52 (74%)	2M1	40 (82%)

The above table shows data representing two different slightly different internal assessment systems (Post 2014 TVI Development Stages vs 2018 TVI Development Stages). There is an equivalence between the two systems.

In general terms, at Secure+, Disadvantaged Pupils achieve just as well as their non-Disadvantaged Peers but not at GD.

At Secure+, following a peak in 2016, attainment of Disadvantaged Pupils has risen over time.

At Mastery, attainment of Disadvantaged Children since 2015 has also continued to rise until 2018 – with a significant gain taking place for writing (2017 vs 2018); however, this year, this has dipped (but less so for Maths).

Attainment of non Disadvantaged children fluctuates at EXP+ and GD year on year.



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Pupil Premium Analysis against Reported Data

Disadvantaged vs Non-Disadvantaged

Reading			2017		2018		2019	
			TVI	National	TVI	National	TVI	National
	Non-Disadvantaged	EXP+	94%	79%	93%	79%	90%	78%
	Disadvantaged	EXP+	93%	63%	94%	62%	89%	62%
	Difference		-1%	-16%	+1%	-17%	-1%	-16%
	Non-Disadvantaged	GD	75%	28%	76%	29%	77%	28%
	Disadvantaged	GD	67%	14%	81%	14%	67%	14%
	Difference	GD	-8%	-14%	+5%	-15%	-10%	-14%

Writing			2017		2018		2019	
			TVI	National	TVI	National	TVI	National
	Non-Disadvantaged	EXP+	92%	72%	89%	74%	92%	73%
	Disadvantaged	EXP+	89%	54%	92%	55%	94%	55%
	Difference		-3%	-18%	+3%	-19%	+2%	-18%
	Non-Disadvantaged	GD	76%	18%	69%	18%	73%	17%
	Disadvantaged	GD	54%	8%	69%	8%	56%	7%
	Difference	GD	-22%	-10%	0%	-10%	-17%	-10%

Maths			2017		2018		2019	
			TVI	National	TVI	National	TVI	National
	Non-Disadvantaged	EXP+	91%	79%	94%	80%	96%	79%
	Disadvantaged	EXP+	96%	62%	94%	63%	98%	62%
	Difference		-5%	-17%	0%	-17%	+2%	-17%
	Non-Disadvantaged	GD	63%	23%	73%	24%	79%	24%
	Disadvantaged	GD	74%	11%	67%	12%	67%	12%
	Difference	GD	+11%	-12%	-6%	-13%	-12%	-12%



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Disadvantaged Boys vs Non-Disadvantaged Girls

Reading			2017		2018		2019	
			TVI	National	TVI	National	TVI	National
	Disadvantaged Boys	EXP+	85%	58%	91%	57%	88%	57%
	Disadvantaged Girls	EXP+	100%	69%	96%	68%	90%	67%
	Difference		-15%	-11%	-5%	-11%	-2%	-10%
	Disadvantaged Boys	GD	60%	12%	78%	12%	68%	11%
	Disadvantaged Girls	GD	73%	16%	84%	17%	67%	16%
	Difference	GD	-13%	-4%	-6%	-5%	+1%	-5%

Writing			2017		2018		2019	
			TVI	National	TVI	National	TVI	National
	Disadvantaged Boys	EXP+	85%	47%	87%	48%	94%	47%
	Disadvantaged Girls	EXP+	92%	62%	96%	64%	93%	62%
	Difference		-7%	-15%	-9%	-16%	+1%	-15%
	Disadvantaged Boys	GD	50%	5%	61%	5%	47%	5%
	Disadvantaged Girls	GD	58%	10%	76%	10%	67%	10%
	Difference	GD	-8%	-5%	-15%	-5%	-20%	-5%

Maths			2017		2018		2019	
			TVI	National	TVI	National	TVI	National
	Disadvantaged Boys	EXP+	85%	61%	87%	61%	100%	61%
	Disadvantaged Girls	EXP+	96%	64%	100%	65%	97%	64%
	Difference		-11%	-3%	-13%	-4%	+3%	-3%
	Disadvantaged Boys	GD	60%	12%	65%	13%	68%	13%
	Disadvantaged Girls	GD	65%	10%	68%	11%	67%	10%
	Difference	GD	-5%	+2%	-3%	-2%	+1%	+3%

Red indicates when Disadvantaged Girls achieve better than Disadvantaged Boys.



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FSM6 vs Not FSM 6

Reading			2017		2018		2019	
			TVI	National	TVI	National	TVI	National
	FSM 6	EXP+	93%	63%	94%	63%	89%	62%
	Non FSM 6	EXP+	94%	79%	93%	79%	90%	78%
	Difference		-1%	-16%	+1%	-16%	-1%	-16%
	FSM 6	GD	67%	14%	81%	14%	67%	14%
	Non FSM 6	GD	75%	28%	76%	29%	77%	28%
	Difference		-8%	-14%	+5%	-15%	-10%	-14%

Writing			2017		2018		2019	
			TVI	National	TVI	National	TVI	National
	FSM 6	EXP+	89%	54%	92%	56%	94%	55%
	Non FSM 6	EXP+	92%	71%	89%	74%	92%	73%
	Difference		-3%	-17%	+3%	-18%	+2%	-18%
	FSM 6	GD	54%	8%	69%	8%	56%	7%
	Non FSM 6	GD	76%	18%	69%	18%	73%	17%
	Difference		-22%	+10%	0%	-10%	-17%	-10%

Maths			2017		2018		2019	
			TVI	National	TVI	National	TVI	National
	FSM 6	EXP+	91%	63%	94%	63%	98%	63%
	Non FSM 6	EXP+	96%	78%	94%	79%	96%	79%
	Difference		-5%	-15%	0%	-16%	+2%	-16%
	FSM 6	GD	74%	11%	67%	12%	67%	12%
	Non FSM 6	GD	63%	23%	73%	24%	79%	24%
	Difference		+11%	-12%	-6%	-12%	-12%	-12%



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LAC vs Non LAC

Reading			2017		2018		2019	
			TVI (2)	National	TVI (2)	National	TVI (2)	National
	LAC	EXP+	100%	52%	100%	52%	100%	54%
	Non LAC	EXP+	94%	76%	93%	77%	89%	75%
	Difference		+6%	-24%	+7%	-25%	+11%	-21%
	LAC	GD	100%	10%	100%	10%	50%	11%
	Non LAC	GD	72%	25%	77%	27%	72%	25%
	Difference		+28%	-15%	+23%	-17%	-22%	-14%

Writing			2017		2018		2019	
			TVI	National	TVI	National	TVI	National
	LAC	EXP+	100%	41%	100%	43%	100%	44%
	Non LAC	EXP+	91%	68%	90%	72%	93%	69%
	Difference		+9%	-27%	+10%	-29%	+7%	-25%
	LAC	GD	50%	5%	50%	5%	50%	5%
	Non LAC	GD	68%	16%	68%	17%	64%	15%
	Difference		-18%	-11%	-18%	-12%	-14%	-10%

Maths			2017		2018		2019	
			TVI	National	TVI	National	TVI	National
	LAC	EXP+	100%	48%	100%	52%	100%	52%
	Non LAC	EXP+	94%	75%	94%	78%	97%	76%
	Difference		6%	-27%	6%	-26%	+3%	-24%
	LAC	GD	50%	7%	100%	7%	100%	8%
	Non LAC	GD	70%	21%	69%	23%	72%	22%
	Difference		-20%	-14%	+31%	-16%	+28%	-14%



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Analysis

In general terms, children at Thames View Infants achieve considerably better than the national across Reading, Writing and Maths at both EXP+ and GD. Across all areas of analysis, over time, the gap between Disadvantaged and non-Disadvantaged children had continued to decrease and in many regards, had been eradicated. However, in 2019 this gap has widened at GD.

Children that are Disadvantaged achieve just as well as their Non-Disadvantaged peers, at EXP+ at TVI. This is in contrast to the national, where Non-Disadvantaged do considerably better than their Disadvantaged peers. There is a gap across all subjects at GD and this is inline with National.

The gap between Disadvantaged boys and Disadvantaged girls at TVI is minimal for both EXP+ and GD except for Writing at GD where Disadvantaged girls attain significantly (20%) better than Disadvantaged boys.

Attainment for both Disadvantaged and Non-Disadvantaged at TVI continues to be high across all core subjects at EXP+ and GD.

Typically FSM6 children attain marginally better than their non-FSM6 peers across, Writing and Maths at EXP+ with non-FSM achieving slightly better at Reading (1%). There is a cohort-attributed wider-than-usual gap in 2019 at GD (Reading (-10%), Writing (-16%) and Maths (-12%)). This has fluctuated over time.

At TVI, LAC attain better than their non-LAC peers for Reading, Writing and Maths at EXP+. Over time, LAC attain better than non-LAC for Maths at both EXP+ and GD. Fluctuations overtime in the gap between LAC and non-LAC at GD is attributed to a particularly small cohort (2 children) generally with specific needs.



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Disadvantaged Pupils continue to make as much progress as their non-Disadvantaged Peers.

2019 end of KS1 Subject Comparison of Attainment of Pupil Premium Pupils with non-Pupil Premium Pupils:

	2019 Yr. 2 Assessment Results			
	All Pupils (Attainment)	Disadvantaged Pupils (Attainment)	All Pupils (Progress) over Key Stage	Disadvantaged Pupils (Progress) over Key Stage
Reading	16.5	FSM 16.6 LAC 16.5	11.9	FSM 12.0 LAC 12.5
Writing	15.9	FSM 15.9 LAC 15.5	11.9	FSM 11.7 LAC 11.0
Maths	16.1	FSM 16.13 LAC 15.5	12.3	FSM 12.24 LAC 13.5
Attendance	Key Stage 1 97.38% Whole School 97%	FSM * 97.09% LAC * 98.48% *across the whole school		

The attainment and progress for PP and LAC across the Key Stage, is generally in line with their non-PP peers.

Group	Reading & c/Pr/KS	Writing & c/Pr/KS	Maths & c/Pr/KS
Non PP (54 chn)	16.27 11.66	15.9 12.05	16.15 12.3
FSM (63 chn)	16.6 12.0	15.9 11.7	16.13 12.24
LAC (2 chn)	16.5 12.5	15.5 11.0	15.5 13.5

The above is based on post 2014 TVI Development Stages. For more information see:

<https://thamesviewinfants.org/wp-content/uploads/2019/10/Learning-and-Teaching-Policy.pdf>



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The proposed expenditure of the Pupil Premium for 2019-2020 is in line with the above ethos.

<u>TVI 2019/20 Pupil Premium Expenditure</u>	
AREA OF EXPENDITURE	COST (£)
Attendance Officer * 0.5 FTE	8,508
2 Reading Recovery Teachers * 0.5 FTE	20,136
Teaching Assistants (1:10/1:7 ratios)	588,900
Speech, Language & Communication Workers	35,579
Leadership courses for SLT	3,000
Inset Training	4,000
Child and Family Professional and Parent Support Adviser * 2 FTE	67,800
Nurture Group Provision	95,930
Uniform Subsidy - reducing overall price/helping out those that need it/100% uniform compliance	1,500
School Dinners Subsidy - visitors/hungry children/staff supporting children eat	2,000
School Visit Subsidy/Non Payments	9,000
Education Psychology Provision (19/20)	10,030
3 Flower Assemblies (3 * £440)	1,320
6 Bikes - Attendance Rewards	600
Cash Incentive - Attendance Rewards	1000
Theatre Visits & Pantomimes	1,500
After School Clubs Management and Administration - salary for TA overtime	1,780
Swimming Travel	5,950
Weekly family cooking	2,400
LESS: Estimated Pupil Premium Allocation	(178,200)
TOTAL COST OF PUPIL PREMIUM INITIATIVES	861,023



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Sports Funding Summary

Whilst challenging traditional dispositions to learning, TVI also engenders a healthy life style and thirst for sports, through:

- Parental engagement
- Cooking activities
- An enriched, engaging provision, which includes HQ PE, Play and Sports Activities
- High quality and mostly "Outstanding" teaching of PE
- An extended after-school provision, which is also judged as high in quality
- A strong, 2-tier extended curriculum and PE leadership model
- Engaging and high quality resources
- Externally sourced specialists to teach ethnically diverse activities

<u>TVI 2018/19 Primary Sports Funding Expenditure</u>	
AREA OF EXPENDITURE	COST (£)
Extended Schools Overtime	12,500
Outdoor Activity day for Year 2 Pupils	5,400
Club Supplies/ Resources	2,700
After School Clubs Management and Administration - salary for overtime	2,860
PE Supplies/Resources	2,500
Swimming Instructors	7,200
External Instructors (Bhangra drumming and Indian Dance)	3,000
Sports TLRs	2,000
Weekly family cooking	2,400
LESS: Estimated Primary Sports Funding Income	(18,400)
TOTAL COST OF PRIMARY SPORTS FUNDING INITIATIVES	40,560

As a result of the above:

- 100% of PE teaching is judged as at least Good and 61% is judged as Outstanding.
- 80% of Sports-based Extended After-school Clubs are judged as HQ.

See for more information on how we monitor the quality of Sports and PE at our Academy:

[School's PE Monitoring Pro forma](#)

[School's Extended Sports & Active Play Monitoring Pro forma](#)



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Indicator 1:

The engagement of all pupils in regular high quality physical activity.

School focus:	Actions to achieve:	Funding allocated:	Evidence and impact:
<ul style="list-style-type: none"> All children will be provided with 3 hours of High quality PE and Sport within the School. F2 pupils will have access to vigorous high quality exercise & activity within the outdoor provision. 	<p>PE and Lunch time play equipment to be kept fresh and vibrant always. Regular checks on what equipment is available and ordering new equipment at the beginning of term and throughout the year when needed.</p> <p>Training to be given to lunchtime staff by school coach to ensure quality interactions and lunchtime provision.</p> <p>Employment of Healthy Lunchtime Assistants (HLA) to provide high quality sports and games at lunchtime.</p>	<p>£1320</p>	<p>All children have accessed 3 hours of high quality PE and Sport within school.</p> <p>Outdoor provision in F2 provides a sport enriching environment allowing for high quality exercise and activity.</p>

Indicator 2:

Increased confidence, knowledge and skills of all staff in teaching & assessment of PE and sport.

School focus:	Actions to achieve:	Funding allocated:	Evidence and impact:
<ul style="list-style-type: none"> The quality of teaching of PE in school continues to be judged as 65% Outstanding. 65% of Extended School/Lunchtime Sports provision will be judged as 'Outstanding practice' Teachers are more skilful in using formative assessment to inform future planning and teaching (working towards "end of unit core tasks and summative assessments in PE"). 	<p>Official lesson monitoring form to be used when observing teaching.</p> <p>Peer modelling share best practise and to increase confidence.</p> <p>Lunchtime Supervisor overseeing the quality of lunchtime play – informal monitoring by PE lead</p> <p>Training for lunchtime team – setting up for games, new play ideas, how to use equipment.</p> <p>Lunchtime staff trained by school coach to broaden their knowledge of engaging children in sports at lunchtime..</p> <p>Employment of Healthy Lunchtime Assistants (HLA) to provide high quality sports and games at lunchtime.</p>	<p>£ 2,700</p>	<p>At least 65% of all teaching of PE is judged as outstanding as evidenced in the observation pro-forma.</p> <p>PE is more personalised and children are challenged as teachers are acting upon formative assessment each week.</p> <p>Children are engaging in high quality sports at lunch time.</p>



Broader experience of a range of sports and activities offered to all pupils.

Increased participation in competitive sport.

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Thames View Infants

Pupil Premium & Sports Funding Summaries for 2018-20

TVI 2019/20 Primary Sports Funding Expenditure

AREA OF EXPENDITURE	COST (£)
Extended Schools Overtime	5,000
Outdoor Activity day for Year 2 Pupils	5,400
Club Supplies/ Resources	1,700
After School Clubs Management and Administration - salary for overtime	1,200
PE Supplies/Resources	3,250
Swimming Instructors	5,560
External Instructors (Bhangra drumming, Maypole and Indian Dance)	3,200
Sports TLRs	2,000
Weekly family cooking	2,400
LESS: Estimated Primary Sports Funding Income	(18,330)
TOTAL COST OF PRIMARY SPORTS FUNDING INITIATIVES	29,710

The School Development Plan demonstrates the Schools aims for utilising this funding according to the 4 indicators stated above during the 2019-20 Academic Year:

<http://thamesviewinfants.org/about-us/our-school/policies/>