



Folly Hill Infant School Sports Premium Funding Report – July 2020

What is Sports Funding?

As a Legacy of the London Olympics 2012 the government has doubled the funding that primary schools receive to improve the quality of their PE and sport provision from £160 million to £320 in 2018. This funding has been provided jointly by the Department for Education, the Department for Health and Culture and the Department for Media and Sport. It has been allocated to primary school Headteachers and is ring-fenced, meaning that it can only be spent on the provision of PE and sport in schools. The Government believes that Headteachers and school leaders should decide how to use the funding for PE and Sports in school.

For the academic year 2019/20 the government has stipulated that schools should use the funding for:

- developing or adding to the PE and sport activities that you already offer
- building capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

There are 5 key indicators that schools should expect to see improvement across:

1. 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
2. the profile of PE and sport is 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

All primary schools receive a lump sum of £16,000 plus £10 per pupil aged 5 or over on roll. Here at Folly Hill Infant School we aim is to use the funding effectively to ensure that standards of learning and achievement in PE and Sports are raised, with all children, regardless of their background, engaging in physical activity as part of the curriculum and extra-curricular provision.

Reference: [Guidance for PE and Sports Premium for Primary Schools](#)

OUR PHILOSOPHY

We believe that physical activity plays a vital part in developing physically and mentally strong young people. PE sessions are stimulating, challenging and they encourage children to develop positive attitudes and understand the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators.

AIMS

We aim to:

- provide purposeful physical activity for all children
- develop physical confidence and mental well being
- engage children in activities which develop cardiovascular health, flexibility, muscular strength and endurance
- teach children how their bodies change during exercise
- develop co-ordination
- teach children the importance of exercise as part of a healthy lifestyle
- make children aware of their physical potential
- encourage creativity through movement and dance
- teach children to work individually and co-operatively
- help develop personal qualities of commitment, fairness, enthusiasm and self-discipline
- promote enjoyment of all physical activities
- encourage safe practice at all times
- ensure we follow the Key Indicators as recommended from the DFE Sports premium guidance

Folly Hill received £ 16545 for the academic year 2019/2020

Action Plan 2019/20	Actions	Cost
<p>Review the PE curriculum and assessment</p> <p>Key Indicators 2 & 3</p>	<ul style="list-style-type: none"> • PE Co-ordinator to liaise termly with Physical Inclusion TA Lead on the current practice • Amend curriculum to ensure progress and continuity • Staff training on new initiatives Active learning • Train and use Jasmine Assessment • Refresher training for teachers 	£480
<p>Impact</p> <ul style="list-style-type: none"> • Staff reviewed curriculum together ensuring progression of skills • Assessment adapted to enable clearer view of skills to be embedded • Training for Active learning for PE lead • Active Surrey day – encouraged all to be more active and teachers to reflect on practice – will continue to next year 		
<p>Provide children with a wide range of physical activities and experiences, both in and out of curriculum time, including a variety of after school clubs.</p> <p>Key Indicators 1, 4 & 5</p>	<p>The school will continue to offer a wide variety of physical activities and after school clubs, with potential to change some of the summer term clubs depending on the children’s interests including:</p> <ul style="list-style-type: none"> • Events and festivals • Yoga • Daily run • Skipping, football and rugby • Sports week – providing wider opportunities within sports • Clubs offered to targeted children. • Mental wellbeing therapy to develop confidence • Therapy- developing confidence 	£4942
<p>Impact</p> <ul style="list-style-type: none"> • The school offers gymnastics, Boppin, football, tennis and gymnastics, French and Spanish. • 76% of pupils in November were doing an active sport. (less than previous year however we have 10 less students then previous year) increase to 80% in the spring term • 42% of pupils were doing a school club in November (recommend EYFS start in the January) increased to 52% in the Spring term • All children have the opportunity to participate in skipping, cheerleading, football, basketball, badminton, ball skills, use of water feature and tag rugby at lunchtime throughout the year. • Daily run continues everyday • GB athlete visited school to promote volley ball • Big fit Fun – raised money for Children in need doing an obstacle course. 		

<ul style="list-style-type: none"> • Tag rugby has taken place with a local school and due to have a competition in the Summer term 2020 – will be delayed • Football tournament to which we came 3rd • Variety of children participate in the cheerleading at lunchtime and performed at the opening of sports day 2019. • Identified children for mental health and wellbeing support have noticeably improved in confidence as reported from staff. • Club for targeted children offered a variety of taster sessions to enable them to decide which ones they might like to participate in in the future • Introduced a bike day • Dances shown on Grandparents' day, opening of Carnival and Summer fair. 		
Physical inclusion TA Key indicators 2 & 3	<ul style="list-style-type: none"> • To identify the children who need support in their physical development • Support individuals and small groups of children in their physical development • Take children to events • Purchase equipment to support children physical development- new balls, • Clothing • Continue with cheerleading at lunchtime • Lunch activity Thursday – yoga, football and jumpstart Jonny 	£9388
Impact <ul style="list-style-type: none"> • Small group of children are being given extra support- this has shown an impact in their fine motor as well as gross motor • Mental health and wellbeing groups developed pupil's confidence to speak in small groups • Encouraging all staff to take part in physical activity- three members of staff have taken up running 		
Maintain equipment Key indicators 1 & 2	Goal posts Basketball hoop Trampoline Jump start Jonny Jasmine licence Painting playground Pompoms for cheerleading Balls Cyber coach Smart kids School merits	£1114
Impact <ul style="list-style-type: none"> • New goal posts meant football could resume • Jump start Jonny every other morning for Breakfast club children- giving them an active start 		

Total: £15824

In 2020/2021 we will use the funding to continue the role of the Physical Inclusion TA as this has shown to have a positive impact on children's motor control, as we are a small school we will also continue to support pupils who do not attend clubs by encouraging and offering a variety of activities to try first, run a sports week and provide therapy to support mental health wellbeing, also required this year is refresher training on real PE for the PE coordinator. As every year we will look again at our school equipment and what we will need to improve.