



Folly Hill Infant School Sports Premium Funding Report – July 19

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 2018/19 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 £ 13820 for the academic year 2018/2019

Action Plan 2018/19	Actions	Cost
<p>School staff to embed their skills in planning, teaching and assessing high quality physical activity.</p> <p>Key Indicators 2 & 3</p>	<ul style="list-style-type: none"> • PE Co-ordinator to liaise termly with Physical Inclusion TA Lead • disseminating the training to teachers through modelling lessons and staff development • PE co-ordinator attended confederation meetings • Staff training on new initiatives 	£4700 cost of the TA inclusion lead
<p>Impact</p> <ul style="list-style-type: none"> • Teachers report they feel well supported from the Physical Inclusion Lead • Physical Inclusion Lead is keeping up to date with current trends/needs and requirements discusses and implements. • Training programme has been continued to ensure new staff and current staff continue to feel confident in PE and therefore deliver excellent PE lessons as observed by Head teacher. • Active literacy training for PE Co-ordinator – disseminated learning in staff meeting • School took part in Stand-up Surrey 		
<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 	<p>£5500</p> <p>£640</p>
<p>Impact</p> <ul style="list-style-type: none"> • The school offers gymnastics, boppin, football, tennis and gymnastics. Survey on clubs showed children enjoyed the current clubs and felt they didn't need any different sports but would like Spanish. • 85% of pupils have done a sporting activity this year • 45/82 (54%) do school clubs (or have done this year) • 65/82 (79%) do sporting elsewhere including swimming • Since November 2018 there has been a 14% increase of pupils doing sporting activities. • We have one child with high emotional and communication SEN needs that have been unable to access the group activities with out 1:1 support, with support we have enabled the child to join in after school dance class. • All children have the opportunity to participate in skipping, cheerleading, football, basketball, ball skills, use of water feature and tag rugby at lunchtime throughout the year. 		

<ul style="list-style-type: none"> • Golden mile turned into the daily run; going from 3 times a week to everyday • Tag rugby, skipping and football tournaments have taken place with local schools- J said ' I am glad I got picked as I wouldn't normally play it, I liked that we all worked well as a team.' • Variety of children participate in the cheerleading at lunchtime and performed at the opening of sports day. • Identified children for mental health and wellbeing support have noticeably improved in confidence as reported from staff. • Clubs offered to targeted groups- one term taken up (children report they loved the dance) and football for 2 terms until child left. • Targeted children all bar one has participated in one sporting activity. • Introduced a bike day 		
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 goal posts, badminton equipment, balls, new kit • Tops for staff – to wear to sporting events for identification purposes 	Cost of Ta above £200
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 • Improvement in the quality of peer assessment using Real PE. • 26 pupils have participated in sporting tournaments this year (3 tournaments) • Encouraging all staff to take part in daily run and PE lessons, as well as after school walking work outs. 		
Maintain equipment Key indicators 1 & 2	Goal posts Balls Badminton equipment New outside equipment for EYFS Storage boxes Storage sheds on the field New football kit New bike shed Cyber coach licence	£2650 £135
Impact <ul style="list-style-type: none"> • Easy access storage therefore used more • Increased PD in EYFS (2019 93% GLD PD) 		

Total: £13825

In 2019/2020 we will use the continued funding to embed the role of the Physical Inclusion TA, targeting pupils who do not attend clubs, run a sports week and provide therapy to support mental health wellbeing and look at developing our school hall equipment for gymnastics.

Staff training on Jasmine Assessment tool and refresher training on real PE lead by Physical Inclusion TA and PE coordinator