



*'Empowering children to be the best that they can be'.*

## **Fetcham Village Infant School Sports Premium Plan 2022-23**

**The aim of the Sports Premium Plan is to allow us to specifically target the use of the Sports Premium on activities which enable us to achieve our vision in a way that is sustainable, benefiting both pupils today and, in the years to come. In order to ensure sustainability, we commit an element of the premium to developing facilities.**

**At Fetcham Village Infant School we are committed to offering a broad and balanced curriculum which encourages children to develop as independent, motivated and resilient learners. As part of that commitment, we want to ensure we do our best to equip children with the knowledge, skills and motivation to lead healthy active lives and offer a range of opportunities which nurture interests and talents and hopefully sew the seeds for lifelong participation in physical activity and sport as well as widening their life experiences.**

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Our aim at Fetcham Village Infant School is that every child has the opportunity to develop their fundamental movement skills. These are centered on agility, balance and coordination, beginning to introduce healthy and friendly competition and cooperative learning. Children will become physically literate by developing these fundamental skills, building up the blocks that underpin the ability to play and be involved in many different sports. In EYFS and Key Stage One, Fetcham Village Infant school uses the 'Val Sabin' scheme to increase the children's ability to move more confidently and effectively. It helps to assist children undertake everyday challenges, play, learn more effectively and participate successfully in Physical Education and Sport. Recognising high quality teaching and learning within PE and Sport is characterised by a broad, holistic approach; Fetcham aims to develop the whole child. The school uses a multi ability approach to develop a range of personal, social, physical, cognitive and creative abilities. Every child learns at their own speed and that over time each child will reach the standards by the time they finish Key Stage One.

In Addition, our whole school approach to learning is through our own unique VELCRO program. This underpins the fundamentals of teaching physical education in our school. All children and staff have the opportunity to be physically active throughout the day. Here are many examples of how we do it at FVIS:

The day begins with 'Wake and Shake' and gives the children and staff an opportunity to feel a sense of belonging, fun, happiness and movement.

The daily run provides another opportunity for all children to be active where they can set their own personal goals and targets. Opportunity is also given to reflect on the effect exercise has had on their bodies and minds. At playtimes the running track is always open and a lunch time running club has been set up and available to all. Children's personal achievements are celebrated and recognised in the Celebration assembly. At lunch play the children are supported by our Sports Coach to become physically active by co-operating with each other and setting up their own mini team games.

The immediate environment provides a wealth of opportunities to move and explore – reception outdoor area, playground, wood, hall and the field. These areas allow children to take risks, attempt new skills, compete against each other or themselves and learn from their peers. The children will experience success and challenges and their learning is supported through lessons carefully delivered by teaching staff.

The school also sets up an environment to be physically active by providing after school clubs – multi skills, tennis, taekwondo and dance. P.E assemblies celebrate worldwide sporting events and sporting heroes who help inspire children to be the best they can be. Celebration assembly recognises classes who walk, cycle or scoot to school – The Green Footprint.

We invite the community into school to share traditional events such as dance routines in the Christmas play, Maypole and country dancing at the Mayfair and Sports Day and multi skills afternoon.

The P.E Curriculum has been carefully planned for progression across all year groups supported by Val Sabin Scheme of Work. Teachers have clear expectations of the end points children need to reach (see curriculum map). During the lessons teachers build upon children's' prior learning and re-visit learning throughout the lesson. Lessons are carefully structured to allow time for teachers to deliver, observe and assess the children's movements. For example, warm ups - Assessment - heart (lifelong learner), giving time for the children to explore independently - Assessment -head (creative thinking), skill based activity - Assessment - Hands (skill), partner work/collaboration - Assessment - Hands (skill) and head (creative thinking) and a cool down - Assessment

Created by:  Association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

Supported by:



- heart (lifelong learner). Each unit of work allows for children to develop their skills in a variety of contexts and lots of opportunities are given for children to think of their own movements, practise and adapt them. In games lessons children are given the bigger picture of the sport i.e. hockey, tennis etc but much time is spent on developing the key skills of sending and receiving, dribbling, passing and target aiming to allow the children to access all sports.

Children will acquire how to:

- To develop and explore physical skills with increasing control and co-ordination.
- To realise their full potential and to develop movements, co-ordination, confidence and body awareness in a range of contexts.
- To develop co-operation, team work and communication skills through a variety of physical activities.
- To be physically active for sustained periods of time.
- To engage in competitive sports and activities.
- To develop children's approach to peer and self-assessment.
- To develop an understanding of fitness and health and the benefits of a healthy and active lifestyle.
- To promote responsible attitudes towards the safety of themselves and others and to develop an appreciation of safe practice in all movement activities.

Children will develop skills:

- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- To participate in team games, developing simple tactics for attacking and defending
- To perform dances using simple movement patterns.

We measure the impact of our curriculum through the following methods:

- Delivering an age-appropriate curriculum content using the Hands (skill), head (creative thinking), heart (lifelong learner) assessment approach throughout the lessons.
- Interviewing the children about their learning (pupil Voice)
- Annual reporting of standards across the curriculum.
- On-going feedback to the children and from the children during the lessons.
- Children will have a love for P.E and have an awareness of how they can use this in their own lives.

## Details with regard to funding

Please complete the table below.

Total amount allocated for 2022/23	£ 17170
Total amount spent 2022/2023	£ 13938.99
How much (if any) do you intend to carry over from this total fund into 2023/24?	£ 3231.01

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. <b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</b>	N/A
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. Please see note above	N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	N/A
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	N/A
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

<b>Academic Year: 2022/23</b>		<b>Total fund allocated: £ 17,170</b>		<b>Date Updated: 17/07/23</b>	
<b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</b>					Percentage of total allocation: 9%
Intent		Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Improve the provision of equipment available during both play time and lesson time		Audits of equipment already available and where improvements can be made. Involvement of school council for ideas on activities that pupils enjoy at break times. Purchase equipment which will further enhance 30-minute exposure to physical activity by engaging all children in a wide range of activities.		£1526  Pupils have access to a wide range of excellent facilities across the school, allowing them to improve their fundamental movement skills, fine and gross motor skills and engage in physical activity. Specific choices have been made while purchasing to ensure that the activities on offer at school are of a wider range than those readily available in most homes. School Council have been consulted to achieve this.	
				Sustainability and suggested next steps:  Equipment to be audited termly to ensure it is of good quality, it is being cared for and used properly. Future developments of the school site to be discussed at the end of the year.	

Following on from the success of the school receiving the Healthy School Award, the school recognises the importance of continued and improved provision. The school strongly feel that lunchtime is a perfect opportunity to further enhance the 30 minutes of physical activity. To guarantee this, an Active Play worker was recruited to guide children to participate and engage in physical activities with a range of equipment and resources	The school will fund the salary of an experienced and knowledgeable 'Active Play' worker to specifically focus on engaging children with physical activities.	£ 2970 (also referenced in Key Indicator 3, point 3).	Children will be lead during lunch time play to take part in a range of fun and exciting physical activities. All children will be encouraged to take part in further physical activity during lunch times, in addition to the existing and extensive provision.	This approach continues to have a very positive impact on children's physical activity, as many children are engaging in physical play through sports such as basketball and football during lunch times.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
In order to achieve the minimum of 30 minutes of physical activity a day, the school promote the use of the running track as a way of getting children to move during the school day.	The PE Lead runs regular events throughout the school year to encourage children to engage in physical activity. The PE Lead purchases prizes and rewards for taking part.	£ 350	Children love the running track and really enjoy getting outside. The benefits of children being outdoors are strongly appreciated and children's engagement with the running track and physical activity has greatly improved.	Continue to monitor teacher's use of the running track with their children. Consider whether rewards are required or whether children's intrinsic motivation is so far embedded that physical rewards are not required.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				68%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To continue develop the role of PE lead to promote a more active school environment. To enable the PE lead to coach/mentor teaching staff.	Release time to attend termly network meetings and time out of class to undertake learning walks. Teach alongside the class teacher, at least one lesson per class per week	£ 9,344	Co-ordinator is able to develop knowledge and understanding of ways to motivate and inspire school environment. Attendance at PE network meeting will provide insight into what is working well in other schools and share resources or time.	CPD for wider school community. CPD to be fed back to staff to help us continue to develop a whole school approach to PE and sport.
To further develop the relationship between the PE Lead, SENCO and Support staff to encourage the high quality teaching of PE for all children.	PE Lead to attend regular training on engaging children with specific SEND with PE, in order to then communicate strategies and methods to lead fully inclusive PE lessons for all children.		PE lead has attended a wide range of CPD events this year and has met with the SENCO and support staff. Specific plans have been made with PE Lead, SENCO and support staff to support specific children in their PE lessons. Strategies employed have been very effective. In one case, this has meant that a child who previously avoided all PE lessons now attends all.	The PE lead to continue to attend specific training for PE with specific SEND and communicate that with colleagues.

To develop the use of the lunch time sports coach.	The sports coach will be led by the PE subject lead in developing lunch time activities including girls' football and multisport. Children will lead games at lunchtime supported by the coach.	£ 2970 (also referenced in Key Indicator 3, point 3).	Coach will develop the skills and knowledge to ensure active play. Children will develop the skills and knowledge to lead games and encourage others to be active. Children will develop their own confidence and self-esteem, teamwork and communication skills. These skills will further enhance their own engagement in PE lessons and others too.	Continue to review the effectiveness of sports coaches in order to fully understand the benefits of sports leadership.
To train the children in sports leadership.	'First steps to sports leader training for key stage 1' from Active Surrey	£750		

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				3%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:



<p>The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 60 minutes of physical activity a day. 30 minutes in school 30 minutes at home.</p>	<p>All children and staff engage in a whole school Wake and Shake every day (more adults/ children leading). In order to do this, music will have to be purchased through Apple Music.</p> <p>Daily mile running track maintained and used by all year groups- resources bought for children to track their laps.</p>	<p>£50</p> <p>£100</p>	<p>All children and adults are engaged in 10 minutes of fun physical activity daily- more children have been inspired to make up their own dances during playtime and lunchtime.</p> <p>The running track is used at least once a day, by all children. This obviously causes wear and tear damage. The running track is maintained regularly and is of high quality.</p>	<p>Staff will continue to set physical activities to music. Wake and Shake will continue, music will be purchased. Children will lead Wake and Shake for the school</p> <p>The track will be available for children to use in their free time as well as planned lesson time.</p>
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<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation:</p>
				<p>-</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p> <p>All children will be encouraged to take part in competitive sports, either through high quality PE lessons or through extra-curricular provision.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Pupils across the school are to be given opportunities to take part in games and sports that are both competitive and developmental. These offerings are further extended in PE lessons, through inter-class competitions.</p>	<p>Funding allocated:</p> <p>Allocated in conjunction with and through Key indicator 4 – high quality CPD.</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Pupils are able to develop and focus on their teamwork and communication skills. They also get the opportunity to appreciate the nature of competitive sport, both when winning and losing.</p>	<p>Sustainability and suggested next steps:</p> <p>School will take part in School Games competitions in future and potentially try for a School Games Mark, through Active Surrey.</p>

Signed off by	
Head Teacher:	Christine Shuman
Date:	18 <sup>th</sup> July 2023
Subject Leader:	Sharon Flashman
Date:	18 <sup>th</sup> July 2023
Governor:	Cath Garel
Date:	18 <sup>th</sup> July 2023