

Wallace Fields Infant School and Nursery



Sports Premium/PE Review 2023-24

Wallace Fields Infant School and Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Published: September 2023

Reviewed: July 2024

Wallace Fields Infant School & Nursery is proud to be a part of South Farnham Education Trust.

Schools must use the Primary PE and Sports Premium funding to make additional and sustainable improvements to the quality of Physical Education, School Sport and Physical Activity they offer. We will use the Primary PE and Sport Premium to:

- Develop or add to the PE, sport and physical activities that we already offer;
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years;

WFIS funding:

Total amount allocated for 2023/2024	£17,200
Carry over from this total fund into 2022/23	£0
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£17,200

Academic Year: 2023-24	Total funds: £16,900		Date Updated: Sept 2024	
Key indicator 1: The engagement of all 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				Percentage of total allocation:
				42.2%
Intent	Implementation	Evidence	Success Criteria/Impact	2023 - 24
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	Funding Allocated £7,254	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	Sustainability and suggested next steps:
<p>Ensure all children participate in daily activity to improve concentration throughout the school day</p> <p>Encourage children who are less active and who have low self-esteem to participate in sport</p>	<ul style="list-style-type: none"> • PE lead to continue to embed the Daily Mile to raise the profile within the school. • PE lead to organise timings for each class to participate in daily mile on playground with teachers. Ensure this is up and running by the beginning of Autumn 2. • PE Lead to reintroducing Boccia Club at lunch time. Keep a record of children participating for monitoring impact and train to key assistant teachers to run the club for the rest of the week. • Teachers to provide PE lead with list of new children who they would like to see join in with Boccia club. • AT's to ensure playtime activities remain high 	<p>£100 resources</p> <p>£975 staffing £180 resources</p> <p>£2,000 staffing</p>	<ul style="list-style-type: none"> • Observations of daily mile taking place. • Pupil and teacher voice at the end of Autumn 2 to identify the impact that the daily mile is having on children. • Pupil voice at end of Spring 1 to identify impact of Boccia. • PE lead observations to ensure quality PE 	<ul style="list-style-type: none"> • Children are able to run a longer distance or complete the mile in a shorter time over the course of the year demonstrating improved levels of fitness. • Children participating in Boccia will speak positively about the game demonstrating raised self-esteem. • With structured games at play times and lunch times, teachers will report that children come back in from playtimes more focused and ready to learn. • Playtime pals supporting these

	<p>quality and a variety of games are available for children Resources to be purchased to assist AT's with lunch time games.</p> <ul style="list-style-type: none"> • PE lead to liaise with ATs to discuss equipment needs and place order • High quality and wide ranging resources to be purchased to provide children with a range of experiences and opportunity to enhance physical and gross motor skills. • Playtime pals to assist AT's running these outside games (e.g. getting out and putting away activities). Expectations to be gone through with these children by the class teacher. • Playtime pals from Junior school to support running of outside games. • AT's to devise timetable of lunch time games with ATs. HLTA's to source activities needed. • PE lead to gain list from teachers of children who would benefit from extra PE interventions (gross motor, team work etc • PE lead to target groups of children and their parents and set up an 'active club' before school between 08:20and 08:50 two times a week to encourage families to become more active together particularly pupil premium children or those identified with a health need. Fitness Friday. 	<p>£700</p> <p>£300 staffing</p> <p>£2,000 Resources</p> <p>£500 staffing</p> <p>£499-staffing</p>	<p>sessions and interventions with sports coach.</p> <ul style="list-style-type: none"> • Pupil voice at the end of each half term to monitor engagement and impact. 	<p>games are more empowered as leaders of the school.</p> <ul style="list-style-type: none"> • Gross motor skills will be improved in children who receive extra PE interventions from sports coaches. • Parent voice will show that parents are more actively involved in physical activity outside of school as a result of the 'Active Families' sessions. 	
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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:
					9.3%
Intent	Implementation		Evidence	Success Criteria/Impact	2023-24
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		Funding Allocated £1,600	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	Sustainability and suggested next steps:
Raising the profile of PE for all children with a focus on mindfulness and improving mental health and wellbeing	<ul style="list-style-type: none"> Teachers to continue to ensure the LO and success criteria for their PE lesson is written on PE board in hall and shared with children. Teachers to ensure trainers and PE attire is worn when teaching any PE lesson. Sportsperson/athlete come into school to inspire the children to do their best in sports Paralympian's and sportspeople from protected characteristics to be invited to school to do an assembly to encourage participation in sport no matter what your ability/background. During <i>Time to Shine</i> assembly, outside sports achievements (WFIS has talent) to be shared and celebrated – link to daily mile. Daily mile achievements to be shared in the newsletter so that it is of a high profile and parents are aware it is happening. PE lead and PSHE lead to organise Wellbeing workshop (World Mental health day) Teachers to evidence once a half term in topic books to show the new curriculum coverage. This should be a photo with a context sticker about what they have been learning that half term. PE lead to email teachers at the start of Autumn 1 to remind them of this. PE lead to ensure the PE display board is kept up to date with pictures and achievements Continue to offer a wide range of after school 		<ul style="list-style-type: none"> Observations of PE lessons to ensure staff members are wearing correct PE attire when teaching PE. Observations of PE lessons to ensure LO and success criteria is being used and shared with the children. Newsletter daily mile celebrations Pupil voice about The Well-being Adventure. Children attending after school sports club each week throughout the year. 	<ul style="list-style-type: none"> Children will feel more knowledgeable about the skills they are learning in PE and their use of key vocabulary will improve, as a result of receiving the learning objectives each lesson. This will be reflected during pupil voice sessions with PE lead on PE lessons. Children will have a wider vocabulary to discuss their emotions, understand that it is okay to feel worried, know whom they can talk to or find support and be equipped with strategies to help them calm down/feel better. Curriculum coverage will be apparent from the children's topic books. Children will feel inspired to take part in different sports 	-

	sports clubs				
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				13.9%
Intent	Implementation	Evidence	Success Criteria/Impact	2023-2024
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	Funding Allocated: £2,400	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	Sustainability and suggested next steps:
Improved quality of children's physical education in KS1 to ensure they are confident and competent	<ul style="list-style-type: none"> • Continue with PE scheme subscription (GetSet4PE) continue to support staff in how to use the scheme and best practice in teaching lessons. • Train teachers in how to use the assessment section of the scheme. • PE lead to attend CPD courses each term through Get Set 4 PE. PE lead will then feedback any important training points to class teachers. • Teachers to observe professional coaches delivering sessions/workshops • PE lead to email teachers a staff voice form to identify gaps for CPD support at the start of Autumn 1. • PE lead to use Get Set 4 PE website to book T's and HLTA's onto courses to support their CPD – link to the staff voice form as previously stated. • PE lead to ensure teachers are confident in using the assessment tool on Get Set 4 PE so children's progress in being effectively monitored. • CPD Training to be arranged for lunchtime staff using the GetSet4 PE resources. • PE lead to liaise with expert sports coaches to provide CPD opportunities. 	<p>£600 on resources</p> <p>£400 on training</p> <p>£400 on training</p> <p>£1,000</p>	<ul style="list-style-type: none"> • Teachers' sports coach observations forms. • Staff voice questionnaire. • CPD course dates • Assessment tool usage on Get Set 4 PE • Sports coach assessment notes 	<ul style="list-style-type: none"> • Teachers will feel more confident teaching PE lessons using the new scheme lessons and after observing professional coaches teaching PE. • Teachers and HLTA's will feel more knowledgeable when leading PE as a result of CPD courses. • Assessment data will allow teachers to recognize the progress children are making and any gaps that need addressing. • A higher level of pupil engagement in activities during lunchtimes

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils					Percentage of total allocation:
					21.4%
Intent	Implementation	Evidence	Success Criteria/Impact	2023-24	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	Funding Spent: £3,676		<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	Sustainability and suggested next steps:
Continue to develop our range of clubs and opportunities across the school.	<ul style="list-style-type: none"> • Forest School sessions to continue to run across EYFS and KS1 • Purchase further resources to support Forest School provision. • Office team/PE lead to keep records of children’s attendance to clubs. Pupil Premium supported to access after school clubs through free places. Children with SEND to be targeted to increase the number attending. • Purchase a range of resources to support clubs provision relating to PE opportunities. • Ensure a variety of workshops – including mental wellbeing workshops - occur throughout the year to further enhance the curriculum. • Bike ability to take place during the Summer term (Surrey County Council Learn to ride for all ages and complete beginners one to one) with targeted children. • PE lead to liaise with Epsom tennis club to provide a workshop for children • Introduce Moki’s to Year 2 children at the start of Autumn 2– activity tacker 	<p>£750</p> <p>£500</p> <p>£500 full day</p> <p>£626 bike ability course</p> <p>£500 staffing</p> <p>£100</p>	<ul style="list-style-type: none"> • Pupil and AT voice of impact of physical after school clubs. • Club registers • Pupil voice about workshops that have taken place 	<ul style="list-style-type: none"> • Children experience Forest School for one term each year (weekly). Observations show their confidence, resilience and cooperation/team work develops over the term. • Children’s fitness and co-ordination levels will be improved as a result of physical after school clubs. • Children’s engagement and enjoyment of the curriculum will improve due to workshops. • Children to learn and develop new skills • Moki trackers will show increased physical activity from the start of the year to the end of the year. Moki trackers can be used to measure the impact of the daily mile, break times and lunchtimes. 	

	https://moki.health/ to encourage physical activity in school, introduce class competitions and routines for using the trackers. <ul style="list-style-type: none"> • PE lead to continue to enhance forest school provision 	£200 £500			
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Key indicator 5: Increased participation in competitive sport					Percentage of total allocation:
					13.2%

Intent	Implementation	Evidence	Success Criteria/Impact	2023-24
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	Funding Allocated: £2,270	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	Sustainability and suggested next steps:
A wider range of children participate in competitions.	<ul style="list-style-type: none"> • Active school subscription • PE lead to attend half termly PE lead meetings to identify suitable competitions for KS1 children to participate in. • The PE lead will contact local primary schools to arrange sporting competitions throughout the year • School to attend Epsom and Ewell dance festival • PE lead to establish a girls football team and make links with local secondary schools • PE lead to liaise with local primary schools 	£1,020 £500 on staffing £200 Staffing £550 Staffing	<ul style="list-style-type: none"> • Minutes from PE lead meetings. • Booked competitions for KS1 teachers. 	<ul style="list-style-type: none"> • All children will feel confident and happy to participate in competitions for WFIS. • Inter-school competitions will take place frequently

	who would be interested in taking part in inter school girls competitions.				
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Signed off by	
Head Teacher:	Katie Muir
Date:	October 2023
Subject Leader:	Danny Cliffe
Date:	October 2023
Governor:	Alice Feldwick
Date:	