

Sports Premium Funding Action Plan – 2018 – 2019 – ZA

Dunstall Hill Primary school is two-form entry up to Year 4 and one-form entry for Years 5 and 6. It is a diverse school situated in inner city Wolverhampton, with 41 languages, 84% EAL and 14 out of the 17 possible ethnic groups. It is ranked in the highest 20% nationally for deprivation and 32.8% of the pupils are identified as disadvantaged.

Key achievements to date:	Areas for further improvements and baseline evidence of need:
<ul style="list-style-type: none"> • Dunstall Hill achieved the Silver School Games Mark in recognition of the hard work put in PE and Sport. • Increased engagement in physical activity during the school day has improved pupils' health and fitness, social skills and emotional well-being. It has also provided pupils with greater opportunities to take part in Level 0 competitions (personal best). In turn, these enhanced opportunities have led to relaxed, refreshed, recharged and ready to learn children. • Increased number of children entering competitions. Competitions entered for all abilities including More Able, Non-active, SEND and DP. • Staff received various CPD from external experts, thus improving their subject knowledge. • Through collaboration with external specialists, pupils have received high quality PE lessons. External specialists have supported staff, allowing staff to increase their knowledge and understanding of high quality teaching, learning and delivery of activities. This has increased capacity and sustainability • Through delivering lunchtime activities, the Play Leaders developed their leadership skills: organisation, resilience, initiative and communication. • Whole school wide, pupils are aware of the successes of teams and individuals. As a result, children are inspired by the examples set and more children are participating in sport at school. • A Sports Council was created for the first time. Through pupil voice, DHPS is aware of pupils' enjoyment and perceptions of PE and can adapt existing provisions to meet their needs. • KS2 children are supporting and leading parts of KS1 clubs, as a result, developing their communication and organisation skills. 	<ul style="list-style-type: none"> • Ensuring all areas of the curriculum provide opportunities for increasing the physical activity levels. • The existing long term and medium term plans need reviewing and adapting to ensure that the skills taught in each year group are appropriate to ARE and progressive from Reception to Year 6. • Engage more pupils in afterschool activities – offering a wider range of clubs in order to attract all interests. • Make sure extra-curricular clubs provide clear foundations to compete and be successful in competitions and maintain the range of competition opportunities for all. In order to be sustainable, we need to focus on developing intra-school competitions through the newly implemented house system. • Increase the number of children leading, managing and officiating in School Games activities and what development we are providing to improve their interpersonal skills. • Provide opportunities for children to learn to swim, thus increasing the number of children who can swim 25m. • Make clearer pathways for more able children outside of school, so talent is nurtured and challenge and children can continue to excel.

Meeting national curriculum requirements for swimming and water safety	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	17%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	63%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	77%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/ <u>No</u>

Academic Year: 2018/19	Total fund allocated: £18,750	Date Updated: February 2019		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 17.84%
School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
Increase the participation levels of Physical Education across school, engaging more pupils in afterschool activities.	<ul style="list-style-type: none"> • Pupils of all ages, abilities and interests are able to access a range of weekly after school clubs. • Provide extra-curricular provision for children with low self-esteem in physical activity. • Appoint Sports Leaders for each class and House Captains for each house. • Appoint new Play Leaders from Year 5 to develop and lead sporting activities at break time and lunchtime. • Resource and deliver the Dunstall Hill School Games. • Embed the school's house system into PE lessons and increase the number of intra competitions. • Offer a range of sporting opportunities for children to participate in. 	Head Start £1500 Taekwondo £1200	<ul style="list-style-type: none"> • Provide all pupils with two hours of Physical Education and school sport per week (made up of curricular and extra-curricular activity) • Engage at least 50% of pupils in extra-curricular activity every week. Of which, 15% of these pupils should be from the non-active population. • Staff deliver a range of weekly sporting clubs. As a result, children of all abilities can access extra-curricular sporting provision, improving their health and fitness, nutritional knowledge, social skills and emotional well-being. • Embed the school's house system into PE lessons to increase the number of intra competitions. • Targeted pupils improve their self-esteem and health through supported involvement in physical activity. As a result, they transition into further clubs and competition. • Increased number of children leading different areas of Physical Education, including coaching, officiating, writing up match reports, sports 	

			<p>photographers, creating awareness posters and leading activities at lunchtime.</p> <ul style="list-style-type: none"> • Play Leaders will be trained and implementing what they have learnt at break time and lunchtime. As a result, this will engage more children and provide more opportunities to play different sports. 	
<p>Improve the lunchtime provision to encourage children to be active.</p>	<ul style="list-style-type: none"> • Set up activity zones at lunchtime, which will be accessible for all pupils. Activities to be led by lunchtime staff and Play Leaders. • Wolves Foundation to provide professional development to enhance lunchtime provision and establish outside Play Leaders. • Resource and enhance existing outdoor provision, so all pupils engage with the outdoor environment. • Personal Challenges to be set up for children to complete at break time and lunchtime with the support of the Play Leaders. 		<ul style="list-style-type: none"> • A more structured approach to lunchtime activity leads to improved behaviour and fewer severe behaviour incidents. • Lunchtime staff have high expectations and model quality first practice. • Increased engagements in physical activity improves pupil health and fitness, social skills and emotional well-being. • Enhanced outdoor provision leads to relaxed, refreshed, recharged and ready to learn children. Children access creative and inclusive equipment, which challenges their thinking skills, social skills, physical ability and improves health and fitness. 	

<p>Increase the opportunities for children to be active across the curriculum.</p>	<ul style="list-style-type: none"> • Purchase Maths of the Day. Deliver CPD on how to use Active Mathematics in order to increase progress. • Provide teaching assistants with CPD to enhance their confidence and knowledge when delivering Active Literacy. 	<p>Maths of the Day (Active Maths) £645 Soccer 2000 Active Literacy CPD Free</p>	<ul style="list-style-type: none"> • Staff ensure children are having at least 30 active minutes throughout lesson time. • Active Mathematics and Active Literacy are embedded into lessons and intervention sessions. 	
<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.</p>				<p>Percentage of total allocation: 0.005%</p>
<p>School focus with clarity on intended impact on pupils</p>	<p>Actions to achieve</p>	<p>Funding allocated</p>	<p>Evidence and impact</p>	<p>Sustainability and suggested next steps</p>
<p>Engage pupils within and beyond the curriculum in leading, managing and officiating in School Games activity.</p> <p>Continue to raise awareness of Physical Education and provide increased opportunities for pupil voice.</p> <p>Implement Active School Planer, Heat Maps and targeted provision.</p>	<ul style="list-style-type: none"> • Appoint Sports Leaders for each class and House Captains for each house. • Appoint new Play Leaders from Year 5 to develop and lead sporting activities at break time and lunchtime. • Resource and deliver the Dunstall Hill School Games. • Year 5 and 6 Play Leaders to complete the Play Maker Award training. • Year 6 to lead practise competitions for Year 2, including Multiskills, as well as, organising an OAA activity for another year group to participate in. 	<p>Badges £30 Wolves Play Maker Award Free Soccer 2000 Parent Workshops Free</p>	<ul style="list-style-type: none"> • Engage at least 15% of KS2 pupils within and beyond the curriculum in leading, managing and officiating in School Games activity. • Appoint Sports Leaders for each class in KS2, Play Leaders from Year 5 and House Captains from Year 6. • Sports Leaders develop improved leadership skills, organisation, confidence, and promote and spread their love of physical activity. • Raise more awareness across school. Children will read match reports out during assembly, awards to be presented in assembly and results/writes up to be visible in newsletters and on the school website. 	

	<ul style="list-style-type: none"> • Provide parents with opportunities to take part in workshops aimed at trying new sports – Archery and Tri Golf. • Baseline, implement and monitor physical activity through Active School Planner. 		<ul style="list-style-type: none"> • Raise more awareness outside of school. Parents attend parent workshops to take part in activities with their children. As a result, parents are aware of the health benefits and encouraged to increase their children’s activity levels. 	
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 41.12%
School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
<p>Increase high quality PE teaching and learning throughout the whole school through team teaching and coaching.</p> <p>Review existing long term and medium term plans to ensure skills taught in each year group are appropriate to ARE and progressive from Reception to Year 6.</p>	<ul style="list-style-type: none"> • Carry out an audit of teacher’s skills, knowledge and confidence with the teaching of Physical Education. • Highlight areas for development throughout school in order to provide the correct CPD. • Provide teachers with further CPD to enhance their confidence and knowledge when delivering and assessing sports. • Evaluate and adapt long term and medium term plans from 2017-18, so that the skills taught are progressive from Reception to Year 6. • Integrate PE Passport, ensuring skills taught in each year group are appropriate to ARE and progressive from Reception up to Year 6. 	<p>PE Passport £500</p> <p>Soccer 2000 £4000</p> <p>Wolves £3000</p> <p>Soccer 2000 Multiskills CPD Free</p> <p>Soccer 2000 Tri Golf CPD Free</p> <p>Soccer 2000 OAA CPD Free</p>	<ul style="list-style-type: none"> • Staff are more confident and competent in terms of their knowledge and understanding of the PE curriculum. Lessons are skills based, rather than focused on singular sports. Newly developed long term and medium term plans ensure that that skills taught across the PE curriculum are progressive. • Staff are more confident in assessing children in PE and use this to address misconceptions, develop skills and challenge all pupils, where appropriate. • Staff are more confident in the teaching of Multiskills, Tri Golf and Outdoor and Adventurous Activities. • Enhanced quality of teaching, learning, delivery and assessment of PE leads to 	

	<ul style="list-style-type: none"> • Embed PE Passport with staff, focusing on how use assessment for learning during lessons to maximise opportunities for development and challenge. • Embed “4 ME’s” and STEP into all PE lessons. • Audit available resources and ensure staff are aware of the available equipment for their lessons. 	<p>Maudesport Sports Equipment £79.41</p> <p>PE Passport CPD £131</p>	<ul style="list-style-type: none"> • improved standards with greater and more rapid progress. • Pupils demonstrate positive attitudes to health and well-being – both inside and outside of PE lessons. They can explain accurately and confidently how to keep themselves healthy. • All staff have the appropriate equipment to deliver high quality PE lessons. 	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Percentage of total allocation: 21.33%

School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
<p>Increase the variety of sports taught within the school curriculum.</p> <p>Increase the variety of sports offered as extracurricular activities.</p> <p>Engage more pupils in entering a range of sporting competitions.</p>	<ul style="list-style-type: none"> • Evaluate and adapt long term and medium term plans from 2017-18, so that the skills taught are progressive from Reception to Year 6 and including a range of sports: Tri Golf, Volleyball, Rounders, Dance, Badminton, Gymnastics, Hockey, Tag Rugby, Athletics, OAA, Dodgeball. • Offer a range of sporting opportunities for children to participate in: Taekwondo, Rock Climbing, HeadStart, Football, Netball, Gymnastics, Dodgeball. • Introduce cycling lessons/activities in KS1. The children will start by 	<p>Balance Bikes and Bikes with Pedals £4000</p>	<ul style="list-style-type: none"> • Raise more awareness outside of school. Parents attend parent workshops to take part in activities with their children. As a result, parents are aware of the health benefits and encouraged to increase their children’s activity levels. • Children of all abilities can access extra-curricular sporting provision, improving their health and fitness, nutritional knowledge, social skills and emotional well-being. • Children of all abilities have the opportunity to learn how to ride a bike developing gross motor skills. 	

	<p>using balance bikes and will progress onto riding a bike with pedals.</p> <ul style="list-style-type: none"> • Provide parents with opportunities to take part in workshops aimed at trying new sports – Archery and Tri Golf. • Organise assemblies for Sports Clubs to talk to the children about what they offer and inspire more children to try different sports: Tennis, Volleyball, American Football. 			
Key indicator 5: Increased participation in competitive sport.				Percentage of total allocation:
				23.57%
School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
<p>Provide opportunities for all pupils to take part in the appropriate level of competition.</p> <p>Provide clearer pathways for more able children outside of school.</p>	<ul style="list-style-type: none"> • Embed provision for Level 2 competition. • Increase the number of sporting competitions entered. • Increase engagement through the introduction of B and C teams. • Pupils of all ages, abilities and interests are able to access a range of weekly after school clubs, including targeted more able and non-active provision. • Resource and deliver the Dunstall Hill School Games. • Set up a golden mile run. • Organise Dunstall Hill's Race for Life. 	<p>Maudesport £800</p> <p>Football Goals £3619.86</p>	<ul style="list-style-type: none"> • Children of all abilities can access extra-curricular sporting provision, improving their health and fitness, nutritional knowledge, social skills and emotional well-being. • A great emphasis is placed on the spirit of the games values: determination, passion, respect, honesty, self-belief and teamwork. • Intra competitions are embedded through the school's house system so that all children have the opportunity to participate in competition situations. These occur at the end of every PE unit 	

	<ul style="list-style-type: none"> • Resource and deliver Sports Day. • Embed the school's house system into PE lessons and increase the number of intra competitions. • Improved signposting for children into local clubs. 		<p>and children compete across their year groups and across year groups.</p> <ul style="list-style-type: none"> • Children have access to a higher standard of inter-school competition in an increased range of opportunities. Consequently, they are challenge further in terms of ability, technique and competitive tactics. • Children feel pride in representing a school team. • Children celebrate a year of physical activity and competition and the school achieves Gold School Games status. • Children have access to exciting equipment, which promotes creative and inclusive physical activity. • Clearer talent pathways are available into an increased range of opportunities, so talent is nurtured and challenged and children can continue to excel. 	
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