

## **Appendix 4 - Sports Premium Funding Action Plan – 2019 – 2020 – ZA**

Dunstall Hill Primary school is two-form entry up to Year 5 and one-form entry for Year 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 the proportion of pupils known to be eligible for the pupil premium is higher than that found nationally (32.8%). Pupil mobility is higher than the national average and several pupils join or leave the school during the academic year.

Key achievements to date:	Areas for further improvements and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Dunstall Hill achieved the Gold School Games Mark in recognition of the hard work put in PE and Sport.</li> <li>• Increased engagement in physical activity during the school day has improved pupils' health and fitness, social skills and emotional well-being.</li> <li>• 85% of children who were identified as reluctant to participate in after school clubs attended a sporting extra-curricular activity for at least a period of six weeks after intervention was put in place.</li> <li>• Increased number of children entering competitions in KS1 and KS2. Competitions entered for all abilities including More Able, Non-active, SEND and DP.</li> <li>• Staff received various CPD from external experts, based on their areas for development, thus improving their subject knowledge.</li> <li>• 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</li> <li>• Through delivering lunchtime activities, the Play Leaders have developed their leadership skills: organisation, resilience, initiative and communication.</li> <li>• 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.</li> <li>• The Sports Council has continued to develop and grow. Through pupil voice, DHPS is aware of pupils' enjoyment and perceptions of PE and adapts existing provisions to meet their needs.</li> <li>• The existing long term and medium term plans have been reviewed and adapted to ensure that the skills taught in each year group are appropriate to ARE and progressive from Reception to Year 6.</li> <li>• Intra-competitions have increased participation levels and provided opportunities for all children to compete at the appropriate level.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring all areas of the curriculum provide opportunities for increasing the physical activity levels.</li> <li>• CPD needs to be provided to help support teaching staff with the delivery of gymnastics and dance.</li> <li>• Continue to increase the number of children leading, managing and officiating in School Games activities and what development we are providing to improve their interpersonal skills.</li> <li>• Continue to offer a wide range of sporting opportunities including sports that are not widely known.</li> <li>• Provide opportunities for children to learn to swim, thus increasing the number of children who can swim 25m.</li> <li>• Continue to make clearer pathways for all children outside of school, so that talent is nurtured and challenged and children can continue to excel.</li> </ul>

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?	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	Yes/ <u>No</u>

Academic Year: 2019/20	Total fund allocated: £19,100	Date Updated: September 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:
				3.38%
School focus with clarity on intended <b>impact on pupils</b>	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
To continue to enhance the lunchtime provision to ensure all children are keeping active during lunchtime.	<ul style="list-style-type: none"> <li>• Continue to set up activity zones at lunchtime, which will be accessible for all pupils and offer children a range of sporting activities. Activities to be led by lunchtime staff and Play Leaders.</li> <li>• Wolves Foundation to provide professional development for lunchtime staff, so they understand how to engage children in meaningful play.</li> <li>• Enhance the existing outdoor provision, to support children to access and use the new playground markings, so all pupils engage with the outdoor environment.</li> <li>• Personal challenges to be set up for children to complete at break time and lunchtime with the support of the Play Leaders.</li> </ul>	Wolves Play Makers Award Free	•	•

<p><b>Increase the opportunities for children to be active across the curriculum, particularly during interventions.</b></p>	<ul style="list-style-type: none"> <li>• Purchase Teach Active. Deliver CPD on how to use Active Mathematics and Active Literacy in order to increase progress.</li> <li>• Ensure all staff are using active mathematics and active literacy regularly at least once every two weeks.</li> </ul>	<p>Teach Active £645</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>To continue to implement the Active Schools Planner, Heat Maps and targeted provision.</p>	<ul style="list-style-type: none"> <li>• Baseline, implement and monitor physical activity through Active Schools Planner.</li> <li>• Staff to plan targeted sessions for activity during the school day.</li> <li>• All staff are aware about ensuring children are active for at least 30 minutes each day.</li> </ul>	<p>Active Planner Free</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.</b></p>				<p>Percentage of total allocation: 0%</p>
<p>School focus with clarity on intended <b>impact on pupils</b></p>	<p>Actions to achieve</p>	<p>Funding allocated</p>	<p>Evidence and impact</p>	<p>Sustainability and suggested next steps</p>
<p>To continue to engage pupils within and beyond the curriculum in leading, managing and officiating in School Games activity.</p>	<ul style="list-style-type: none"> <li>• Appoint Sports Leaders for each class and House Captains for each house.</li> <li>• Appoint new Play Leaders from Year 5 to develop and lead sporting activities at break time and lunchtime.</li> <li>• Year 5 and 6 Play Leaders to complete the Play Maker Award</li> </ul>	<p>Wolves Play Makers Award Free  ConnectEd Unified Ambassador Training Free</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	<p>training with the Wolverhampton Wanderers Foundation.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Adapting the existing provisions based on the outcomes of pupil voice.</li> <li>• Building opportunities for children to lead different parts of the lesson, whether that be leading the warm up, officiating or setting up equipment.</li> </ul>			
<p>To continue to communicate effectively with parents about sporting achievements.</p>	<ul style="list-style-type: none"> <li>• Weekly updates on the school's website informing parents about upcoming sporting opportunities as well as any sporting news.</li> <li>• Parents receive letters about clubs, sporting events, competitions and trips.</li> <li>• Half Termly newsletters to inform parents of curriculum coverage.</li> <li>• Parents are encouraged to participate in PE workshops where they get to try new sports with their child.</li> </ul>			<ul style="list-style-type: none"> <li>•</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 82.4%
School focus with clarity on intended <b>impact on pupils</b>	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
To continue to maintain the high quality effective PE teaching and learning throughout the whole school by team-teaching and coaching.	<ul style="list-style-type: none"> <li>• Leaders highlight areas for development throughout school in order to provide the correct CPD and as a result enhance the teaching of PE.</li> <li>• Provide teachers with further CPD to enhance their confidence and knowledge when delivering and assessing sport.</li> <li>• Evaluate and adapt the long-term plans for 2019-2020, based on the outcomes from last year.</li> <li>• Continue to embed PE Passport during lessons and use assessment for learning during lessons to maximise opportunities for development and challenge.</li> <li>• Audit available resources and ensure staff are aware of the available equipment for their lessons.</li> </ul>	<p>Wolves Foundation £4180</p> <p>PE Passport £500</p> <p>CPD Workshops from Soccer 2000</p> <p>Free</p>		<ul style="list-style-type: none"> <li>•</li> </ul>

<p>To provide CPD for staff to support the teaching of gymnastics and dance.</p>	<ul style="list-style-type: none"> <li>• Sports coaches to be put in place to support the teaching of gymnastics (RB Gym and Sport) and dance (Soccer 2000).</li> <li>• Sports coaches will work with all teaching staff in order to develop and embed the teacher's understanding of how to teach gymnastics and dance, including warming up, progression of skills, differentiation, health and safety and cooling down.</li> <li>• Sports coaches will support staff with assessing children against the learning objectives, including looking at prior learning and next steps.</li> <li>• Staff will feel confident and have the knowledge and skills to teach gymnastics independently.</li> </ul>	<p>RB Gym and Sport £6396</p> <p>Soccer 2000 £4662.60</p>		
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</b></p>				<p>Percentage of total allocation: 26.7%</p>
<p>School focus with clarity on intended <b>impact on pupils</b></p>	<p>Actions to achieve</p>	<p>Funding allocated</p>	<p>Evidence and impact</p>	<p>Sustainability and suggested next steps</p>
<p>To continue to provide opportunities for children to participate in a plethora of sporting opportunities, both within the school curriculum and as part of extra-curricular activities.</p>	<ul style="list-style-type: none"> <li>• The LTPs from Reception to Year 6 offer opportunities for children to build on the skills needed for as well as play a range of sports. This includes, but not limited to Tri Golf, Volleyball, Rounders, Dance, Badminton, Gymnastics, Hockey,</li> </ul>	<p>Head Start £1500</p> <p>Taekwondo £600</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

	<p>Tag Rugby, Athletics, OAA and Dodgeball.</p> <ul style="list-style-type: none"> <li>• Offer a range of sporting clubs for children to participate in afterschool. These include Taekwondo, Rock Climbing, HeadStart, Football, Netball, Gymnastics and Dodgeball.</li> <li>• Introduce cycling lessons in KS1. The children will start by using balance bikes and will progress onto riding a bike with pedals.</li> <li>• Provide parents with opportunities to take part in workshops aimed at trying new sports – Archery and Tri Golf.</li> <li>• Organise assemblies for Sports Clubs to talk to the children about what they offer and inspire more children to try different sports. These include Tennis, Volleyball, American Football and Fencing.</li> <li>• Offer opportunities for children to go to watch sporting events, such as World Cups.</li> </ul>	Bikes with pedals £3000		
<b>Key indicator 5: Increased participation in competitive sport.</b>				Percentage of total allocation: 0%
School focus with clarity on intended <b>impact on pupils</b>	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
To continue embedding the school's house system	<ul style="list-style-type: none"> <li>• Increase the number of sporting competitions entered.</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>	



<p>to ensure children are given more opportunities to compete at appropriate levels.</p>	<ul style="list-style-type: none"> <li>• Provides opportunities for teachers to highlight children who are ready to compete in Level 2 competitions, including A, B and C teams.</li> <li>• Pupils of all ages, abilities and interests are able to access competitions, which are appropriate to their levels.</li> <li>• Provide more interesting ways to compete in houses, including the Dunstall Hill School Games, Golden Miles and Invasion Game sports.</li> </ul>			
<p><b>Provide clearer pathways for all children, including those who are hard to reach, to play the appropriate level of sport outside of school.</b></p>	<ul style="list-style-type: none"> <li>• Organise assemblies for Sports Clubs to talk to the children about what they offer and inspire more children to try different sports. These include Tennis, Volleyball, American Football and Fencing.</li> <li>• Signpost children to clubs in the local area.</li> <li>• Continue to talk to parents about the opportunities available in the local area, especially focusing on swimming.</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

\*School focuses which are bold link to the previous Sports Premium Funding action plan (2018-2019)