

DHPS Sports Premium Funding – 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 until March 2020:	Areas for further improvements and baseline evidence of need:
<ul style="list-style-type: none">• Achieved the Gold School Games Mark in recognition of the hard work put in Physical Education and Sport in 2018-2019.• Increased engagement in physical activity during the school day has improved pupils' health and fitness, interpersonal skills and emotional well-being.• Offered a range of extra-curricular clubs, free for all pupils that are tailored to the pupils' requests and the competition calendar (34 clubs in total in the autumn and spring terms - 68% of these clubs were to full capacity).• 51% of pupils who were identified as reluctant to participate in after school clubs in the autumn term attended an extra-curricular club for at least six weeks in the spring term after intervention was put in place.• Increased number of pupils entering competitions in KS1 and KS2. Intra- and inter-MAT competitions have increased participation levels and provided opportunities for all pupils to compete at the appropriate level.• Through regular collaboration with external specialists, pupils have received high quality PE lessons. External specialists have supported staff, allowing staff to increase their subject knowledge and understanding of high quality teaching and learning, delivery of activities, including gymnastics and assessment. This has increased capacity and sustainability.• Created 'Progression Maps' to ensure that the skills taught in each year group are appropriate to ARE and progressive from Reception to Year 6.• Through delivering lunchtime activities, the Play Leaders have 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, pupils are inspired by the examples set.• 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.• 10 pupils represented DHPS as player escorts for the Wolverhampton Wanderers Vs Besiktas match.	<ul style="list-style-type: none">• Evaluate and update the 'Playground Zones' to continue to enthuse and engage pupils in physical activity at break times and lunchtimes.• Enhance and develop the skills and subject knowledge of teaching staff, with a particular focus on the teaching of dance.• Increase swimming opportunities, thus increasing the number of pupils who can swim 25m.• Create links with PSHE and science curriculums.• Sustain and further broaden opportunities and experiences in physical education and provide more opportunities for pupils to participate in appropriate competitions.• Continue to increase the number of pupils leading, managing and officiating and provide opportunities for pupils to improve their interpersonal skills.• Continue to make clearer pathways for all pupils outside of school, so that talent is nurtured and challenged and pupils 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?	36%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	36%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	76%
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>

Due to the outbreak of Covid-19, all the information and data above has been based on achievements up until **March 2020.*

Academic Year: 2019/20	Total fund allocated: £19,100	Date Updated: April 2020		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 3.38%
School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
To continue to enhance the lunchtime provision to ensure all pupils are keeping active during lunchtime.	<ul style="list-style-type: none"> Continue to set up activity zones at lunchtime, which are accessible for all pupils and offer pupils a range of sporting activities. Activities to be led by lunchtime staff and Play Leaders. Wolves Foundation to provide professional development for lunchtime staff so they understand how to engage pupils in meaningful play. Enhance the existing outdoor provision, to support pupils to access and use the new playground markings, so all pupils engage with the outdoor environment. Personal challenges to be set up for pupils to complete at break time and lunchtime with the support of the Play Leaders. 	Wolves Foundation (Price below) Connect Ed Play Leader Training Free	<ul style="list-style-type: none"> A structured approach to lunchtime leads to improved behaviour and fewer severe behaviour incidents. Pupils are relaxed, refreshed, recharged and ready to learn. Increased engagements in physical activity improves pupils' health and fitness, interpersonal skills and emotional wellbeing. Pupils access creative and inclusive equipment, which challenges their thinking skills, social skills, physical ability and improves health and fitness. More Play Leaders appointed from Years 5 and 6 this year to help with leading activities at lunchtimes. 	<ul style="list-style-type: none"> A range of staff and pupils worked together to develop a more successful 'zone system' at lunchtime which provides pupils with a range of activities to keep them active. Next year, we need to continue to evaluate this and adapt it accordingly to meet the needs of the pupils and ensure that the provision is consistent. Increased engagement in physical activity during the lunch hour has improved pupils' health and fitness, interpersonal skills and emotional well-being. Through delivering lunchtime activities, the Play Leaders have developed their leadership skills: organisation, resilience and communication. Next year, focus needs to be put on providing Play Leaders with clear roles and promoting personal challenge through the activities they deliver. Wolverhampton Wanderers and some lunchtime staff have modelled what 'good play' looks like and as a result, there are fewer discrepancies and

				pupils enjoy playing outside at break and lunchtimes.
Increase the opportunities for pupils to be active across the curriculum, particularly during interventions.	<ul style="list-style-type: none"> • Purchase Teach Active. Deliver CPD on how to use Active Mathematics and Active Literacy in order to increase progress and activity levels. • Ensure all staff are using active mathematics and active literacy regularly at least once every two weeks. 	<p>Teach Active £645</p> <p>RB Gym and Sport – Maths on the move Free trial</p>	<ul style="list-style-type: none"> • High levels of engagement from the vast majority of pupils during lessons and interventions. • Active mathematics is embedded into the curriculum. RB Gym and Sport provided CPD for incorporating active mathematics into interventions. • Teachers know pupils need to be active for at least 30 minutes each day and plan ways for pupils to be active throughout the school day. 	<ul style="list-style-type: none"> • Staff actively ensure that their lessons contain more opportunities for pupils to be active. • PE Lead planned to celebrate National Sports Week 2020 and the Olympics but due to Covid-19, this was not completed. This would have given all staff the opportunity to try different ways to allow pupils to be active. Due to the positive feedback from last year, we will move the original plans to next year. • Next year, the PE lead will work with the PSHE and Science leads to make relevant links between the curriculums.
To continue to implement the Active Schools Planner, Heat Maps and targeted provision.	<ul style="list-style-type: none"> • Baseline, implement and monitor physical activity through Active Schools Planner. • Staff to plan targeted sessions for activity during the school day. • All staff are aware about ensuring pupils are active for at least 30 minutes each day. 	Active Planner Free	<ul style="list-style-type: none"> • PE Lead has baselined the school's overall physical activity levels. • Teachers know pupils need to be active for at least 30 minutes each day and plan ways for pupils to be active throughout the school day. 	<ul style="list-style-type: none"> • PE lead is aware of the physical activity levels across the whole school. Next year, staff will create their own heat maps to ensure they are consciously allocating times for physical activity.
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.				Percentage of total allocation:
				0%
School focus with clarity on intended impact on	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps

pupils				
<p>To continue to engage pupils within and beyond the curriculum in leading, managing and officiating.</p>	<ul style="list-style-type: none"> • Appoint Sports Leaders for each class and House Captains for each house. This forms the Sports Council. • Appoint new Play Leaders from Year 5 and 6 to develop and lead sporting activities at break time and lunchtime. • Year 5 and 6 Play Leaders to complete the Play Leader training delivered by Connect Ed. • Year 6 to lead practise competitions for Year 2, including Multi skills, as well as, organising an OAA activity for another year group to participate in. • Adapting the existing provisions based on the outcomes of pupil voice. • Building opportunities for pupils to lead different parts of the lesson, whether that be leading the warm up, officiating or setting up equipment. 	<p>Connect Ed Play Leader Training 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. • Appointed Sports Leaders for each class in KS2, Play Leaders from Year 5 and 6 and House Captains from Year 6. • Sports Leaders have improved leadership skills, organisation, confidence, and promote and spread their love of physical activity. 	<ul style="list-style-type: none"> • Increased the number of pupils who support, lead, deliver and officiate sporting activities and events. 70 pupils from KS2 have been involved in doing this this year (31% of KS2). • Through pupil voice, DHPS is aware of pupils' enjoyment and perceptions of PE and continually adapt the existing provision to meet their needs. • Through delivering lunchtime activities, the Play Leaders have developed their leadership skills. • Next year, KS2 pupils will be given the opportunity to support and lead parts of KS1 clubs and develop their own communication and organisation skills. • Due to Covid-19, the organised School Games day was cancelled, but the pupils' hard work will be celebrate when it is appropriate.
<p>To continue to communicate effectively with parents about sporting achievements.</p>	<ul style="list-style-type: none"> • Weekly updates on the school's website informing parents about upcoming sporting opportunities as well as any sporting news. 	<p>Soccer 2000 – Parental Workshops Free</p>	<ul style="list-style-type: none"> • The website is updated regularly informing parents of the pupils' sporting achievements. 	<ul style="list-style-type: none"> • Parents are informed regularly about their children's achievements in sport and are proud of their achievements.

	<ul style="list-style-type: none"> Parents receive letters about clubs, sporting events, competitions and trips. Half Termly newsletters to inform parents of curriculum coverage. Parents are encouraged to participate in PE workshops where they get to try new sports with their child. 		<ul style="list-style-type: none"> Parents are invited into assembly to celebrate their children's achievements. Sporting events and results are included in the termly newsletter. The profile of PE and sport is raised outside of school. Parents attend workshops to participate in activities with their pupils. Parents are aware of the health benefits and encouraged to increase their children's activity levels. 	<ul style="list-style-type: none"> Parents actively engage with parental workshops. We will continue to offer this next year.
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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 impact on pupils	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"> Leaders highlight areas for development throughout school in order to provide the correct CPD and enhance the teaching of PE. Provide teachers with further CPD to enhance their confidence and knowledge when delivering and assessing sport. Evaluate and adapt the long-term plans for 2019-2020, based on the outcomes from last year. Create 'Progression Maps' to ensure lessons are skills focused and build 	<p>Wolves Foundation £4180</p> <p>PE Passport £500</p> <p>Soccer 2000 Badminton CPD Free</p> <p>Chance to Shine</p>	<ul style="list-style-type: none"> Staff understand the PE curriculum and are more confident and competent in delivering lessons. LTPs and MTPs are embedded. Lessons are skills based, rather than focused on singular sports. The new progression maps ensure that the skills taught build on prior learning. Staff assess pupils at the end of each unit using PE 	<ul style="list-style-type: none"> Reviewed and adapted the long-term plans (LTP) ensuring there are opportunities for new sports to be incorporated through the teaching of skills. Next year, we need to evaluate and adapt the MTPs to meet the needs of the learners. External coaches have supported staff, allowing staff to increase their knowledge and understanding of high quality teaching, delivery of activities and assessment. This has increased capacity and sustainability.

	<p>on prior learning and vocabulary is used appropriately from reception to year 6.</p> <ul style="list-style-type: none"> • Continue to embed PE Passport during lessons and use the end of unit assessment system to inform future planning. • Audit available resources and ensure staff are aware of the available equipment for their lessons. • Develop links to the PSHE curriculum through 'Health leads'. 	<p>Cricket CPD Free</p> <p>Soccer 2000 OAA CPD Free</p>	<p>Passport and use this to inform future planning.</p> <ul style="list-style-type: none"> • Staff are more confident in the teaching of badminton, cricket and outdoor and adventurous activities. • 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. • Resources have been audited and all staff have the appropriate equipment to deliver high quality PE lessons. • Sports coaches have promoted the important of health and wellbeing through PSHE lessons with pupils in Year 1, 3 and 4. 	<ul style="list-style-type: none"> • Staff have received CPD on badminton, cricket and OAA. Staff use ideas to ensure lessons are inclusive. Next year, purposeful CPD will be provided for staff based on the feedback from teaching staff. • Staff are using PE Passport more effectively in order to deliver their lessons, collect evidence and assess their pupils against ARE. Next year, we are going to focus on using PE Passport within the lesson to support the workload of teachers and ensure assessment is consistent. • Next year, we need to create links between the PSHE and Science curriculum to promote positive mental health and wellbeing.
<p>To provide CPD for staff to support the teaching of gymnastics and dance.</p>	<ul style="list-style-type: none"> • Sports coaches to be put in place to support the teaching of gymnastics (RB Gym and Sport) and dance (Soccer 2000). • 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 	<p>RB Gym and Sport £6396</p> <p>Soccer 2000 £4662.60</p>	<ul style="list-style-type: none"> • Staff understand how to deliver gymnastics and are more confident and competent in delivering lessons. • Staff incorporate gymnastics equipment into lessons, which excites and enthuses pupils, providing 	<ul style="list-style-type: none"> • Staff have enhanced their practice and they are more confident with the delivery of gymnastics. Due to Covid-19, not all teachers were able to work with the gymnastics sports coach so next year, opportunities for gymnastics CPD will continue. Additionally, the gymnastics CPD needs to be tailored to

	<p>warming up, progression of skills, differentiation, health and safety and cooling down.</p> <ul style="list-style-type: none"> • Sports coaches will support staff with assessing pupils against the learning objectives, including looking at prior learning and next steps. • Staff will feel confident and have the knowledge and skills to teach gymnastics independently. 		<p>pupils with new opportunities.</p> <ul style="list-style-type: none"> • Staff assess pupils at the end of each unit using PE Passport and use this to inform future planning. 	<p>the LTP to ensure it is progressive and builds on prior learning.</p> <ul style="list-style-type: none"> • Dance CPD has been sufficient this year. This is still an area for development so CPD will be still need to be provided in order for this to be embedded. Next year, we need to continue to provide opportunities for CPD dance and staff will have the opportunity to adapt the dance curriculum to their topics.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.

Percentage of total allocation:
26.7%

School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
To continue to provide opportunities for pupils to participate in a plethora of sporting opportunities, both within the school curriculum and as part of extra-curricular activities.	<ul style="list-style-type: none"> • The LTPs from Reception to Year 6 offer opportunities for pupils to build on the skills needed for as well as play a range of sports. • Offer a range of sporting clubs for pupils to participate in afterschool. These include Taekwondo, Rock Climbing, Head Start, Football, Netball, Gymnastics and Dodgeball. • Introduce cycling lessons in KS1. The pupils will start by using balance bikes and will progress onto riding a bike with pedals. • Provide parents with opportunities to take part in workshops aimed at 	<p>Head Start £1500</p> <p>Taekwondo £600</p> <p>Bikes with pedals £3000</p> <p>Premier Sports Fencing trial Free</p> <p>Chance to Shine Cricket</p>	<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, pupils of all abilities can access extra-curricular sporting provision, 	<ul style="list-style-type: none"> • 34 extra-curricular clubs were offered in the autumn and spring terms to engage all pupils in all phases including EYFS. Clubs included specific clubs to target the least active, more able, pupils' requests and new sports. • 81% of pupils in KS2 have attended at least one extra-curricular club and 55% of pupils in KS2 have attended two or more. • 51% of pupils who were identified as reluctant to participate in after school clubs in the autumn term attended an extra-curricular club for at least six weeks in the spring term after intervention was put in place.

	<p>trying new sports – Archery and Tri Golf.</p> <ul style="list-style-type: none"> Organise assemblies for Sports Clubs to talk to the pupils about what they offer and inspire more pupils to try different sports. These include Tennis, Volleyball, American Football and Fencing. Offer opportunities for pupils to go to watch sporting events, such as World Cups. 	<p>Free</p> <p>Soccer 2000 Parental Workshops</p> <p>Free</p>	<p>improving their health and fitness, nutritional knowledge, social skills and emotional well-being.</p> <ul style="list-style-type: none"> Targeted pupils improve their self-esteem and health through supported involvement in physical activity. As a result, they transition into further clubs and competition. Y4 tried fencing for four weeks and an inter-MAT fencing competition was set up. This will not be happening due to Covid-19. 	<ul style="list-style-type: none"> 100% of pupils in KS2 have competed in at least one competition and 82% across the entire school have competed in at least one competition. The school's house system was used more often during PE lessons to promote opportunities to compete for a purpose. Next year, we need to continue embedding intra competitions through the school's house system. Pupils in KS1 have fortnightly cycling lessons to teach them how to ride a bike. Next year, we need to start this in EYFS. PE Lead planned to celebrate National Sports Week 2020 and the Olympics but due to Covid-19, this was not completed. This would have given all staff the opportunity to try different ways to allow pupils to be active. Due to the positive feedback from last year, we will move the original plans to next year.
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Key indicator 5: Increased participation in competitive sport.

Percentage of total allocation:
0%

School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
To continue embedding the school's house system to ensure pupils are given	<ul style="list-style-type: none"> Increase the number of sporting competitions entered. 	PHMAT PE Network Meetings	<ul style="list-style-type: none"> Intra competitions occur in most year groups. Most pupils have the opportunity 	<ul style="list-style-type: none"> We attended / held 43 events, tournaments or competitions in the

<p>more opportunities to compete at appropriate levels.</p>	<ul style="list-style-type: none"> • Provides opportunities for teachers to highlight pupils who are ready to compete in Level 2 competitions, including A, B and C teams. • Pupils of all ages, abilities and interests are able to access competitions, which are appropriate to their levels. • Provide more interesting ways to compete in houses, including the Dunstall Hill School Games, Golden Miles and Invasion Game sports. 	<p>Free</p>	<p>to participate in appropriate competition. In KS2, inter-house competitions occur at the end of each unit.</p> <ul style="list-style-type: none"> • A great emphasis is placed on the spirit of the games values: determination, passion, respect, honesty, self-belief and teamwork. • Pupils have access to a higher standard of inter-school competition in an increased range of opportunities. Therefore, they are challenged further in terms of ability, technique and competitive tactics. • Pupils feel pride in representing a school team. • Pupils celebrate a year of physical activity and competition and the school achieves Gold School Games status. 	<p>autumn and spring terms, ranging from Level 0 to Level 2.</p> <ul style="list-style-type: none"> • Due to Covid-19, the organised School Games day was cancelled, but the pupils' hard work will be celebrate when it is appropriate. • Increased number of pupils entering competitions. Competitions entered for all abilities including More Able, less active, SEND and PP. We have continued to offer regular competitions between our MAT schools. Next year, we need to link the intra-school competitions to the planned inter-MAT competitions, so that pupils have a purpose for competing. • We achieved the Gold Sport Mark in recognition of our hard work this year. Next year, we want to continue this to achieve the Gold Sports Mark again.
<p>Provide clearer pathways for all pupils, including those who are hard to reach, to play the appropriate level of sport outside of school.</p>	<ul style="list-style-type: none"> • Organise assemblies for Sports Clubs to talk to the pupils about what they offer and inspire more pupils to try different sports. These include Tennis, Volleyball, American Football and Fencing. 	<p>Chance to Shine Assembly Free</p>	<ul style="list-style-type: none"> • Clearer talent pathways are available into an increased range of opportunities, so talent is nurtured and challenged and pupils can continue to excel. 	<ul style="list-style-type: none"> • Increased the number of strong links with clubs outside of school and pupils from KS2 are starting to attend these. This is promoting healthy lifestyles in and outside of school. Next year, we want to continue building strong links

	<ul style="list-style-type: none"> • Signpost pupils to clubs in the local area. • Continue to talk to parents about the opportunities available in the local area, especially focusing on swimming. 	<p>Wolves Foundation Free</p> <p>Swimming Centre</p> <p>Tennis Assembly Free</p>	<ul style="list-style-type: none"> • Assemblies have been delivered to the pupils to raise awareness and offer opportunities for our pupils to participate in sport outside of school. 	<p>with clubs to provide more opportunities for our pupils outside of school.</p>
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***School focuses which are bold link to the previous Sports Premium Funding action plan (2018-2019)**