

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



DHPS Sports Premium Funding – 2020 – 2021 – ZA

Dunstall Hill Primary school is a diverse, two-form entry school situated in inner city Wolverhampton, with 41 languages and 84% EAL. 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.

N.B. In this section, you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvements and baseline evidence of need:
<ul style="list-style-type: none"> Dunstall Hill achieved the Gold School Games Mark in recognition of the hard work put into PE and Sport. Quality of teaching has improved with the support of external coaches and further CPD. There is no inadequate teaching of PE. Increased engagement in physical activity during the school day has improved pupils' health and fitness, social skills and emotional well-being. Through 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, learning and delivery of inclusive activities. This has increased capacity and sustainability. Long term and medium term planning has been reviewed and adapted to address any missed learning due to the first lockdown and this has supported teachers to diminish the gaps. These plans incorporate a broad range of sports for pupils' to practise their skills through. Over the past couple of years, our participation levels have increased, in both afterschool attendance and competing at appropriate levelled competitions. Unfortunately, due to the pandemic, we were unable to offer our extensive extracurricular provision (usually 45+ clubs) and we will focus on regaining this next academic year. During remote learning, regular sessions were dedicated to increasing pupils' activity levels and promoting good wellbeing. This has supported pupils on their return back to the classroom. PE Lead has worked with other leads across the trust to develop cross curricular links with PSHE, Science, Mathematics and Outdoor learning. Thus, promoting physical activity through other subject areas. 	<ul style="list-style-type: none"> Curriculum maps/ planning to be adapted to reflect the gaps in knowledge/skills as a result of school closure. To provide more opportunities for children to learn to swim, thus increasing the number of children who can swim competently 25m by the end of year 6. Due to being unable to teach gymnastics, following NGB guidance, CPD is still needed to support teachers with the delivery of gymnastics and dance. To develop our OAA provision across KS2. To 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. To continue to make clearer pathways for all children outside of school, so that talent is nurtured and challenged and children can continue to excel. To track and develop SEND and PP participation within lessons and extra-curricular activities.

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES

Total amount carried forward from 2019/2020 £4606

+ Total amount for this academic year 2020/2021 £19,380

= Total to be spent by 31st July 2021 £23,986

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?	57%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	27%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	57%
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/ No

Due to the outbreak of Covid-19 and swimming pools being closed, all the information and data above has been based on achievements up until **March 2020. This cohort data is from the 2018-19 academic year.*

Action Plan and Budget Tracking

Academic Year: 2020/21		Total fund allocated: £19,380	Date Updated: July 2021	
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				Percentage of total allocation:
				5%
Intent	Implementation		Impact	
School focus	Actions to achieve	Funding allocated	Evidence of impact	Sustainability and suggested next steps
To maintain high levels of physical activity during and after the school day. <i>*Covid restrictions have impacted this</i>	<ul style="list-style-type: none"> Provide each at least two hours of PE each week. Offer a broad range of sporting opportunities. Pupils of all ages, abilities and interests access a range of weekly after school clubs. Provide extra-curricular provision for pupils with low self-esteem in physical activity. Plans in place to increase activity levels should we go into a local lockdown. Continue subscription with Teach Active. Deliver CPD to new staff on how to use Active Mathematics in order to increase progress and activity levels. Ensure all staff are using active mathematics at least once a week. 	£1076 Teach Active Active planner Head Start Soccer 2000 Parental Workshops Sports equipment	<ul style="list-style-type: none"> Gaps in pupils' activity levels, which have increased due to COVID, are being diminished. Teachers have planned and incorporated ways to increase the pupils' activity through other curriculum areas, such as mathematics and outdoor learning. Increased confidence and self-esteem of pupils when engaging in PE lessons. Increased engagement in physical activity during the lunch hour has improved pupils' health and fitness, social skills and emotional well-being. It has also provided pupils with greater opportunities to take part in personal best activities. These enhanced opportunities have led to relaxed, refreshed, recharged and ready to learn pupils. 	<ul style="list-style-type: none"> Prior to COVID, our afterschool provision was thriving. Next year, we plan to engage over 90% of pupils in KS1 and KS2 in afterschool clubs, identifying and targeting our most reluctant pupils. 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 accordingly to the needs of the new year.

	<ul style="list-style-type: none"> • Teachers create their own heat maps to ensure they are consciously allocating times for physical activity. • All staff are aware about ensuring pupils are active for at least 30 minutes each day. • Provide a PE related parental workshop for each year group. • Resource and deliver the Dunstall Hill School Games. • Celebrate National Sports Week 2021 and the Olympics. 			
<p>To continue to enhance the lunchtime provision to ensure all pupils are keeping active during lunchtime.</p> <p>*Covid restrictions have impacted this</p>	<ul style="list-style-type: none"> • Evaluate the previous lunchtime provision and adapt this according to the government guidance for COVID-19. • 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. • Appoint more Play Leaders from Year 5 and 6 to lead activities at break and lunchtime. 		<ul style="list-style-type: none"> • A structured approach to lunchtime improved behaviour and there were no severe behaviour incidents. • Increased engagements in physical activity improves pupils' health and fitness, interpersonal skills and emotional wellbeing. • Pupils accessed creative and inclusive equipment, which challenged their thinking skills, social skills, physical ability and improved their health and fitness. 	<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. • Due to pupils not being able to cross bubbles, play leaders were not set up. We have a system in place to engagement pupils in these roles next year.

	<ul style="list-style-type: none"> Provide the Play Leaders with clear roles to they have individual responsibilities. 			<p>These pupils will form a large part of our pupil voice.</p> <ul style="list-style-type: none"> Next year, we need to look at CPD for lunchtime staff to model what good 'play' looks like.
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	
School focus	Actions to achieve	Funding allocated	Evidence of impact	Sustainability and suggested next steps
To top up swimming lessons to increase the percentage of pupils leaving year 6 with national requirements.	<ul style="list-style-type: none"> SLT to source and book top up lessons at second venue. SLT to book transport. PE lead to track and gather data on all classes swimming. 	<p>£581</p> <p>PE equipment</p> <p>Soccer 2000</p> <p>Parental Workshops</p> <p>Wellbeing activities</p> <p>Teach Active</p>	<p>This was planned in before guidance was updated about swimming. Therefore, we updated our aims (see below) accordingly, but this will be a focus for next year.</p>	
To adapt the curriculum according to the impact of national lockdowns.	<ul style="list-style-type: none"> PE lead to adapt long term and medium term plans to reflect the gaps in knowledge and skills as a result of the school closure. Autumn 1 and 2 curriculum to focus on Health and individual development of skills Sports chosen to cover skills reflect the health and safety guidance provided by NGBs and the school's risk assessment. To be regularly reviewed and LTP updated. Gaps in equipment for sports highlighted and purchased. 		<ul style="list-style-type: none"> No opportunities to participate in swimming lessons due to leisure centre facilities being closed and school's risk assessment. This has affected our opportunities to improve our swimming outcomes for pupils in Year 4, 5 and 6. Staff and sports coaches are aware of the skills and knowledge that needs to be covered this year. All skills missed due to the school closure last year have been covered Pupils have made progress to place them in line with their current year group expectations. 	<ul style="list-style-type: none"> To increase opportunities to learn to swim, thus improving the percentage of pupils being able to meet the end of Year 6 NC objectives. To continue to update the LTP and MTP to reflect the impact of school closures to diminish any gaps created.

<p>To enhance the school's website to ensure it is easily accessible and raises the profile of PE.</p> <p>To continue to involve parents and families in the physical education of their children.</p> <p><i>*Covid restrictions have impacted this</i></p>	<ul style="list-style-type: none"> • Update the school website so the PE information is up to date, fresh and easy to access. • Continue to communicate effectively with parents about sporting achievements. • <i>Weekly updates on the school's website informing parents about upcoming sporting opportunities as well as any sporting news.</i> • <i>Parents receive letters about clubs, sporting events, competitions and trips.</i> • Half term newsletters inform parents of curriculum coverage. • <i>Offer parental workshops for parents to attend with their children.</i> • <i>Invite parent into praise assembly to celebrate their children's achievements.</i> • <i>Have an end of year Sports assembly to celebrate pupils' achievements across the year.</i> 		<ul style="list-style-type: none"> • The website is updated regularly informing parents of the pupils' sporting achievements. • Sporting events are included in the termly newsletter. • Parents are aware of the health benefits and encouraged to increase their children's activity levels. • Parents engaged in wellbeing sessions during remote learning. 	<ul style="list-style-type: none"> • Pre-covid, parents actively engage with parental workshops. We will continue to offer these next year. • Enhance the school's website to ensure it is easily accessible and raises the profile of PE.
<p>Wellbeing afternoons to improve pupils' understanding of a healthy lifestyle, changing attitudes and behaviours over time.</p>	<ul style="list-style-type: none"> • Recovery curriculum to include activities to support pupils' wellbeing and engagement across the curriculum. • PE lead to provide staff with CPD to make connections between the PE, Science and PSHE curriculums. 		<ul style="list-style-type: none"> • High levels of engagement during our wellbeing and physical activity sessions during remote learning. • Wellbeing afternoons during remote learning increased parental engagement. • Children have developed their 	<ul style="list-style-type: none"> • To continue to support the wellbeing of pupils through physical activity and development of a nurture room. • PE lead to work with the PSHE and Science links to incorporate ways to

	<ul style="list-style-type: none"> Meeting with SLT to discuss focusses for each wellbeing afternoon. PE lead, PSHE lead, Science lead and HT to work collaboratively, providing plans linked to the key focuses for staff to access for own class. Wellbeing discussions to take place during coaching circle activities. Remote learning sessions to include planned for physical activity and wellbeing sessions. 		<p>understanding of healthy lifestyles, including mental health, being active and healthy eating. This has been evident during coaching circle discussions.</p> <ul style="list-style-type: none"> National Sports Week and work focusing on The Tokyo Olympics has helped to raise the profile of sport and PE, inspiring pupils. 	support healthy eating.
To raise the profile in other areas including SEND sport and girls' participation in sport to increase involvement.	<ul style="list-style-type: none"> Introduce clubs to target SEND pupils. Ensure that all pupils feel represented through pupil voice. Raise the profile of Sporting Values. Enhance the quality of the extracurricular club provision. Enter more unified sport competitions. 		<p>This was planned in before guidance was updated about swimming. Therefore, we updated our aims (see below) accordingly, but this will be a focus for next year.</p>	
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				77%
Intent	Implementation		Impact	
School focus	Actions to achieve	Funding allocated	Evidence of impact	Sustainability and suggested next steps
To continue to maintain high quality PE teaching and learning through team-teaching and coaching.	<ul style="list-style-type: none"> Adapt the LTP and MTPs to meet the pupils' needs and the health and safety requirements of the recovery curriculum. 	<p>£18,458</p> <p>PE Passport</p> <p>RB Gym and</p>	<ul style="list-style-type: none"> Staff understand the PE curriculum and are more confident and competent in delivering lessons. 	<ul style="list-style-type: none"> External coaches have supported staff, allowing staff to increase their knowledge and

Teachers to become more confident in delivering physical education and assessing pupils across all areas of PE.	<ul style="list-style-type: none"> • Progression documents created for the health, wellbeing, personal development and social development during PE lessons. Provide CPD for staff. • Provide teachers with further CPD to enhance their confidence and knowledge when delivering and assessing sport. • Embed PE Passport during lessons, use the end of unit assessment system to inform future planning and implement end of lesson assessments. • PE lead and SLT to complete termly lesson observation and learning walks. • Audit available resources and ensure staff are aware of the available equipment for their lessons. 	Sport Soccer 2000 PE Lead release time PE equipment Teach Active	<ul style="list-style-type: none"> • 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 Passport and use this to inform future planning. • Staff are more confident in the teaching of net and wall, athletics and striking and fielding. • 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. 	<p>understanding of high quality teaching, delivery of activities and assessment. This has increased capacity and sustainability.</p> <ul style="list-style-type: none"> • 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.
<p>To provide CPD for staff to support the teaching of gymnastics, dance and OAA.</p> <p>*Covid restrictions have impacted this</p>	<ul style="list-style-type: none"> • PE lead to work with the Sports coaches to ensure that the lessons taught are tailored to the LTP to ensure they are progressive and build on prior learning. • Dance topics are chosen by the class teachers to ensure they are cross-curricular. 		<ul style="list-style-type: none"> • Teachers plan for cross curricular links e.g. Athletics and the Greek Olympics or Dance topics. This engages pupils and helps them to embed knowledge and skills in their long-term memory. • Staff have found the more structured approach to CPD from the sports coach more beneficial as 	<ul style="list-style-type: none"> • Due to restrictions this year, some staff have had limited CPD in our focus areas of PE. Next year, focus CPD will be provided on gymnastics, dance and OAA.

	<ul style="list-style-type: none"> • PE Lead to look at the gymnastics skills to ensure they are progressive. • Sports coaches to support the teaching of gymnastics, dance and OAA. • 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. • 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, dance and OAA independently. 		<p>they are able to reflect on their own practice and CPD is tailored to them.</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 pupils with new opportunities. • Staff assess pupils at the end of each unit using PE Passport and use this to inform future planning. 	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				16%
Intent	Implementation		Impact	Intent
School focus	Actions to achieve	Funding allocated	Evidence of impact	Sustainability and suggested next steps

<p>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.</p> <p>*Covid restrictions have impacted this</p>	<ul style="list-style-type: none"> • Review long term and medium term planning and adapt to address any missed learning due to the first lockdown, diminishing the gaps. Plans incorporate a broad range of sports for pupils' to practise their skills through. • Offer a range of sporting clubs for pupils to participate in afterschool. These include Taekwondo, Rock Climbing, Head Start, Football, Netball, Gymnastics and Dodgeball. • Continue cycling lessons in KS1 and introduce cycling lessons in EYFS. 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 trying new sports – Archery and Tri Golf. • 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>£3871</p> <p>Head Start Bikes with pedals and helmets Wild tribe training PE equipment</p>	<ul style="list-style-type: none"> • Targeted pupils improve their self-esteem and health through supported involvement in physical activity. • Teachers have planned and incorporated ways to increase the pupils' activity through other curriculum areas, such as mathematics and outdoor learning. • Increased confidence and self-esteem of pupils when engaging in PE lessons. • Increased engagement in physical activity during the lunch hour has improved pupils' health and fitness, social skills and emotional well-being. It has also provided pupils with greater opportunities to take part in personal best activities. These enhanced opportunities have led to relaxed, refreshed, recharged and ready to learn pupils. 	<ul style="list-style-type: none"> • Pre-covid pupils in KS1 had fortnightly balancability lessons to teach them how to ride a bike. Next year, these will continue targeting children in Year 2, Year 1 and reception. • 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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	<ul style="list-style-type: none"> • Offer opportunities for pupils to go to watch sporting events, such as World Cups. • Resource and deliver the Dunstall Hill School Games. • Celebrate National Sports Week 2021 and the Olympics. 			
To improve Outdoor Learning opportunities across school.	<ul style="list-style-type: none"> • Promote outdoor learning opportunities across school. • Pupils to have forest school/outdoor learning at least once every two weeks. • New outdoor learning lead to attend Wild Tribe training. 		<ul style="list-style-type: none"> • Children have gained a wider breadth of experiences and skills. • Increased activity levels. • Increased confidence and self-esteem of pupils when engaging in new activities. 	<ul style="list-style-type: none"> • Next year, new Outdoor learning leads have been appointed for each phase to improve and promote outdoor learning opportunities across school. • Staff to attend Wild Tribe training.
To continue to create links with sports clubs.	<ul style="list-style-type: none"> • Share information with pupils about out of school sports clubs in football, athletics, gymnastics, dance, taekwondo etc. • Continue to talk to parents about the opportunities available in the local area, especially focusing on swimming. • Share information on the school's website so parents can easily contact sports clubs. • Organise assemblies for Sports Clubs to talk to the pupils about 		<p>This was planned in before guidance was updated about grassroots sports. Therefore, we updated our aims accordingly, but this will be a focus for next year.</p> <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 with clubs to provide more opportunities for our pupils outside of school. • Use the website to promote links with sports clubs in the local area / community. 	

	what they offer and inspire more pupils to try different sports. These include Tennis, Volleyball, American Football and Fencing.		
Key indicator 5: Increased participation in competitive sport			
Percentage of total allocation:			
0%			
Intent	Implementation		Impact
School focus	Actions to achieve	Funding allocated	Evidence of impact
<p>To continue to provide opportunities for all pupils to compete at the appropriate level.</p> <p>To continue to promote the school's house system to ensure pupils are given more opportunities to compete at the appropriate level.</p> <p><i>*Covid restrictions have impacted this</i></p>	<ul style="list-style-type: none"> • Increase the number of sporting competitions entered. • 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. • <i>Provide more interesting ways to compete in houses, including the Dunstall Hill School Games, Golden Miles and Invasion Game sports.</i> • <i>Enter more unified sport competitions.</i> • <i>Achieve the Gold Mark in the School Sports Mark accreditation.</i> 	<p>£0</p> <p>PHMAT PE Network Meetings</p> <p>Virtual competitions</p> <p>Sports equipment</p>	<ul style="list-style-type: none"> • All pupils have taken part in inter-house sport competitions within their bubble. • Virtual competitions have given pupils the opportunity to compete in sports and against other appropriate to their levels. • Throughout most curriculum areas, pupils have been encouraged to improve their personal best, which they have evidenced.
			<p>Sustainability and suggested next steps</p> <ul style="list-style-type: none"> • To engage pupils in competing in a range of sports through appropriate competition (inspire, engage, compete).

***School focuses which are bold link to the previous Sports Premium Funding action plan (2019-2020)**

Signed off by	
Head Teacher:	L FELLOWS
Date:	28.07.2021
Subject Leader:	Z AYTON
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Governor:	R DOSANJH
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