

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£4606
Total amount allocated for 2020/21	£19,380
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2021/22	£19,830
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£19,830

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. Please see note above	24%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	18%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	24%
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

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021/22		Total fund allocated: £19,830	Date Updated: July 2022	
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:
				20%
Intent	Implementation		Impact	
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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To maintain high levels of physical activity during and after the school day. Aiming to engage over 90% of KS1 and KS2 pupils in afterschool clubs, identifying and targeting the most reluctant pupils.	<ul style="list-style-type: none"> Offer a broad range of sporting opportunities linked to the interests of pupils. Pupils of all ages, abilities and interests have equal opportunities to access a range of weekly after school clubs. Regularly evaluate the number of pupils engaging in after school clubs and make adaptations accordingly based on pupils' needs. Teachers to create their own heat maps to ensure they are consciously allocating times for physical activity throughout the school day. Provide a PE related parental workshop for each year group. 	£3967 Active planner FREE NHS oral hygiene workshop FREE WCG network meetings FREE Headstart (price below)	<ul style="list-style-type: none"> 37 extra-curricular clubs were offered throughout the year in order to engage all pupils including EYFS. Clubs included specific clubs to target the more able, less able, pupils' requests, prepare for competitions and introduce new sports. Let's Get Active (headstart) have targeted SEND, PP and inactive girls within KS2. Through pupil voice we offered the option of dodgeball, outdoor learning and additional football sessions. After identifying 45% of pupil from KS1/2 were inactive in the Autumn term (due to some disruption from 	The school's house system was used during PE lessons to promote opportunities to compete for a purpose. Next year, we need to continue embedding the school's house system throughout the year to ensure pupils have more opportunities to compete at appropriate levels. Additional clubs attended outside of school by pupils have been identified. Next

	<ul style="list-style-type: none"> • Resource and deliver the Dunstall Hill Sports Games. • Celebrate National Sports Week 2022 and the Commonwealth Games 2022, participating in the Wolverhampton games 2022 to support welcoming this event. 		<p>Covid) additional clubs were promoted and this led to only 18% of pupils not attending clubs throughout the year.</p> <ul style="list-style-type: none"> • 81% of KS2 pupils attended at least 1 club, 83% of KS1 pupils attended at least 1 club. • Heat maps have been created for EYFS, KS1 and KS2, to identify areas of activity and potential areas to improve on throughout the day. • 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. • Play Leaders completed the Play Maker Award and implemented what they have learnt at break time and lunchtime. As a result, this has engaged more pupils and provided more opportunities to play different sports and practise skills learnt during PE lessons. • Through delivering lunchtime activities, the Play Leaders have developed their leadership skills: 	<p>year, we need to make links with the clubs identified in order to enthuse pupils about new sports and opportunities in the wider community.</p> <p>Parents have begun to reengage in PE related workshops, including a health workshop undertaken in EYFS. Next year, we need to plan and undertake additional parental workshops relating to PE across the school.</p> <p>Pupils have engaged with further sporting opportunities including soccer star fundraising and chance to shine cricket. Next year, we need to undertake further opportunities for other sporting opportunities and clubs to introduce pupils to a range of alternative sports.</p>
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			<p>organisation, resilience, initiative and communication.</p> <ul style="list-style-type: none"> Dunstall Hill held celebration events for the Wolverhampton Community Games, Winter Olympics, Winter Paralympics, #Letgirlsplay, Commonwealth Games, walk to school week and mental health week to raise awareness of sport. 	
<p>To reengage and continue to enhance the lunchtime provision, ensuring all pupils are keeping active during lunchtime.</p>	<ul style="list-style-type: none"> Appoint 16 new play leaders from year 5 and 4 head play leaders from year 6. Appointed play leaders to attend a play leaders event to support leading activities during break and lunchtime. Play leaders to be provided with clear roles, through training, to make individual responsibilities clear. Continued evaluation of provision and adaptations made accordingly to meet the needs of all pupils and ensure consistency. Increasing physical activity levels developing and refining skills which pupils have been taught in PE lessons. CPD for lunchtime staff to model what good 'play' looks like. 	<p>ConnectEd play leaders CPD FREE Equipment £3967</p>	<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. RB Gym and Sport and 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. New play leaders were appointed and undertook the play leaders event to support them in their role. They had a clear understanding of expectations of their position. 	<p>Through delivering lunchtime activities, the Play Leaders have developed their leadership skills: organisation, resilience and communication. Next year, pupils need to promote personal challenge through the activities they deliver, taking on a more defined leadership role.</p>

			<ul style="list-style-type: none"> Zones were re-instated, once Covid restrictions were lifted, and play leaders supported in the design of this and the activities available, regularly evaluating and adapting as required. 	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				7%
Intent	Implementation		Impact	
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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To increase opportunities to learn to swim through top up lessons to improve the percentage of pupils being able to meet the end of Year 6 NC objectives.	<ul style="list-style-type: none"> SLT to source and book top up lessons at a second venue. SLT to book transport. PE lead to create tracking document to gather data on all classes swimming. PE lead to engage in the Wolverhampton swimming action group on a quarterly basis to improve local networks, enhance support available and utilise existing and new Insight and intelligence around Primary School Swimming. Identify two pupils to receive discounted swimming lessons offered by the swimming provider. 	£1395 Wolverhampton swimming action group FREE ConnectEd network meetings FREE	<ul style="list-style-type: none"> Increased opportunities provided to learn to swim, years 5 and 6 were offered 2 block sessions to improve percentage of swimmers. Pupils identified for swimming lesson funding. PE lead attended Wolverhampton swimming action group meetings, keeping up to date with relevant adaptations made including the change of self-rescue assessment criteria made by swim England. PE lead attended ConnectEd meetings regarding swimming to identify ways to further support this area of the curriculum. 	Pupils' swimming ability has improved from their unique starting point. Next year, we need to continue targeting swimming within KS2 to improve the percentage of confident swimmers. Self-rescue has been an area of priority identified within swimming. Next year, we need to use the adapted assessment criteria set out by swim England. Self-assessment has been identified as a way to

				recognise achievements and promote child voice. Next year, we need to engage with ConnectEds implementation of a child self-assessment for swimming
To continue to update the LTP and MTP to reflect the impact of school closures, in order to diminish any gaps created.	<ul style="list-style-type: none"> Curriculum maps and planning to be adapted to reflect the gaps in knowledge and skills as a result of school closure. Ensure LTPs and MTPs have clear learning objectives, which are progressive in both the skills and knowledge taught. 		<ul style="list-style-type: none"> PE lead made adaptations to long term and medium term plans to reflect the gaps in knowledge and skills as a continued result of Covid. 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. Sports coaches have been provided with the necessary adaptations to planning and timetables in order to teach sessions and support CPD of staff. 	Reviewed and adapted the long term and medium term plans ensuring there are opportunities for new sports to be incorporated through the teaching of skills. Next year, we need to continue to evaluate and adapt the MTPs to meet the needs of the learners.
<p>To enhance the school's website to ensure it is easily accessible and raises the profile of PE</p> <p>To reengage parents and families involvement in the physical education of their children.</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. Parents to receive letters about clubs, sporting events, competitions and trips. Parental workshops offered for parents to attend with their child. 	NHS oral hygiene workshop FREE	<ul style="list-style-type: none"> The website is updated regularly informing parents of the pupils' sporting achievements. Parents are invited into assembly to celebrate their children's achievements. Sporting events and results are included in the half termly newsletter. 	Parents have begun to re-engage in parental workshops which have been offered post Covid restrictions. Next year, we need to plan and undertake additional parental workshops relating to PE across the school.

	<ul style="list-style-type: none"> • Invite parents into praise assemblies to celebrate their child's achievements (When able to do so) • Have an end of year sports assembly to celebrate pupils' achievements from throughout the year (When able to do so). • Adapt the existing provisions based on the outcomes of pupil voice. 		<ul style="list-style-type: none"> • Upcoming sporting events are included within the half termly curriculum newsletters. • Use of text messages, emails and letters used to inform parents of sporting events. • Families invited to attend EYFS/KS1/KS2 sports day events. • Parents have begun to reengage in PE related workshops, including a health workshop undertaken in EYFS. 	<p>Use the website to promote links with sports clubs in the local area / community.</p>
Wellbeing afternoons used to improve pupils' understanding of a healthy lifestyle, changing attitudes and behaviour over time, making links with whole school priority and PSHE.	<ul style="list-style-type: none"> • Continued support and promotion of the wellbeing of pupils through physical activity and development of a nurture room. • PE lead to work with the PSHE and Science leads to incorporate ways to support healthy eating. • Continue to support the health and wellbeing of children and young people at DHPS through the use of wellbeing afternoons to improve understanding healthy lifestyles, change attitudes and behaviour (link to school priority and PSHE.) • Educate pupils about nutrition and encourage pupils to eat a balanced diet. 		<ul style="list-style-type: none"> • Increased engagement in physical activity during the school day has improved pupils' health and fitness, social skills and emotional well-being. • Children have developed their understanding of healthy lifestyles, including mental health, being active and healthy eating. This has been evident during coaching circle discussions. • Dunstall Hill held celebration events for the Wolverhampton Community Games, Winter Olympics, Winter Paralympics, #Letgirlsplay, Commonwealth Games, walk to school week, healthy eating week and mental health week has helped to raise the profile of sport and PE, inspiring pupils. • EYFS undertook a health workshop 	<p>To continue to support the wellbeing of pupils through physical activity.</p> <p>PHMAT meetings have identified the priority of tackling inactivity. Next year we need to work with the tackling physical inactivity steering group to find ways to reduce the obesity crisis within the West Midlands.</p>

			<p>in partnership with public health and staff received CPD to support the teaching and learning throughout the curriculum.</p> <ul style="list-style-type: none"> All classes have worry boxes and EYFS make use of self-reflection areas for all pupils to access. Additional provision, including the use of a nurture room is available to support pupils individually. 	
<p>To raise the profile in other areas including SEND sport and girls' participation in sport to increase involvement.</p> <p>To track and develop SEND and PP participation within lessons and extra-curricular activities.</p>	<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>Headstart</p> <p>£1395</p>	<ul style="list-style-type: none"> 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 Head start coaches have been engaged with SEND, PP and inactive girls within KS2. #Letgirlsplay movement celebrated at Dunstall Hill to enthuse and encourage more girls into the sport. Child voice was used to set up a KS1 girls football after school club. All clubs are set up to be inclusive and 1:1 assistants support identified pupils within these. Display boards used to promote the sporting values within the school. 37 extra-curricular clubs were offered throughout the year in order to engage all pupils including EYFS. Clubs included specific clubs to target the more able, less able, 	<p>Competitions have continued to be re-instated. Next year, we need to engage pupils in competing in a range of sports through appropriate competition (inspire, engage, compete).</p>

			pupils' requests, prepare for competitions and introduce new sports. <ul style="list-style-type: none"> • Sporting competitions including netball, football, Wolverhampton games, cricket, volleyball, athletics and multi skills entered throughout the 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:
				73%
Intent	Implementation		Impact	
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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Teachers to become more confident in delivering physical education and assessing pupils across all areas of PE. Teachers incorporate cross-curricular links where possible and refer to links with nutrition, how the body works, personal development and wellbeing and social skills during PE lessons.	<ul style="list-style-type: none"> • Purposeful CPD to be provided for staff based on the feedback from staff questionnaire. • New EYFS curriculum continued to be implemented and developed, CPD for staff to enhance the opportunities, provision and resources available to promote a range of gross and fine motor skills. • PE passport to be used effectively within lessons to support the workload of teachers and ensure end of lesson assessments are 	£14,468 RB Gym and Sport £14468 PHMAT network meetings FREE Equipment (price above)	<ul style="list-style-type: none"> • Cross curricular links with subjects including maths (active), science, PSHE and outdoor learning created. • Staff understand the PE curriculum and are more confident and competent in delivering lessons. • Staff assess pupils at the end of each unit using PE Passport and use this to inform future planning. • CPD given to staff on dance, gymnastics and OAA teaching as 	PE lead opportunities to observe teaching and learning of the subject has been limited this year. Next year, time needs to be allocated to enable this to happen, in addition to, undertaking visits to other PHMAT schools to identify and implement ways to develop curriculum further.

	<p>consistent and accurate.</p> <ul style="list-style-type: none"> • Progression documents created for the health, wellbeing, personal development and social development during PE sessions. Provide CPD for staff. • Learning walks to be arranged by SLT and conducted throughout the year to ensure that lessons are suitably challenging, engaging, progressive and of high quality teaching. • Implementation of approaches to share the LO, SC and key vocabulary with pupils throughout the lesson, referring back to this as necessary. • Active mathematics and outdoor learning (including forest school) are incorporated at least once a week. 		<p>an outcome of staff questionnaire, leading to staff being confident to teach these subjects.</p> <ul style="list-style-type: none"> • Resources have been audited and all staff have the appropriate equipment to deliver high quality PE lessons. • EYFS have embedded the new curriculum and resources purchased to support the gross and fine motor development of pupils throughout the environment. • Learning objectives shared with pupils at the start of lessons and revisited throughout sessions. • PE display board used to identify and map out key vocabulary for all pupils based on sport and skill being taught. • EYFS have made valued use of outdoor learning by undertaking an open door approach, enabling pupils to have access to the outdoor environment throughout the day. They have also made valued use of weekly forest school sessions. • Forest school and outdoor learning was identified through 	
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			pupil voice and after school clubs created to fulfil this.	
To provide CPD for staff to support the teaching of gymnastics, dance and OAA.	<ul style="list-style-type: none"> • PE lead to work with sports coaches to ensure that the lessons taught are tailored to the LTP to ensure that they are progressive and build on prior learning. • OAA to be focused on in collaboration with geography and outdoor learning leads. Valued use made of onsite forest school area, in addition to the local community. • PE lead to looks at the gymnastics skills to ensure they are progressive. • Sports coaches to support the teaching of gymnastics, dance and OAA. • EYFS to focus on improving and enhancing the provision to support the development of balancing and gymnastics skills earlier within the year, to ensure sufficient time is given for pupils' to refine their skills within these areas. 	RB Gym and Sport (price above)	<ul style="list-style-type: none"> • CPD given to staff on dance, gymnastics and OAA teaching as an outcome of staff questionnaire, leading to staff being confident to teach these subjects. • EYFS have made valued use of outdoor learning by undertaking an open door approach, enabling pupils to have access to the outdoor environment throughout the day. They have also made valued use of weekly forest school sessions. • Forest school and outdoor learning was identified through pupil voice and after school clubs created to fulfil this. • Long term plan used to identify opportunities for sports coaches to deliver CPD to staff to support the delivery of OAA, gymnastics and dance. • Staff understand how to deliver gymnastics and are more 	<p>Staff areas of CPD need have been addressed this year. Next year, we need to target CPD at newly appointed staff members.</p> <p>Next year, we need to focus on improving the core upper body strength of pupils and fine motor skills within EYFS.</p>

			<p>confident and competent in delivering lessons.</p> <ul style="list-style-type: none"> • 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. 	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%

Intent	Implementation		Impact	
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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	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>To continue to increase the number of pupils leading, managing and officiating in School Games activities and what development we are providing to improve their</p>	<ul style="list-style-type: none"> • 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. 	<p>£0</p> <p>Chance to shine cricket FREE</p> <p>Wolverhampton Community Games FREE</p> <p>Soccer stars FREE</p>	<ul style="list-style-type: none"> • 37 extra-curricular clubs were offered throughout the year in order to engage all pupils including EYFS. Clubs included specific clubs to target the more able, less able, pupils' requests, prepare for competitions and introduce new sports. • After identifying 45% of pupil from KS1/2 were inactive in the Autumn term (due to some disruption from 	<p>Additional clubs attended outside of school by pupils have been identified. Next year, we need to make links with the clubs identified in order to enthuse pupils about new sports and opportunities in the wider community.</p>

<p>interpersonal skills.</p> <p>To continue to make clearer pathways for all pupils outside of school, so that talent is nurtured and challenged and children continue to excel.</p>	<ul style="list-style-type: none"> • Half-termly newsletters inform parents of the curriculum coverage. • Organise assemblies for Sports Clubs to talk to the pupils about what is on offer and inspire more pupils to try different sports. These include Tennis, Volleyball, American Football and Fencing. • Provide staff with opportunities to try different approaches to encourage pupils to be active through celebrating National Sports Week 2022 and the Commonwealth Games 2022, participating in the Wolverhampton games 2022 to support welcoming this event. • Offer opportunities for pupils to go to watch sporting events. • Resource and deliver the Dunstall Hill School Games. • Teachers and sports coaches build in opportunities for pupils to lead different parts of the lesson, including warm ups, officiating or setting up equipment. 		<p>Covid) additional clubs were promoted and this led to only 18% of pupils not attending clubs throughout the year.</p> <ul style="list-style-type: none"> • 81% of KS2 pupils attended at least 1 club, 83% of KS1 pupils attended at least 1 club. • Balancability sessions have been undertaken in Y2 (Autumn term), Y1 (Spring term) and Reception (Summer term.) This has seen an improvement in pupils' ability to follow instructions, bike riding and balancing skills. • Sporting events and results are included in the half termly newsletter. • Upcoming sporting events are included within the half termly curriculum newsletters. • PE display enhanced to promote the range of sports on offer. • Dunstall Hill held celebration events for the Wolverhampton Community Games, Winter Olympics, Winter Paralympics, #Letgirlsplay, Commonwealth Games, walk to school week, healthy eating week and mental health week has helped to raise the profile of sport and PE, inspiring pupils. • Pupils have engaged with further sporting opportunities including 	<p>This year we have continued to enhance our PE display. Next year, we need to promote the range of after school clubs available and develop an achievements wall to celebrate our successes.</p> <p>Additional clubs attended outside of school by pupils have been identified. Next year, we need to make links with the clubs identified in order to enthuse pupils about new sports and opportunities in the wider community.</p>
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			<p>assemblies and activities such as soccer star fundraising and chance to shine cricket.</p> <ul style="list-style-type: none"> • CPD delivered by coaches has supported staff in identifying opportunities for pupils to take ownership and lead aspects of lessons. • Identified clubs attended by pupils outside of Dunstall Hill, identifying areas of interest. 	
To improve outdoor learning opportunities across the school.	<ul style="list-style-type: none"> • New outdoor learning leads have been appointed for each phase to improve and promote outdoor learning opportunities across school. • EYFS to engage in weekly forest school sessions from Autumn 2 to promote outdoor learning and implement further the range of gross and fine motor skills identified within the updated curriculum. • Staff to attend Wild Tribe training. 	ConnectEd Play Leaders CPD FREE	<ul style="list-style-type: none"> • Selected staff have attended Wild tribe training. • EYFS have made valued use of outdoor learning by undertaking an open door approach, enabling pupils to have access to the outdoor environment throughout the day. They have also made valued use of weekly forest school sessions. • Forest school and outdoor learning was identified through pupil voice and after school clubs created to fulfil this. • Teachers have planned and incorporated ways to increase the pupils' activity through other curriculum areas, such as mathematics and outdoor learning. 	To continue to find ways to incorporate outdoor links within teaching and learning cross curricular.

<p>To continue to create links with sports clubs.</p>	<ul style="list-style-type: none"> • Share information with pupils about out of school sports clubs in football, athletics, gymnastics, dance, taekwondo etc. • Inform parents regularly about the opportunities available in the local area, especially focusing on swimming. • Use the school website to share information with parents to make sports clubs easily contactable. • 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. • Continue to build strong links with clubs to provide more opportunities for our pupils outside of school. 		<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. • Links have begun to be made with a further range of sporting opportunities outside Dunstall Hill. • Begun to look at opportunities to work with the royal ballet, to broaden pupils' understanding of different dance styles. • Information shared with parents about different sporting opportunities and clubs visiting Dunstall Hill. • Pupils have engaged with further sporting opportunities including assemblies and activities such as soccer star fundraising and chance to shine cricket. 	<p>Additional clubs attended outside of school by pupils have been identified. Next year, we need to make links with the clubs identified in order to enthuse pupils about new sports and opportunities in the wider community.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To engage pupils in competing in a range of sports through appropriate competition (inspire, engage, compete.)</p> <p>To continue to provide opportunities for all pupils to compete at the appropriate level.</p>	<ul style="list-style-type: none"> • Provide more interesting ways to compete in houses, including the Dunstall Hill School Games, Golden Miles and Invasion Game Sports. • Continue to engage pupils with leading, managing and officiating school sport – Two Sports Captains per class in KS2, two House Captains per house and 16 Play Leaders from Years 5, 4 Head Play Leaders from Year 6. • Enter more unified sport competitions. • Maintain the Gold Mark in the School Sports Mark accreditation in order to progress to platinum. • Of the non-active population, engage at least 15% through a targeted provision, sustained over one term. 	<p>£</p> <p>PHMAT PE Network Meetings FREE</p> <p>Virtual/ in person competitions FREE</p> <p>Headstart (Price above)</p>	<ul style="list-style-type: none"> • Let's Get Active (headstart) have targeted SEND, PP and inactive girls within KS2. • After identifying 45% of pupil from KS1/2 were inactive in the Autumn term (due to some disruption from Covid) additional clubs were promoted and this led to only 18% of pupils not attending clubs throughout the year. • 81% of KS2 pupils attended at least 1 club, 83% of KS1 pupils attended at least 1 club. • 37 extra-curricular clubs were offered throughout the year in order to engage all pupils including EYFS. Clubs included specific clubs to target the more able, less able, pupils' requests, prepare for competitions and introduce new sports. 	<p>Next year, we need to sustain and further broaden opportunities and experiences in physical education and provide more opportunities for pupils to participate in appropriate competitions. This includes competing against PHMAT schools in the lead up to the world cup.</p> <p>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>

	<ul style="list-style-type: none"> • PE lead to decide which sporting competitions Dunstall Hill would like to enter • Competitions entered to encourage an inclusive provision and opportunities for all. • Reintroduce the school's house system and continue to run inter-house competitions in PE lessons. • Sports Council to organise the DHPS School Games Day for all pupils to compete in. • PE lead to organise inter-MAT competitions across the year with other PE leads in PHMAT. • Pupils share match reports and competition results regularly in assemblies and these are displayed on the school's PE display. 		<ul style="list-style-type: none"> • Sports captains, play leaders and head play leaders chosen from KS2 to lead, manage and officiate sporting activities across the school. • 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 • Sporting competitions including netball, football, Wolverhampton games, cricket, volleyball, athletics and multi skills entered throughout the year. • 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 range 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. 	
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Signed off by	
Head Teacher:	L.Fellows
Date:	20.07.2022
Subject Leader:	S.Steele
Date:	20.07.2022
Governor:	
Date:	