

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



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 judgement, 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 offers
- 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 <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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 underspend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment.

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 31 July 2023.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	NIL
Total amount allocated for 2022/23	£19,750
How much (if any) do you intend to carry over from this total fund into 2023/24?	NIL
Total amount allocated for 2022/23	£19,750
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 19,750

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section as best you can. 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.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2023.</p> <p>Please see note above</p>	31%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	54%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	74%
<p>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?</p>	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: 2022/23		Total fund allocated: £19,750		Date Updated: July 2023	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation: 9%
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:	
<p>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</p> <p>To continue maintaining high levels of physical activity during and after the school day. Aiming to engage over 80% of KS1 and KS2 pupils and to improve the number of EYFS pupils engaging in afterschool clubs, identifying, and targeting the PP, SEND, girls and most reluctant pupils.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> Offer a broad range of sporting opportunities linked to the interests of pupils, through pupil voice and school council meetings. 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, targeting those identified as inactive pupils. Focus on fine motor skills through the implementation on Kinetic letters (whole school) and after school clubs and outdoor learning through links with geography (OAA enrichment day) and use of wild tribe trained staff. Provide a PE related/cross curricular parental workshops to be held, looking at opportunities for whole phase workshops to improve the % of parents attending. Make valued use of cross curricular 	<p>Head start £1650</p> <p>RB Gym & Sport PRICE BELOW</p> <p>Equipment TBC</p> <p>NHS oral hygiene workshop FREE</p> <p>Chance to shine cricket. FREE</p> <p>Sports for schools FREE</p> <p>Active schemes for primary schools FREE</p>	<p>Evidence of impact: What do pupils now know and what can they now do? What has changed?</p> <ul style="list-style-type: none"> Pupil voice has been sought through pupil interviews, communication board and discussions and this has been used to shape the range of sporting clubs on offer at Dunstall Hill. This has been further supported by after school clubs run by head start and RB gym and sport. Chance to shine undertook weekly sessions with Y4 and to promote cricket further undertook lunchtime activities with all pupils. Y4 have taken part in a virtual inter-mat athletic competition. Reception have continued to be incorporated in after school offerings from Spring term. Active schemes for primary schools attended summer 2 and completed a 6-week programme with year 1. Additionally, they ran an after-school programme for pupils and their families to attend. The focus 	<p>To continue making links with outside school clubs which offer alternative experiences, particularly those attended by our pupils.</p> <p>To make further cross-curricular links with other subjects, aiming towards pupils engaging in 2 hours of physical activity each week.</p> <p>To undertake the OAA enrichment day, as planned, and consider opportunities for similar enrichment days to be incorporated.</p> <p>Continue to improve balancability scores, especially in Y2, where pupils have completed the 3-year program.</p> <p>Focus on how scootercise sessions could potentially be assessed to show progression from balancability skills.</p>	

	<p>interventions to be implemented across the school.</p> <ul style="list-style-type: none"> Resource and deliver the Dunstall Hill Sports Games. Celebrate National Sports Week 2023 and the World Cup 2022, #Letgirlsplay event. Providing opportunities to be active and participate in competitions. Continue to implement balancability for KS1 and introduce to EYFS (reception) in summer term, aiming for at least 50% of pupils to be confident riders. Scootercise to be introduced for KS2 pupils to build on prior skills. Introduce new sports into the long-term plan to ensure development of skills on year groups. Using skills learnt to adopt and refine new sports. Clubs attended by pupils (outside of school) to be assessed and links made to arrange inspiration days to make links with the wider community. To continue the success of last year's fundraising event by holding similar opportunities throughout the year. Allocate all new arrivals to a house team and provide opportunities throughout the year to compete within houses. <p>PE lead to arrange for EYFS (nursery) to have timetabled PE sessions, supported by RB Gym and Sport from Spring term to begin challenging physical activity from a younger starting point.</p>	<p>Equipment TBC</p> <p>RB Gym & Sport (PRICE BELOW)</p>	<p>being exercising, communicating, and learning as a family.</p> <ul style="list-style-type: none"> All pupils from reception to year 6 have been tracked throughout the year for their attendance or inactivity within clubs. This information is shared termly with staff in preparation for new clubs to begin, so that pupils can be targeted to attend clubs on offer. Some pupils are targeted through the weekly let's get active scheme. Kinetic letters has been purchased and implemented across the school through phonic and handwriting sessions to support the development of fine motor skills. Resources have been made available to staff to support this such as writing pencils, pens, and frames. EYFS make valued use of the forest school area by undertaking weekly activities, throughout the school, opportunities are made where appropriate to use outdoor learning spaces. An OAA enrichment day has been planned and resourced from nursery to Y6, due to constraints at the time this has been postponed to the next academic year. All year groups have undertaken parental workshops, relevant to topics, celebrations, and topics of discussion. There have also been whole school celebration events, including sports day, where parents have been invited to join in. Interventions take place across the school, where identified for relevant students. Each year group (Y1-6) are given the opportunity to 	<p>Continue to introduce new sports to the LTP, addressing</p> <ul style="list-style-type: none"> Fundamental movement skills Ability to combine movement Interact and socialise Health and well-being <p>Nursery pupils to continue engaging in PE sessions from Spring term, measuring impact this has on development.</p> <p>To further develop opportunities for pupils to compete within house teams.</p>
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			<p>identify students for cool kids' intervention programme. This is run on a 3-weekly cycle.</p> <ul style="list-style-type: none"> • A range of sporting events have been focused on and celebrated throughout the year, where possible this has included inner school and inter mat competitions to be held. • Balancability has continued for reception-Y2. This has seen most classes achieve above 50% and an increased number of pupils achieving the expected standards by the end of Y2, following the 3-year program. • This year's fundraising event was held in partnership with sports for schools and saw pupils take part in a timed course and meet the Paralympian Darren Harris. • New sports have begun to be added to the LTP, new resources have been acquired to enable this to develop further next academic year, to enable a progression of fundamental skills. • Clubs attended outside of school by pupils revisited and links have begun to be made. • Nursery began to undertake PE sessions from January 2023, and this has supported observation, magical moments, and development of pupils. • All pupils and staff from nursery-Y6 have been assigned a house group and competed within these during sports day events. • Staff have attended CPD sessions via RB gym and sport throughout the year, targeted at newly identified sports, newly arrived 	
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			<p>staff, ECT's and identified areas of need. Several members of staff were also given CPD on dance, gymnastics, inclusion and supporting PE sessions, these were provided by ConnectEd to support staff confidence in delivering sessions.</p>	
<p>To continue to enhance the lunchtime provision, ensuring all pupils are keeping active during lunchtime provision.</p>	<ul style="list-style-type: none"> • Appoint sports captains 1 per class (year 1-6) • Appoint up to 30 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 and expectations clear to promote personal challenges through the activities which they deliver. • Continued evaluation of provision and adaptations made accordingly to meet the needs of all pupils and ensure consistency. • Provide continued opportunities to embed skills taught in PE lessons, be active and participation in competitions. • Lunchtime activities to be supported by play leaders, lunchtime staff and RB Gym and Sport, to encourage 60 minutes of activity per day (30 mins within school day.) • Scootercise to be introduced as a new activity for KS2 pupils. 	<p>ConnectEd play leaders CPD. FREE</p>	<ul style="list-style-type: none"> • 21 play leaders were chosen this year from Y5 and 6, newly appointed leaders attended the play leader training. • 1 sports captain per year group (Y1-6) was chosen this year. • Play leaders were supported by SH with clear roles and expectations of their duties and responsibilities. • Play leaders are provided with a playground map and given the opportunity to choose the activity which they would like to promote, linked to PE lessons where appropriate. They are encouraged to bring an element of challenge when completing these. These are regularly evaluated with SH and adapted where necessary. A list of zones and activities in also displayed on the PE board for Dunstall Hill pupils to view and choose the activities they wish to complete during lunchtime. RB gym and sport also offer opportunities during lunchtime provision on a Monday and Tuesday. • Scooters and helmets were purchased in the summer term to begin establishing the scootercise program, supported by SH, progressing from balancability 	<p>Focus on how scootercise sessions could potentially be assessed to show progression from balancability skills.</p> <p>Continue the lunchtime provision, analysing resources and setting up alternative sporting activities where possible, led by pupil voice.</p>

			<p>sessions in EYFS/KS1. This has been introduced as a lunchtime activity within a designated zone, in addition to balancability to further develop skills.</p> <ul style="list-style-type: none"> • Chance to shine cricket delivered weekly sessions with Y4. This was further supported by delivering cricket sessions during lunchtime provision. • Y4 have taken part in a virtual inter-mat athletic competition. • A playground buddy scheme has also been introduced this year, supported by the buddy stop, to encourage socialisation, friendship building and communication to be utilised in addition to strengthening the community of pupils at Dunstall Hill. 	
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<p>Key indicator 2: The engagement of all 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</p>	<p>Percentage of total allocation: 1%</p>
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Intent	Implementation		Impact	
<p>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: What do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>To increase opportunities to learn to swim to improve the percentage of pupils being able to meet the end of Year 6 NC objectives.</p>	<ul style="list-style-type: none"> • 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. • SLT to arrange for at least one member 	<p>Wolverhampton swimming action group FREE</p> <p>ConnectEd network meetings. FREE</p> <p>Swimming training course £95</p>	<ul style="list-style-type: none"> • Y4-6 have undertaken a term of swimming each-Y6 Autumn, Y5 Spring, Y4 Summer. • Swimming assessments have been maintained for all pupils and this year has focused on distances swum (whether aided or unaided), range of strokes used and ability to self-rescue. • A higher percentage of pupils are more confident to swim unaided, 	<p>To clearly identify swimming achievements in previous year groups for teachers to use as a starting point.</p> <p>To identify staff to undertake the swimming qualification to support pupils in swimming sessions.</p> <p>Promote swimming achievements via a display system, as an alternative to self-assessment programme trialed.</p>

	<p>of staff to undertake the appropriate swimming qualification for staff to support lessons taking place alongside instructors.</p> <ul style="list-style-type: none"> Self-rescue and range of strokes used added to assessment data to identify areas of required support. Implement ConnectEd's child self-assessment swimming programme. <p>Swimming sessions to be held for years 4-6 across the year to increase opportunities to develop and retain prior skills.</p>		<p>use a range of strokes and self-rescue in comparison with last year's results.</p> <ul style="list-style-type: none"> Due to staff changes, there was no staff identified to undertake the training which would be available to participate in weekly sessions, therefore having the impact intended. This therefore will continue to be a focus for next year, to continue improving the % of pupils meeting the required swimming standard. Self-assessments were trialed across Y4-6, these were for pupils to take ownership of and feedback from pupils was neutral, with many pupils feeling this was visually aimed at younger pupils. To enhance this further an alternative will need to be established to recognise achievements. 	
<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.</p>	<ul style="list-style-type: none"> Continued support and promotion of the wellbeing of pupils through physical activity and use of outdoor learning opportunities across the curriculum. PE lead to work with the geography and wild tribe leads to undertake OAA days and make valued use of outdoor learning. EYFS to continue to embed the use of weekly forest school (outdoor learning) sessions. Continue to support the health and wellbeing of children and young people at DHPS using wellbeing afternoons to improve understanding healthy lifestyles, change attitudes and behaviour (link to school priority and PSHE.) 	<p>NHS oral hygiene workshop FREE</p>	<ul style="list-style-type: none"> EYFS make valued use of the forest school area by undertaking weekly activities, throughout the school, opportunities are made where appropriate to use outdoor learning spaces. An OAA enrichment day has been planned and resourced from nursery to Y6, due to constraints at the time this has been postponed to the next academic year. Coaching circles are undertaken weekly with pupils from reception to Y6 and a range of topics is discussed with groups of varied ages. PSHE and science subjects are used across the school to teach pupils about the importance of having a healthy lifestyle and nutritious balanced meals. 	<p>To undertake the OAA enrichment day, as planned, and consider opportunities for similar enrichment days to be incorporated.</p>

	<ul style="list-style-type: none"> • Educate pupils about nutrition and encourage pupils to eat a balanced diet. • Valued use of lunchtime provision supported by lunchtime staff, RB Gym and Sport and play leaders to engage pupils in physical exercise and competition throughout the day. • Links with NHS and other outdoor agencies used to support pupils and their families in making healthier lifestyle choices and education on how to keep our bodies healthy. 		<ul style="list-style-type: none"> • NHS services have worked particularly with Y6 and EYFS this year. Y6 have had discussions linked to epidemiology and leading healthy lifestyles linked to healthy bodies. EYFS have focused on oral health and have distributed information, toothbrushes, toothpaste, and timers to all families. Nursery has also provided families with alternative cups as replacement to bottles for pupils. • Play leaders are provided with a playground map and given the opportunity to choose the activity which they would like to promote, linked to PE lessons where appropriate. They are encouraged to bring an element of challenge when completing these. These are regularly evaluated with SH and adapted where necessary. A list of zones and activities is also displayed on the PE board for Dunstall Hill pupils to view and choose the activities they wish to complete during lunchtime. RB gym and sport also offer opportunities during lunchtime provision. • Scooters and helmets were purchased in the summer term to begin establishing the scootercise programme, supported by SH, progressing from balancability sessions in EYFS/KS1. This has been introduced as a lunchtime activity within a designated zone, in addition to balancability to further develop skills. • Chance to shine cricket delivered weekly sessions with Y4. This was 	
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			<p>further supported by delivering cricket sessions during lunchtime provision.</p> <ul style="list-style-type: none"> Y4 have taken part in a virtual inter-mat athletic competition. 	
<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"> Continued use of clubs to target SEND pupils. Ensure that all pupils feel represented through pupil voice, using school display board and outcome of school council meetings. Raise the profile of Sporting Values. Enhance the quality of the extracurricular club provision, making adaptations to pupils' interests. Enter more unified sport competitions. To create further targeted clubs to entice inactive, PP and girls into sporting activities and upcoming competitions. To provide opportunities for further inter school competitions to take place, particularly through the celebration of the world cup. 1:1 support and appropriate interventions carried out (cross-curricular) to minimise gaps in skills. 	<p>Head start</p> <p>PRICE ABOVE</p>	<ul style="list-style-type: none"> All pupils including SEND and girls are monitored for being active/inactive in clubs throughout the year. Those inactive are targeted through future clubs, including head start. Head start sessions are held every Friday and target identified SEND/PP/Girls which are inactive. Y1-6 have an intervention session on Monday and Tuesday run by RB gym and sport, targeting identified pupils including SEND and girls, this is run on a 3-weekly basis. Pupil voice interviews were conducted with a range of pupils to enable a range of viewpoints to be sought. The pupil voice board displayed is accessible to all pupils to leave notes. Sporting values are focused on each half term and are reiterated within the school PE display. More sporting competitions have been held this year, including some inter mat competitions and competing against other Wolverhampton schools. This has seen the creation of a girl's football team, which would like to continue next year or set up for an alternative sport. 	<p>To create a girl's football team or equivalent, based on interest of pupils.</p> <p>Continue to run intervention sessions with new PE provider, replacement for RB gym and sport.</p> <p>To use findings from girl's questionnaire to amend and adapt future provision as appropriate.</p>

			<ul style="list-style-type: none"> • 27 different after school clubs were held across the year, identified by pupil voice, interests and links to PE sessions or upcoming competitions. These were regularly well attended by pupils' reception-Y6, including SEND and girls. • Youth sport trust girl's questionnaire has been distributed to all pupils in Y4-6. The findings of this will be shared with Dunstall Hill accordingly and evaluated to create ideas for future provision. 	
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Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement	Percentage of total allocation: 90%
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Intent	Implementation	Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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?
<p>Teachers to become more confident in delivering physical education and assessing pupils across all areas of PE.</p> <p>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.</p>	<ul style="list-style-type: none"> • Purposeful CPD to be provided for staff based on the feedback from staff questionnaire. Targeted CPD to be given for year groups undertaking new sports, Nursery (Spring/Summer) and newly appointed members of staff. • 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. 	<p>RB Gym and Sport £17,820</p> <p>PHMAT network meetings FREE</p> <p>Equipment TBC</p> <p>Chance to shine cricket. FREE</p>	<p>Evidence of impact: What do pupils now know and what can they now do? What has changed?</p> <p>CPD has been targeted towards newly introduced sports, newly arrived staff, ECTs and areas identified via staff as requiring developing confidence.</p> <p>End of unit assessments are completed for pupils, using PE passport giving the grade bronze, silver, gold, or greater depth.</p> <p>Staff feedback has been sought in relation to our current provider for schemes of work and assessment. This has seen a change of provider</p>
			<p>Sustainability and suggested next steps:</p> <p>New staff audit to be undertaken identifying all potential sports on offer, to identify clearly where CPD needs are across the school.</p> <p>New PE assessment to be implemented next year, using get set 4 pe as an alternative to our current provider.</p> <p>Staff CPD may be required on how to use Get set 4 pe and the range of resources available through this</p>

	<ul style="list-style-type: none"> • Fine motor skills are identified as an area of focus across the school and is to be supported using Kinetic letters, fine motor activities/resources purchased for EYFS, after school clubs and the valued use of outdoor learning; supported by wild tribe trained staff. • PE passport to be used effectively within lessons to support the workload of teachers and ensure end of lesson assessments are consistent and accurate. • 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 to this as necessary. • Active mathematics and outdoor learning (including forest school) are incorporated at least once a week. • PE lead to undertake visits to other PHMAT schools, identifying areas of good practice which can be implemented at Dunstall Hill. • PE lead to make links with PSHE leads to implement focus days on being active and well-being. 	<p>Active schemes for primary schools FREE</p>	<ul style="list-style-type: none"> • for the next academic year after trials were conducted. • Staff have attended CPD sessions via RB gym and sport throughout the year, targeted at newly identified sports, newly arrived staff, ECT's and identified areas of need. Several members of staff were also given CPD on dance, gymnastics, inclusion and supporting PE sessions, these were provided by ConnectEd to support staff confidence in delivering sessions. • Kinetic letters have been purchased and implemented across the school through phonic and handwriting sessions to support the development of fine motor skills. Resources have been made available to staff to support this such as writing pencils, pens, and frames. • EYFS has received new resources to support the development of fine motor skills and early development of skills using appropriate equipment. • Nursery began to undertake PE sessions from January 2023, and this has supported observation, magical moments, and development of pupils. • EYFS make valued use of the forest school area by undertaking weekly activities, throughout the school, opportunities are made where appropriate to use outdoor learning spaces. • 27 different after school clubs were available across the year and this 	<p>provider.</p> <p>Time to be given for learning walks to be conducted by PE lead.</p>
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	<p>Audit equipment across the schools and purchase additional resources required.</p>	<p>RB Gym and Sport (PRICE ABOVE)</p> <p>Equipment TBC</p> <p>ConnectEd CPD FREE</p>	<p>focused on a range of gross and fine motor skills for all pupil's reception to Y6.</p> <ul style="list-style-type: none"> • End of unit assessments are completed for pupils, using PE passport giving the grade bronze, silver, gold, or greater depth. • Staff feedback has been sought in relation to our current provider for schemes of work and assessment. This has seen a change of provider for the next academic year after trials were conducted. • Progression documents have been created and used by staff for EYFS to Y6 in relation to knowledge and skills. • Learning walks have been hindered this year due to time constraints and ongoing teaching commitments. A pupil voice and book trawl were conducted. This continues to be a focus for next year. Lead has been able to view good practice in another mat school to identify future amendments to PE provision at Dunstall Hill. • Learning objectives and success criteria are shared at the beginning and throughout PE lessons, with examples of what a good one looks like to support pupils' development and understanding. • Active math is used across the school with pupils brining an element of physical activity to cross-curricular lessons. 	
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			<ul style="list-style-type: none"> • PSHE planning and sessions, alongside science, has been used to make links with elements of PE in a cross-curricular way. • Pe equipment has been audited and stock ordered to replenish current equipment and purchase resources for newly identified sports to be introduced next academic year. 	
<p>To provide CPD for staff to support the teaching of gymnastics, dance and OAA.</p> <p>Prioritise staff CPD for new identified sports, newly appointed staff, and Nursery (Spring/Summer)</p>	<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 lead, using inspiration days. • Wild tribe trained staff to support in the valued use made of onsite forest school area, in addition to the local community. Continue to embed weekly forest school sessions in EYFS. • Sports coaches to support the teaching of gymnastics, dance and OAA. • EYFS to focus on improving and enhancing the provision (particularly outdoor) to support the development of core upper body strength and fine motor skills earlier within the year, to ensure sufficient time is given for pupils to refine their skills within these areas. New resources to be purchased to support and embedding of Kinetic letters across the school. 		<ul style="list-style-type: none"> • Staff have attended CPD sessions via RB gym and sport throughout the year, targeted at newly identified sports, newly arrived staff, ECT's and identified areas of need. Several members of staff were also given CPD on dance, gymnastics, inclusion and supporting PE sessions, these were provided by ConnectEd to support staff confidence in delivering sessions. • An OAA enrichment day has been planned and resourced from nursery to Y6, due to constraints at the time this has been postponed to the next academic year. • EYFS make valued use of the forest school area by undertaking weekly activities, throughout the school, opportunities are made where appropriate to use outdoor learning spaces. This has been led by class teachers due to wild tribe trained staff being unavailable. • Weekly forest schools' sessions are also available through after school clubs for pupils to attend. 	<p>New staff audit to be undertaken identifying all potential sports on offer, to identify clearly where CPD needs are across the school.</p> <p>To undertake the OAA enrichment day, as planned, and consider opportunities for similar enrichment days to be incorporated.</p> <p>PE lead and staff to establish working relationship and communication with new provider.</p> <p>Wild tribe trained staff to have more availability to lead sessions with EYFS pupils.</p>

			<ul style="list-style-type: none"> EYFS has continued to evaluate, amend, and enhance the environment, creating zones and purchasing new resources to support the development of pupils from a younger age. Sport coaches from RB gym and sport have regularly been informed with LTP, half termly timetables and relevant planning for interventions, PE sessions, lunchtime provision and after school clubs. Kinetic letters have been purchased and implemented across the school through phonic and handwriting sessions to support the development of fine motor skills. Resources have been made available to staff to support this such as writing pencils, pens, and frames. 	
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Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils Percentage of total allocation:0%

Intent	Implementation	Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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>	<ul style="list-style-type: none"> Offer a range of sporting clubs for pupils to participate in afterschool, including feedback from child voice. 	<p>Chance to shine cricket. FREE</p>	<ul style="list-style-type: none"> LTP has begun to incorporate new sporting opportunities. Resources have been obtained this year to allow this to expand next academic year. This allows students to utilise previously taught skills into new sports and broaden their experiences. 	<p>To continue incorporating new sports into LTP to broaden pupils' experiences of a range of sports.</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 interpersonal skills.</p>	<ul style="list-style-type: none"> Clubs attended by pupils (outside of school) to be assessed and links made to arrange inspiration days to make links with the wider community. 	<p>Active schemes for primary schools FREE</p>	<ul style="list-style-type: none"> Y4 pupils have taken part in weekly chance to shine cricket sessions, and this was provided as part of lunch time provision to pupils from other year groups. 	<p>Continue to use pupil voice to inform clubs for the next academic year to improve & of pupils attending.</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"> 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. Aiming for at least 50% to be confident riders. Scootercise to be introduced to KS2 to further develop skills. 	<p>Equipment TBC</p>	<ul style="list-style-type: none"> Y4 have taken part in a virtual inter-mat athletic competition. 	<p>To continue links made with outside clubs, inviting them in to inspire pupils.</p>
	<ul style="list-style-type: none"> Half-termly newsletters inform parents of the curriculum coverage. 		<ul style="list-style-type: none"> All pupils, EYFS to Y6, had the opportunity to work with sports for schools and our chosen Paralympian Darren Harris. Students engaged in a timed course and learnt about Darren and his achievements. 	<p>Continue to improve on number of pupils achieving expected standard of bike riding skills, especially Y2 pupils which have completed the 3-year programme.</p>
	<ul style="list-style-type: none"> Organise assemblies for Sports Clubs to talk to the pupils about what is on offer and inspire more pupils to try different sports. 		<ul style="list-style-type: none"> Active schemes for primary schools completed weekly sessions in Y1, Summer term, additionally they ran an after-school club for pupils and their families to attend. 	<p>Focus on how scootercise sessions could potentially be assessed to show progression from balancability skills.</p>
	<ul style="list-style-type: none"> Provide staff with opportunities to try different approaches to encourage pupils to be active through celebrating National Sports Week 2023, #Letgirlsplay event, Dunstall Hill sports week, orienteering day, and World Cup 2022. 		<ul style="list-style-type: none"> 27 different after school clubs were held across the year, identified by pupil voice, interests and links to PE sessions or upcoming competitions. These were regularly well attended by pupils' reception-Y6, including SEND and girls. Staff have doubled up in some clubs to enable larger numbers of pupils to attend. 	<p>Staff CPD may be required on how to use Get set 4 pe and the range of resources available through this provider.</p>
	<ul style="list-style-type: none"> Teachers and sports coaches build in opportunities for pupils to lead different parts of the lesson, including warmups, officiating, or setting up equipment. 			<p>PE lead and staff to establish working relationship and communication with new provider.</p>
	<ul style="list-style-type: none"> Clubs to be supported where required by 2 staff to engage a wider number of pupils attending. 			

	<ul style="list-style-type: none"> • Cross curricular lessons to encourage being active to support other areas of learning such as PSHE, active math, Kinetic letters, geography, art. • Staff clubs to be mapped out across the year to ensure that a range of opportunities is available. <p>PE lead to research a range of opportunities/companies we can work with to enhance our experiences.</p>		<ul style="list-style-type: none"> • Clubs attended by pupils outside of Dunstall Hill has been revisited and links with clubs have begun to be made. • Balancability has continued for reception-Y2. This has seen most classes achieve above 50% and an increased number of pupils achieving the expected standards by the end of Y2, following the 3-year programme. Balance bikes have also been made available during lunchtime provision to continue learning these skills. • Scooters and helmets were purchased in the summer term to begin establishing the scootercise programme, supported by SH, progressing from balancability sessions in EYFS/KS1. This has been introduced as a lunchtime activity within a designated zone, in addition to balancability to further develop skills. • Parents are invited to weekly praise assemblies to recognise the achievements of our pupils. These are also shared through the magical moments newsletters and curriculum newsletters which are distributed to all families. Achievements are also displayed through the trophy cabinet and PE achievements display board for pupils to view. • A range of sporting events have been focused on and celebrated throughout the year, where possible this has included inner school and inter mat competitions to be held. 	
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			<ul style="list-style-type: none"> Teaching staff have been supported through CPD sessions with RB gym and sport coaches to identify opportunities for pupils, where appropriate, to lead, officiate and set up equipment within lessons. Staff are continuing to use physical activity across a range of subjects, such as active math, using the outdoor environment where possible and making links with PSHE and science topics. After consultation with staff and a review of sports premium funding use, an alternative provider has been sought for the next academic year to use as a scheme of work and to provide CPD. 	
<p>To improve outdoor learning opportunities across the school.</p>	<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. Wild tribe trained staff to support in cross curricular use of outdoor learning and forest school areas, further endorsed using after school clubs and supporting EYFS with weekly sessions, where possible. EYFS/Year 1 to continue to develop outdoor provision to further enhance opportunities to develop core upper 	<p>Chance to shine cricket. FREE</p> <p>Active schemes for primary schools FREE</p>	<ul style="list-style-type: none"> EYFS make valued use of the forest school area by undertaking weekly activities, throughout the school, opportunities are made where appropriate to use outdoor learning spaces. This has been led by class teachers due to wild tribe trained staff being unavailable. An OAA enrichment day has been planned and resourced from nursery to Y6, due to constraints at the time this has been postponed to the next academic year. EYFS has continued to evaluate, amend, and enhance the environment, creating zones and purchasing new resources to support 	<p>Wild tribe trained staff to have more availability to lead sessions with EYFS pupils.</p> <p>To undertake the OAA enrichment day, as planned, and consider opportunities for similar enrichment days to be incorporated.</p>

	<ul style="list-style-type: none"> body strength and fine motor skills. PE lead to liaise with geography lead to organise a whole school OAA inspiration day. 		<p>the development of pupils from a younger age.</p>	
<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. Clubs attended by pupils (outside of school) to be assessed and links made to arrange inspiration days to make links with the wider community. 		<ul style="list-style-type: none"> Clubs attended by pupils outside of Dunstall Hill has been revisited, all pupils from reception to Y6 have been asked to identify any outdoor activities which they participate in, and these have been noted. Links have begun to be made with these clubs this year with the focus to continue working with these, signposting to school community and to arrange inspiration days at Dunstall Hill. Parents of all pupils have been informed of the swimming opportunities within the local area. This has included the council offer off free swimming to children or discounted offers for families to encourage more pupils and their families to access swimming facilities and further develop their ability. Active schemes for primary schools, chance to shine cricket and sports for schools have worked with Dunstall this year to promote a love of physical activity and healthy lifestyles. The school website -PE section- continues to be established to use this to promote and signpost 	<p>To continue links made with outside clubs, inviting them in to inspire pupils.</p> <p>Continue to use school website to promote sporting opportunities.</p>

			opportunities within the local community, as well as at Dunstall Hill.	
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Key indicator 5: Increased participation in competitive sport	Percentage of total allocation: 0%
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Intent	Implementation	Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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. Continue to engage pupils with leading, managing, and officiating school sport –1 sports leader from each class year 1-6 and up to 30 Play Leaders from Years 5/6, 4 Head Play Leaders from Year 6. Enter more unified sport competitions. Maintain the Gold Mark in the School Sports Mark accreditation to progress to platinum. Of the non-active population, engage at least 15% through a targeted provision or afterschool club. 	<p>£ PHMAT PE Network Meetings FREE</p> <p>Virtual/ in person competitions FREE</p>	<ul style="list-style-type: none"> Pupils have continued to be encouraged to compete during lunchtime provision activities, this is being supported by the play leaders. An element of competition has also been implemented through CPD sessions delivered to staff by RB gym and sport, where appropriate, within PE sessions. Teaching staff have been supported through CPD sessions with RB gym and sport coaches to identify opportunities for pupils, where appropriate, to lead, officiate and set up equipment within lessons. This has been continued through the play leader training to enable our leaders <p>To create a girl's football team or equivalent, based on interest of pupils.</p>

- PE lead to decide which sporting competitions Dunstall Hill would like to enter, signing up to the school games competition calendar.
 - Competitions entered to encourage an inclusive provision and opportunities for all.
 - Continue to enhance the school's house system and run inter-house competitions in PE lessons where appropriate.
 - 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, particularly to celebrate the World Cup 2022.
 - Continue to enhance the school's website regarding PE in collaboration with other PHMAT PE leads.
 - Continued use of sporting achievements to be displayed using the school boards.
 - Continued use of clubs to target SEND pupils.
- PE lead to track active and inactive pupils attending after school clubs and inform staff to target for future clubs offered.

to confidently undertake these skills and support other pupils in doing so.

- More sporting events have been undertaken this year including:
 - football matches undertaken by all pupils as part of the world cup event
 - football matches for reception, Y2 and Y5 run by RB gym and sport
 - sports hall athletics
 - Multiskills competition
 - sports for school's athlete event
 - chance to shine cricket
 - UTC physical activity event
 - Girls/boys football tournament as part of football week
 - KS2 cricket competition
 - KS1 cricket festival
 - Netball competition
- Submission made to school sports mark to continue achieving the gold level accreditation currently held.
- Sporting calendar has been used to identify potential sports which we would like to attend.
- Sporting events undertaken have been inclusive and provided equal opportunity for SEND, PP and girls involvement. For the football week this saw the creation of a girl's football team which we would like to continue within the next academic year.
- The school website -PE section- continues to be established to use this to promote and signpost opportunities within the local community, as well as at Dunstall Hill.
- Achievements are displayed through the trophy cabinet and PE

			<p>achievements display board for pupils to view.</p> <ul style="list-style-type: none"> • 27 different after school clubs were held across the year, identified by pupil voice, interests and links to PE sessions or upcoming competitions. These were regularly well attended by pupils' reception-Y6, including SEND and girls. • All pupils from reception to year 6 have been tracked throughout the year for their attendance or inactivity within clubs. This information is shared termly with staff in preparation for new clubs to begin, so that pupils can be targeted to attend clubs on offer. Some pupils are targeted through the weekly let's get active scheme or interventions for Y1-6 which happen Monday and Tuesday on a three-week cycle. 	
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Signed off by	
Head Teacher:	R.Chander
Date:	10.07.23
Subject Leader:	S.Steele
Date:	10.07.23
Governor:	
Date:	