

Dodford First School
PE Sports Funding Report 2021 -2022

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why?
 Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2021	Areas for further improvement and baseline evidence of need:
<p>Opportunities for disadvantaged pupils engagement by partial of full funding of clubs</p> <p>Sports Crew actively involved in sport through organising lunchtime play (when restrictions allow) and through sports award which led to Gold Award. Involvement by Sports Crew in Sports Day (bubble restrictions in place).</p> <p>Online Zumba and Yoga teachers due to Covid restrictions and offered through home learning.</p>	<p>1)Continue to embed and adapt approach to PE across the school Involving pupils through pupil voice, to decide upon playground activities including the revamping of the playground lines to insure more active playtimes.</p> <p>2) Further increased participation in competitive sport (inter-school events) especially after missing out due to COVID.</p> <p>3)Continue to increase staff knowledge, confidence and skills across a wider range of sports and areas – staff audit and working alongside experienced and qualified sports coaches.</p> <p>4) Continue to further offer a variety of activities for curriculum time or extracurricular clubs (particularly by part funding or solely funding clubs and offering to FSM children.</p> <p>5) Continue to develop role of play leaders (if possible due to Covid) Involving children in pupil voice – related to playground, level 0 sports (competitive individual).</p>

Academic Year: 2021/2022	Total carried over 2020-2021: £3352.96 Total fund allocated 2021-2022: 16,600 Total fund: £19,952.96 Total spend 2021-2022: £19,500 Total carried over: £452	Date Updated: July 2022
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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:
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: £16,600	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>Children engaged in regular physical activity during playtime</p>	<p>Sports equipment purchased so equipment can be used every playtime to encourage activity.</p>	<p>Equipment purchased £200</p>	<p>Children able to participate in activity during lunch times and break. Teachers could focus and engage inactive children effectively at playtimes, play times and lunch times. Children were able to socialise and play well. Behaviour improved.</p>	<p>Consider alternative equipment which could be purchased following on from Paralympic events.</p>
	<p>Sports crew trained through All Active Academy</p>	<p>£180</p>	<p>Sports Crew timetabled for daily activity to encourage others to be physically active</p>	
<p>To ensure children have the opportunity to be physically active for at least 30 minutes of each day in school and to encourage 30 minutes outside of school hours.</p>	<p>Sports Coach trained Play leaders in year 4 – who cascaded their ideas to the rest of school. Sought opinion of children in school</p>		<p>Children were actively involved in playtime games promoting good social skills and enhancing wellbeing for all.</p>	<p>New Sports Crew to be trained September</p>
	<p>Playground markings renewed in consultation with Sports crew. Sports crew</p>	<p>£8068</p>	<p>Children active at playtimes Markings have been seen to be used every playtime and lunchtime. Active Maths and English sessions are able to be taught outside more frequently. Used for interventions and nurture groups.</p>	
	<p>Continue to ensure that break times and lunchtimes were active through purchasing of playtime equipment. Timetable showing rotation of outside spaces so all children can utilise the equipment and resources.</p> <p>Sports Coach was employed to provide variety of sporting opportunities outside of normal curriculum – offering extra – curricular clubs – particularly targeting lower incomes and less active children.</p>	<p>£3000</p>	<p>Children canvassed by Sports Crew .. views on playground/ wants / desires to ensure children used playground effectively.</p>	

<p><i>To develop and improve our general outdoor learning equipment to encourage all children to be active</i></p>	<p>Daily Mile continued throughout all classes in school</p> <p>Playground markings renewed in consultation with children through Sports Crew . Sports Crew canvassed children in school . Focus upon active maths and active English markings .</p>	<p>£8068</p>	<p>Children using the markings. Pupil voice demonstrated children's excitement and regular use of playground.</p>	<p>Sports Coach /Sports Crew and staff to teach/ train children how to use playground equipment / markings to ensure good behaviour / encourage activity on playground.</p>
<p><i>Bike skills</i></p>	<p>Bike- ability training for all Year 4 children. Build confidence, encourage good health and well-being, encourage children to get out on their bikes at home. Children have greater control over their bikes and are taught bike awareness.</p>	<p>£200</p>	<p>The hope is that children are more active outside of school . Children have confidence in ability, better control of bike and road awareness.</p>	<p>Road awareness. Road Safety skills for Year 4</p>

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

Intent	Implementation	Impact	
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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:
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<i>Develop the PE curriculum across school to help children re engage with their learning</i>	After school clubs to be utilised to support children’s social and team building skills, identified as lacking by class teachers. Offered for free to children , Autumn, Spring and Summer Term. Engage parents with School Games	Football - £1000 Multi skills - £1325	Registers from after school sports clubs. Building of skills and attitudes to being active. Promotion of School Games Day	
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<p><i>To promote the importance of healthy lifestyles and being active with the pupils and the wider community (parents)</i></p>	<p>Day Signpost parents to clubs and community links Attitudinal survey with children at start of year and review at the end of the year to gauge children's perceptions of being active. Dance and sports coach . Opening ceremony created with dance coach .</p>	<p>£300</p>	<p>and importance of keeping healthy . Children's answers in questionnaire</p>	
<p><i>Ensuring that we are catering for our children's mental health and well being (feeling good and functioning well)</i></p>	<p>Use resources and outside agencies to support our delivery of wellbeing techniques children can utilise. Regular end of month Feel Good Fridays with theme chosen by children, linked to school values. Sporting activities linked using specialist sports coach. Resources purchased for Feel Good Fridays . Focuses included challenge, resilience, courage, teamwork .</p>	<p>£500</p>	<p>All had a positive impact upon children's mental health and wellbeing with children stating to staff members that Outdoor Days and Feel Good Fridays were brilliant and they looked forward to them.</p>	
	<p>Yoga teacher in school for ALL year groups using a qualified Yoga teacher. Duke Yoga</p>	<p>£1000</p>	<p>Children were able to socialise and build friendships. Face challenges and build resilience. Evidenced through discussions with children.</p>	
	<p>Children in Year 4 participated in residential trip</p>	<p>£1627.50</p>		
	<p>African dance</p>	<p>£400</p>		
<p><i>To raise the profile of PE in school with all stake holders</i></p>	<p>Purchasing of children's T shirts for competitions outside school .</p>	<p>£384</p>		

Continued purchasing of sports clothing for staff members .

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
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:
<i>To continue to develop the PE curriculum across school to help children maintain engagement with learning.</i>	To continue to provide CPD for staff in areas they have identified, including those offered by All Active Academy Update the PE curriculum to ensure progression of skills and no repetition of skills.	All Active Subscription. £404 CPD During curriculum time		
<i>Ensure that staff are able/capable to teach all areas of PE and games to a good or better level.</i>	Specialised coach continues come in and supporting school staff in specific specialised lessons. Staff participate in joint lessons to up skill	See costs above	Staff feel more confident teaching aspects of the curriculum.	To give out the yearly staff questionnaire to gain an understanding of further staff CPD requirements so that we can develop staff's subject knowledge and confidence.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 0.9%
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:
<i>To continue to adapt the PE curriculum to include a broader range of sports and activities</i>	Inclusion of Yoga live lesson within curriculum time All year groups used a Dance coach in the Autumn and Summer term Free after school clubs were offered to all children in school.	Zumba - £90 Yoga - £1000 £1949.50 See above	All children got to take part in additional sport's sessions and experience a different sport. Links to clubs linked to the coaches were signposted. Impact to be evidenced through discussions with children in Autumn 2022. Ideas from online dance coach could be used by teachers for future planning. September 2021. Year 3 children complete a application to be on the Sport's Crew. The impact will be measured during the Autumn Term.	To include an alternative sport into some Year groups to motivate children of all abilities.

<p><i>More outdoor activity encouraged, not directly 'PE'</i></p> <p><i>To continue to ensure children of all abilities are engaged and motivated by PE and games inside and outside of lesson time.</i></p>	<p>Year 4 residential trip</p> <p>Free after school clubs offered to all school . Online Dance and Yoga used during lesson time.</p> <p>Discussions at start of year with Year 3 to ascertain interest in who would like to be considered to be in Sport's crew. Training of Year 3/4 playtime leaders took place in September 2020 and to take place in September 2021 with new Sport's Crew.</p>	<p>See above</p> <p>See above</p>	<p>Impact upon children's self esteem and confidence evidenced by photographs and discussion with children after event</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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:
<i>To offer a range of competitive events to help to include more children in competitive sport.</i>	<p>We offered as many chances (virtually) for different year groups to be involved in competitions run by the All Active Academy as possible. We took part in the Summer Games and the Paralympic and Olympic games/ activities.</p> <p>“Level Zero” competitions to help improve children’s skills were included in each games unit by the sports coach and teachers.</p> <p>Level Zero events were carried out by the Year 3/4 Sports Crew . Suggested games and activities were provided for other year groups. Sports Coach worked with other year groups to teach playground games then taught Playleaders to enable them to run in wider school</p>	AAA offer	All children have taken part in some level of competition.	

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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	

Governor:	
Date:	