

**Dogsthorpe Academy Sports Premium Plan**

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| Key achievements to date until July 2019: | Areas for further improvement and baseline evidence of need: |
| An increase in the range of extra-curricular sports/physical activity clubs on offer to all children across the academy, with increasing participation rates from last year.  A greater participation in physical activity across the academy, due to active playgrounds, active classroom lessons, extra-curricular clubs, movement breaks & increase focus on vigorously active PE lessons | Development of swimming skills through more intense and targeted lessons in lower phase (Year 3) and top-up in upper phase (Year 6).  A greater variety of children participating in competitive sport, across a varied range of disciplines.  Develop closer links and opportunities to showcase/ share learning with parents and the local community. |

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| Meeting national curriculum requirements for swimming and water safety. |  |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  **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. | 51% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 51% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 40% |
| 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 |

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| **Academic Year:** 2019/20 | **Total fund allocated:** £19770 | **Date Updated:1/12/2019** | |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** | **18** |
| 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: |
| Integrate and develop training of staff and incorporate the use of new equipment and an alteration in organisation of activities, to allow children to take part in more physical activity, during the school day.  To increase the number of children that are participating in physical activity during the school day  To provide extra provision to increase the number of children that can meet the national requirements for swimming. | To train and upskill midday supervisors, utilise the ability of a sports apprentice (level 4) to lead. Develop children (Sports Leaders) to lead and take ownership of leading physical activities for themselves and others. In house training to be delivered by PE Specialist teaching staff & further support from PE specialist consultancy (through PE partnership).  - Introduction of a variety of sporting equipment for physical activity  - Maintenance/replacement of PA equipment for Active break/ lunch  - Inspiring equipment and provision for extra-curricular clubs (Boxercise, Dance, Fitness)  To provide resources and alternative support to teachers to ensure 30minutes exercise is taking place on non-curricular PE days within other subject areas  - Active Maths/ Science  resources  - Cross curricular virtual links and support.  To organise six weeks of top-up swimming provision, to increase the competency, confidence and proficiency of a number of Year 6 children. | £800  £500  £500  £500  £300  £1000  £3600 | CPD and Training was been booked in for June 2020. But had to postponed due to Covid-19. Presenting opportunities for staff and children in sept/Oct 2020 for ideas to be refreshed, trialled and used for the year ahead.  New equipment was ordered and has been used on the playground to increase the number of children who participate actively at break and lunchtime.  Extra and diverse equipment to provide support in extra curricular clubs has been purchased to raise the profile and increase the quality of lesson and extra-curricular provision.  Boxercise and diverse sporting equipment to be ordered when returning fully following Covid-19 Pandemic  Use of 5 a day TV, Supermovers and Premier League Stars to support with Cross curricular links.  Transport and Booking of the pool was organised for the final half term in June – July, but due to Covid-19 this didn’t happen. | This training and the roles will be reorganised for Sept/ Oct 2020, to allow more active opportunities and engagement at break and lunchtime. To encourage children to be increasingly physically active throughout the school day.  New equipment has been used over the academic year and is monitored by sports leaders and staff in zones, this is increasing the number of children being active at break time and their attitudes to being physically active (80%+ explained they had fun at breaks and lunches). Therefore, this will be enhanced with further equipment and a wider range of opportunities to be PA in 2020/21.  To offer a wider variety of extra-curricular clubs/ competitions, the equipment and resources will be ordered into the new academic year, with considerations of regulations/ recommendations/risk assessments following Covid-19.  Top-up swimming will be planned in the final half term, to allow year 6 to meet national recommendations of distance, strokes and safe self-rescue procedures. |
| **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** | **35** |
| 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: |
| Raise the profile of PE through children accessing a broad range of activities, which are associated with each aspect of the curriculum.  Inspire children to want to learn more about physical education and personal development  Allow children a greater range of extra-curricular opportunities, which link to experience in the curriculum (PE), develop links with the local clubs (SS) and generally increase activity levels (PA). | To maintain the current, and replace used PE and sports equipment; Staff will be regularly using, checking and testing the equipment. To ensure equipment is safe, suitable to use and effective in a safe active and practical environment.  The replacing of old equipment with new, modern equipment will help to engage and inspire children to want to participate further in physical activity and school sport.  Inspiring children through specialist support, by a sports apprentice, in curricular PE, to aid provision across all aspects of PE and with particular groups/ individuals where most suitable. Used to enhance a personalised physical learning experience.  Specialist (external) coaches/ provision;  Dance – Chloe’s Dance Company  Cricket East – J Bigham  Yoga –  Let’s Get Healthy – D Tempest  Self defence/Martial Arts | £1500  £3000  £2000  £200  £200  £6,900 | Monitored and identifying equipment by keeping a regular inventory has allowed maintaining, upkeeping and ordering equipment to allow a diverse range of activities to be accessed & provision to be delivered to allow pupils to access a wide range of activities and be engaging & inspiring.  A Level 4 Sports Apprentice (Mr Ward) has been supporting in most PE lessons to allow higher level and quality of provision for all children in making progress and in supporting in trying to meet the age related expectations.  Mr Ward, leads extra-curricular clubs, three times a week, to allow a greater number of children to access physical activity and school sport. See Extra-Curricular Figures  Extra-Curricular coaches have been attending and leading good quality provision with increasing numbers of participation to allow children to be inspired to participate in prolonged activities and exercise, raising the profile of PESSPA. | To continue to monitor the equipment, to introduce diverse, differentiated equipment and to keep it all up to date, safe and suitable for the children and the activities in lessons, extra-curricular clubs and during break/lunch time.  To encourage continuity of role and expectations within PE & School Sport. A new level 3 Sports Apprentice will be employed to continuing in supporting with PE lessons, extra-curricular clubs and leading the playground activities over break and lunchtime. This has been very beneficial to the children over the past three years, with very positive feedback, such as; 80% always enjoy PE, ‘The PE TA is fun and helps me in PE’ & ‘I really enjoy PE/ Sports clubs after school’. Therefore, to ensure the delivery of PESSPA is high quality and maintains the interest of most of the children, specific PE support will be continued. |

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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** | **9** |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| To ensure all staff that are teaching/leading PE are confident/ up to do date in each area of the curriculum  To ensure all staff (Teachers, TA’s & Midday Supervisors) receive a range of training to support them in teaching/ leading activities | Specialist PE Teacher and Sports Apprentice to attend bespoke CPD on diverse areas of the curriculum, to develop a range of ideas into curricular and extra-curricular provision.   * Table Tennis * Badminton/ Tennis * Handball   Alison Consultancy & PE Teacher to provide CPD for teachers, to ensure they are confident/ assertive in planning and delivering PE lessons across a range of the curriculum areas.  Alison Consultancy & PE Teacher to provide CPD for TA’s and Midday Supervisors to ensure they are confident in leading physical activities, during breaks/ lunches. | £1000  £800  £1800 | Not completed during this academic year Due to Covid-19  PE Coordinator has attended two CPD meetings – Super Me: which is directly linked to children and developing greater understanding of mental wellbeing, Sports Premium/ Ofsted framework. Due to Covid-19 attended one virtual meeting to address social distancing and implementing safe practice in PE, following Covid -19.  Specific training had to be postponed due to Covid-19 | These CPD opportunities will be transferred and booked on to in the new academic year, to allow a greater understanding and incorporate different ideas of engagement into lessons and EC clubs.  Networking opportunities and sharing of resources, has proved valuable, over the difficult time of Covid19. These meeting maybe done remotely moving forward but will still be attended and allow good practise to be shared.  CPD with PE specific consultancy will be rebooked to upskill and develop the confidence of TA’s & MDS. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** | **23** |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Additional achievements:  To widen the children’s awareness of what activities and sports are available for them to participate in and pursue as lifelong activities  To enhance new curricular/ extra-curricular activities with effective and bespoke equipment to support the learning and experiences.  To broaden the children’s experiences of live/ professional sport, to raise the profile and inspire further interest in participation. | To raise children’s awareness of the diversity of Sports, particularly within OAA, to allow them to take part in an enrichment opportunity or an adventurous sport, such as sledging/ sit ski.  Milton Keynes – Xscape/ Snozone  To develop each aspect of the curriculum and make it appealing/ engaging to the children.   * Boxercise Pads * Yoga/ Exercise Mats * Active break/lunch coloured barriers   Enrichment opportunity to allow children to watch/participate at a sporting venue with professional athletes.   * Premier League Football * County Cricket * Tennis | £3000  £1000  £500  £4500 | Children in years 4 & 6 gained a life changing experience of an Outdoor Adventurous Activity – Sledging. The enrichment opportunity took place in a specialist snow environment of Xscape. This allowed most children to gain experience of different temperature, conditions, clothing and present new opportunities of adventure sports. Due to the demographic of Peterborough, this provides an understanding of and encourages the children to try diverse and new sporting ventures when presented to them. Feedback from the children who attended, was 80%+ said this was there favourite trip throughout their time at DA.  Yoga Mats – To raise the profile of PESSPA and encourage a greater engagement and participation of the fitness unit during PE. This has also helped to increase the numbers of children participating health and fitness based clubs.  Due to Covid-19, this enrichment opportunity couldn’t be organised or completed. | As this enrichment opportunity has been completed over two year, this has allowed all children to gain this experience. Therefore, a similar opportunity to access a varied demographic and diverse environment will be offered to provide a range of experiences and build upon life values whilst being physically active.  Continue to introduce new, exciting and engaging equipment to promote and encourage participation in physical activity and an active lifestyle.  Further events will be taken into consideration, following the government guidance post Covid19, to develop experiences of professional sport. |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | | **Impact** | **15** |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| To be able to attend/allow more children to participate/ compete against others through intra/inter school sport.  Increase the amount of children experiencing school sport competitions and participating in a competitive environment. | Ensure that following a unit each term there is a house competition to allow children to access Intra-school competition using the skills they have developed.  Increase the amount of equipment required to complete competitions.   * Benches * Bibs/Cones * Athletics equipment * Tag Belts * Balls   Enter in and transport to a greater range of fixtures/ tournaments/ competitions against other local schools/ academies in Inter-school competitions. Select a greater range/ spread of children to experience competition, rather than some children gaining multiple experiences. (Cross Country, Gymnastics, Rounders, Netball, Hockey) | £1000  £2000  £3000 | One intra School Competition was completed in the Autumn Term, which allowed children to compete against others in their year groups across houses, developing their understanding of following rules, being part of a team, gain success and failure and sportsmanship.    One Intra school competition wasn’t completed due to Covid-19 and one was done with limitations of social distancing and equipment.  6 Competitions were entered, and transport hire was used for these to go ahead, otherwise this wouldn’t have been possible. Therefore, having a positive impact on SS and gaining competitive experience for approximately 60 children. (Boys/Girls Football Tournament, Cross Country, TAG Rugby, Dance Festival) | Continue to include intra-school competition where possible to ensure of competitive experiences and values.  It is understood Inter school competitions will be limited, following Covid19, therefore this will be an area of focus following the pandemic, in the meantime this will be done through intra-school opportunities where possible. |

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| Head Teacher: |  |
| Date: |  |
| Subject Leader: |  |
| Date: |  |
| Governor: |  |
| Date: |  |