

Doxey Primary School



Sports Funding Impact Report

2019/20

What is the PE and Sports Premium Funding?

The government has providing funding of over £450 million per annum for academic years 2013-2020 to provide new, substantial primary school sport funding. This funding is being jointly provided by the Departments for education, Health and Culture, Media and Sport and will see money going directly to primary school head teachers to spend on improving the quality of sport and PE for all their children.

The sport funding can only be spent on sport and PE provision in schools.

Purpose of funding

Schools have to spend the sport funding on improving provision of PE and sport but they will have the freedom to choose how they do this.

The vision for the Primary PE and Sport Premium: **ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE:** To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

Key Indicator 1: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

Key Indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement

Key Indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport

Key Indicator 4: broader experience of a range of sports and activities offered to all pupils

Key Indicator 5: increased participation in competitive sport

The school has been receiving the funding since 2013.

Key achievements to date:	Future Ideas and Development areas beyond 2020
<ul style="list-style-type: none"> • Schemes of work and assessments for PE are now in place across the school in line with the new PE curriculum. The new schemes will continue to be used in future years. The confidence and knowledge of the staff members has been significantly improved giving them the confidence to deliver the curriculum across the key stage in future years. • Activities planned throughout the year, including making posters, enrichment days & award ceremonies have helped promote the profile of health and meeting recommended daily activity levels has been raised. Developments within lunchtimes and additional extra-curricular clubs on offer to pupils has led to increased participation, fitness levels and enjoyment for pupils. This has been particularly apparent for previously non-active pupils and a big focus has been on providing the opportunity for pupils to try alternative activities and sports. • Pupil sports leaders continue to be trained to lead and organise events in school alongside the lunchtime staff. • Activities pupils have enjoyed and found they want to continue with, in or out of school, has led to sustainable attitude change and increased present and future participation. • An increased number of pupils this year have been involved in competitive situations organized by our local SGO. This has meant that there have been more children participating in within school competition, increased competition between other schools. • Involved parents in understanding importance of an active, healthy lifestyle via newsletters, anomaly board and school dojo. • Enriched the curriculum with alternative sporting activities such as archery, judo and laser tag. • Develop skills of lunchtime supervisors to create 'active zones' which will promote an active lifestyle • Achieved the school games recognition award 2019/20 • Achieved the Virtual School Games Award 2019/20 • Achieved the School Games Bronze Award 2018/19 	<ul style="list-style-type: none"> • Embedding the use of PEDPASS (Physical Education Daily Physical Activity School Sport) planning and assessment system for PE by all teaching staff • Continue to develop the CPD needs of all staff teaching the PE curriculum with a focus on new teaching staff and staff in new year groups. • Further developing our provision of the swimming curriculum to ensure an increase in end of KS2 expectations. • Raise awareness of emotional wellbeing for both staff and pupils. • Train new playground leaders in upper KS2 • Aim to achieve the Silver School Games Award

Long-Term Vision for Physical Education

At Doxey Primary School we believe that Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. We aim for both teachers and children to be aware of its importance. We strive to provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. We value the importance of a varied curriculum experience. Our aim is to increase participation in physical activity outside of the two hours offered as part of the curriculum. In order to achieve this vision, we strive to offer varied opportunities for engagement in physical activity at lunchtimes and after school, which are tailored to the children's interests.

Our Vision for 2020/21:

Our PE curriculum will deliver:

- Core areas of PE: Dance, gym, athletics, games, swimming, outdoor and adventurous activities
- All staff teaching their own PE lessons
- All pupils receiving at least 2 hours of PE a week
- Positive development of social and emotional skills
- Consistent planning and assessment with the introduction of PEDPASS

The health of pupils & School Community:

- Explicit links are made between the PE and science curriculum (balanced diet, pulse rate, muscles, skeleton)
- Core skills of self-esteem and mental wellbeing developed through yoga and mindfulness activities (supporting physical development)
- Lunchtime activities are active with wider opportunities for physical activity with trained playground leaders to support

Extra-curricular provision will involve:

- Increased KS1 participation starting with a dance club
- A variety of after school clubs from multi sports to football
- Opportunities for pupils to find alternative exercise that they can enjoy and continue outside of school
- Links with outside clubs such as cricket, rugby and martial arts.

Links to wider community/clubs/ facilities:

- After school clubs
- Enrichment throughout the term
- Competitions
- Local clubs coming to do introductory lessons
- Staff CPD

Outcomes: All pupils will leave the school...

- With basic skills in all areas of the PE curriculum
- Confident to participate in group activities at their own level
- With a good understanding of a healthy lifestyle and how exercise is part of that
- Having found a life-long love of healthy exercise to suit them

Links to whole school improvement:

- Enhanced wellbeing and character education
- Developed fine and gross motor skills helping in all other curriculum areas
- Improved mental health means increased concentration and focus in other lessons
- Developed social skills through team games and a variety of competitive situations

Amount of grant received IN YEAR 2019/20: £17,545

This year due to the situation with Covid-19 not all of the subsequent impact has been able to take place. Therefore, we will be carrying forward the following actions into next year. The following table details the actions and spend we were able to complete and the impact we felt this made.

Area of Focus	Amount Spent	Impact	Sustainability
<p>Improve Pupils Health and wellbeing.</p> <p>Increase in amount of time pupils are physically active.</p> <p>Develop outdoor learning opportunities on school site.</p> <p>Improve confidence, self-esteem, well-being across the school for staff and pupils.</p> <p>Key Indicator 1 Key Indicator 4 Key Indicator 2</p>	<p>Commando Joes Fun and Fitness Ltd £1995</p>	<p>The Character Curriculum/programme helps our children develop skills, knowledge and understanding whilst building their capacity to choose intelligently between decisions that contribute to their character development and specific learning.</p> <p>Building the confidence of our Doxey children is of utmost importance: children with high self-esteem are better able to make difficult decisions under peer pressure, approach adults for support, and be self-sufficient in their learning.</p> <p>As we follow the missions throughout each term, the children develop resilience through many activities, being part of the team, performing challenges or having a leadership role. They develop their sense of adventure and increase their self-sufficiency by taking part in new and unfamiliar activities.</p>	<p>Staff and pupils learnt strategies for emotional health, confidence, team building and well-being will be embedded into practice and have a long term impact on their ability to deal with challenging situations.</p> <p>The embedding of Cojo will continue, impacting on future year groups.</p>
<p>Improve Pupils Health and wellbeing.</p> <p>Increase in amount of time pupils are physically active.</p> <p>Develop outdoor learning opportunities on school site.</p> <p>Offer different types of activities – dance, yoga.</p> <p>Key Indicator 1 Key Indicator 4 Key Indicator 2</p>	<p>Anomaly Board Rental £3550</p>	<p>The Anomaly Board is located on the playground for all the school to see, including the parents. It has content to target key health and well-being issues throughout the year, encourage children and young people to take responsibility for their own health through their diet, fitness regime and dental care.</p> <p>It improves the communication between school and home with messages, information and photos/videos. It also has mental health content displayed on the screen. It equips children with the understanding they need to process their mental health and the compassion they need to help others.</p>	<p>The continued use of the anomaly board will give the children access to exercise videos and dance routines.</p> <p>It will encourage respect of other faiths and cultures. Encouraging positive mental health and mindfulness.</p>

<p>Curriculum</p> <p>Enrichment activities which they may not otherwise experience.</p> <p>To increase the number of pupils participating in lunch time and after school clubs.</p> <p>Embed staff confidence and ability to teach PE as per identified need.</p> <p>Key Indicator 2 Key Indicator 3 Key Indicator 4</p>	<p>Sports Coaching £6250</p> <p>Enrichment Provision £5250</p>	<p>At Doxey, we employ a specialist teacher for engaging children in exciting physical enrichment activities. Pupils have the opportunities to engage in enrichment activities which they may not otherwise experience, these currently include: zorbing, laser tag, judo, self-defence, archery and clay pigeon shooting. These activities encourage pupils' physical and emotional development, enhancing their general wellbeing.</p> <p>Increased outcomes for pupils through improved pupils progress/skill development/ enjoyment of lessons.</p>	<p>Pupil have developed a love of PE and feel confident to continue to participate with health and sport related activities in their future life.</p> <p>PE subject lead vision and strategy in continuing to move school forward towards desired outcomes.</p> <p>PE planning and assessment now needs to be embedded so all teachers feel confident to teach PE.</p>
<p>Competition and Community</p> <p>Continue to offer a range of competitive opportunities for all pupils.</p> <p>To increase links with community clubs and organisations.</p> <p>To increase the awareness and engagement of parents in health and sports activities.</p> <p>Key Indicator 4: Key Indicator 5</p>	<p>PE Course £360</p> <p>Staff time to take children to competitions.</p>	<p>Pupils developing and applying key life skills through their participation in PE and sport including trust, respect, teamwork and communication. Sports Leaders ran intra school competitions within house teams.</p> <p>Increased number of pupils participating in competitive opportunities and reporting increased enjoyment in these. School achieving the recognition award this year from school games.</p> <p>Parental engagement improved and parents being more physically active with their children at home. Virtual sports week was run this year because of lockdown.</p>	<p>Areas improved through working towards school games mark criteria will also be sustained and built upon further in future years.</p> <p>Raised profile of health and well-being apparent to pupils and families will ensure a year on year involvement of pupils and encourage more pupils to join teams.</p>

Swimming

Due to the covid-19 situation we were unable to take pupils swimming from March onwards and have been unable to collect the data for year 6 Swimming. We plan to look at swimming as an area of priority next year to ensure that we catch pupils up with provision as best as possible and also liaise with the high school with regards to the year 6 pupils and the next steps in developing their swimming.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
Percentage of Year 6 pupils who could swim competently, confidently and proficiently over a distance of at least 25 metres when they left primary school at the end of last academic year?	42%
Percentage of Year 6 pupils who could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	42%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	42%
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 – staff member to support individual pupil poolside.