

Dunalley Primary School Sports Premium Report 2021-2022

Evidencing the impact and sustainability of the programme

Sports Premium Overview

The Sports Premium is a supplementary yearly funding from central government. All primary schools spend this funding on additional and sustainable improvements to the provision of PE and sport in their establishments. These improvements must benefit all primary age children, so that they can develop healthy lifestyles.

Playing sport helps to keep children mentally and physically healthy. Playing sport at school or in a local club is also the first step along the path to competition at the highest level.

Often when young people leave school, they stop playing sport, which can lead to a less healthy lifestyle. Encouraging children to play a range of sports safely from a young age provides them with the opportunity to develop a lifelong interest in sport.

Each year, primary academies and maintained primary schools (like Dunalley) must publish information about the use of their Sports Premium. The information contained in this report, shows the amount of grant received, where and how it was spent and the resulting impact on the children's physical education and sports participation.

Key Indicators

There are five Key Indicators used in this report. These are to:

- Encourage and engage children in regular physical activity
- Raise the sport profile as part of whole school improvement
- Develop the confidence, skills and knowledge of staff to teach PE
- Offer a broad range of sporting activities for all children
- Increase participation in competitive sport

Expenditure in each of these areas is indicated as a percentage of the overall budget. However, the actual funding for each key indicator is not equal which is normal.

Evidence and Impact

In late March 2021, the Covid-19 restrictions were lifted and children returned to school. Children continued to work and play in bubbles. After-school clubs were not restarted in the summer term and very few schools participated in inter-school competitions. School swimming provision for Years 4 and 5 did not start until the autumn term. During autumn 2021, sporting activities gradually returned to pre-pandemic levels, although the school did not get involved in external sporting competitions until the spring term.

Sports Premium Report (Summer Term 2021 – Spring Term 2022)

Total grant = £19,338

Total income (brought forward from April 2021 =£26,075) + Grant =£45,413

Total expenditure = £34,177.9

Key Indicator 1: The engagement of all pupils in regular physical activity. Chief Medical Officer guidelines recommend primary school children undertake on average at least 60 minutes of physical activity a day across each week.			Percentage of total allocation	
			14.5%	
Intent	Implementation		Impact	
School focus on intended impact on pupils	Actions to achieve	Funding allocated (£0 unless stated)	Evidence and impact	Sustainability and suggested next steps
To track activity levels of children across the whole school.	Track children’s participation in all PE sessions.		Evidence from teachers indicated that nearly all children participated 100% of the time in PE lessons. Any absences were for medical reasons.	Continue to monitor non-participation rates for PE. Continue to encourage all children to be as active as possible during PE sessions. Next steps: PE Lead to remind all teachers to maintain activity levels in all PE sessions (90% active).
	Track children’s involvement in running on the track.		All classes were allocated at least 1 track time a week. However, many classes have used the track more	Continue to monitor track use per class. Recording track use to be a class action.

			frequently, with more than 70% of children running continuously.	
To provide opportunities for all children to engage in regular physical activity.	Two, one-hour sessions of PE per week for all children(R to Y6).		All classes used their allocated sessions and teachers followed the sports activities described in the Long Term Plan for their year group.	Continue curriculum provision.
	One or more 15 minute slots weekly on the school track.		All classes used allocated track slots. Some year groups increased the number of slots, offering additional physical activity to mitigate fatigue in the classroom.	Continue track provision.
	Daily break time and lunchtimes for all children.	£4950	Daily break times (15mins) and lunchtimes (45mins) continued in class bubbles, during the summer term. Lunchtime increased to 60 mins in autumn term, with the introduction of OPAL (Outdoor Play and Learning).	All children have a greater amount of space in which to play. Anecdotal evidence would suggest that children are more active during the morning and lunch breaks. Next steps: to broaden the range of loose parts and equipment available to use at breaks.

Key Indicator 2: The profile of Physical Education and Sport being raised across the school as a tool for whole school improvement				Percentage of total allocation
				42.2%
Intent	Implementation		Impact	
School focus on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
All staff, parents and children to become more aware of the sporting opportunities across the school and the benefits to all participants	Continue to promote the use of the school all-weather track for the mile. All children to participate in 15 minutes physical activity, at least once a week		All classes have continued to use the track, most several times a week. Children continue to enjoy walking and jogging around the boundary at break times.	The track is a permanent feature of the school grounds and requires minimum annual maintenance. Next steps: continue to track weekly use and monitor for drop-off.
Engage the participation of all children and staff in the team challenge and mental health programme, supported by Commando Joes.	Each year group (R to Year 6) will participate in a rolling 6-week programme of team challenges, designed to build perseverance, resilience, collaboration, communication, critical thinking and character. These are some of the elements in the RESPECT ethos, on which the programme is delivered.	£14,416	This programme was very beneficial for the children, enabling them to work together in teams, following the RESPECT ethos. With socialisation difficult during second lockdown (Jan-Mar 2021), the programme was extended. Pupil response was very positive. The children were enthusiastic about the weekly activities (reported from pupil conferencing and anecdotal evidence). The RESPECT ethos also supported positive behaviour in class, as reported by class teachers.	All teaching staff have observed the activities undertaken by the instructor as well as receiving training in the delivery of the school-led programme. Next steps: programme will run until October 2022. The school-led programme will then start and a member of staff identified to drive the programme in its new phase.

			<p>The programme has supported the outdoor and adventurous activities strand of PE, as well as providing essential life skills.</p> <p>The programme also supported extra-curricular activities and Lates provision.</p>	
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Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation	
			14.1%	
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
To improve subject knowledge and confidence of staff when teaching PE.	Continue membership of Move More (Sport Partnership and coaching provider).	£3450	Two members of staff attended the networking day in early November 2021, which included CPD in dance, speed stacking and creating active schools.	Continue to attend future networking days and disseminate information, as required. Next steps: continue to attend future networking days and offer in-house CPD, as required.
To provide staff with CPD opportunities and mentoring training.	Staff survey for PE. Collate CPD requirements and contact coaching staff at MoveMore.	See above	Move More to provide 72 hours of coaching, aligned to the new PE scheme, in the summer term 2022.	Conduct another staff survey to understand current CPD requirements, since the introduction of the new PE scheme.

<p>To introduce a new PE scheme for all age children (EYFS to Y6</p>	<p>Introduce the new PE scheme – GetSet4PE in January 2022</p>	<p>£1375(for a 3 year lease)</p>	<p>The scheme was introduced in January 2022. The response to the new scheme has been extremely positive from all members who have used the programme. The children have also been very enthusiastic, with numerous comments about the scheme’s very clear structure and objectives.</p>	<p>The lease will be reviewed in early December 2024. Next steps: to analyse and collate information from the school –wide monitoring exercise, to be conducted in the summer term 2022.</p>
<p>To support teaching staff with additional coaching resource.</p>	<p>Signpost online coaching resources. Example: LTA tennis resources for primary schools</p>		<p>Still at the developmental stage.</p>	<p>Continue to research and signpost high quality and relevant online resources from different sports websites. Next steps: upload relevant coaching to school cloud.</p>

Key Indicator 4: Broader experience of a range of sports and activities offered to all children				Percentage of total allocation
				28.8%
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
Maintain a range of extra-curricular sports based clubs.	Identify new club opportunities that staff can provide.		Extra-curricular clubs were offered for a limited period in the autumn term, due to the ongoing uncertainty caused by Covid-19. Clubs included; football, tag rugby, running, and kwik sticks hockey. This offer continued in the spring term.	Next steps: set up a timetable for all sports clubs, which links into the school offer to children for all pre-school and after school activities.
Develop links with local sports clubs	Develop links with local clubs and their coaches. Signpost local sports clubs		There are currently no direct links with local clubs. However, the PE lead has built an extensive local knowledge of sports clubs and coaching connections, based on more than 20 years' experience.	Next steps: research and publish local sports websites on the school's social media platform.
Access 'new sports' and activities through Move More.	PE Lead to identify 'new sports' opportunities and events organised by Move More.	Part of the MM membership	Due to Covid-19 restrictions, opportunities were limited.	Next steps: review the MoveMore 'offer to schools' as soon as possible and identify new sports opportunities (e.g.

				balanceability programme for EYFS)
Access non-competitive sports activities	All EYFS and Key Stage 1 children to participate in a series of multi-skills activities alongside children from local schools.	Part of the MM membership	These events were timetabled for the summer term. Unfortunately, they did not take place in 2021.	Next steps: review MoveMore's calendar of activities in September 2022 and sign up for all multi-skills events.
Access a broad range of activities related to outdoor education	Offer all children in years R to 6 an outdoor education programme built around the core areas of teamwork, empathy and resilience. This is part of the RESPECT ethos.	See funding for Commando Joes	Children of all ages were engaged in various team-building activities, led by an instructor from Commando Joes. The children expressed an overwhelmingly positive experience, when consulted during the annual PE pupil conference.	Next steps: a school led programme will commence in late October 2022, when the instructor led programme concludes.
Purchase new PE sports equipment and training kit	Conduct and inventory of sports equipment and kit	£9756.90 £90 (annual inspection of fixed and portable gym equipment	New gymnastic equipment purchased to replace ageing benches, boxes and mats. Kit will be used extensively in autumn 2022, when the children in years R to 3 are timetabled for gymnastics. New sports equipment for children in all year groups. This included mini-goals, basketball hoops, footballs, basketballs, rugby balls,	Next steps: PE lead and assistant lead to identify gaps in equipment provision and requirements for the new PE scheme.

			skipping ropes, hoops, beanbags and coloured bibs.	
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Key Indicator 5: Increased participation in competitive sport				Percentage of total allocation
				0.4%
Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
Renew Move More school membership to ensure access to competitive Level 2 and possibly Level 3 events. To also ensure access to all non-competitive events.	Enter as many Level 2 events as possible via the Move More website. PE Lead and Assistant Lead to attend Move More PE conferences in autumn, spring and summer terms. These conferences offer sports CPD, networking opportunities and updates on local and national sport developments.	Part of the MM membership £140 (transport)	During the summer term, all competitive sport was suspended. Sports events, competitions and festivals restarted in autumn 2021. The school did not compete in any events during the autumn term. In the spring term, teams represented the school at hockey, tag rugby and football festivals and matches.	Next steps: to increase participation in events, competitions and festivals through the summer term 2022. To reach the school participation levels previously attained pre- pandemic.

	<p>PE lead, Assistant Lead and other designated members of staff to take teams to competitions and events.</p> <p>Enter as many non-competitive skills based events via the Move More website.</p>			
Continue intra-sporting events within the school	PE lead to communicate with staff to establish possible intra-school competitions		Still at the developmental stage.	Next steps: develop year group, key stage and whole school sport events for the academic year.
Competition against other local schools	Develop friendly sporting events against other local schools		Still at the developmental stage	Next steps: re-establish links with local schools

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?	57%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	52%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	57%
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?	Not this year

Summary

This report covers the period April 2021 to March 2022. During this time Covid-19 restriction in school were gradually lifted. All inter-school competitions and festivals were suspended until the end of the summer term. During the autumn term, schools took different pathways to normalizing their participation in sporting competitions. Some schools were more cautious in 'opening up' and offering extra-curricular sports clubs. Our school launched a range of extra-curricular opportunities in the second half of the autumn term. By January 2022, this offer was well established and participation rates were near normal.

Last autumn, the school was determined to improve the quality of children's play experience during the morning and lunch breaks. As a result, the school introduced a play programme, Outdoor Play and Learning (OPAL). Now, children are expected to play outside all year round, in the rain as well as in sunny weather. They can explore the whole outdoor site and utilize a range of equipment and resources. Changing the play experience has had a dramatic effect on children's mobility, stamina and problem-solving capabilities. It also offers opportunities for children to assess and manage risk, within safe limits. Increasing the space to play has reduced the number of conflicts, resulting in a more enjoyable play experience for everyone.