

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](#) 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 offer
- 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 gov.uk 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 under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 31st July 2022. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17800
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17800 (Spent £22110.47)

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 to your best ability. 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>	All Year 1's attend swimming lessons at Mylnhurst for 6 weeks each year.
<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 2022.</p> <p>Please see note above</p>	% NA Infants School
<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>	% NA Infants School
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	% NA Infant School
<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>	This is additional activity funded outside of the Sport Premium Grant.

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:		Date Updated:	
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: £13,389.92 61%
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?	
To make sure that all pupils have significant and continuing opportunities to access physical activity throughout the entire school day through active lessons, before school activities, lunchtime clubs and a varied after-school programme. Active travel and 'safer streets' programmes are adopted to enhance children's opportunities to get active outside of the school day.	<p>Sensory circuits take place every day before school to provide a safe and active environment for targeted children.</p> <p>Early Birds takes place every morning and some of these sessions involve fine motor skills to targeted groups of pupils.</p>		<p>£0 (In-house)</p> <p>£0 (In-house)</p>	<p>1. Pupils targeted to attend sensory circuits benefit from the daily activity as it provides a safe space to assist with the transition from home to the start of the school day. The carefully considered activities, based on training and research, supports and nurtures the children physically, emotionally and socially. The impact that sensory circuits have on improving pupils' readiness to learn, highlights the importance of PESSPA for whole school improvement.</p> <p>2. 'Early Birds Sessions' provide targeted pupils with a safe space in which to develop certain skills that made additional time to acquire for</p>	

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	<p>Active travel is implemented and encouraged via various schemes. Apply for Modeshift Stars Award by undertaking a variety of initiatives in school. The following activities will be carried out:</p> <ul style="list-style-type: none"> • Road closures as part of the Sheffield's School Streets Scheme (Part of the Living Streets Scheme) to encourage more children and parents to walk to school. • Scooter Racks Installation of 2 new scooter racks to encourage scooting to school. 	<p>£0</p> <p>£0- Ran by volunteers</p> <p>£0</p>	<p>certain pupils. A range of activities including those promoting fine motor skills are enhanced.</p> <p>3. The school has been awarded Platinum Modeshift Stars Award which is the highest award. This is evidence of how DIS has worked hard to encourage different active travel initiatives across the school and community. The school recently received a prize of a new scooter rack and badges for all in the 10 day active travel challenge.</p> <ul style="list-style-type: none"> • Being part of the 'School Streets Scheme' has highlighted to the school community the importance of active travel. It has encouraged more parents to walk all or some of the way to school as well as making the area in front of school safer. • Scooter racks have been installed around school to respond to the growing numbers of pupils bringing scooters and to encourage even more travel to school using scooters. Children that scoot to school undertake more physical activity during the course of the day and meet the 30 minutes of activity outside of school that is recommended. This has both 	<p>Over 70% of children at Dobcroft Infants travelled to school actively over the 10 active travel days. Including: biking, walking and scooting.</p> <p>New scooter rack to be installed September 2023</p>
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	<ul style="list-style-type: none"> • Bike Week (6 days) for Year 2's (2 days each x 3 classes) delivered by Cycle North - cycling course to encourage safer travel. 	£0	<p>physical and mental health benefits for them and the parent accompanying them.</p> <ul style="list-style-type: none"> • Bike Week Year 2 pupils are now more confident bike riders. They have a greater awareness of the safety factors when riding bikes. Those that have not ridden a bike before, now have a better understanding of how to ride a bike and may be more motivated to get a bike themselves. 	
	<ul style="list-style-type: none"> • Road Safety Week – every class from pre-school – Year 2 have had a 40-minute lesson run by Karen Vickers (Road Safety – Sheffield) to develop sustainable lifestyles. 	£0	<ul style="list-style-type: none"> • Road Safety As more active travel is being encouraged, it is imperative that pupils are educated in safe active travel i.e. crossing roads etc. Pupils are now more aware of how to travel safety when walking, scooting or cycling. 	Survey to be carried out in September 2023 to assess children's views of PE and sport across school and the next steps for opportunities we provide in and outside of school.
	<ul style="list-style-type: none"> • Walk and Wheel Challenge 20th March This lasted for 10 school days and children were encouraged to come to school actively and every child was surveyed to gauge % uptake. 	£0	<ul style="list-style-type: none"> • Walk and Wheel Challenge Through this event the importance of active travel was highlighted to parents and by running a challenge, pupils were motivated to carry out a sustained period of travel. 	
	<ul style="list-style-type: none"> • Active Travel Week 12th June Children will be encouraged to travel actively to school. It will be launched through an assembly, newsletters to 	£0	<ul style="list-style-type: none"> • Active Travel Week In June Active travel week took place and was completed by 100% of children at school. Once again this encouraged pupils and their families to try to arrive 	

	<p>parents will be sent out and it will be promoted on the website. Active travel surveys will be carried out.</p> <ul style="list-style-type: none"> Eco Day – June 2023 All classes will take part in a day of Eco activities such as litter picking, den building, walks. This will be an active day for all. 	<p>£0</p>	<p>at school via an active mode of transport. This further reinforces the importance of the 30 minutes of activity required, outside of the school day, to maintain a healthy lifestyle.</p> <ul style="list-style-type: none"> Eco Day During this day pupils were doing lesson in a physically active manner during the majority of the day. This highlighted to both pupils and staff that children learn when they are engaged in an active way. Some pupils who struggle with sedentary activities flourished on this day. This day helps staff to recognise the value of active lessons, further emphasising the importance of this style of teaching and its benefits. 	
	<ul style="list-style-type: none"> Sports Leaders Lunch Club Junior School leaders come 1-2 days per week during lunchtime to run some pre-planned activities with KS1 children. 	<p>£0</p>	<ul style="list-style-type: none"> Sports Leaders at Lunchtimes Liaising with the Junior School that our school feeds to, acts as an excellent link for our pupils. The leaders have worked with our pupils engaging them in a number of pre-planned activities. This has developed both physical confidence in some of our pupils, but the leaders act as a good role model for the infant children who aspire to be like their leaders when they move up to Juniors. 	<p>Continue work with Dobcroft</p>
	<ul style="list-style-type: none"> Lunch-club Activities Every lunchtime Soccer Eds or Rugger Eds run a lunch club for 	<p>Autumn- £385x3 Spring-£825 and £935</p>		

	<p>targeted children to keep them active.</p> <ul style="list-style-type: none"> • Soccer Eds weekly sessions • Active Lessons Staff meeting has been carried out for all staff and they have been shown the Imoves Active Blasts during a CPD session. These should be used as often as possible. Staff have been encouraged to use Active Blasts when appropriate. • Active Lesson Focus All classes now have an active 	<p>Summer-£900</p> <p>£1260</p> <p>£0 (currently on the free subscription).</p>	<ul style="list-style-type: none"> • Lunch-club Activities Pupils that are targeted to take part in the lunch time clubs, benefit from the structured activities that these sessions provide. This builds confidence in these particular children, enhances their 30 minutes of daily activity within school and develops skill. Behavioural issues that could arise due to certain pupils not coping with unstructured play, are reduced. This assists readiness to learn when returning to afternoon lessons where concentration is improved. • Children had coaching in specific areas of football developing their skills and confidence. Led by Tom from Soccereds • GLD at the end of FS2 is the highest yet for the 22/23 academic year including physical development. • Active Lessons Staff training enable staff to be clear about why Active lessons benefit pupils in terms of concentration and readiness to learn. Staff are also now clear about how to log in to Imoves and what the Active Blasts consist off and how they can be used effectively. A staff meeting on active breaks was carried out in May 2023 • Active Lesson Focus By having a 	<p>Juniors working with their sports leads to develop playtimes and games outside.</p> <p>23%</p>
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	<p>lesson slot once a week which has been implemented from the SLT. Develop the environment outside to ensure that there are no barriers to outdoor provision. Outdoor Area Provision Development Plan has been written and will evolve over the next 2 years.</p> <ul style="list-style-type: none"> • After-school Clubs School sports clubs take place every night after school. A breadth of activities take place to engage a range of different interests. Organise sports clubs after school in the following areas: <ul style="list-style-type: none"> • Rugger Eds • Soccer Eds (Mixed) x 2 • Soccer Eds (Girls) Summer term • Fit Kids Forest Skills • Shake Up Dance and Gymnastics • Yoga 	<p>£0</p> <p>£0 (cost covered by Parents)</p>	<p>timetable of Active lessons set in stone, staff are encouraged to undertake this on a weekly basis. Staff have become more used to doing active lesson and can see the benefits, particularly for children who do not find sedentary learning beneficial. Staff report that pupils engage better when certain activities have some active elements.</p> <p>After-school Clubs A wide range of sports and activity clubs take place every day. There is at least on active sports club after school every evening after school. The clubs run all year. Attendance during a typical week is as follows: Mon – Rugger Eds 18-20 Tue – Soccer Eds 25 – 30 Tue – Forest Skills – 16 Wed – Shake-Up – 18 – 24 Thu – Soccer Eds – 26 – 30 Thu – Yoga - 14 Fri – Soccer Eds (Girls) 18 - 20 There are over 154 places available over the course of the week for sports clubs. This provides capacity each week for over 57% of our children to access a sports club. Children who attend these clubs develop new skills, build confidence and enhance their physical health. The breadth of activities engages a range of different</p>	<p>Nest steps- Ensure sports and</p>
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	<ul style="list-style-type: none"> • Physical Development In Early Years Course (Early Years Business Team) – PE lead attended the morning of training. (6th Feb 2023) • Continue to be a member of Points Learning Network as this will allow the school to be part of a bigger school network. • Celebration assembly with Olympian to promote being active/swimming and water safety. 	<p>£0</p> <p>Paid previous year</p>	<p>pupils, which engages pupils with different interests. Certain pupils are targeted for specific activities i.e. Yoga may be recommended for pupils who may require strategies for remaining calm or managing challenging situations. Pupils acquire new skills both physically and socially.</p> <p>Physical Development In Early Years Course By attending this course the PE lead was able to identify areas of need within the existing curriculum, how to identify needs within pupils' physical development and how to support these. The PE lead was able to share information with the early years team on how to ensure children can reach GLD for physical development at the end of the year.</p> <p>By being a member of Points Learning Network, the school can stay up-to-date with a range of activities and initiatives that are going on locally, city-wide and nationally. Network meeting enable the PE lead to discuss and network with other PE leads. It also enable the school to access a range of local opportunities i.e. Tennis CPD, Send events and Chance to</p>	<p>after school clubs are inclusive for all.</p> <p>Equipment audit completed July 2023 and new stock will be ordered for the upcoming</p>
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	<p>New equipment</p> <ul style="list-style-type: none"> • Access to large construction activities in the key stage 1 yard. New loose parts and large modelling equipment in the Key Stage 1 yard. New resources purchased to enable key stage 1 children to have more active play at playtimes using loose parts and large materials. <p>Fine motor areas established across school</p> <p>Mark making tables, trolley and storage purchased to support fine-motor development across school.</p> <p>Traverse Wall</p> <p>Climbing wall established in the key stage 1 yard and used regularly by all children to develop their gross motor skills at lunch and playtimes.</p>	<p>£3000</p> <p>£667</p> <p>£427.08</p> <p>£263.94</p> <p>£49.90</p> <p>£3900</p>	<p>Shine scheme at no additional cost.</p> <p>Assembly led by Rebecca Adlington to talk to the children about being an Olympian and what this entails and to promote being active to the children at Dobcroft infants.</p> <p>Year 1 and 2 children are more physically active and engaged at playtimes.</p> <p>Equipment purchased includes, sensory equipment including new sensory balls and ribbon sticks to ensure PE equipment is accessible for all.</p> <p>PE stock cupboard new resources added.</p> <p>To ensure children’s fine more skills are being development across year groups and resources are readily available for all children to access.</p> <p>To keep the children physically active at playtimes developing their physical skills and concentration.</p>	<p>academic year.</p> <p>Continue to audit equipment throughout the year and ensure all children understand which equipment is for playtimes and PE lessons.</p>
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				17%
				3%
				18%

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation:
	£0 0%

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:
PESSPA remains a high profile within DIS. The Headteacher and the PE lead place PESSPA at the heart of the school's DNA. Children who come to DIS and there parents are in no doubt that PESSPA is extremely important for a child's physical and emotional health.	The PE lead ensures that PESSPA retains a high profile by: <ul style="list-style-type: none"> Encouraging all staff been to embed PESSPA within their lessons via Active breaks and Active Days. 	£0	Active Breaks and Days The profile of PESSPA and its importance to the development and welfare of the school's pupils is raised by the whole-school approach to active breaks within lessons. Pupils regularly access active breaks in lessons which assists concentration for more	To relaunch and restructure Dobcroft Mile using new track in school (y2 to complete as first part of lunchtime outside).

	<ul style="list-style-type: none"> • Staff training for PE has taken place in a number of formats this year both Whole-school training for Gymnastics (Half-Day in September) and through a team-teach approach to Cricket through Chance To Shine in March and through a LTA taster day in April run by Graves Tennis staff. • Communication of PESSPA will continue throughout the school via Twitter, School Website, Notice Board. • Whole School Assemblies regularly take place to showcase and launch various PESSPA activities and schemes. The following have taken place Girls' Football, Diwali Dance Assembly, 2x Cricket Assemblies (Launch and reward), Active Travel Assemblies, Eco Day Assembly, 	<p>£ see below</p> <p>£0 cricket</p> <p>£0 tennis</p> <p>£0</p> <p>£0</p>	<p>sedentary tasks. This is particularly useful for younger children who may not have long concentration spans.</p> <p>Staff CPD Just like any other subject at the school, PE is valued and this is evident by the time set aside for staff training to support staff subject knowledge.</p> <p>All staff benefited from the Gymnastic CPD that took place at the start of year, providing staff with up-to-date subject knowledge in a specialist area of the curriculum. This enabled all staff and in particular ECTs to access quality training to support them to deliver effective gymnastic lessons. Additional support in Cricket and Tennis also benefited staff subject knowledge.</p> <p>Communication of the importance of PESSPA in DIS ensures the school community, including parents and carers, are aware of the importance of encouraging their children to be physically active. By using a range of media methods the school attempts to capture the attention of and communicate its messaging to a wide range of people. PESSPA is celebrated at DIS and this ensures that clear messages are shared with pupils and the whole-school community.</p>	<p>Ensure returning PE coordinator attends termly PE moderation meetings.</p>
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	<p>Chinese Dance Workshop assembly. Parent / Carer Engagement parents/ carers are encouraged to engage with a range of school activities</p> <ul style="list-style-type: none"> • 'Squiggle While You Wiggle' Intervention programme by Shonette Bass on-Wood is used to provide interventions for all children in developing gross motor skills to support fine motor skills that can support writing. • Dough Disco – Play dough actions to music to improve strength in arms for writing. • Active Registers – Daily active registers Run the fastest, jump the highest, balance etc 	<p>£0 (scarves won by MC by completing a tennis CPD)</p> <p>£0</p>	<p>Assemblies ensure that key messages are relayed to all members of the school.</p> <p>'Squiggle While You Wiggle' and 'Dough Disco' which is used to develop gross and fine motor skills using physical interventions is used across the school further emphasising the role of physical skills and their impact on wider skills such as writing. In FS2 the GLD for writing has improved significantly this year (2022/23) including for writing.</p> <p>Active Registers are encouraged in the morning. The teacher chooses an activity that children must do as they answer the register. This places activity at the forefront of as many activities within the school day as possible.</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:
				£1578 7%
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	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>consolidate through practice:</p> <p>The school will ensure that staff will be given support with particular activities that are deemed an area of development. This support will be given in a variety of ways through whole-school CPD, individual CPD and team-teach opportunities. The PE lead will ensure that they retain a clear view of the way in which PESSPA is delivered across DIS to ensure that it is fit for purpose.</p>	<ol style="list-style-type: none"> 1. An audit of staff CPD needs was undertaken in September 2023. 2. The following CPD opportunities have been given to all staff: <ul style="list-style-type: none"> • PE Lead attended the conference, the PE Network Meetings and 1-1 meetings with Points LN to ensure that she is clear about opportunities and requirements for the year. • YCB Chance To Shine Cricket 6 teachers received team-teach support over 6 weeks of lessons for their class. Resources also supplied. 	<p>£0</p> <p>£300- Cost to cover PE Lead to attend</p> <p>Action plan day £173</p> <p>£0</p>	<p>Audit of staff needs completed at the start of the year has enabled the PE lead to assess what is required and which staff require support.</p> <p>CPD Opportunities The new PE lead has received 1-1 support from Points Learning Network to enable the smooth continuation of PESSPA provision at school during the old PE Lead's mat. leave. The PE lead has attended the PE conference in September, providing her with an oversight of opportunities available across Sheffield. She has also attended 2 additional training events to further support this development.</p> <p>YCB Chance To Shine provided 6 teachers (FS2 to Year 1) with team-teach style support in striking fielding (cricket) delivery. This benefited staff as they were able to see how an activity can be delivered over a 6-week period in the specific school setting with their actual class. This was accompanied by a setoff lesson plans and resources that the teachers were able to keep. This provided a sustainable form of CPD that will continue to enhance the teacher's delivery of the curriculum in future years. Pupils also benefited from a subject specialist delivering the unit of work effectively and developed their skills to a good level.</p>	<p>2023/2024 staff audit to be completed.</p> <p>21%</p> <p>To further enhance the quality of the gymnastics curriculum with CPD inset day in 2022 and then embed new planning from British Gymnastics. Work with Miss Granger to develop the Dance planning and medium term plans and coverage across school.</p>
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	<ul style="list-style-type: none"> • Gymnastic Whole School CPD – 100% of staff attended a ½ day of gymnastics with lead BG trainer. • Tennis CPD – one off lesson for all staff from Pre-school to Year 2 • Swimming CPD – Year 1 member of staff attended swimming CPD • Various 1-day tasters – see Key Indicator 4 • SENCo Support for sensory for Sensory Circuits • Purchase PE equipment to ensure that there are no barriers to teaching PE and that all activities are suitably resources. 	<p>£240.00</p> <p>£0</p> <p>£25</p> <p>See below</p> <p>In-house</p> <p>£667</p>	<p>Gymnastic CPD 100% of staff benefited from the Gymnastic CPD that took place at the start of year, providing staff with up-to-date subject knowledge in a specialist area of the curriculum. This enabled all staff and in particular, ECTs to access quality training to support them to deliver effective gymnastic lessons.</p> <p>Tennis Taster Lessons 100% of staff from pre-school to Year 2 received a tennis taster lesson delivered by Graves Tennis Centre providing them with an idea of different racket activities that can be taught across a range of ages.</p> <p>Swimming CPD – Year 1 member of staff attended swimming CPD to upskill their knowledge as to issues related to taking pupils swimming and managing children in the pupils with additional needs.</p> <p>Various 1-day tasters – see Key Indicator 4</p> <p>SENCo Support for sensory for Sensory Circuits – the TAs that run the sensory circuits gain ongoing support from the SENCo to ensure that the circuits meet the needs of the children attending.</p> <p>The following equipment has been purchased:</p>	<p>1%</p> <p>0.005%</p>
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	<ul style="list-style-type: none"> PE coordinator to restructure PE curriculum in-line with whole school planning. 	£173 (PE Coord time)	Trampette, new climbing frame in FS yard, re stocking of sports equipment.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: £5,842.55 26%

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:
To offer all pupils a broad range of activities and experiences within school that they can then go on to engage with out of school. These experiences can be offered during lesson or through our extensive programme of Extra-curricular activities. Additional achievements:	<ol style="list-style-type: none"> Sensory Circuits – targeted children each morning @6 children per day First Aid Course – mini first aiders 	£0	<p>Sensory Circuits Pupils targeted to attend sensory circuits benefit from the daily activity as it provides a safe space to assist with the transition from home to the start of the school day. The carefully considered activities, based on training and research, supports and nurtures the children physically, emotionally and socially. Pupils benefit from the physical therapy that the sessions offer. Often pupils attending the sessions find transition into school at the start of the day easier, are less anxious and are able to concentrate more easily once in the class room.</p> <p>Mini First-Aiders was used to begin</p>	7%

	(X 90 Year 2's 100% of year 2's)	£1530	to educate all children about simple age-appropriate steps that they can take when faced with an accident. This empowers pupils and develops their knowledge as to the safe actions they can take. 100% of children in Year undertook this course.	
	3. Butterfly Room Bowling Trip – SEND Day at Hollywood Bowl 5 children with severe specific needs attended	£200 (transport)	Butterfly Room Bowling Trip – 5 children with severe needs attended a SEND Bowling event at Hollywood Bowl. Pupils benefited from an appropriate trip that catered to their needs and enabled pupils to take part in an activity alongside other schools.	1%
	4. Skateboarding Day – 90 Year 2 children took part in a skateboarding taster session run by Dan Cintra at Northern Rolling.	£269.95	Skateboarding Day was offered to 100% of Year 2 pupils. This enabled them to experience a new activity in a safe setting that could stimulate interest in new activity that they may then wish to pursue in the future. This widens pupils' horizons and opens up new possibilities for participation.	1%
	5. Diwali Workshop (November) for all pre-school to Year 2 children 100% 40-minute session	£670.80	Diwali Workshop Taster 100% of pupils from pre-school to Year 2 took part in a 40-minute Diwali workshop allowing them to experience a culturally diverse dance style. This exposed and educated all children about a new style of dance.	3%
	6. Mini-First Aiders Mental Health Day – 1 day for 6 weeks for mental health workshops for Year 2's. How being physically active can support wellbeing.	£1224	Mini-First Aiders Mental Health Workshops Children learnt how being active and staying fit and having a healthy lifestyle can improve physical and	6%

	<p>7. Chinese Dance Workshop (January) – Pre-school – Year 2</p>	<p>£670.80</p>	<p>mental health. 100% of Year 2's received workshops to support mental health. This enabled pupils to explore issues such as resilience, dealing with different moods, actions to regulate emotions. This provided pupils with a range of tools that they could use to support their mental health in the future.</p> <p>Chinese Dance Workshop 100% of pupils from pre-school to Year 2 took part in a 40-minute Chinese Dance workshop allowing them to experience a culturally diverse dance style. This exposed and educated all children about a new style of dance.</p>	<p>3%</p>
	<p>8. Cycling Proficiency Course For Year 2's by Cycle North</p>	<p>£0</p>	<p>Cycling Proficiency Course for Year 100% of Year 2 pupils. All pupils attended 2 days of cycling proficiency delivered by Cycle North. Each child received 2 days of training. Pupil improved their basic cycle skills and some pupils who had never been on a bike gained a new valuable experience. Pupils learned more about how to cycle safely which will benefit them when they cycle in future.</p>	
	<p>9. Graves Tennis Taster Sessions over 2-Days for all children from Pre-school – Year 2– Graves Open Day follow-up activity</p>	<p>£0</p>	<p>Graves Tennis Taster Sessions over 2-Days were offered to all children from Pre-school – Year 2, each experiencing a 40-minute lesson. This was run by coaches from Graves Tennis centre. This gave all pupils an experience of playing a racket game</p>	

	<p>10. Balance Bike Day FS2 Pro-Ride Coaching to enable the use of new balance bikes.</p>	<p>£397</p>	<p>delivered by specialist coaches. As a result of this taster lesson all pupils were invited to attend a fun session at the Graves Tennis Centre Open Day. Every child from pre-school to Y2 were involved in these sessions and over 10 children from Dobcroft Infants engaged in the tennis session again at Graves.</p> <p>Balance Bike Day provided 100% of FS2 children with the opportunity to receive specialist training in how to use balance bikes effectively and safety. This enabled all pupils to improve their confidence and develop this vital skill. It supported the class teachers to observe how to best support their children when using the bikes in the future. This will further support the school's drive to develop pupils' physical literacy and get children more active.</p> <p>Points Network Games 100% of the Year 1's attended the event at EIS in March. Attending such a big event in a large high-profile venue gave pupils a unique experience to compete against each other and other schools. Children were able to experience working as a team, experiencing a range of activities and competing against other teams in an appropriate environment.</p> <p>Year 2 Football Festival will allow 20 Year 2 Boys (B and C team) and 20 Year 2 Girls to experience a football-</p>	<p>2%</p> <p>Ensure balance bikes are established as a part of the FS2 outside area development plan.</p> <p>2%</p>
	<p>11. Points Network Games 100% of the Year 1's attended the activity at EIS. This involved taking part in 8 different activities including speed bounce, javelin, long jump, distance running, obstacle course, basketball skills, Blaze Pods and Target Throw.</p>	<p>£480 (3 classes)</p>		
	<p>12. Year 2 Football Festival at St George's Park Football Hub. 20 Year 2 Boys (B and C team Competition) and 20 Year 2 Girls to attend the Football Festival at SGP Graves in June.</p>	<p>£400</p>		

	<p>Yoga Day Kay Dyas ran a yoga day for all children from pre-school to Year 2. This links to the Yoga after-school club.</p> <p>Local Walks All FS2 children to do a full morning of local walking x3 times per year to explore the local area and encourage outdoor exploring.</p> <p>Early Years Award Fund Mrs Carl entered to win an Early years coach for the day as part of the Early Years awards.</p>	<p>£0-Free</p> <p>£0</p> <p>£0- sports coach for a day.</p>	<p>specific festival at a football venue. This will allow pupils that have been taking part in after-school football sessions to put their newly acquired skills to the test against other teams in a nurturing environment.</p> <p>Yoga Day allowed 100% of children from pre-school to Year 2 to have a taster session in yoga. This enabled pupils to experience a new activity and help them to decide if yoga was an activity that they might like to take up after school.</p> <p>Local Walks All FS2 children have completed 3 local walks close to school. On each walk 100% of FS2 do a full morning of walking exploring the local area. This increases pupils' awareness of the local vicinity, encourages a love of the outdoors and provides another opportunity for the children to learn whilst being active.</p> <p>Early Years Award All FS children engaged with a sports day where they got to try out different sports activities linked to the Early Years awards funding that was gained by M Carl.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1300 6%
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:
The school motto is focused on each child to work hard to achieve their best as opposed to being solely to compared to themselves. A growth mindset where children set themselves personal goals and demonstrate resilience in doing so is the main focus of any sporting competition,	<p>To provide as many children as possible with opportunities to develop skills and progress these skills within their own capabilities.</p> <p>1. Personal Challenge – this is encouraged in all PE lessons where a child will try to improve on a skill or movement from start to finish.</p> <p>2. Network Games – 100% Year 1's attended the Points Network Games in March.</p>	<p>£0</p> <p>£800</p>	<p>Personal Challenge – this is a feature of all lessons where a child will try to improve on a skill or movement from start to finish. This is designed to ensure that children can set themselves achievable goals that they will then work towards. This encourages pupils over time to develop a growth mindset where they have a belief that they can develop and improve from any starting point, provided they persevere. It is hoped that as children experience this way of working they will become more resilient.</p> <p>Points Network Games 100% of the Year 1's attended the event at EIS in March. Attending such a big event in a large high-profile venue gave pupils a unique experience to compete against each other and other schools. Children were able to experience working as a team, experiencing a range of activities and</p>	<p>To maintain schools commitment and participation in wider PE activities and competitions. Established link with Hunters Bar. Arrange dates for 23/24 academic year.</p> <p>Register for next years games.</p>

	<p>3. Year 2 Football Festival will allow 20 Year 2 Boys (B and C team) and 20 Year 2 Girls to experience a football-specific festival at a football venue. This will allow pupils that have been taking part in after-school football sessions to put their newly acquired skills to the test against other teams in a nurturing environment.</p> <p>4. Sports Day for all pupils</p> <p>5. Superhub transition project by the FA. M Carl to submitted forms to FA to achieve funding linked to girls football which is being delivered by Soccer Eds after school.</p>	<p>As above</p> <p>£500</p> <p>£0</p>	<p>competing against other teams in an appropriate environment.</p> <p>Year 2 Football Festival will allow 20 Year 2 Boys (B and C team) and 20 Year 2 Girls to experience a football-specific festival at a football venue. This will allow pupils that have been taking part in after-school football sessions to put their newly acquired skills to the test against other teams in a nurturing environment.</p> <p>Sports Day led by Soccer Eds attended by the school with Parents and carers where all children got chance to undertake 5 different sporting activities in their sports day session.</p> <p>After being a part of the 'Let girls play initiative' the school signed up to be part of the superhub transition pilot by the FA. Soccer Eds have led this pilot offering a girls only football Session on Fridays after school. As part of this Mrs Carl applied to 'Premier league primary stars' to get a football kit- Which we were successful in securing which will be coming to school in September. Hopefully encouraging more girls and boys to take an active part with football in school, at our after school clubs and outside of school.</p>	<p>4%</p> <p>Promote across school- Launch new football kits in school assembly.</p> <p>2%</p> <p>Continue the girls football club next year and develop links with outside agencies (Sue Bulley from porter FC contacted).</p>
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Signed off by	
Head Teacher:	Cathy Rowland
Date:	18.7.23
Subject Leader:	M.Carl
Date:	18.07.2023
Governor:	Sarah Hinchcliffe
Date:	18.7.23