



Dobcroft Infant School

Sports Premium Monitoring and Action Plan 2020 / 21

Our Vision	<i>To provide a foundation for fulfilled lives, inspiring confident and happy learners</i>					
Our Values	Enjoy learning 	Try our best 	Make good choices 	Respect each other & our surroundings 	Work together 	Celebrate our successes

Academic Year: 2020/21	Total funding allocated: £17,800	Date updated: 5.7.21
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Areas for development from 2019/20:

- To gain feedback from school council about lunchtime provision on last year to help provide a wider range of activities for children to participate in.
- To maintain a gold mark award.
- To develop playground to support physical development and active play with the restraints of COVID – new equipment to be ordered.
- To assess children starting in KS1 with Supermovers assessment to help fill gaps missed from FS teaching due to COVID and to ensure all children feel able and confident with PESSPA.
- To further develop the outdoor learning provision for FS and Y1 to include physical development equipment to support their continuous provision in light of time missed due to COVID.
- To adapt the curriculum map to allow for high quality PE teaching to take place with minimal equipment to ensure safety under COVID regulations.
- To restock and improve equipment needed to ensure all children have access to some PE equipment that can be used within their bubble due to COVID.
- To relaunch and restructure Daily Mile activity when able to do so with feedback from children on how to improve.
- To use the Y5 sports leaders (when able to do so) to target the 10% within school who are least active and least positive about PE using data gathered.
- To use sports premium to look into the possibility of extending outdoor activities such as climbing and tennis - activities highlighted by Points PESSPA report.
- To introduce a 'Make a wish' box where children can share their wishes about PESSPA.

<ul style="list-style-type: none"> • To continue to engage heavily with Mode Shift and active travel activities to encourage children to be more active in how they travel to school – encourage parents as well. • To continue to promote PESSPA through school celebrations and assemblies. • To look into developing dance curriculum for 2020/21 using expertise of a new teacher who is a qualified dance teacher. 	
Key Achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Additional outdoor equipment provided to ensure children’s activity at lunchtime and playtime. • Update Y1 outdoor provision to support gross motor development and support changes in learning due to COVID. • Participation and promotion of Active Travel Activities within school. • Children have still had opportunities to engage and participate in competitions – y2 football / cricket, Sheffield Move More Challenge, Beat the Street, Skipathon challenge. • Opportunities for children to participate in different PE opportunities – Chinese Dance Workshop, Hula Hooping, Y1 Scooter training, Break Out Dance Project. • Pupil survey completed to assess attitudes towards PESSPA within school and help develop activities provided within school. • Dance curriculum developed with updated planning. • Global PE lesson delivered within DIS and a partnership school in Nepal. 	<ul style="list-style-type: none"> • To gain feedback from school council about lunchtime provision on last year to help provide a wider range of activities for children to participate in. (priority changed due to co-vid) • To look into CPD for teaching yoga with school; identified by student council as sports education the children would like. • To re-develop use of Y5 Sports Leaders (not used due to COVID). • Introduction of ‘Make a Wish’ box to for pupils to share wishes about PESSPA. • To relaunch and restructure Daily Mile (not occurred due to COVID). • Relaunch and re-develop leadership opportunities for children within school linked to PESSPA as opportunities have been limited due to COVID. • To re-build connections with local clubs and sports institutions that have been lost due to COVID.

Due to co-vid we are carrying forward an underspend from 2019/20.

Details of how this underspend is being carried forward into 2020/21 are outlined after the 5 key indicators.

5 Key indicators:

These five indicators are in line with the DfE guidance on how schools should demonstrate improvement within school sports and PE. This document provides us as a school the opportunity to reflect and review on how our sports premium money has been spent this year.

1. The engagement of all pupils in regular physical activity - Chief Medical Officer guide lines recommended that primary school children undertake at least 30 minutes of physical activity a day in school.
2. The profile of PE and sport being raised across the school as a tool for whole school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. Broader experience of a range of sports and activities offered to all pupils.
5. Increased participation in competitive sport.

Academic year: Sepember 2019 to July 2020	Total fund carried over: £3,182	The following information reports on how carried over money due to COVID 19 from 2019/20 has been spent.		
What key indicator(s) are you going to focus on? Key indicator 1: The engagement of all pupils in regular physical activity pf at least 30 minutes within a day at school				£2,655
Intent	Implementation		Impact	Sustainability and suggest next steps:
School focus on what we want pupils to know and be able to do and about what they need to learn and to consolidate through practise.	Actions to achieve, linked to intentions.	Funding allocated	Evidence of impact: what do pupils know now and what can they now do? What has changed?	
<p>For 100% of year 1 pupils to engage in more physical activity during the day by accessing outdoor learning.</p> <p>For children to be provided with good quality resources and equipment to aid their physical development and ensure equal opportunity for being active at break times and lunchtimes.</p>	<p>The outdoor learning provision in year 1 to be developed and new equipment purchased for all children to be able to use. Encourage y1 staff to engage their children in outdoor learning to help support learning during co-vid and to support their physical development.</p> <p>For new outdoor playtime equipment to be bought to ensure that all children have access to equipment to be physically active at lunchtime and playtime with the</p>	<p>Carry over funding allocated: £ 1,420</p> <p>£1,235</p>	<p>Fantastic resources included fine and gross motor skill equipment, mud kitchen and water and sand play equipment mean that y1 have been accessing outdoor learning to a high standard. Children have been more active within lessons, and have developed their physical literacy skills. Children have been kept safe by limiting time spent indoors as a whole class.</p> <p>New equipment bought has meant that children have been able to use high quality resources to be active at</p>	<p>To audit equipment at the end of the year and order what needs replacing. To gain pupil feedback on what worked well / could make it better.</p> <p>Ensure all welfare supervisors are trained on how to look after equipment so it does not</p>

	COVID bubble restrictions limiting playground access.		break times. Children have learned how to play games such as hockey, pupil voice shows the new equipment box is one of their favourite things about lunchtimes and skills learned in lessons / activity days have been continued such as skipping and hula hooping.	need replacing as frequently. Audit equipment and replace / upgrade equipment for new academic year. When COVID restrictions lifted and junior school sports leaders can return for them to use this equipment to run lunchtime sessions.
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Action Plan and Budget Tracking for Academic year 2020/21

Academic year: 2020 / 21		Total funding allocated: £17,800		
Key Indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommended that primary school children undertake at least 30 minutes of physical activity a day in school.				Percentage of total allocation
				%
Intent	Implementation		Impact	
School focus on what we want pupils to know and be able to do and about what they need to learn and to consolidate through practise.	Actions to achieve, linked to intentions.	Funding allocated	Evidence of impact: what do pupils know now and what can they now do? What has changed?	Sustainability and suggested next steps:
For at least 75% of KS1 to be involved in some form of physical activity during lunchtime.	Children will be provided with high quality equipment to support physical activity at lunchtime and playtime. On-going purchase of equipment during the year based on need and pupil voice.	£794.17	Children have used all new equipment in a range of different P.E lessons, as well as through Sensory Circuit, school clubs and active break times.	Monitor the use of the playground by asking staff to observe during break and lunch times. Speak to staff about how the equipment is being used and ask for feedback on any improvements that could be made around the use.
To increase the % of children who travel to school in an active way.	To promote and encourage all children to participate in the active travel 10 day challenge through assemblies. To offer pupils bike workshops to get bikes fixed to encourage them to	Cover for staff	Increased amount of children have engaged with travelling to school in an active way. Children are more engaged at the beginning of the day, and traffic around school has at times been decreased.	To continue to participate in active travel scheme and promote active travel within school and assemblies. To continue to access bike workshops and scooter training for year 1 and 2 to develop skills

	<p>be active in how they travel to school.</p> <p>Scooter training offered to all y2 pupils to develop different ways of travelling in an active way.</p>			<p>and provide alternative ways to travel actively.</p> <p>Look into getting balance bikes in for FS2 to help develop skills.</p>
<p>To ensure all pupils within FS and y1 have access to high quality outdoor learning provision to support gross motor development and secure active learning within a COVID safe environment.</p>	<p>Update and purchase new outdoor equipment for y1.</p> <p>Research outdoor provision equipment to help develop gross motor.</p> <p>Continuous provision continued for y1 throughout autumn term and use at least one afternoon per week afterwards.</p>	<p>£1,000</p>	<p>Children in FS and y1 have spent increased time accessing outdoor classroom which has support their gross motor development using scrap equipment but has also facilitated social distancing rules due to COVID.</p>	<p>To assess equipment used outside and develop where necessary taking on board feedback from staff and pupils.</p> <p>To continue to ensure that children have access to outdoor learning daily where possible due to weather in autumn (all year for FS) and at least once per week as year 1 progresses to whole class teaching.</p>
<p>For all children to provided with opportunities to participate in physical activity within school.</p>	<p>Promotion and participation in active opportunites – break out dance project, Sheffield Move More project, active travel, active break times and lessons, skipathon challenge (skipping ropes purchased for all children</p>	<p>Medals for Move More Challenge - £75</p> <p>Skipathon - £900</p>	<p>20% of children participated in move more challenge and were excited about getting more active.</p> <p>100% of children in FS and KS1 participated in schools Skipathon. Increased number of children are</p>	<p>PE to look into skipathon challenge in 2021/22 and to enquire to opportunities available through skipping school to support pupils voice of more skipping challenges and opportunities within school.</p>

	and sent home for use at home).		continuing to skip during playtimes and lunchtimes with staff reported higher levels of success with skipping than in previous years. Children wanting to progress their skipping skills and pupil voice suggests a want for skipping to continue to a be a focus for next year.	PE lead to continue to pursue different sporting opportunities for children to experience within school.
<p>To ensure all children with additional SEN have opportunity to develop physical literacy and stay active when at school.</p> <p>For children will our most complex needs to have access to sensory circuits daily with resources to ensure this is covid safe.</p>	<p>Maintained sensory circuits equipment and training for staff.</p> <p>Individual sensory equipment bags to be provided for SEN children where appropriate for them to develop their individual skills within school and stay COVID safe. Bags to be sent home during holidays to ensure physical development can continue at home.</p> <p>Provided update gross motor equipment for</p>	<p>Training done in house £0.</p> <p>Equipment £192</p> <p>Individual equipment bags for SEND children £841.67</p> <p>Equipment for Butterfly Room £384.95</p>	<p>Children with high SEND needs all attend sensory circuits each day. Staff report children are more settled at the start of the school day, and it has helped to meet their key physical development targets.</p> <p>New individual equipment ordered will be used to give children additional opportunities to extend their physical literacy skills at school, and will be sent home during holidays to ensure these children have</p>	<p>Monitor equipment and replace / update where necessary.</p> <p>New staff working on sensory circuits to receive training on the equipment and how to run the session to ensure is being run to a high standard and in a way that meets the needs of our individual children.</p>

	children mainly accessing Butterfly Room during the day to help build gross motor skills and physical literacy skills.		equal opportunity to equipment to keep them physical and develop their skills while at school.	
EYFS children will be provided with new balance bikes to ensure that they all have the opportunity to begin to learn the basics of how to ride a bike.	20 new bikes to be purchased for the outdoor shed for EYFS to use at lunchtime and playtime and during outdoor provision and PE times. 20 new helmets also to be purchased to ensure safety while using.	Bikes and helmets £2,148.44	Bikes purchased due to feedback from children about wanting to bike at school, and staff opinion of the importance of balance bikes to help develop gross motor skills and physical development.	PE lead to gain feedback on use from EYFS staff in autumn. PE lead to look into book balance bike session for EYFS to ensure knowledge on how to use bikes. Look into updated storage for balance bikes due to current shed no longer being fit for purpose.
Key Indicator 2: The profile of PESSPA (physical education, school sport and physical activity) being raised across the school as a tool for whole school improvement.				Percentage of total allocation
				%
Intent	Implementation		Impact	
School focus on what we want pupils to know and be able to do and about what they need to learn and to consolidate through practise.	Actions to achieve, linked to intentions.	Funding allocated	Evidence of impact: what do pupils know now and what can they now do? What has changed?	Sustainability and suggested next steps:
To engage with school sports partnership to ensure opportunities for participation	Attend all POINTS network meetings where able to due to COVID restrictions. Keep in regular touch with school sports partnership to increase awareness of	£1,250	Attended all online meetings where possible and kept self up to date with latest competitions, research and information	To continue to engage with school sports partnership. Sign up for next year including competition packages.

<p>in school sports and training / CPD is acted upon.</p>	<p>activities happening within Sheffield</p>		<p>available regarding PESSPA within city.</p> <p>NQTs attended CPD training which supported their developed.</p> <p>100% of y2 children participated in group competitive sports – football competition and cricket competition.</p> <p>High levels of participation across the school in school wide initiatives highlighted by school sports partnership – Beat the Steet, Break Out Dance Project, Skipathon.</p>	<p>Continue to seek out CPD opportunities for staff through SSP.</p> <p>Use of skipping school next academic year as engagement levels were high, and a high portion of children skill continue skipping at break time and lunchtime.</p>
<p>To increase the engagement of PE related content on website and twitter to raise awareness of PE activities done in school.</p>	<p>Updated curriculum map to be put on website.</p> <p>Sports day and events happening during the year – Skipathon and Beat the Street to be promoted on twitter and on class blogs to raise awareness.</p>	<p>£0</p> <p>Skipathon costs included above.</p>	<p>Parents have been more aware of PE teaching in school with learning being sent home.</p> <p>Sports day and other sporting opportunities for children to participate have meant celebrations around sport and these have been promoted on purple mash</p>	<p>To continue to share PE activities happening in school on twitter and class blogs.</p>

			and twitter. Parents have enjoyed and commented positively about knowing what has been happening with school PE.	
To continue to promote the ethos of the school as an active one.	<p>To engage with quality assurance initiatives – school games mark, active travel schools awards, healthy schools rating.</p> <p>To maintain the school website to celebrate success within competitions that are attended.</p> <p>To promote mindfulness ambassadors within school and the use of mindfulness exercises after lunch and playtimes.</p> <p>Maintenance of school equipment so children can have the best PESSPA experience.</p> <p>To encourage personal challenge and competition during teaching of lessons as children currently not</p>	Active wellness training - £55	<p>Children have enjoyed developing mindfulness strategies and teachers have reported that children are calmer after playtimes and in lessons.</p> <p>Equipment has been maintained through the year which has meant high quality of teaching could happen all year.</p>	To continue to promote mindfulness and Healthy Minds Champions. To continue to include ethos on school action plan and promote this ethos on website, and twitter.

	attending clubs / competitions. Global PE lesson being taught by member of staff team to be broadcast within Sheffield and Nepal with linked school.			
Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.				Percentage of total allocation
				%
Intent	Implementation		Impact	
School focus on what we want pupils to know and be able to do and about what they need to learn and to consolidate through practise.	Actions to achieve, linked to intentions.	Funding allocated	Evidence of impact: what do pupils know now and what can they now do? What has changed?	Sustainability and suggested next steps:
To ensure all career new staff feel confident in delivering high quality PE lessons. To ensure all career new staff are confident with using the assessment tool for developing children's skills within PE.	Update curriculum maps to include key end points and impact, implementation and intent of learning. Enquire with School Sports Partnership to CPD available and offer to staff where appropriate. PE lead to maintain annual cycle of teacher audit and feedback (observations not possible due to COVID)	PE lead cover: £160	KM who received CPD throughout the year commented she felt it gave her more confidence and knowledge in teaching PE and why physical activity is important to start building in early years. Discussion with SSP has meant awareness and access of city wide initiatives such as Beat the Street, Break Out dance	PE lead to continue to follow CPD cycle and cycle of staff surveys, pupil feedback and observations to be able to ensure sports premium is being used effectively to target the emerging needs of the school and staff. Staff meeting to be planned for Autumn 1 to share new dance planning. PE lead to sign up to points data tracking service to see if this provides and more time efficient

	<p>Staff meeting time to remind staff of PE assessment.</p> <p>Staff survey to assess level of skill / knowledge and confidence with PE and assess next steps.</p> <p>CPD opportunities to provided where possible to develop staff knowledge of PESSPA</p> <p>PE lead to maintain annual CPD cycle of teacher observations and feedback where possible due to COVID.</p>		<p>Project and Skipathon to raise awareness of PESSPA.</p> <p>Staff survey showed staff not as confident with teaching dance and the skills required – PE lead and dance teacher within school have begun to develop new units of dance planning with staff meeting and CPD planned for autumn 2022.</p> <p>Feedback from staff showed the assessment tracker was time consuming to use and was not always easy to complete within lessons so could be hard to judge.</p>	<p>and accurate way of assessing PE within school.</p>
<p>To embed a mastery approach to teaching to ensure every child can be successful.</p>	<p>Staff development and training of mastery approach within PE lessons as already used elsewhere across the curriculum.</p> <p>Ensure staff aware that success can be physical, social, cognitive and emotional.</p>	<p>Staff meeting £0</p>	<p>Staff have given very positive feedback about the structure of the planning and its effectiveness in helping them plan and deliver high quality PE lessons.</p> <p>Assessment tracking has been completed by some staff and this has allowed us to look at sports in</p>	<p>Sign up for points data tracking for 2021/22 to investigate if this is a more efficient way for staff to track progress and to give more concrete data.</p>

			which children have done less well (if there might be a need for CPD) and also allowed teachers to identify children who need more support in future lessons.	
To develop dance curriculum to help develop staff understanding of teaching dance and are able to deliver high quality lessons.	PE lead to meet with Katie Mather (teacher at school and dance teacher) to develop a new program of lessons for y1 and y2. Lessons to be two units that build up dance skills. Staff meeting and training to take place in Autumn 1 2021 ready for new academic year.	Staff cover – £150	Current assessment of teacher knowledge and confidence with dance teaching, showed teachers felt they were not confident in the precise skills and vocab children needed to learn. Audit to be completed again at end of 2022 when new program has been implemented.	To arrange a staff meeting to show staff new program and provide CPD on dance for all staff. PE lead to complete teacher survey in 2022 to gain understanding of teacher knowledge and confidence after teaching then units of work. PE to observe KS1 staff teaching dance lessons in 2021/22 to ensure consistent of teaching to a high standard.
PE lead to have time each half term to reflect on sports needs within school – considering the impact on children and how to help develop staff in school. PE lead to communicate this with lead of school.	PE lead to have half a day each half term to reflect on sports needs. Update all sports premium documents and ensure that money is being allowed to allow the development of PESSPA within school and	Staff cover - £150	Intra-school competitions have been run by points to ensure participation by children. CPD opportunities have been provided to career new staff to support knowledge and	PE lead to continue to have time each half term to reflect on sports in school and ensure sports premium / CPD / cycle of monitoring / equipment and activities for children are arranged and in place where necessary.

	improving children's physical activity opportunities. Ensure CPD opportunities are provided for staff.		understanding of sports in school. All sports premium documents are up to date and published in required format.	
Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.				Percentage of total allocation
				%
Intent	Implementation		Impact	
School focus on what we want pupils to know and be able to do and about what they need to learn and to consolidate through practise.	Actions to achieve, linked to intentions.	Funding allocated	Evidence of impact: what do pupils know now and what can they now do? What has changed?	Sustainability and suggested next steps:
To ensure all pupils have equal opportunity to access opportunities within the local community and wider to bring different opportunities into school.	<p>Opportunities to be offered to all children –</p> <p>Live PE lessons during lockdown recorded by staff at school.</p> <p>Break out dance project</p> <p>Hoola Hooping</p> <p>Skipathon</p> <p>Chinese dance workshop – provided by staff in school.</p> <p>Scooter training for y2</p>	<p>Live lessons / break out dance project / dance workshops / scooter training and bike doctor - £0.</p> <p>Hula Hooping - £350</p> <p>Tennis Roadshow - £50</p> <p>Skipathon challenge - £900</p>	<p>Children have reported enjoyment of different sporting activities.</p> <p>By participating in these activities increased amounts of children have been skipping and hula hooping I school and at home.</p> <p>Increased levels of activity at lunchtime as children participating in these activities.</p>	<p>To continue to ensure that PE lead access projects happening within the city and bring them to school for children to participate in.</p> <p>Staff to run in house where possible dance workshops to keep costs down and maintain a more sustainable way of working.</p> <p>To book hula hooping workshop for 2021/22 as feedback from children and staff incredibly positive.</p>

	<p>Beat the Street Campaign</p> <p>Grove Road Tennis Roadshow for y1 and y2</p> <p>Continue to run sensory circuits for our most vulnerable and SEN.</p>		<p>Children have requested after school clubs based around these activities.</p> <p>Increased amounts of children scooting to school.</p>	<p>To book Tennis Roadshow for September for new FS and y1 to promote and build links with local clubs.</p>
<p>To ensure activities provided are meeting the needs and wishes of pupils</p>	<p>Conduct pupil survey to assess what the children want to see embedded into their PE lessons, activities provided and after school clubs.</p>	<p>£0</p> <p>To be completed by points network with costs spent in previous year.</p>	<p>Surveys completed helped to gain quantitative data about pupils attitudes towards PESSPA. Has helped PE lead to know activities children have enjoyed and what they would like more of.</p>	<p>PE to carefully analyse end of year findings to influence decisions made about PESSPA in 2021/22.</p> <p>To be used to inform decisions about school clubs, lunchtime activities and sessions run in school.</p>
<p>Key Indicator 5: Increased participation in competitive sport.</p>				<p>Percentage of total allocation</p>
				<p>%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>School focus on what we want pupils to know and be able to do and about what they need to learn and to consolidate through practise.</p>	<p>Actions to achieve, linked to intentions.</p>	<p>Funding allocated</p>	<p>Evidence of impact: what do pupils know now and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>To provide 100% of pupils the opportunity to take part in competitive sport during KS1.</p>	<p>Participation in Sheffield Move More Challenge.</p> <p>100% of y2 have participated in a cricket festival and %75 in a</p>	<p>Move More Challenge - £75 cos of medals for children who participated.</p>	<p>Children have enjoyed taking parting in city wide challenges, and an increased in children being active out of school.</p>	<p>PE lead to continue to sign up for KS1 competition package with points including points network games to ensure every child in y2 and at least 30% of children</p>

	<p>football competition run in house.</p> <p>100% KS1 participated in Skipathon challenge with skipping ropes provided for all children.</p> <p>Promotion of Beat The Street Challenge with all children having access to competition. To be promoted via school's website and twitter.</p> <p>Opportunities to participate in team games done so through PE teaching.</p> <p>Sports day – 100% of children in FS and KS1 to participate in a competitive sports day.</p>	<p>Cricket Festival and Football competition – paid for in previous years funding.</p> <p>Beat the Street - £0</p> <p>Sports day - £644.42</p>	<p>Parents have reported enjoyed completing activities as a family and many have reported being more active.</p> <p>Children and parents have reported wanting to spend more time outdoors and being active, with many sharing what they have do that is active at weekends.</p>	<p>within y1 are able to participate in at least one competitive event.</p> <p>To ensure funding allocated for sports day in 2022 for all of KS1 and FS to ensure all children can participate.</p> <p>To continue to share sporting achievements in show and tell and in assemblies again where possible.</p>
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Total funding spend: £11,720.59

Funding left over: £9,241

Intend to spend

The following outlines funding left over from academic year 2020/21 due to COVID and how this funding is intended to be spent in the next academic year.

Climbing equipment - £3,000

Sensory wall equipment for SEND provision - £2,200

Points Network Sign up - £4,180