



# Dobcroft Infant School

## Sports Premium Monitoring and Action Plan 2021 / 22

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

Academic Year: 2021/22	Total funding allocated: £17,800	Date updated: 8.11.21
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Areas for development from 2020/21:

- Use pupil voice feedback to continue to offer a wide-range of experiences to children and consider opportunities not previously offered through clubs, within the curriculum or as one-off experiences.  
Consider – Tennis, archery, climbing, rugby, golf, hockey, netball, skipping, hula hooping, running, ballet, martial arts, cricket, football.
- Introduction of ‘Make a Wish’ box to for pupils to share wishes about PESSPA.
- 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.
- Sustain and further increase the positive attitude, enthusiasm and confidence children have towards PE lessons and PESSPA in school.
- Consider how to further sustain and increase positive attitude towards certain sports where negative perceptions exist.
- Continue to promote and participate in active travel activities.
- To further enhance the assessment tool currently used to ensure all teachers aware of children’s prior skills and knowledge and where they are going.
- To embed new dance curriculum for KS1 and promote dance throughout the school.
- To enhance lunchtime provision based on wishes made by children of things they would like to have in the playground.
- To ensure clear sequencing of learning across all areas of the curriculum to enhance teaching of PE.

Areas for development based on Whole School Development Plan

- Priority 1: To address the impact of COVID 19 pandemic on children’s reading achievement.**  
Use written star words within lessons to develop children knowledge and understanding or key PE vocabulary.
- Priority 2: To enhance emotional resilience, mental health and well-being of all stakeholders in order to respond to the effects of the COVID 19 pandemic.**  
Include mindfulness exercises as part of a cool down.  
Discuss within lessons the importance of leading a healthy lifestyle and being active on mental health and well-being to help develop children’s awareness of the importance of being active and sustain a positive attitude towards this.
- Priority 3: To build the exceptionality and sustainability of the curriculum.**  
To further enhance the use of personal challenge to develop depth and challenge within lessons.  
To enhance the high quality of PE teaching by providing high quality CPD on new dance curriculum.

Key Achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• SEN CPD delivered to key staff to understand how to better support children with SEND within lessons.</li> <li>• Development of dance curriculum and staff meeting as dance CPD for all KS1 staff.</li> <li>• Development of PE planning folder for Butterfly Room to better support SEND children for specific PE slot.</li> <li>• Funky Feet / Move more to music day participation.</li> <li>• Active travel fortnight.</li> <li>• Ballet workshop for y1 and 2, plus two further additional ballet workshops for whole school.</li> <li>• Use of Mini first aiders for y2.</li> <li>• Diwali Dance workshop.</li> <li>• Bikability workshop for children who cannot ride/ do not have access to a bike at home.</li> <li>• Re-establishing of lunchtime clubs (soccereds) – being used to target inactive/SEN/PP children who children who do not currently attend a club.</li> <li>• Feedback gained from 2020/21 pupil voice reported used to create actions for this year, and consider wider PESSPA opportunities given within school.</li> <li>• Staff survey completed to gain information on confidence in teaching PE and where to focus CPD development for the year.</li> <li>• School council utilised to allow for pupils voice when deciding on new playground markings.</li> <li>• Development of playground markings to ensure high activity levels at lunchtime and playtimes.</li> <li>• Participation in KS1 Santa fun run.</li> <li>• Promotion of winter Olympics through assembly.</li> <li>• Attendance of Points Network Games and other KS1 competitions.</li> <li>• Development of playground equipment to support activity levels.</li> <li>• Development and launch of new knowledge and assessment organisers for KS1 to support teaching and assessment of PE.</li> <li>• Promotion and participation in 6 nations rugby competition.</li> <li>• Promotion and participation in Socceraid using school council to raise money.</li> <li>• Promotion of women's Euros.</li> <li>• School has gained platinum award from Modeshift for active travel.</li> </ul>	<ul style="list-style-type: none"> <li>• To further enhance the quality of the gymnastics curriculum with CPD inset day in 2022 and then embed new planning from British Gymnastics.</li> <li>• Develop dance curriculum using new format for FS2 classes.</li> <li>• To further enhance staff knowledge running sensory circuits for vulnerable and SEND children.</li> <li>• To develop knowledge and confidence of interim PE lead.</li> <li>• To re-develop playground rota for KS1 to suit needs and wishes of children.</li> <li>• Embed and gain feedback from KS1 on use of assessment / knowledge organisers.</li> <li>• Consider development of organisers for FS stage where appropriate.</li> <li>• To maintain schools commitment and participation in wider PE activities and competitions.</li> <li>• To re-establish intra-school competitions with local infant schools.</li> <li>• To re-develop use of Y5 Sports Leaders if possible given COVID 19 guidance (not used due to COVID).</li> <li>• To look into CPD for teaching yoga with school; identified by student council as sports education the children would like.</li> <li>• To relaunch and restructure Daily Mile (not occurred due to COVID).</li> </ul>

**Due to co-vid we are carrying forward an underspend from 2020/21.**

**Details of how this underspend is being carried forward into 2021/22 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.

<b>Academic year: Sepember 2020 to July 2021</b>	<b>Total fund carried over:</b> £9,241	<b>The following information reports on how carried over money due to COVID 19 from 2020/21 has been spent.</b>		
<p>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 - £3,900 Points Network Sign up – 3,000 Upkeep and development of PE equipment within school – £2,000</p>				
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.				
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	Sustainability and suggest next steps:
<b>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.</b>	<b>Actions to achieve, linked to intentions.</b>	<b>Funding allocated</b>	<b>Evidence of impact: what do pupils know now and what can they now do? What has changed?</b>	
<p>For the school to actively engage with School Sports Partnership to ensure access to CPD, competitions and opportunities to engage DIS in a range of PESSPA opportunities.</p>	<p>PE lead to engage with: Points sign up Competition package KS1 specific health check Data tracking opportunities Use of pupil voice surveys CPD opportunities To ensure they are able to use this information to enhance PE provision and ensure the profile of PE is raised across school.</p>	<p>£3000</p>	<p>Attended all meetings where possible and kept self up to date with latest competitions, research and information available regarding PESSPA within city.</p> <p>100% of y2 children participated in group competitive sports – Points Network Games, Santa Fun Run and girls football competition.</p> <p>High levels of participation across the school in school</p>	<p>To continue to engage with school sports partnership.</p> <p>Sign up for next year including competition packages.</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</p>

			wide initiatives highlighted by school sports partnership – Sheffield Skipathon. Move More Dance Day	skipping at break time and lunchtime.
	To develop resources within the playground to include wishes made by the children in the previous year to support new sport opportunities. To arrange for children to have access to a traverse wall.	£4,000	Development of climbing resources at lunchtime has been very popular with children at lunchtime. An increased amount of children have been engaged with activity at lunchtime and after school.	To continue to use make a wish system and school council to see ways to improve provision of sporting opportunities at lunchtime. To develop lunchtime rota to facilitate additional opportunities such as playing hockey as a team game.
	To support development of gross motor skills and engagement with sport purchase of balance bikes.	£2,000	Increased use of active resources at lunchtime with children showing increased control with gross motor skills.	To continue to use as part of structured PE lessons and free play time in FS.

## Action Plan and Budget Tracking for Academic year 2021/22

<b>Academic year: 2021 / 22</b>		<b>Total funding allocated: £17,800</b>		
<b>Key Indicator 1:</b> 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
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<b>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.</b>	<b>Actions to achieve, linked to intentions.</b>	<b>Funding allocated</b>	<b>Evidence of impact: what do pupils know now and what can they now do? What has changed?</b>	Sustainability and suggested next steps:
<p>To sustain an exceptional level of opportunities for children to be physically active and to ensure ALL children are participating in 30 minutes of activity in school each day.</p> <p>To ensure all children within school have equal access to opportunities to participate in physical activities within school.</p> <p>To sustain a high level of engagement of active travel within school.</p>	<p>Target inactive children, SEN and PP children for lunchtime Soccer-eds clubs.</p>	<p>£700</p>	<p>Activity tracker has been used to gather information to ensure children targeted. Information has been used to target pupils to attend lunchtime clubs.</p> <p>90% of SEND pupils within school have attended a sports club at lunchtime for at least 1 half term with %80 of PP also attending. (those not attending are due to personal need).</p>	<p>To continue to use system going into next academic year.</p>
<p>To increase the % of children who are always active at home.</p>	<p>Sustain an exceptional level of active lesson culture within school.</p>	<p>£0</p>	<p>High levels of engagement within lessons as pupil are more active and focused. Teachers report improvements with attention and focus.</p>	<p>To maintain throughout next academic year.</p>

	To sustain use of outdoor learning provision within y1 by providing high level of learning resources to ensure learning can take place outside.	£400	Fantastic new resources which allow for greater amount of teaching outside means that learning is to a high standard and high levels of physical activity are maintain throughout the year even when weather is poor.	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.
	Participate in Bikeability workshop for children who are unconfident on a bike / do not have a bike at home.	£0	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 access bike workshops and scooter training for year 1 and 2 to develop skills and provide alternative ways to travel actively.  To provide better storage for balance bikes so can be better accessed during playtimes.
	Develop provision of scooter and buggy parking at school to help promote active travel and to support parents.	£100	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.	Gain feedback from parents and continue to monitor suitability of scooter parks and ensure maintenance to a high standard.
	Involvement in funky feet day, active travel fortnights and promoting active travel through assemblies.	£0	School has achieved platinum award for active travel and celebrated with a special event.	To maintain level of active travel seen within school.

	Use twitter and the school website to share ways parents can be active at home as a family.	£0	Parents have reported increase in children being active at home and it has helped to develop the culture and ethos of the school being an active one.	To maintain presence of school sport and PESSPA on website in next year.
	To sustain and enhance use of equipment for use outside at lunchtime and playtime to enable children to be active.	Equipment £1,000  Playground markings £10,500	Welfare supervisors are seeing increased participation in sports at lunchtime with children seeking out different sports opportunities.  Children are able to use the track as part of a mile a day system which some children have been using each playtime.  Pupil voice has shown that children enjoy having sports equipment to use and it helps them to feel fit and healthy.	To take feedback from pupils on equipment they enjoy using outside e.g. new hockey sticks and to see what new equipment they would like access to. Develop playground rota to creating time for organised games.  To relaunch mile and day system to ensure at least 50% of children within KS1 participate every day.
<b>Key Indicator 2:</b> 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
				%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		



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:
<p>To actively engage with school sports partnership to ensure access to varied sporting and PESSPA opportunities.</p> <p>To sustain a high level of enthusiasm, confidence and engagement with PE and PESSPA within school to ensure at least 80% of children within DIS feel positive about PESSPA.</p>	<p>For PE lead to attend all points network meetings and Sheffield PE conference to increase awareness of PESSPA opportunities occurring within local area and city wide.</p>	<p>£175 cover to attend PE conference.</p>	<p>PE lead was able to maintain knowledge of events and city wide activities happening throughout the year.</p> <p>Was able to provide further SEND training to staff within school and support to drive forward curriculum within school.</p>	<p>To continue to engage with school sports partnership.</p> <p>Sign up for next year including competition packages.</p> <p>Continue to seek out CPD opportunities for staff through SSP.</p>
<p>To maintain a high level of engagement of PE related context on website and twitter to continue to raise awareness of participation of PESSPA within school.</p> <p>To sustain the strong school ethos of being an active school and this being promoted across the curriculum.</p>	<p>PE assemblies delivered around key events to promote a range of sports and to celebrate success within PE and sports for children at school:</p> <p>Winter Olympics Women's Euros Wimbledon 6 nations tournaments</p>	<p>£0</p>	<p>Worldwide events have been promoted including women's euros, soccer aid, 6 nations and winter Olympics to raise profile of sport within school.</p> <p>Conversation around sport has increased within school with a higher percentage of children interested and engaged with sporting events.</p>	<p>To maintain cycle of PE assemblies (at least 3 per year) into next year.</p>

	To share sporting achievements of children with the wider school community using Twitter and School Website.	£0 £0	Dedicated assemblies for sports achievements mean we have had an increase in the amount of sporting achievements shared within school.	To continue to promote into next academic year. Photograph achievements and promote more on twitter.
	Use of mini first aiders course within y2 to build knowledge and awareness of being healthy and maintaining a healthy life.	£1,600	Children reported loving the mini first aiders teaching which was done actively and helped them improve their first aid skills, physical development and literacy skills.	To book in for next academic year to offer next year's y2 the same opportunity.
<b>Key Indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport.				Percentage of total allocation
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<b>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.</b>	<b>Actions to achieve, linked to intentions.</b>	<b>Funding allocated</b>	<b>Evidence of impact: what do pupils know now and what can they now do? What has changed?</b>	Sustainability and suggested next steps:
To ensure all career new staff feel confident in teaching high quality PE lessons.	PE lead with work with ECT in y1 and FS2 during Spring term to support PE CPD and training.	£0	BM and MM 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.	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.

To continue to develop a robust system for monitoring pupil progress within PESSPA	Development of new knowledge / assessment organisers to ensure a robust monitoring system in place.	£0	Developed during the course of this academic year to be used in next year's teaching.  CPD has been given.	Feedback to be gathered during next academic year to assess effectiveness of new assessment tool.
To offer high quality CPD opportunities to all staff within school to ensure high level of knowledge and confidence in PE teaching.	PE lead to lead staff meeting on new dance curriculum.  PE to observe all staff within KS1 teaching new dance curriculum.  Staff audit on teaching dance to be completed after CPD delivery and experience of teaching new dance curriculum.  PE lead to ensure CPD opportunities are offered out to staff and accessed through Points Network.  2 staff to attend gymnastics training at	Gymnastics training CPD with £160 for course.	Staff who attended felt increased confidence with teaching of gymnastics and felt they were upskilled from the session.  Observations showed higher quality of teaching and learning from pupils.  Increase in confidence from staff delivering sensory circuits and improvement in quality of fundamental skills PE sessions delivered to children with highest levels of SEN needs.	PE lead to arrange whole school CPD for 2022/23 and to implement new gymnastics planning for KS1 to work alongside CPD given.

	<p>Clifford to refresh experience.</p> <p>6 members of staff completed SEND specific CPD on how to support within lessons. CPD given to inclusion room staff to support effective delivery of sensory circuits for SEND children.</p> <p>To develop planning folder for SEND specific lessons to help target gross motor needs and further engage SEND children with PESSPA.</p>			
<p>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.</p>	<p>PE lead to have half a day each half term to reflect on sports needs.</p> <p>Update all sports premium documents and ensure that money is being allowed to allow the development of PESSPA within school and improving children's physical activity opportunities.</p>	<p>£200 for cover</p>	<p>Intra-school competitions have been run by points to ensure participation by children.</p> <p>CPD opportunities have been provided to career new staff to support knowledge and understanding of sports in school.</p>	<p>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.</p>

	Ensure CPD opportunities are provided for staff.  PE lead to ensure high quality provision of equipment for teaching and delivery of PE lessons.		All sports premium documents are up to date and published in required format.	
<b>Key Indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils.				Percentage of total allocation
				%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<b>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.</b>	<b>Actions to achieve, linked to intentions.</b>	<b>Funding allocated</b>	<b>Evidence of impact: what do pupils know now and what can they now do? What has changed?</b>	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.	Participate in Move more to Music day.  Children to have experience of dancing and moving their bodies to music.	£0	Children have reported enjoyment of different sporting activities.  By participating in these activities increased amounts of children have been skipping and hula hooping I school and at home.	To continue to ensure that PE lead access projects happening within the city and bring them to school for children to participate in.
To use feedback gathered from pupil survey to ensure opportunities are focused around children's interests and offering new opportunities	All children participate in Diwali dance workshop.	£599		Staff to run in house where possible dance workshops to keep costs down and maintain a more sustainable way of working.
	Ballet workshop for y1 and y2 and Christmas themed workshop for whole school.	£150	Increased levels of activity at lunchtime as children	To book hula hooping workshop for 2021/22 as feedback from

children would like to engage with.	Participation and promotion of Skipathon challenge.	£750	participating in these activities.  Children have requested after school clubs based around these activities.  Increased amounts of children scooting to school.	children and staff incredibly positive.  To book Tennis Roadshow for September for new FS and y1 to promote and build links with local clubs.
	Rugger eds in class experience for FS2 staff using feedback from pupil survey.	£1260		
	Continued use of sensory circuits for vulnerable and SEN children.	£0		
	Tennis coach and taster session for y2.	£200		

<b>Key Indicator 5:</b> Increased participation in competitive sport.	Percentage of total allocation
	%

<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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 provide 100% of pupils the opportunity to take part in competitive sport during KS1.	Sports day – 100% of children in FS and KS1 to participate in a competitive sports day.	£650	Children have enjoyed taking parting in city wide challenges, and an increased in children being active out of school (funding allocated from previous year).	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 within y1 are able to participate in at least one competitive event.

	<p>Opportunities to participate in team games done so through PE teaching.</p> <p>Continue to promote ethos of personal challenge within lessons</p>		<p>Children have a positive view of competitive sport and have enjoyed accessing a range of chances to be competitive.</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>
<p><b>Total funding spend: £18,845</b></p>			<p><b>Funding left over: £0</b></p>	