

| Key achievements to date: Up to July 2021   | Areas for further improvement and baseline evidence of need:   |
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| <ul style="list-style-type: none"> <li>Increasing percentage of pupils attaining National Curriculum expectations in school PE and swimming.</li> <li>Leadership of school sports and PE, and increased confidence and knowledge of teachers in delivering PE and active events.</li> <li>Opportunities for outdoor adventurous activities significantly increased for all year groups with overnight residential for Y4 and Y6.</li> <li>Active half an hour per day incorporated into class timetables (PE is additional to this).</li> <li>Daily Mile embedded across school.</li> <li>Development of programmes and coaching which build self-esteem and resilience for pupils which is based on active and health lifestyles.</li> <li>Active lunchtimes facilitated by Playground Leaders.</li> <li>Celebrating success in sport and active achievements in school through celebration assemblies.</li> </ul> | <ul style="list-style-type: none"> <li>Increase the active half hour to 45 minutes per day for all pupils.</li> <li>Further develop active playgrounds, building on playground leader and self-led active activities.</li> <li>Intra develop intra and inter sports competitions within the school, and across the Trust and LA.</li> <li>Raise aspiration in sport through opportunities to visit sporting landmarks such as EIS and Doncaster Keepmoat Stadium.</li> <li>Continue to raise the profile of sports achievements through sports ambassadors and PE champions.</li> <li>Use of sport and active lifestyles to support children's mental health; attain the Leeds Carnegie Mental Health GOLD Award.</li> <li>PE scheme of work across school, ensure consistency and progression across school.</li> <li>Increase staff confidence in teaching all aspects of PE through CPD and team teaching.</li> </ul> |

| Meeting national curriculum requirements for swimming and water safety  |     |
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| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?   | 55% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?   | 98% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?   | 98% |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way? | No  |

| Academic Years: 2020 - 2023  | Total fund allocated: Total =18,870  | Date: June 2021   |   |  |
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| <b>Key indicator 1:</b> The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school |  |   |   |  |
| School focus with clarity on intended impact on pupils:  | Actions to achieve:  | Funding allocated:  | Evidence and impact:  | Sustainability and suggested next steps:   |
| a) All pupils will engage in 2 hours quality, active physical education a week..   | Plan and teach to The National Curriculum for each year group<br>Ensure the skills, knowledge and range of aspects are taught.<br>2 hours timetabled PE a week .<br>Replenish school Physical Education equipment.<br>Safety check of the PE / Gym equipment.. | £440 purchase PE scheme<br>£335 annual servicing<br>£9692<br>2 x Playground leaders | Long and medium term plans in place with 1 year rolling programme per Key Stage.<br>All equipment needed to teach and participate actively is available and safe / appropriate.<br>Equipment is checked for safety. | Curriculum Team support<br>DEP review of curriculum and subject leadership.<br>Strong Subject Leaders supported by SLT<br>Curriculum scheme introduced, monitored and embedded<br>Use of knowledge organisers for LT and MT planning<br>Active Fusion 1 Pm per week from 1 term to 3 terms |
| b) All pupils will have active daytimes, with 30-45 minutes of activities which are physical, active and promote healthy lifestyles.   | Daily Mile<br>Go Noodle subscription<br>Active playtimes and lunchtime   |   | Pupils have active school days and enjoy being active in different ways.  | Timetabling, cross- curriculum to explore active activities through subjects.  |
| c) Active playtimes; pupils have a wide range of directed and self – led activities available with quality resources.  | Playtime staff leaders<br>Playground leaders trained with Active Fusion<br>Replenish playtime resources<br>Purchase Playground equipment   | £1000   | Monitor and evaluate termly across school.  | Active playtimes, retain staff, use previous play leaders to train / support new ones in summer 2 term.  |
| <b>Key indicator 2:</b> The profile of PE and sport being raised across the school as a tool for whole school improvement  |  |   |   |  |

Supported by:



| School focus with clarity on intended <b>impact on pupils:</b>                      | Actions to achieve:  | Funding allocated:                   | Evidence and impact:  | Sustainability and suggested next steps:   |
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| a) Raise aspirations in sport and physical activities.                              | Assemblies focussing on sporting heroes.<br>Whole school PE themes and topics marking world events<br>Visit to Keepmoat, EIS, Dome, Stadiums and sports grounds.<br>Involvement in Bikeability; encourage children to ride safely and maintain their bikes                             | £250 transport<br><br>£200 resources | Track the pupils participating in sporting activities, clubs and competitions.<br>Termly assessments.<br>Assessments in PE -identify pupils at ARE and GDS, and those requiring additional support.   | Weekly assembly<br>Foundation assessments for PE<br>PE termly newsletter of sporting attainment, opportunities and ambassadors.<br>LT Topic focus on using PE across subjects or other subjects supporting PE, new scheme embedded.  |
| b) Pupils have the opportunity to become Sports Ambassadors and Sporting Champions. | Award scheme linked to attainment, achievement and attitude set up.<br>Awards, certificates, champion status. Sports Champions; award their status and place at the EIS festival event in June. PESSPA newsletter termly (Covid-19)  |                                      | Record, praise and share the Ambassadors and Sports Champions in assemblies.<br>DEP Implementation team,<br>Monitor impact<br>Termly PESPA newsletter   | Sporting heroes to visit school, purchase autobiographies.<br><br>Plan trips and budget transport to sporting events and venues.   |
| c) Cross – curricular links to Physical Education.                                  | Cross – curricular monitoring, links to geography for trips and sporting events world – wide.<br>World sporting events -project across school.<br>Curriculum Intent, mapping opportunities. Use of vocabulary, maths and reading – links to sporting hero, rules and events. Elf dash. |                                      | Monitor the cross –curricular links through SLT scrutiny and Curriculum / DEP team monitoring.<br>Photos, canvas / displays around school involving sport / PE.<br>Mental Health Award; evidence of actions and outcomes. Going for GOLD award.<br>DEP teams, monitor and evaluate healthy lives, active participation and also identify children to support further. | Maintain the profile of Healthy Lives, Healthy Minds. Continue to support the working team and evaluate current practice and also draw on research in this area.<br>Continue to have strong relationships with Health Care Professionals and involve them in themed weeks. |
| d) Mental health award; Leeds Carnegie Healthy lives and                            | Healthy Lives, Healthy Minds DEP action plan, Priority 3; Links to mental health, Sensory circuits.  |                                      | Healthy lives week involving  |  |

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| Healthy Minds whole school focus. | Healthy eating and fitness week (Autumn annually). |  | parents and pupils and activities. |  |
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Supported by:



**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

| School focus with clarity on intended impact on pupils:  | Actions to achieve:  | Funding allocated:             | Evidence and impact:   | Sustainability and suggested next steps:  |
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| <p>a) To ensure all teaching staff receive high quality training and CPD to raise subject knowledge and confidence in teaching physical education so that the quality of teaching is of a high standard.</p>                     | <p>Purchase Active Fusion Support.<br/>Staff attend training (Twilight x 2)<br/>Focus this year: Games / OAA<br/>Team teaching coach with teachers in lessons<br/>Training for new starters on using the scheme for PE<br/>PE leaders attend PE management / conference.</p> | <p>£3120<br/>Active Fusion</p> | <p>Active Fusion 2 x Twilights for all staff, including being offered to LSAs<br/>Team teaching builds confidence and experience<br/>New PE scheme monitored, embedded and shows progression and coverage.<br/>Staff and subject leaders attend training and disseminate to whole staff in PDMs and briefings.</p> | <p>Monitoring implementation of the PE scheme.<br/>PDM to re-visit expectations and train new staff.<br/>Team teaching- observe and support less confident staff.<br/>On – going specialist support through external provider to build on success and support next steps.</p> |
| <p>b) Enlist the support of specialist coaches and training to support school sport and physical education. Team teach lessons to share good practice and ensure lessons are predominantly active with minimal passive time.</p> | <p>External Active Fusion coach Spring, Annually.<br/>Specialist coach working alongside less confident staff, team teaching.<br/>Strong PE leadership. PE and also Sports Leader.</p>   |                                | <p>Monitor PE lessons and work scrutiny termly by subject leaders and SLT.<br/>Subject leader e-portfolio evidencing Intent, Implementation and Impact</p>   | <p>Termly and Annual review of the DEP objectives each year as part of the 3-year strategy.<br/>Review progress, impact and next steps. (Y2 of 3)</p>   |
| <p>c) Further review and evaluate the physical education, Healthy Lives and School sports curriculum; Ensure the Intent is clear, the Implementation is consistent and of high quality and that impact is measured.</p>          | <p>Curriculum Team.<br/>Assessment of attainment in PE (Tracking termly)<br/>DEP teams to monitor and evaluate.</p>  |                                | <p>DEP monitoring and evaluating through the Healthy Lives and Healthy Minds team.<br/>The Trust AI supports development of curriculum Intent on which to then review and develop<br/>Implementation of school PE and sport.</p>   | <p>Build a culture of care for equipment and monitoring to ensure resources are well – looked after and used to full advantage.</p>   |

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| d) Quality equipment and resources for pupils and staff to use. | Replenish PE stock for curriculum sports.<br>PE Ambassadors to monitor equipment. | £1500 equipment | Equipment is purchased and stored securely.<br>It is maintained and looked after, refer pupils and staff to the Code of Conduct "We look after everyone and everything." |  |
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

| School focus with clarity on intended impact on pupils:   | Actions to achieve:  | Funding allocated:   | Evidence and impact:  | Sustainability and suggested next steps:   |
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| a) Further develop Active lifestyles through the Developing Excellence plan, working with mentors, Mental Health, health professionals and coaches to increase the experiences, opportunities and range of activities provided. | DEP Implementation teams.<br>Mental health training, counsellors, Sensory Circuits,  | £250 transport<br><br>£7302<br>After school clubs coaching | Children enjoy active playtimes; they can fully participate actively in adult led activities but also be active in self or peer led activities.<br><br>Pupils embrace the SMOA activities and events to gain experiences and are signposted to then further continue with school clubs and external clubs and organisations as a result. Northern Ballet opportunities; talent spotting and working with Northern Ballet. | Maintain the profile of Healthy Lives, Healthy Minds. Continue to support the working team and evaluate current practice and also research in this area.<br>Continue to have strong relationships with Health and involve them in themed weeks   |
| b) Utilise the Social Mobility Opportunity Area events and activities.  | Take part in opportunities provided by external funding e.g. Club Foundation, Holiday clubs for Pupil Premium Pupils<br><br>Active playtimes and lunchtimes.<br>Employ Play staff at lunchtimes to lead active games and sports events.<br>Purchase equipment for independent playtime activities. | £500<br>Outdoor and gardening                              | Pupils enjoy being outdoors and active. They embrace OAA, gardening and science activities and utilise the outdoors across the curriculum.<br>Pupils can practice their bike and scooter skills, have their equipment checked and receive road safety training termly.<br>Pupils engage in OAA activities   | School allocate funding to coaches and counsellors who promote self-belief, resilience and confidence through sports activities.<br>Allocate budget for playtime equipment, fundraise for resources.<br>Local community support and fundraising events in school.<br>Look at sponsorship through local businesses to sustain the Quad and garden areas.<br>Raise funds for coaches through |

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| <p>c) Increase the opportunity for being active outdoors, Outdoor Learning, Outdoor Adventure Activities and Residentials</p>  | <p>Cycling and road proficiency support (External)<br/>Subsidising Kingswood with an additional OAA activity funded for all as part of the 3 day Y6 residential and cover staff to cover Kingswood and Y4 Residential to Austerfield.</p> | <p>learning resources<br/><br/>£200<br/>Subsidising residential</p> | <p>which cannot be experienced within school. They participate in a range of problem solving, OAA, physical and sports activities, such as rock climbing and high ropes.</p>  | <p>sponsorship, parental contributions and fundraising. Seek opportunities through local area grant sand opportunities which are free.</p>   |
| <p>d) Widen children's experience and knowledge of sporting facilities and landmarks through visits.</p>                       | <p>Transport and cover to allow visits to Keepmoat, DRFC Stadium, EIS visit, Dome visit for Cycling and ice skating.</p>  | <p>£500</p>   | <p>Pupils have a range of opportunities to visit landmarks and to take part in different sporting events in different places, including leisure centres, gym, arena, athletics and football stadium, ice rink and cycling events.</p> | <p>Embrace all opportunities. Extend extra - curricular provision through additional coaches, through staff / parents who take the coaching certificates we offer.</p>                       |
| <p>e) Develop Extra-Curricular provision 4 x week after school active and healthy lifestyle provision for all year groups.</p> | <p>After School sports club for KS1 and for KS2, termly sports rotated. After school coaches Spring term. Equipment for active club. After school Support Professional. Gardening and OAA clubs after school</p>                          |   | <p>Children participate in active after school clubs, registers taken, open to all year groups. All pupils are able to attend extra - curricular sporting clubs.</p>  | <p>Encourage pupils to join outside clubs, such as local martial arts / football team. Magic Moment celebrations in assembly for being part / achievements in these out of school clubs.</p> |

**Key indicator 5: Increased participation in competitive sport**

| School focus with clarity on intended impact on pupils:   | Actions to achieve:  | Funding allocated:    | Evidence and impact:  | Sustainability and suggested next steps:   |
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| a) Intra and Inter sports competitions increase in frequency, with all pupils participating in Intra school termly events and competitions. | <p>Pyramid competitions, host and attend in the local area.</p> <p>Intra competitions each term with Phases competing, tournament style with teams and awards.</p> <p>1) Rounders 2) Rugby<br/>3) Football 4) Running.</p> | £300 annual keep - up | <p>Pupils participate in sports competitions within phases and with other schools.</p> <p>Rugby – Y5/6 Autumn.<br/>Cross – Country Spring</p>   | <p>Wider links with local school.</p> <p>Explore use of the 4G pitch and sports facilities at local secondary school.</p>  |
| b) Participate in School Games events across Doncaster and EIS Games festival   | School Games – register, participate in Hockey, Cross – country, Rugby, Multi – skills.  | £1000 transport       | Pre-competition training raises knowledge, sportsmanship and skills.  | Allocate budget to transport for sport and encourage parents / staff to support this.  |
| c) Take part in Trust sports days, events and competitions hosted by the partner Independent school.  | <p>Ambassadors and PE champions visit and compete at EIS with Doncaster schools.</p> <p>Inter – school / Trust sporting events and competitions with Trust Schools</p>   |                       | <p>Experience, success is built on. Pupils are aspirational and want to win.</p> <p>Trust collaboration provides opportunities for all KS2 pupils to compete and visit other schools.</p> | Keep up to date with events in the local area, be pro – active in starting to prepare for events early so pupils get to practice and work together to be prepared. |
| d) KS1 children to take part in virtual, competitive multi skills competition   | Multi – Skills competitions led by Active Fusion   |                       | KS1 participate in the multi – skills and proceed to the Doncaster Finals.  | Maintain Trust links and sports activities, and the partnership with Hill House / Trust / Schools.   |
| e) Reward outstanding sporting achievements and attitudes through the PE champions,   | <p>Learning for life awards.</p> <p>Assembly recognition of outside school achievements “Magic moments”.</p> <p>PE Ambassadors – applications, interviews and appointments in November</p>                                 |                       | Pupils want to receive recognition for sporting achievements and being active outside school.   | KS1 –develop Intra competitions into KS1.  |



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| <p>Active Playtime Leaders and then Sporting Champions</p> | <p>(see also 2b)<br/>Active fusion; Training Y2 and Y6 playground Leaders (Summer 22)</p> |  | <p>Sports champions go to EIS with South Yorkshire schools for a Festival of sport day at the arena</p> <p>Play leaders support active playtimes across school.</p> | <p>Sponsorship, additional rewards and visits for sporting attainment and achievements in and out of school.</p> <p>Succession planning of leaders who train the next cohort and support in summer 2 term.</p> |
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