

SPORT PREMIUM FUNDING

What is 'PE and Sport Premium funding'?



The government provides additional to improve the provision of physical education (PE) and sport in primary schools. Indicators suggested that 1 in 5 children are leaving primary school overweight. The funding has been provided to promote and encourage children to participate in a range of physical activity both in and out of school to prevent these concerning statistics coming to fruition.

PE and Sport Premium funding has been provided jointly by the Department for Education, the Department for Health and Culture and the Department for Media and Sport. It has been allocated to primary school Headteachers and is ring-fenced to be spent on the provision of PE and sport in schools.

The Government believes that Headteachers and school leaders should decide how to use the funding for PE and Sports in school. They are held accountable for the decisions they make through:

- The performance outcomes of all pupils compared with their peers
- The Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in those areas where specific funding has been provided
- The reports that schools are required to publish online for Parents

. Here at Dickleburgh C of E Academy we aim to use the funding effectively to ensure that standards of learning and achievement in PE and Sports are raised for all children, regardless of their background, enabling them to engage in physical activity as part of the curriculum and extra-curricular provision.

Since the introduction of the PE and Sport Premium, Dickleburgh C of E Primary Academy has used the funding to employ specialist PE teachers to work alongside staff, using a coaching method. Exemplar planning has been produced, PE sessions have been modelled and taught alongside coaches and strategies for assessment have been shared. Sports clubs, tournaments and competitions have been subsidised allowing a wide range of sports activities to be offered to the children. PE and sporting equipment have continued to be replaced and enhanced.



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2018

Commissioned by
Department for Education

Created by



YOUTH
SPORT
TRUST

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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

Please visit [gov.uk](https://www.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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • High quality PE embedded into curriculum for 2 hours every week per pupil. • 50% of KS1 participated in an after school sporting activity. } Therefore 58% of • 81% of KS2 participated in an after school sporting activity. whole school. • Awarded Gold School Games Mark 2017-18. • PE is highly valued across the school, by teachers, pupils and parents. • A wide range of sporting opportunities, including competition with others, are on offer. 	<ul style="list-style-type: none"> • To continue to fully engage with the outside environment, linking to pupils and meeting recommended activity targets. • Aiming for Platinum School Games Mark. • To look at new equipment that we could invest in. • Teacher upskilling. • Pricing up putting in a mile track around the field to keep children active.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	93%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	93%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%

<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>	<p>NO</p>
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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 students today

Academic Year: 2018/19		Total fund allocated: £13385.75		Date Updated:	
Key indicator 1: The engagement of <u>all</u> 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				Percentage of total allocation:	
				%	
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<ul style="list-style-type: none">•Morning exercises daily- 15minutes	<ul style="list-style-type: none">•Teachers on duty provide morning exercises, this is completed in house colours with learning partners. It is competitive and children of all ages work together.		<ul style="list-style-type: none">•Children enjoy this and it is a great way to exercise before the start of school.•Children are awarded house points and if their house colour is the winner at the end of half term they get to wear an item of their colour clothing from home.	<ul style="list-style-type: none">• Continue to embed morning exercises.• Aim for active playtimes in 2019-20.	
<ul style="list-style-type: none">•Raise profile of healthy active lifestyles within PE lessons and during other subjects.• Increase activity for every child, every day.• Continue to provide 2 hours high quality PE for every pupil, every week.•Keep on using Bikeability.• Highlight importance of activity levels/healthy eating.	<ul style="list-style-type: none">• Use of Rising Stars Teacher’s Guide to help improve lessons for sport, health and fitness.• Ensure high intensity workouts built into lessons throughout school.• Use Cybercoach subscription to help with dance and morning exercises if it rains.• Use the Youth Sport Trust Active School Planner to monitor activity levels across the school.• SSP to deliver Bikeability training		<ul style="list-style-type: none">• Pupil’s reaction to Cybercoach activities.• Staff feedback- gaining new ideas and adapting them to suit their lessons.• Children are very active in PE lessons and they are confident in what they are learning. They feel that they are always learning new skills and being challenged.• Children have increased confidence in road safety	<ul style="list-style-type: none">• Look into a track for the daily mile 2019-2020.• Continue to provide high quality PE lessons.•Activity levels will continue to be monitored.• Cycling initiatives completed and booked for new academic year.	

<ul style="list-style-type: none"> • Giving the opportunity for each class to complete in a Diss cluster event every term. • Dance specialist working on Thursday afternoons, rotating through classes every half term. 	<p>to Class 6 pupils.</p> <ul style="list-style-type: none"> • Class 1 to complete “Step on it” road safety training. • Booking buses, sorting teams within each class and sending out letters. • Rotate classes to make sure all children have the opportunity. • Ask teachers to watch, gives them the opportunity to upskill and see their class and their behaviours in PE. • Organise dates and times with dance teacher, already in school on Wednesdays teaching mini musical theatre and dance and musical theatre. 	<p>£2341</p> <p>£745</p> <p>£604 SSCO</p>	<ul style="list-style-type: none"> • All children look forward to these trips and have gained new skills and experiences after each trip. • 100% participation rate, each pupil in KS1 and KS2 participated in 3 events over the year. • Teachers have gained confidence on how to teach dance after observing, • Different perspective for teachers by being given the opportunity to observe the class. • Children’s enjoyment of dance has increased. <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> • All pupils are active through 	<ul style="list-style-type: none"> • School Games Organiser, South Norfolk SSP leaving and no replacement yet to be found, monitor the impact this has on participation. • To keep the dance sessions running in 2019-2020.
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		<p>£1500</p> <p>£2166</p>	<p>play, morning exercises and PE. Increased confidence seen on Sports Day.</p> <ul style="list-style-type: none"> • 50% of KS1 participated in an after school sporting activity. • 81% of KS2 participated in an after school sporting activity. • 58% of whole school. • Pupils are highly motivated to participate in PE lessons and competitive PE. • PE kits always in school, rarely forgotten. 	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • A wide range of after school clubs running- summer games, rounders and cricket KS1, hip-hop dance, dance and musical theatre, football, rounders and cricket KS2, karate and tennis. Subsidising cost for all parents to make sure participation levels are high. Pupil premium children do not have to pay for after school sports clubs. 	<ul style="list-style-type: none"> •Co-ordinating coaches, contacting local clubs and finding availability. •Sending out letters to parents. 	£3000 As above- dance	<ul style="list-style-type: none"> •58% of whole school attending a sports after school club. • Sports clubs full. 	<ul style="list-style-type: none"> • Look into Boogie Bounce. •Keep on coaches and build up good relationships with local clubs.
<ul style="list-style-type: none"> •Pupils have opportunities to learn to lead during PE & sporting activities. • Children to have greater experience and confidence in leadership roles. •Dance specialist working on Thursday afternoons, rotating through classes every half term. 	<ul style="list-style-type: none"> •The use of learning partners, older children look after and coach the younger children. • PE prefects and house captains to organise equipment in the container and for lessons. • Pupils to lead warm up and activities during curriculum PE lessons. • Using pupils to officiate play. 	As above- dance	<ul style="list-style-type: none"> •KS2 pupils all involved in leading during academic year. • Pupil feedback. • Staff feedback on confidence & self-esteem in pupils. 	<ul style="list-style-type: none"> • Many pupils across school able to lead warm up and start lessons. • Continue to provide all children with leadership opportunities across the school with their learning partners. • Success of Sports Days.

<ul style="list-style-type: none"> • Pupils to learn about skills and qualities in PE that are transferable to other curriculum areas. • Ensure PE and sport continues to have a high profile in school life. 	<ul style="list-style-type: none"> • Class 6 house captains and PE prefects helped to organise and run our Sports Day carousel. • House captains set up and organise morning exercises. 			
<ul style="list-style-type: none"> • 100% of pupils in KS1 and KS2 participated in an inter/intra-school competition by attending cluster sporting events or school sport opportunities. 	<ul style="list-style-type: none"> • Link to School Values. • Use counting in Reception lessons, measuring and timing in athletics lessons, French counting in KS2, science knowledge in understanding fitness & health element. • Using Rising Stars resource; <ul style="list-style-type: none"> ➢ Healthy body: inside out ➢ Healthy mind: going for goals ➢ Healthy lifestyle: you are what you eat! ➢ Healthy body: blood and guts ➢ Healthy mind: healthy body ➢ Healthy lifestyle: germ busters! • Sporting achievements/curriculum PE celebrated in assemblies. 	£2325 As above	<ul style="list-style-type: none"> • Pupils are able to apply skills to different challenges and activities, even in new circumstances, and understand how skills are linked. • Pupil/staff feedback. 	<ul style="list-style-type: none"> • Continues to be used throughout whole school. • Pupils in KS2 recording and timings and developing their own knowledge.
	<ul style="list-style-type: none"> • Attend cluster sporting opportunities for all pupils (fully inclusive) • Sports Day, two parts- <ul style="list-style-type: none"> ➢ Sports carousel ➢ Individual races • Adding new trophies to sports day 		<ul style="list-style-type: none"> • Children have learnt new skills and enjoyed going to cluster events. • Qualifying for events. • Children joining local clubs in the community because they enjoyed it so much. 	<ul style="list-style-type: none"> • We will look to continue this next academic year but as of July 2019 there is no SSCO in place for our Cluster.

	<p>to motivate and encourage children-</p> <ul style="list-style-type: none"> ➤ KS1 boy winner ➤ KS1 girl winner ➤ KS2 boy winner ➤ KS2 girl winner ➤ Sporting achievement award- for success throughout the year ➤ House colour cup <ul style="list-style-type: none"> • Ensure competitive opportunities are embedded in curriculum PE. • Our participation in Small Schools Netball/Football League and friendly competitive matches. • Salary Costs for SSCO for Diss Cluster Schools Sport Partnership 2018-19 to enable competitive events & festivals to be attended by pupils. • Travel costs to attend Cluster events/competitions/festivals. 		<p>WIDER IMPACT AS A RESULT OF ABOVE</p> <ul style="list-style-type: none"> • PE & Sport continues to be highly valued and supported across the school. Displays. • Gold School Games mark received for 2017-18. • Pupils are proud of their achievements and are happy to celebrate their successes inside and outside of school with assemblies. 	
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			<ul style="list-style-type: none"> • Pupils are keen to participate in all areas of activity. • Pupil's confidence and self-esteem is high and all engage in activities. • Continues to be used throughout whole school. • Pupils in KS2 recording and timings own data for athletics sessions and designing their own games and sports. • Parents & Governors are highly supportive of all PE activities. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Using our new resources Rising Stars but adapting it to make sure games are included. • Encourage teaching staff to observe their class during dance sessions on Thursday afternoons and during PE lessons and take their class for extra PE lessons when opportunities arise. 	<ul style="list-style-type: none"> • Changing PE long term plan to suit the Rising Stars. • Talking this through with the staff, sharing resources and making sure they are following the long term PE plan. • Target teaching of PE in areas in which staff are less confident. Embed HQ principles throughout. • Seeing children from a different perspective from observing the class. 	As above	<ul style="list-style-type: none"> • Raised confidence in staff members in teaching curriculum P.E. • Improved resource bank of teaching resources for all staff. • Pupil feedback. 	<ul style="list-style-type: none"> • Working closely with teaching staff to adapt the long term plan and see how it works well. • Always thinking of new ways to add different sports into our school and maybe after school clubs. Looking into Boogie Bounce.
<ul style="list-style-type: none"> • Class teachers taking children to Diss Cluster events, making them aware of teams and officiating different sports. 	<ul style="list-style-type: none"> • Organising trips and making teachers aware, giving them the information needed. • Communicating with SSCO and passing on information. 		<ul style="list-style-type: none"> • Staff enjoying the trips as well as children. • Class teachers will see their children in a different environment, which may impact teaching strategies. • Successful trips where children and staff are proud of their achievements. <p>WIDER IMPACT AS A RESULT OF ABOVE</p>	<ul style="list-style-type: none"> • We will look to continue this next academic year but as of July 2019 there is no SSCO in place for our Cluster.

			<ul style="list-style-type: none"> • PE is highly valued and feedback from outside providers, coaches & visitors tells us that our pupils are able to demonstrate key skills & understanding of the PE curriculum • Pupils are keen to participate and show a great level of enthusiasm for PE & Sports. • All pupils are actively engaged in lessons. 	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <ul style="list-style-type: none"> • Employment of sports coach to teach new after school clubs. This has allowed us to now have 8 afterschool clubs, using a coach for 5 and then using local clubs to teach 3 others. Using sports premium funding to subsidise cost of clubs to encourage more children to participate. (Pupil premium not charged) 	<ul style="list-style-type: none"> • Asking the School Council to ask the children in their class to see what sports they would like to see in after school clubs. • Coordinate a range of learning opportunities both in curriculum time & after school clubs which enhance our current PE provision. • Increase the number of sports activities that we offer to our pupils. 	As above- after school clubs	<ul style="list-style-type: none"> • 58% of the school participating in an after school club. • 66% of inactive pupils participating in an after school club (summer term), 100% of inactive pupils participating in an after school club. • Feedback from parents and pupils on the after school clubs. 	<ul style="list-style-type: none"> • Thinking of new clubs and ideas to keep pupils active e.g. Boogie Bounce, Daily mile. • Looking at ways to increase participation. • Lunch time clubs and active playtimes.

		<p>£191</p> <p>£17.50</p>	<ul style="list-style-type: none"> • Pupils continue to experience a wide range of sports and activities. • Pupils continue to enjoy participating in new sporting experiences. They are confident when participating and want to take part. • All children have basic sporting skills that are transferrable to new sports. • Children rarely forget PE kits and when they do they are disappointed and want to participate. • PE is a large part of everyday life in school. 	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Salary Costs for SSCO for Diss Cluster Schools Sport Partnership 2018-19 to enable competitive events & festivals to be attended by pupils. • Travel costs to attend Cluster events/competitions/festivals. 	<ul style="list-style-type: none"> • Attend cluster sporting opportunities for all pupils (fully inclusive) 2018-19 • Deliver an inclusive sports day 2018. • Ensure competitive opportunities are embedded in 	As above	<ul style="list-style-type: none"> • Number of competition entries from school. • Children have gained confidence and enthusiasm. • 100% of pupils have taken part in an intra school event and an 	<ul style="list-style-type: none"> • 100% of pupils have taken part in an intra school event & an inter school event. • Our cluster competitions have enabled us to take part in a variety of events and

<ul style="list-style-type: none"> • Participating in as many Cluster events to allow children the opportunities to try new sports and compete with children of similar abilities and ages. • Building up skills in lessons to allow competitions within the class. • Making sure afterschool clubs have a competitive element. • Ending the year with two different Sports days, one a carousel of activities and the final day individual races. • Daily exercises allow children to compete against each other to gain house points for their house colour. Each half term the winning house colour get to wear an item of clothing that colour to school. 	<p>curriculum PE.</p> <ul style="list-style-type: none"> • Participate in Small Schools Netball/Football League and friendly competitive matches (where cohorts allow.) • Increased number of Intra matches to take place in curriculum PE. • Pupils to participate in a range of activities designed for them to achieve their best to improve confidence. • Thinking of new daily exercises for morning exercises to encourage children to stay motivated. 		<p>inter school event.</p> <ul style="list-style-type: none"> • Children enjoy the opportunity to wear their house colour when they win. • Gold School Games Mark. 	<p>competitions.</p> <ul style="list-style-type: none"> • We will look to continue this next academic year but as at July 2019 there is no SSCO in place for our Cluster. • Pupils are fully engaged with an element of challenge and competition. • Aiming for Platinum School Games Mark.
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