



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated July 2024



Commissioned by



Department  
for Education

Created by



## **PE and Sport at Dothill Primary School**

Dothill Primary School is a member of the Telford and Wrekin School Sports Partnership in association with Telford Langley and Burton Borough Secondary Schools. In addition, we liaise with the School Sports Coordinator at Charlton Academy.

Dothill holds the Platinum School Games Award.

### **About the PE and Sport Premium**

All children and young people should live healthy active lives. The UK Chief Medical Officers recommend that all children and young people should take part in moderate to vigorous intensity physical activity for at least 60 minutes every day. Children with special educational needs and disabilities should take part in 20 minutes of daily activity.

The Childhood Obesity Plan says that at least 30 minutes of daily activity should take place in schools.

All children at Dothill have equal access to high-quality PE provision and opportunities to experience and participate in a wide range of sports and physical activities. Academic achievement can improve in school because of the benefits children can gain.

Dothill uses the PE and sport premium funding to help achieve these aims.

Dothill prioritises PE and sport premium spending to improve in the following 5 key areas:

- increasing all staff's confidence, knowledge and skills in teaching PE and sport
- increasing engagement of all pupils in regular physical activity and sport
- raising the profile of PE and sport across the school, to support whole school improvement
- offer a broader and more equal experience of a range of sports and physical activities to all pupils
- increase participation in competitive sport

## Review of last year's spend and key achievements (2022/2023)

Activity/Action	Impact	Comments
<p><b>Raising Awareness:</b>  <i>Promotion of initiatives including:</i>            National School Sports Week            Change 4 Life            Big Walk and Wheel            Active 30 minutes (Creating Active Schools Partnership)            Active Lives Survey            School Games Mark Awards</p>	<p>Pupils developed confidence in physical activity and sports.</p> <p>More children walking to school.</p> <p>Planned activities at play time to increase physical activity. Planned activities during the school day and inside the classroom to increase physical activity.</p> <p>Pupils more aware of the physical activity they are doing and how this impacts their health.</p> <p>Wide offer of sporting opportunities provided to Dothill pupils.</p>	<p>Supported by Sports Ambassadors and Jumping Jaxx children.</p> <p>Calm brain subscription.</p> <p>Continued as a Platinum School this year.</p>
<p><b>Monitoring:</b>            Regular liaison with the Lead Governor for PE and School Sport. Monitoring provision and spending.</p>	<p>Needs of the school in regards to PE being met through regular monitoring including books and planning.</p>	
<p><b>Competition:</b>            Y1 Multiskills Festival            KS2 Cross Country            Y3/4 Girls Football            Y5/6 Bayley Mile            Y3/4 Golfway Tournament            Y6 Quidditch            KS2 Sportsability Festival            Y5/6 Girls Football</p>	<p>A wide range of pupils have participated in inter-school competitions including many through the TWSPP.</p> <p>Opportunity for a diverse range of children to attend sporting competitions.</p>	
<p><b>SEND Provision:</b>            Sportsability Festivals</p>	<p>Pupils develop their bi-lateral movements, balance and coordination through a range of daily activities and PE lessons.</p>	

<p>SEND adaptations for lessons in the curriculum to ensure the needs of all children have been met.</p> <p><b>After School Clubs:</b>  Athletics – KS2  Multiskills – KS1  Gardening – KS2  Dance – KS1  Dance – KS2  Football – KS2</p> <p><b>Professional Development:</b>  PE lead attended regular meetings through the TWSSP.  Gymnastics CPD for KS1 and KS2 staff members.  Tag Rugby CPD – KS2 member of staff  ECT CPD for the teaching of Primary PE – 2 members of staff.  Training for the PE lead to develop and redesign the curriculum.  Jumping Jaxx – Training for the children to rub playtime games and activities.  PE Lead delivered regular staff meetings to share resources and updates with all staff on PE developments.</p>	<p>Specific needs of individual children are met through adaptations to lessons ensuring they are able to access their learning with their peers.</p> <p>A range of clubs for all children that increase physical activity or involve movement and physical activity.</p> <p>PE leader is up to date with current practice and training.</p> <p>CPD offered to a range of staff members that are able to share what they have learnt with their phases / other members of staff in school.</p> <p>Staff are up to date with resources and developments within PE and sport.</p> <p>All staff now using and following the new curriculum to ensure quality teaching and progress in PE.</p>	<p>A large range of other clubs also offered to pupils, delivered by class teachers each half term.</p>
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## Key priorities and Planning (2023-2024)

### Key indicator to meet:

1. Increase all staff's confidence, knowledge and skills in teaching PE and sport.

Action – what are you planning to do?	Who does this action impact?	Impact	How sustainability will be achieved?	Cost linked to the action
To further develop PE leader to ensure up to date with all national and local developments in the area of PE and Sports.	Subject leader to attend all updates through Telford and Wrekin Sports Partnership.	✓ Subject leader fully up to date with all national and local developments.	Subject leader to feed back knowledge, information and developments to other staff through emails, communication and staff meetings.	Sports Partnership Subscription <b>£2,400</b>
Implement the new Dothill Curriculum for PE across the school.	Subject leader to work with the Curriculum Design leader and members of teaching staff to ensure everyone is following the new curriculum.	✓ PE curriculum in place that evidences progression from EYFS to Year 6 with planned areas of learning to meet the needs of Dothill pupils.	Regular monitoring to ensure everything in place works for each year group enabling PE subject leader to make changes where necessary.	Staff Meeting CPD Release time for PE subject leader.
Ensure all teaching staff are confident in teaching their required areas in the new PE curriculum.	Subject leader to gather regular staff voice to support teaching staff when needed and look for areas of development.	✓ Staff will be able to share their areas of strength and areas for development with PE subject lead to ensure appropriate support is put in place for staff when necessary.	Regular staff voice planned throughout the year (termly.) Monitoring to inform future planning.	Release time for PE subject leader.
Ensure all staff understand the expectations for the recording of PE lessons and	Subject leader to work with teaching staff to ensure floor books are consistent	✓ Agreed format for recording and assessing PE	Regular book monitoring to ensure consistency throughout the school.	Release time for PE subject leader.

assessment. CPD for staff members where appropriate or needed.	expectations are met. Staff members and PE subject leader to be given CPD where appropriate. Opportunities to share what has been learnt with the rest of the teaching team.	and sport from EYFS – Y6 ✓ Primary teachers more confident to deliver effective PE, supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming.	CPD undertaken shared with the rest of the teaching team.  Subject leader to ensure regular CPD is planned for staff through staff meetings and external courses both in person or online.	Staff meeting CPD External CPD
Ensure HLTAS feel confident in the teaching of PE using the new curriculum.	HLTAs to participate in staff voice to identify strengths and weaknesses in teaching PE to enable PE subject leader to support where appropriate.	✓ HLTAs more confident to deliver effective PE, supporting pupils during lessons to ensure the needs of all pupils are being met.	Regular staff voice with HLTAs to identify areas that they feel least confident in. PE subject leader to ensure support is given to HLTAs to ensure they develop a good understanding of the new PE curriculum.	PE subject leader release time.  Total PE leader management time: £1,200

**Key indicator to meet:**  
2. Increasing engagement of all pupils in regular physical activity and sport.

Action – what are you planning to do?	Who does this action impact?	Impact	How sustainability will be achieved?	Cost linked to the action
Ensure all classes are completing calm brain at least 3 times a day at key points highlighted on the whole school timetable.	Teaching staff to ensure they are providing children with at least 3 calm brain sessions a day.	✓ Calm Brain is used 3x daily in all classes from EYFS to Y6. This helps children thrive and flourish by using repetitive rhythmic patterns of movement. Children are better able to regulate their physical, emotional and mental stress response.	Ongoing budgeting for Clam Brain subscription.  PE subject leader to do learning walks and pupil voice regularly to ensure all classes are using calm brain regularly.	CalmBrain subscription: <b>£500</b>
Benchmark behaviours and attitudes of pupils	Complete the Active Lives Survey	✓ PE lead and SLT have a benchmark of pupils behaviours	Active Lives Survey can be repeated next year to	

<p>towards physical activity.</p>	<p>with Sport England.</p>	<p>and attitudes regarding sport and physical activity to enable them to identify key areas for development or priority in school.</p>	<p>measure changes in behaviours and attitudes, comparing to previous results.</p>	<p>Resources set up for classrooms to complete surveys.</p>
<p>Ensure all classrooms meet the criteria for a physically active environment.</p>	<p>Teaching staff to audit the layout of their classrooms and the organization of equipment to ensure the space is easy to move around. PE subject lead to set expectations to ensure regular movement is provided for pupils in the classroom.</p>	<p>✓ All classrooms are set up to allow for regular physical activity throughout the school day to ensure no child is sat down for a long period of time. Equipment and water bottles are stored away from desks to encourage children to move more in the classroom.</p>	<p>Staff to regularly consider the layout and organization of their classroom and equipment to ensure children are not sat for long periods of time.</p> <p>Pupil voice can be gathered to ensure this is consistent across school.</p>	<p>Staff meeting to set expectations and train staff.</p>
<p>Ensure all subject leaders plan at least one physically active lesson into their curriculum subject each half term.</p>	<p>Subject leaders and class teachers to ensure at least one of their lessons in each unit of a foundation subject is planned with physical activity in mind.</p>	<p>✓ Physical activity built into foundation subjects to provide children with more opportunities to move around during lesson time.</p>	<p>Physically active foundation lessons built into each subject policy.</p>	<p>Subject leaders release time.</p>
<p>Continue to use and develop a clear action plan of how to increase physical activity across the whole of the curriculum, not just in PE.</p>	<p>PE subject leader to work with SLT and CAS leader to ensure action plan is being used as a working document.</p>	<p>✓ PE lead and SLT will continue to develop the clear plan already in place to ensure increased physical activity opportunities are regularly provided to children throughout the school day.</p>	<p>Working document to ensure action plan can be built upon and developed as each new action becomes an everyday behaviour in school.</p>	<p>PE subject leader release time to meet with CAS lead.</p>
<p>Ensure children are being given the</p>	<p>PE subject leader to work with</p>	<p>✓ More pupils meeting their daily physical activity goal through a</p>	<p>Pupil voice to ensure the activities being set up on</p>	<p>PE subject leader release time to train playtime leaders.</p>

<p>opportunity to engage in at least 30 minutes of physical activity at school through the development of playtimes.</p> <p>Audit equipment to ensure there are resources available to use as playtime equipment. New equipment to be purchased for playtime games where needed.</p> <p>Introduce the daily mile.</p> <p>Play leader established</p>	<p>lunchtime staff and sports ambassadors to develop roles for playtime leaders on the playground.</p> <p>PE subject leader to audit equipment and ensure there are resources available for the playtime leaders to run games on the playground.</p> <p>PE subject leader to introduce the daily mile to pupils at Dothill. Starting in KS2 and extending to KS1.</p> <p>Play leader specifically planned to teach and play physical 'old fashioned' playground games. Game to be introduced in assembly each week</p>	<p>range of activities provided by the playtime leaders on the playground at break times throughout the day.</p> <p>✓ More pupils meeting their daily physical activity goal through a range of activities provided by the playtime leaders on the playground at break times throughout the day.</p> <p>✓ More pupils meeting their daily physical activity goal.</p> <p>✓ Pupils able to set their own personal targets and goals to work towards.</p> <p>✓ Children are learning a range of games that involve physical activity.</p> <p>✓ More children are moving at playtimes as a result of this.</p>	<p>the playground are what the children want.</p> <p>Pupil voice to ensure the activities being set up on the playground are what the children want.</p> <p>Audit of equipment</p> <p>Timetable a 15 minute session for the daily mile each day for each class participate in with their class.</p> <p>Pupil voice can be gathered to ensure this is consistent across year groups.</p>	<p>Music/speaker adaptor and gymnastic ribbons purchase</p> <p>Staff meeting to introduce new Daily mile plan to teaching staff.</p> <p>Play leader at lunchtime: <b>£2,000</b></p>
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**Key indicator to meet:**

3. Raising the profile of PE and sport across the school, to support whole school improvements.

<b>Action – what are you planning to do?</b>	<b>Who does this action impact?</b>	<b>Impact</b>	<b>How sustainability will be achieved?</b>	<b>Cost linked to the action</b>
<p>Introduce a sports team to school in UKS2.</p> <p>Ensure the website reflects the importance of physical activity at Dothill.</p> <p>Work with the school Parliament to ensure pupil voice is heard and Physical Activity is tailored to what the children want.</p>	<p>TAs on playtime duty to lead training sessions for a sports team for (Y5 Girl’s football. PE lead who will ensure the Girl’s football team are entered into a competition.</p> <p>Website designer and PE subject leader to work together to ensure all key documents and information is shared on the website and easy to access.</p> <p>Staff member responsible for school parliament to set a focus on physical activity at Dothill to gather pupil voice and support redesigning our playtimes.</p>	<p>✓ School will have a sports team to represent Dothill. Pupils will be given the opportunity to participate in competitive sports and build new skills.</p> <p>✓ People visiting our website will see a clear priority of PE and Physical Activity at Dothill.</p> <p>✓ Playtime offer to be tailored to what the children want, encouraging more children to participate in physical activity at playtimes.</p> <p>✓ Targeted least active children to have more opportunity to engage in physical activity at playtimes.</p>	<p>Regular training sessions for the sports team at playtime with a TA on playtime duty.</p> <p>PE and Physical Activity becoming part of daily life at Dothill.</p> <p>Pupil voice to be gathered as part of the school parliament to ensure the playtime offer is meeting the needs of the pupils.</p>	<p>TA CPD to support with leading a playtime training session for football.</p> <p>School website and curriculum designer time</p> <p>Release time for staff member responsible for school parliament.</p>

**Key indicator to meet:**

4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils.

Action – what are you planning to do?	Who does this action impact?	Impact	How sustainability will be achieved?	Cost linked to the action
Improve the playtime offer for children.	PE subject leader to work with the Head Teacher to purchase new equipment for the playground and zone the playground to offer a range of sports for pupils to participate in.	<ul style="list-style-type: none"> <li>✓ Children will be given more opportunity to experience a broader range of sports and physical activity at play time and during PE lessons.</li> <li>✓ All children will be given the opportunity to play basketball and football at play time including a day specifically for girls.</li> </ul>	New equipment added to the playground.	Outdoor gym equipment for KS1 and KS2 purchase: <b>£10,000</b>
After school clubs to be accessible to a wide range of pupils.	Appoint a member of staff to be responsible to organizing and managing clubs. Head teacher to monitor children attending clubs to ensure that access to is fair and not first come / first served.	<ul style="list-style-type: none"> <li>✓ Clubs are managed and organized well.</li> <li>✓ Registers are kept to ensure fair access to all pupils.</li> </ul>	A routine of clubs is established with clear systems and organization for continued promotion.	Support for after school clubs: <b>£1,000</b>
Adapt the swimming timetable to offer more consistency throughout KS2 to support progression.	Phase leaders for UKS2 and LKS2 to organize swimming groups.	<ul style="list-style-type: none"> <li>✓ Pupils from Year 4, 5 and 6 given the opportunity to go swimming, learning how to swim and how to stay safe in the water.</li> </ul>	<p>Consistent teaching using CPD and knowledge.</p> <p>Record of data to show progression in swimming from Y4 – Y6.</p>	Swimming: <b>£1,000</b>

**Key indicator to meet:**

5. Increase participation in competitive sports.

Action – what are you planning to do?	Who does this action impact?	Impact	How sustainability will be achieved?	Cost linked to the action
<p>To ensure that every pupil has the opportunity to participate, engage with and experience competitive sport through intra house sport and physical activity.</p> <p>To enter multiple teams into a variety of competitions to allow more pupils to learn skills in competitive fixtures through inter competitions.</p>	<p>Subject leader to ensure there is a competitive element built into the PE timetable and outside of PE lessons.</p> <p>Subject leader to continue to use the Telford and Wrekin Sports Partnership and their sporting events calendar to enter a range of competitions that are on offer for a range of pupils at Dothill school.</p>	<p>✓ All children participate in competitions through intra house organized sports allowing them to experience competitive sport and teamwork in a safe and supported environment.</p> <p>✓ A wide range of children participate in interhouse competitions on offer from Telford and Wrekin Sports Partnership giving them the opportunity to develop a range of skills and achieve personal goals.</p>	<p>Use of the new PE curriculum will ensure a range of intra-house competitions are built into the curriculum and timetable. Subject leader to plan days and events outside of the curriculum throughout the year.</p> <p>Budget to remain within the Telford and Wrekin Sports Partnership.</p> <p>A register of children attending sporting competitions to be kept to ensure a range of children are being given the opportunity to attend fixtures and festivals.</p>	<p>PE subject leader release time to organize specific sporting events / days throughout the year.</p> <p>Transport for competitions: <b>£1,000</b></p>
<b>TOTAL</b>				<b>£19,100</b>
<b>ALLOCATION 23/24</b>				<b>£19,079</b>

## Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
<p>Key Indicator 1</p> <ul style="list-style-type: none"> <li>- Increasing all staff's confidence, knowledge and skills in teaching PE and sport.</li> </ul> <p>Key Indicator 2</p> <ul style="list-style-type: none"> <li>- Increasing engagement of all pupils in regular physical activity and sport.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Subject leader is fully up to date with all national and local developments.</li> <li>✓ Subject leader is able to share feedback with staff in school and keep members of staff up to date with changes including the updated gender questioning guidance.</li> <li>✓ Regular monitoring of books, planning and lessons has ensured teaching of PE is of a high standard.</li> <li>✓ Regular staff voice has ensured areas of development have been recognized and areas of strengths have been celebrated, increasing the confidence of staff teaching PE and sports at Dothill.</li> <li>✓ PE planning evidences progression in learning across the PE curriculum, adapting areas that have not been successful.</li> <li>✓ An agreed format for recording and assessing PE and sport across the school is now in place with consistency across the school.</li> <li>✓ HLTAs have been given the opportunity to teach PE in the Summer term with regular support and discussions with the PE subject leader to increase their confidence in teaching PE and sports at Dothill.</li> <li>✓ PE subject lead and SLT have a benchmark of pupil's behaviour and attitudes towards physical activity and sport.</li> <li>✓ All classrooms are set up to allow for regular movement breaks and physical activity within the classroom.</li> <li>✓ All foundation subjects include at least one physically active lesson in each unit.</li> <li>✓ Calmbrain is routine at Dothill and embedded into our timetable 3 times a day. Children are better able to regulate their physical, emotional and mental stress response.</li> <li>✓ Daily mile is now part of KS2's daily routine.</li> <li>✓ Pupils playtimes have been tailored to their wants and interests with the addition of sports, resources and gym equipment for children to use at playtimes.</li> <li>✓ Playtime leaders set up activities, games and resources to suit the needs of pupils following regular pupil voice to enable less active children to access more 'non-sport' activities during their break times. This includes music to dance to, clean up crew, big games and skipping.</li> </ul>	<p>Next step: introduce daily mile to KS1.</p>

<p>Key Indicator 3</p> <ul style="list-style-type: none"> <li>- Raising the profile of PE and sport across the school, to support whole school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>✓ It is clear that promoting and encouraging physical activity matters at Dothill.</li> <li>✓ Sports Ambassadors have worked together to create newsletters to support the promotion of physical activity at Dothill to engage more pupils in physical activity.</li> <li>✓ All staff are clear on the importance of physical activity for our pupils and how we can encourage them to support this.</li> <li>✓ Physical activity is planned for the whole curriculum and is built into all subject areas at least once per unit as stated in our subject policies.</li> <li>✓ Physical activity continues to be one of our curriculum drivers.</li> <li>✓ Work with School Parliament has meant that regular pupil voice has been listened to and what the children want has been addressed.</li> <li>✓ A girl's football team has been set up at Dothill in Year 5 this year. This promoted football for girls and gave more girl's the opportunity to participate in the sport.</li> <li>✓ Participation in the let girls play – biggest ever football session led to many girls showing an interest in football and wanting to participate more at playtimes.</li> <li>✓ Participation in National Sports Week with a focus on the euros gave children the opportunity to get involved with the sporting event and sparked interests for many children.</li> </ul>	<p>Next step: set up a netball team next academic year.</p>
<p>Key Indicator 4</p> <ul style="list-style-type: none"> <li>- Offer a broader and more equal experience of a range of sports and physical activities to all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Teachers have a range of resources available to ensure that pupils experience a wide range of physical activities.</li> <li>✓ Clubs have been well managed and organized to give all pupils equal opportunity to attend throughout the year.</li> <li>✓ Swimming in year 4,5 and 6 has been successful with pupils making good progress during their swimming sessions.</li> <li>✓ New gym equipment added to the playground for both KS1 and KS2 pupils.</li> </ul>	
<p>Key Indicator 5</p> <ul style="list-style-type: none"> <li>- Increase participation in competitive sports.</li> </ul>	<ul style="list-style-type: none"> <li>✓ All children are given the opportunity to compete in intra house competitions throughout the school year, developing their skills and working as part of a team as well as setting and working towards their own personal goals and achievements.</li> <li>✓ Basketball workshop taught pupils how to play basketball and participate in an intraschool competition.</li> <li>✓ A wide range of children participate in competitions on offer from Telford and Wrekin Sports Partnership.</li> <li>✓ Registers are taken to ensure a range of children are being chosen to attend sporting competitions, festivals and events providing equal opportunity for all pupils at Dothill.</li> </ul>	

## Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	92%	<i>Children have swimming lessons in Year 4 and Year 6. This year we have changed our timetable, and the children are now swimming in Year 5 also. This is to ensure continuity and regular practice of swimming skills each year to support progression. Those children that do not achieve their 25 meters in Year 5 will have top up swim lessons in year 6 as well to support them in reaching this goal. Year 4 and Year 5 swim for 5 weeks each, per year and Year 6 swim for 10 weeks.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	85%	<i>Out of the children who are able to swim at least 25 meters, 4 of those children were not confident in using a range of strokes effectively, finding back stroke and breast stroke more challenging than front crawl.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	92%	<i>Children who are able to swim over their 25 meters confidently and competently were able to use taught strategies in the water to show how they would remain calm, float and swim to safety demonstrating how they would perform safe self-rescue in a swimming pool.</i>

<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>N/A</p>	<p><i>N/A due to percentage of pupils able to swim 25 meters.</i></p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes</p>	<p><i>Staff have been provided with CPD from the Twinkl Scheme which is the resource that has been used to supplement our curriculum. This CPD included broken down steps to ensure progression in the teaching of swimming and teaching water safety.</i></p> <p><i>All swimming lessons are also conducted by qualified swimming instructors (external) who are there to advise and offer CPD to school staff.</i></p>

Signed off by:

<p>Head Teacher:</p>	<p>Becca Butler</p>
<p>Subject Leader or the individual responsible for the Primary PE and sport premium:</p>	<p>Lexi Swindells</p>
<p>Governor:</p>	<p>Laura Benting</p>
<p>Date:</p>	<p>10.7.24</p>