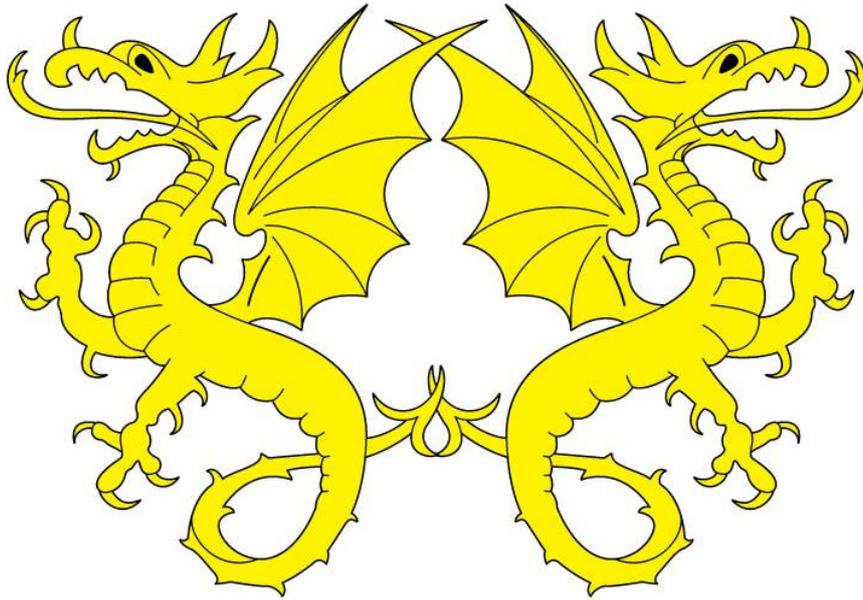


# DORE PRIMARY SCHOOL



PE & SPORT

OUTDOOR LEARNING

PHYSICAL ACTIVITY & HEALTHY LIVING

SCHOOL SWIMMING

**INTENT, IMPLEMENTATION, IMPACT**

2020 - 2021

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# DORE PRIMARY SCHOOL

## PE PLEDGE

- Healthy lifestyles, physical activity and the emotional wellbeing of our children are at the centre of our school priorities
- Our school provides 2 hours of high quality Physical Education per pupil per week within curriculum time
- Through embedding outdoor learning and Forest School in our provision, children are encouraged to be physically active across many curriculum areas
- Physical activity is embedded, ensuring all children have an opportunity to engage with at least 30 minutes of vigorous physical activity each day during school hours, and the desire to undertake at least another 30 minutes out of school hours every day
- Our school is committed to ensuring all children learn to swim at least 25m before they leave primary school, and that many will leave with well-developed swimming skills
- Our school encourages healthy eating through messages to children and parents and school meal provision
- All children in our school have the opportunity to participate in intra/inter school competition, including the national School Games programme of competition
- Our children receive PE lessons which are monitored in line with other curriculum areas
- Our PE and sport offer is inclusive and engages all pupils, including the least active and those with disabilities

**By keeping to this pledge, we can ensure that our children leave primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.**

# CONTEXT

Dore Primary School has traditionally provided well for PE & Sport and enjoyed intra-school and inter-school participation and competition. The additional grant has enriched the experience of all children and enhanced curricular provision and entitlement for all children, thereby raising the profile of PE & Sport amongst staff and parents too.

Dore Primary School has been identified by the DfE as a best practice school and has been used for positive communications regarding the funding. "I work for the Department for Education in the PE and sport policy team. I am pulling together information on schools that are doing great things with their primary sport premium. The information on your website indicates that you are one such school." Curriculum Policy Division – PE & Sport – January 2014.

We have been a DfE ministerial case-study and our work is signposted by Forge Partnership, Sheffield CWLB and we have featured in DfE briefs, on the DfE website and Facebook, on BBC radio and in ministerial reports.

## AWARDS AND ACCREDITATION

In 2019-20 Dore Primary School was awarded 'Primary School of the Year' at the Sheffield Schools Active Awards, for the whole-school impact PE and Sport is having on the community.

Dore Primary School has been awarded the School Games Gold Award for five consecutive years, enabling us to apply for the Platinum Award, which we have attained twice.



Alongside this, we have received the Sheffield KS1 Sports Mark Gold Standard for Infant PE and Sport for the last five years.

The English Cricket Board has also awarded the school with the 'Chance to Shine Spirit of Cricket' Award twice in the last 6 years for the way our children behave during coaching sessions and whilst in competition.

# SCHOOL SWIMMING

For the 2020-21 academic year, the results of the current Y6 cohort for swimming are\*:

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?	93%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	86%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	81%
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

\* This data was collected by using the school swimming service results of these children from when they attended sessions in Y4, along with a parent survey of current swimming ability (based on swimming awards achieved). In Y4, four children finished the school sessions not able to swim 25m (which was the only data collection requirement at this time). One can now do this after attending swimming lessons outside of school.

# PE AND SPORT PREMIUM FUNDING

## **Purpose of funding:**

Schools must spend the additional funding on improving their provision of PE and sport, but they have the freedom to choose how they do this.

## **Vision:**

All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

## **Objective:**

To achieve self-sustaining improvement in the quality of PE and sport in primary schools.

There are 5 key indicators that schools should expect to see improvement across:

1. The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.
2. The profile of PE and sport is 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.

## **At Dore Primary School, we are meeting the five key indicators of the funding by:**

<b>Initiative</b>	<b>Key indicator met</b>	<b>% Funding Allocated</b>
1. Improve PE delivery and lunchtime provision	1, 2, 3, 4, 5	105%*
2. Competition – fees and staff release	4, 5	5%
3. Developing an Outdoor Learning programme to encourage active, outdoor lifestyles	1, 2, 3, 4	25%
4. Whole-School Sports Day	1, 2, 4, 5	2%

\* This includes some money rolled over from an underspend in 2019-2020.

# 1 IMPROVE PE DELIVERY AND LUNCHTIME PROVISION

## **INTENT AND IMPLEMENTATION:**

Previous payments of PE and Sport Premium Funding have been spent resourcing PE and developing staff confidence. For example we utilised the early years of funding to employ a PE specialist from Forge SSP, along with a private dance teacher, to deliver blocks of learning for all year groups. This enabled staff to receive bespoke training for areas of PE they were less confident with.

Lesson observations and conversations with staff and children show that PE delivery is good, and where staff are less confident they feel able to ask for extra CPD. This year we accessed several free, online CPD events to train 6 members of teaching staff, allowing allocated money to be spent elsewhere.

Children identified through the Dore Democrats (school council) that they would like more sports equipment for lunchtime use, along with more things to be able to do on the playground. Investment was put into adventure and agility playground markings on two playgrounds, along with some high quality, durable goalposts to use on the playground for football. Two more sets of basketball posts were purchased for the junior and infant playgrounds. A slackline was put up on the junior field to encourage balance, agility and teamwork. The regular lunchtime PE equipment – footballs, basketballs, skipping ropes, cricket equipment etc – was also replenished.

Over the summer of 2020, a new outdoor gym will be placed on the site of the existing 'jungle gym', which has been condemned.

## **IMPACT:**

Children have been able to play more varied games in PE lessons and at lunchtime. The outdoor gym will be able to be used during PE lessons as well as for free play.

The CPD for lunchtime staff has brought more creative games and traditional playground games back to the playgrounds, and enabled lunchtime staff to build stronger relationships with children.

## **NEXT STEPS:**

- In 2020 we engaged with a PESSPA PE Champion, and he will be supporting curriculum delivery in KS1 and providing some lunchtime support during 2021
- To help engage children at lunchtime, £450 of next year's PE Premium has been allocated for CPD from Forge SSP to train Y5/Y6 young leaders to develop and deliver an intra-competition programme
- To support our most vulnerable children, £600 of next year's PE Premium has been allocated for CPD from Forge SSP to work alongside staff to deliver a range of social interaction and team building activities with targeted pupils
- We are planning to organise a 'scrapyard play-pod' on one of the playgrounds. This comes with in-depth CPD for lunchtime staff, and will be used by KS2 children during lunchtimes, and FS2 and KS1 children during continuous provision during the afternoons.

# 2 COMPETITION

The funding is used for membership of the Forge Sports Partnership (SGO) and pays the fees for Sheffield Federation of School Sport city-wide competition, along with cover to allow teachers to take teams out to compete during the school day.

Inter-school (Forge SSP) and City Competition 2019-20:

Y6 Girls Kwik Cricket – Yorkshire Finals – cancelled

Y6 Boys Kwik Cricket – Yorkshire Finals – cancelled

Y5 Boys Kwik Cricket - City Championships – cancelled

Y5 Girls Kwik Cricket - City Championships – cancelled

Y5 Cricket Festival – cancelled

Y5/6 Athletics - City Finals – cancelled

Y5/6 Athletics - City Heats – attended in July 2021. The only event that took place in Sheffield Primary School sport this year.

Y4 Kwik Cricket Finals – cancelled

Wileman Cup (intra-school football) – cancelled

Swimming Gala – cancelled

Y6 Youdan Cup (summer) – cancelled

Y4 Intra-School Hockey Competition – cancelled

City Badminton Championships – cancelled

City Bouldering Championships – cancelled

Y4 Hotshots Basketball – cancelled

Y3-6 Key Steps Gymnastics – City Heats and City Finals – cancelled

Y2 Mini-Olympics – cancelled

Y6 Boys Youdan Cup (winter) – cancelled

Y2 Sportshall Athletics – cancelled

Y5 Hotshots Basketball – cancelled

Y5/6 Girls Football Tournament – cancelled

Y3-6 Cross-Country City Leagues, September - cancelled

## IMPACT:

This schedule of events means that by they leave Dore Primary, EVERY CHILD WILL HAVE HAD the opportunity, should they wish, to represent the school in at least one competitive sport. The least two years of disrupted learning has meant that for the first time in over a decade, the statement above has not been possible to fulfil. The school takes part both in city-wide and regional competitions in many disciplines – there is much inter-school sport which includes KS1 children. Team and Individual success has seen Dore pupils compete at county level and higher.

We currently have several children who have represented Sheffield and/or South Yorkshire in:

Football (6 boys playing academy football, 4 boys playing for Sheffield Boys. 1 ex-pupil is captain of SUFC U16 girls.)

Cricket (4 boys).

Diving (2 girls), 1 girl in national development squad

Swimming (8 girls and 2 boys)

Badminton (2 boys)

Hockey (4 girls and 1 boy)

Gymnastics (2 girls)

Many more children play competitive sports within the city, including football for various teams, rugby union, hockey, badminton, tennis, golf, basketball, swimming, gymnastics, and trampolining.

Many of these children were introduced to these sports whilst at Dore and then joined relevant clubs and teams.

## NEXT STEPS:

To continue to attend as many sporting competitions as possible. Many staff are involved in training and taking teams out to compete, so PE money to continue to be allocated for class cover when needed.

# 3 OUTDOOR LEARNING

## INTENT:

One of our key curriculum drivers is Outdoor Learning, which in our context is about exploring and experiencing the natural environment through practical, physical activities within a secure area. Research carried out in recent years has shown just how much children benefit from spending more time outdoors and within nature. Working together in the outdoor learning environment allows children to develop self-esteem, learn to work as a team and develop an awareness of their own emotional needs as well as those of others. The outdoor sessions take place in all but the worst weathers.

Developing the school values of resilience, resourcefulness, creativity and kindness are central to successful learning outdoors. Children learn through playing outdoors, and gain confidence and self-esteem as they develop new skills and learn to understand their own abilities better. They learn to be creative and to solve problems, both as individuals and as team members. Outdoor activities teach children to manage their own risks. Exposing children to the natural environment gives them the opportunity to learn how to make well-informed and sensible decisions when faced with new challenging situations in real life.

The key link with using PE and Sport Premium money to support this area of our curriculum is that time outdoors in a woodland environment increases physical health and emotional health and well-being. For children who are less engaged with traditional sports, learning outdoors gives them a different opportunity to enjoy physical activity. This time outdoors encourages children to take healthy lifestyle decisions and to be sympathetic to the environment around them, as well as giving them skills, knowledge and understanding for their futures.

## IMPLEMENTATION:

Year 4 – 2020-21:

- Outdoor Learning and Forest School embedded as part of the school ethos. Almost all year groups leading regular sessions outside of having specialist teachers leading sessions for them
- FS2 leader attended Level 3 Forest School training
- Pre-school set up with a Forest School theme and pedagogy
- Used 'Wild Passport' curriculum frame to develop progressive knowledge and skills learning in line with rest of school curriculum
- All year groups took part in a 'winter walk' in the local area, replacing the traditional Christmas parties. Many year groups took multiple trips and walks to the countryside surrounding school.

Year 3 – 2019-20:

- Employed a Level 3 Forest School Practitioner as a teaching assistant in the infants to provide support and CPD for class teachers in FS2 and KS1
- PPA across whole-school has had Forest School sessions built in
- Many staff leading more sessions outdoors themselves

Year 2 – 2018-19

- Staff member released on Friday afternoons to deliver Forest School and Outdoor Learning sessions to KS2 classes as part of CPD for staff. Activities planned so that class teachers can lead these sessions themselves in subsequent years
- Staff member timetabled to deliver Forest School and Outdoor Learning activities in year 3 with class teachers as part of their CPD
- Another teacher trained to Level 3 Forest School standard
- PPA across whole-school has had Outdoor Learning sessions built in. In FS2 and KS1 almost all PPA has been Forest School and Outdoor Learning based
- Some staff leading more sessions outdoors themselves
- After-school club well attended – some expenditure recouped increasing ability for self-sustainability



Year 1 – 2017-18:

- 2 members of staff trained as Level 3 Forest School practitioners
- Programme developed in Y4 and Y5 suitable for Dore children.
- Sessions run for local SEND children to attend, feedback (carried out by Sheffield University researchers) very favourable.
- INSET, Thornbridge, Sept 2017 – all staff received training in outdoor learning activities
- Thornbridge used Dore as a venue for training days allowed 6 members of staff to train for free
- PDMs – mental wellbeing sessions all had an outdoor focus
- Resources for the school and for each year group, including ropes, pipes, stepping stones, activity cards, Forest School activity books
- Y6 'Guardians of the Peak' award



## IMPACT:

When relating Outdoor Learning and Forest School to the PE Premium key indicators, links are clear between indicators 1, 2 and 4. Children are spending more time outside and active, and through Forest School are often keen to do this more out of school. **By allowing children to understand that the range of physical activities and play they undertake as part of the Forest School keeps them healthy and links with other areas of the curriculum, the profile of physical education is raised.** For children who are less keen on taking part in traditional sports, this ability to still engage with an active lifestyle is key. Through developing more members of staff to be able to lead sessions themselves, we are beginning to meet key indicator 3.

Across school, there has been a noticeable increase in the number of sessions where children have been taken outside to learn. Staff are enthused and more confident in delivering specific sessions outside, many of which develop the core school values of resourcefulness, resilience, creativity and kindness. Many of these activities link with the outdoor and adventurous elements of PE, and encourage sustained movement and physical activity. Children who are less confident in some other sports can come to the fore in these sessions, as the children often don't see this exercise as 'sport'.



In other curriculum areas, staff have been developing opportunities for children to learn outside where appropriate, bringing an element of physical activity to many other aspects of learning. An example of this is in Y3 children studying the Stone Age collect the ingredients to make an authentic recipe stone age pancakes, on an open fire.

Y5 classes work towards attaining the 'John Muir' award, and consideration is being made for Y6 to work towards becoming 'Guardians of the Peak'. This award involves them spending several days visiting and learning more about the environment on our doorstep. Again, the physical activity involved in these experiences: hiking and walking, playing outdoor games etc, has been of particular benefit to children who are less physically active and choose to not engage in sport outside of PE lessons.

## NEXT STEPS:

- Train at least 1 member of staff to Forest School Practitioner Level 4, which will allow school to train other adults as Forest School leaders. This will provide additional income for school through selling training packages to other schools and individuals, meaning that the PE Premium funding will have created a sustainable venture that can provide the school with much needed income.
- Trained staff to continue to train and share expertise with new members of staff.
- Staff to use CPD from last 3 years to continue to develop curriculum within their year groups, making links with existing curriculum wherever possible.
- Another member of infant staff (Y1/Y2) to attend Forest School training
- 2 or 3 members of KS2 staff (Y3/5/6) to attend Wild Passport training



# 4 WHOLE-SCHOOL SPORTS DAY

The themed, whole-school sports day remains popular with children and parents. Children are able to try different sports and physical activities, as well as taking part in traditional sports day events. In 2019 the theme was 'Outdoor City', linking with the Sheffield City Council theme and tying in with the school curriculum driver of outdoor learning. This provided a great opportunity to showcase some of the outdoor learning skills that have been developed this year. Older children created many of the zones, including an obstacle course which incorporated the bouldering wall, wicker coits, hook-a-ducks, and frames for shelters.

In 2020 we were unable to have a Sports Day, and in 2021 we had a range of activities for children to participate in within year group 'bubbles', without parents on site.

## **IMPACT:**

Many parents commented that 2019 was the best Sports Day they had seen at Dore so far – the overall whole-school, themed approach has been very popular since its introduction in 2012. Feedback from children showed they had enjoyed the obstacle course the most.

Many children chose to attend Cricket sessions at Sheffield Collegiate, based on their experiences at Sports Day. Gemini Dance sessions held in school as extra-curricular clubs, and Gemini sessions held out of school in the local area generally, gained many members as a result of them showcasing their skills.

## **NEXT STEPS:**

Continue with themed sports day approach, and continue inviting local sporting providers to support 'zones'.

# Appendix 1

## **National Curriculum in England**

### **Physical education programmes of study: KS1 and KS2**

#### **Purpose of study**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

#### **Aims**

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

#### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

#### **Subject content: Key stage 1**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

#### **Subject content: Key stage 2**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

#### **Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.