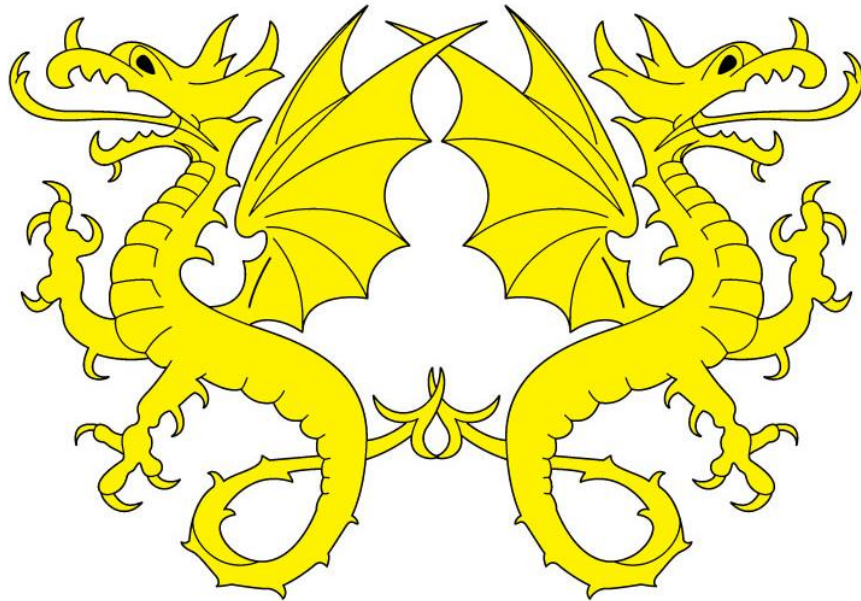


# DORE PRIMARY SCHOOL



PE & SPORT

OUTDOOR LEARNING

PHYSICAL ACTIVITY & HEALTHY LIVING

SCHOOL SWIMMING

**INTENT, IMPLEMENTATION, IMPACT**

2021-22

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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 (no awards were given out in 2020-2021 due to Covid).



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

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

# SCHOOL SWIMMING

For the 2021-22 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?	91%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	79%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	79%
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, but 4 children were invited to 'catch up' sessions but chose not to attend.

\* This data was collected by using the school swimming service results of these children from when they attended sessions in Y4, along with a survey of current swimming ability (based on swimming awards achieved). In Y4, two children in one class finished the school sessions not able to swim 25m. One class did not attend swimming sessions due to Covid.

# 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 free time (break and lunch) provision	1, 2, 3, 4, 5	47%
2. Competition – fees and staff release	4, 5	15%
3. Developing an Outdoor Learning programme to encourage active, outdoor lifestyles. Including a new bike and scooter store	1, 2, 3, 4	40%*
4. Whole-School Sports Day	1, 2, 4, 5	11%

\* This includes some money rolled over from an underspend in 2020-2021. This was due to money being allocated to spend on a 'scrapyard play' store and resources, sharing with the budget from 2021-22. The company failed to deliver on the contract. This money was reallocated to the bike and scooter store.

# 1 IMPROVE PE DELIVERY AND FREE TIME (BREAK AND LUNCH) 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. For several years, including this year, new staff have undergone relevant training signposted by the School Sports Partnership (Forge)

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. In recent years investment has been 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 – is also replenished year-on-year.

Over the summer of 2021, a new outdoor gym was placed on the site of the existing 'jungle gym', which had been condemned.

Children in Y6 received Young Leader training, and utilised these skills once 'bubbles' were no longer required to support play in the younger years at lunchtimes. Girls in Y3 and Y4 were offered free (paid for by PE Premium) coaching by Sheffield FC Wildcats to encourage participation and capitalise on the effect of the Women's Euros.

Every child in school received 'teambuilding' training, facilitated by the Y6 Young Leaders with support from Forge SSP. More vulnerable children received a session prior to their class session to allow them to build confidence and understand the activities before the rest of their class attempted them.

A significant spend has been made during the summer of 2022, with the purchase of a school licence to use 'Get Set 4 PE'. This allows all staff access to planning and assessment through the site. The PE coordinator has been able to set up a curriculum map, and through the planning tools progression and challenge should be more easily achieved and monitored.

## **IMPACT:**

Children have been able to play more varied games in PE lessons and at lunchtime. The outdoor gym has been used during some PE lessons as well as for free play. This area also proves popular with children (and parents) after school.

Young Leaders have had a great impact in lower years, both in terms of supporting lunchtime games and activities, and reducing lunchtime incidents in the younger years and in their own year group. Every child who attended the Sheffield FC Wildcats coaching said they would like to play more and maybe join a team.

Initial feedback on the 'Get Set 4 PE' from staff and pupils has been positive.

## **NEXT STEPS:**

- 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-school 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

# 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. We have also bought new 'TEAM DORE' t-shirts, ready to roll out for competitions in 2022-23.

Inter-school (Forge SSP) and City Competition 2021-22:

Y6 Girls Dynamos Cricket – Yorkshire Finals – WINNERS

Y6 Boys Dynamos Cricket – Yorkshire Finals – 5<sup>th</sup> PLACE

Y5 Boys Dynamos Cricket - City Championships – WINNERS

Y5 Girls Dynamos Cricket - City Championships – WINNERS

Y6 Abbeydale Cricket Festival – WINNERS, every child in Y6 attended

Y5 Abbeydale Cricket Festival – WINNERS, every child in Y5 attended

Y4 Dynamos Cricket City Finals – WINNERS

Y4 Dynamos Cricket South Yorkshire Finals – 3<sup>rd</sup> PLACE

Y6 Athletics - City Heats & Finals

Y3-6 Cross-Country City Leagues, September – Y6 boy individual city champion for league and cup

Y3 & Y4 Colour Dash Run – 40 children participated

Y2 Mini-Olympics – every child in Y2 attended

Wileman Cup (intra-school football) – 100 children in Y4-Y6 participated

Y5/6 Girls Football Tournament – 3<sup>rd</sup> and 2<sup>nd</sup> in groups

Y5/6 Boys Football Tournament – semi-finals

Y4 Girls Football Tournament – 1 team reached semi-finals, 1 3<sup>rd</sup> in group

Y4 Hotshots Basketball – 2<sup>nd</sup> Place in City Finals

Y5 Hotshots Basketball – semi-finals

Swimming Gala – cancelled

City Boulderling Championships – one team reached the City Finals

Y3-6 Key Steps Gymnastics – City Heats and City Finals – 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. This year EVERY CHILD in Y2, Y5 and Y6 represented school in at least one sport.

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

Football (6 boys playing academy football, 2 boys playing for Sheffield Boys. 1 ex-pupil is captain of SUFC U16 girls.)

Cricket (2 boys)

Diving (2 girls)

Swimming (8 girls and 2 boys)

Tennis (1 boy and 1 girl)

Figure Skating (1 girl is national champion)

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 & Year 5 – 2020-22:

- 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.
- Bike and scooter store installed during summer 2022 for children to use in new school year

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.
- Money allocated to set up an active, outdoor learning trail around KS2 grounds to allow staff to set up learning opportunities for regular subjects outside the classroom
- 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
- Every member of staff will receive a day of 'Wild Passport' training as part of INSET in Sept 2022
- Measure impact (usage) of new bike and scooter store
- Explore possibilities of creating a fully accessible outdoor classroom



# 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 2022 the theme was 'Platinum Jubilee', linking with celebrations around the country for the Queen's Jubilee. Events included tea party relays, races to the throne, blindfold Everest challenge etc.

Significant funding was allocated this year for t shirts for every child in each team. This decision was made due to recognition that money is not always easy to come by in the present climate for families. We also changed our uniform dress code this year to allow children to come to school ready for PE and/or Outdoor Learning, meaning that the t shirts get significant wear during the year.

## **IMPACT:**

Many parents and children commented that 2022 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. No infant children had previously experienced a full, whole-school Sports Day, so had an amazing day.

Many children choose 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.