

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Dulwich Hamlet
Junior School

2021-2022

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

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

- Develop or add to the PESSPA 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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit 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.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2019/20	£1000.00
Total amount allocated for 2020/21	£19600.00
How much (if any) do you intend to carry over from this total fund into 2021/22?	£2965.66
Total amount allocated for 2021/22	£19600
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22565.66

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022.</p> <p>Please see note above</p>	85%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	79%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100% (theory & dry land practice only)
<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>	Yes/ No (We tried to book / use the local pool but no availability)

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 pupils today and for the future.

Academic Year: 2021/22		Total fund allocated: £22,565.66		Date Updated: July 2022	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					Percentage of total allocation: 53%
Intent	Implementation		Impact	Next Steps	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	
<p>Exercise is seen as the 'norm'. Children understand being healthy in mind and body is not just about PE lessons</p>	<p>Wide range of before and after school sport clubs on offer, reviewed termly.</p> <p>Structured play at break and lunchtime: New resources purchased, eg, parachute, pull-trolleys, diblos etc... to ensure physical and active play. Pupil Play Leaders facilitate active games.</p> <p>Agreement with leaseholders of private field adjacent to school for P.E. lessons, daily mile and extra-curricular activities to utilise this green space.</p>		<p>£12,000</p>	<p>Sport is accessible to all with opportunities to be active daily beyond curriculum P.E. sessions. Range of sport-based clubs (15 before and after school activities summer term 2022 including capoeira, table tennis, yoga, girls football etc... 216 children, 61%) catering for different sporting 'tastes'. New play resources have ensured positive active play, developing social skills and teamwork. Play leaders take their responsibility seriously, managing the resources and devising games every lunchtime. P.E. lessons, daily mile, extra-curricular activities are able to take place in a dedicated/fit for purpose space.</p>	
				<p>Club provision to be reviewed and revised where appropriate – ensuring a 'fresh' menu of activities to maintain interest and engagement.</p> <p>Midday Supervisors to receive ongoing CPD to ensure continuity of provision. Negotiate continued use of adjacent field to school for sporting activities.</p>	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				18%
Intent	Implementation		Impact	Next Steps
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Allocate funds to the new Year 6 residential school journey. (Link to school development plan 2021-22, Personal Development section C) The journey focuses on outward bound team work, skills and activities. Support families so all children are able to attend.	Identify and meet with families who will struggle with the financial payment.	£4000	All Y6 pupils were able to attend and participate in the 5 day school residential.	Continue to identify families in need of financial support in order to ensure 100% participation in the school residential for summer 2023.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				2%
Intent	Implementation		Impact	Next Steps
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Opportunities facilitated to enable staff to develop confidence delivering specific 'growing' sporting opportunities eg, girls football and rugby.	P.E. team to encourage children to develop their skills further and become part of a team or club inside and outside of school, specific focus on girls. Form links between sports clubs and local clubs in the area. Invite club coaches to school, take children to and introduce them to clubs in the local area. Use assemblies to celebrate sporting achievements of our pupils.	£500	Increased staff confidence and knowledge of local opportunities has ensured that girls playing football, including competitively, has become the norm. The profile of girls sports has increased. The girls lunchtime sports session is extremely popular. A significant number of girls are now playing in clubs as part of Sunday local leagues (football and rugby).	Staff to further develop knowledge and understanding of pathways for girls sports beyond DHJS. Maintain and develop further links with local clubs – football, rugby etc...

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 25%
Intent	Implementation		Impact	Next Steps
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Every child has the opportunity to learn how to express themselves through contemporary dance. To learn how dance can be recognised as a means of communication, exercise and also fun.</p> <p>Dance festival: Teach appreciation of dance and types of genre. Learn about performance and audience. Provide an opportunity to 'showcase' dance taught across our Trust schools.</p>	<p>Weekly dance lessons for each year group over the course of the year taught by a peripatetic dance teacher.</p> <p>Plan, organise and deliver a Dance Festival, inviting other primary schools to join from our Trust.</p>	£5565.66	<p>Dance is recognised by pupils and staff as a way of keeping fit, expressing emotions, conveying messages and is fun. High quality, specialist dance tuition received by all pupils on a modular basis. Dance is taken seriously by pupils and staff as an aspect of P.E.</p> <p>Dance is showcased to a high standard at whole school celebratory events eg, Christmas Celebration, Y6 production, as well as through an inter-school dance festival opportunity.</p>	<p>Specialist dance teaching to continue.</p> <p>Make the dance festival an annual event. Dance to be show-cased more frequently – via class assemblies where appropriate.</p>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			2%	
Intent	Implementation		Impact	Next Steps
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Aim for every child in the school to participate/be offered the opportunity to participate at least once this academic year at a competitive sport against another school.	P.E. subject lead and P.E. Higher Level Teaching Assistant to secure fixtures, tournaments and events across a range of sports/year groups/for boys, girls, mixed teams/across the academic year with a range of local schools – both state and independent schools. Keep a record of who is invited/who participates. Ensure enough staff trained and able to accompany (including First Aid) Monitor the sports available. Follow up on those who don't want to participate	£500	294 children, 82% of our pupils were able to represent the school at a competitive fixture/event this academic year. (Some fixtures were cancelled due to Covid) All pupils' contributions are valued. Teams can work together to achieve success – 'you don't always have to be the best'. We continue to ensure an embedded culture that sport and fixtures are seen as inclusive not exclusive by pupils, staff and parents/carers.	Continue to maintain a record of participation year on year. Look at sports offered for competitive events and the reasons why some children just don't want to participate. Put actions in place to mitigate against these reasons.

Reviewed and signed off by	
Head Teacher:	Claire Purcell
Date:	20.7.22
Subject Leader:	Nikki Thomson
Date:	20.7.22
Governor:	Karen Larcombe (Chair of Governors)
Date:	25.7.22