

Dogsthorpe Infant School.
Sports Premium Report 2022-23



Total number of pupils on roll	258
Total amount of Sports funding for 2022-23 <i>Predicted spend = £18,600 - Difference and additional costs (i.e. resources & athlete visit) to be met by Curriculum budget</i>	Allocation 22-23 = £17,750 3/3/23 - Updated figure = £17,760

OUR INTENT:
To prioritise and focus on the health and well-being of our entire school community by:

- ◆ Improving the health and wellbeing of pupils to nurture aspiration, inspire love for life-long learning and prepare children for the next stage in their learning journey.
- ◆ Improving the health and wellbeing of all staff and parents.

OUR IMPLEMENTATION:
Through a wide range of curriculum and enrichment opportunities, continually promote the importance of healthy lifestyles (fitness, well-being) to all stakeholders.

ENRICHMENT						
Key development priorities for Infants PE and Sport	Actions and strategies to address key development priorities.	Intended impact and sustainable outcomes	Evidence	Dates	Costs	Sustainability/Impact
Lunchtime provision	Premier Sports Coach - 5 days a week supporting lunchtime play provision.	Pupils are fully engaged in quality active play with Sports Coach at lunchtimes. Targeted activities or support to involve and encourage the least active children. A reduction in the number of playtime incidents.	Lunchtime observations Behaviour incident log Pupil feedback	10 weeks per term	Premier Sports = £3000	Due to changes in coaches during the year, it has been difficult to embed a consistent and effective approach to lunchtime provision. Spring term - we trialled a focus group of Y2 boys working on team building activities. This was beneficial to some, however not all the group wanted to join in which meant the coach was not being used to full capacity so we changed back to the coach working with all children. When activities were well planned and delivered, children across all 3 year groups were keen to participate and this supported the structure of lunchtime play. Children particularly enjoyed the introduction of music and joined in well with team activities and parachute games.
Premier Sports Coaching	Four after school clubs each term: Autumn Year 1 Gymnastics & Football Year 2 Gymnastics & Football	Children are offered a variety of opportunities to gain a range of physical skills. Children are introduced to a range of new sports to encourage more pupils	Enjoyment of children measured through pupil feedback.	10 weeks per term	4 clubs per week throughout year = £3600	Club take up was less this year and some clubs ran with lower numbers, or we had to offer to other year groups. The vast majority of children attended, although behaviour could be a challenge in some

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	<p>Spring EYFS Multi-sports KS1 Football Year 1 Multi-sports Year 2 Multi-sports</p> <p>Summer KS1 - Archery (x 2) Football Multi-sports</p> <p><i>(Attendance data for 21-22 shows that children enjoyed: football, gymnastics, multi-sports, archery and basketball)</i></p>	<p>to take up sport and physical activities.</p> <p>Children have positive attitudes towards healthy lifestyles and sports.</p>	<p>Increased number of children taking part in clubs.</p>			<p>year groups. The changes in coaches didn't help embed routines and expectations.</p> <p>Feedback from TAs supporting the clubs: Sports coaches modelled the skills well. A term was too long for some sports (e.g. archery). Multi-skills was particularly good as it covered a variety of activities which kept children engaged and active.</p> <p>Feedback from children: "They do very fun activities". "I enjoyed throwing the javelin to see how far it goes". "I liked football club because I kept scoring". "Football was my favourite club because I do it outside of school as well". "I like doing lots of different sports in multisports as it shows we can't just do one". "It was fun to hit the different scores in archery". "I liked doing the different sports in multisports".</p>
<p>Developing Play Provision</p>	<p>Audit current play equipment and then replenish existing equipment where applicable (use of Curriculum budget).</p> <p>Senior MDS and team to continue to organise structured play zones, team activities etc.</p> <p>Teachers/TAs to organise playtime activities.</p>	<p>Pupils are fully engaged in quality active play at playtimes and lunchtimes, leading to a reduction in the number of playtime incidents.</p> <p>Promote active and healthy lifestyles and a life-long love of sport and physical exercise.</p> <p>Children have positive experiences during lunchtimes/playtimes.</p>	<p>Lunchtime/playtime observations</p> <p>Behaviour incident log</p> <p>Pupil feedback</p> <p>Staff feedback</p>	<p>Spring term focus</p>	<p>£700 towards lunchtime staffing costs</p>	<ul style="list-style-type: none"> - No new equipment was required - the focus was on using what we have more effectively. - The needs of children and staffing challenges made zones difficult, but this improved as the year progressed. - The Headteacher supported the Senior MDS to set up a new approach to zones and this had a positive impact as children have been engaged in structured activities. - Use of equipment at playtimes was inconsistent. At times, having the equipment out caused more incidents as some children struggled to play cooperatively together. - When equipment was out, children enjoyed using it, especially the bikes and the large construction kits.
<p>Develop opportunities to link storytelling and</p>	<p>PE Subject Leader, a TA and a member of the MDS team to access 'Disney Inspired Shooting Stars' CPD and develop a plan to implement this as a club.</p>	<p>Raise aspiration of girls in sport and target those who are inactive/have low levels of physical literacy.</p>	<p>Pupil feedback</p> <p>Staff feedback regarding impact of</p>	<p>CPD in Autumn 2</p> <p>Launch Spring term</p>	<p>No cost</p>	<ul style="list-style-type: none"> - Club ran for a term. Inconsistent attendance from children made it a challenge to implement the full programme.

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creative play to sports.	CPD covers: Active Play through Storytelling Girls' football	Make links between sports and storytelling. Build on sporting confidence and competence of fundamental movement skills.	target children in classroom			<ul style="list-style-type: none"> - Girls loved this opportunity. Feedback from one: "I liked looking at Frozen. We could play tag. We were making fire and water with our bodies" (The child then demonstrated how they did this). - One teacher gave very positive feedback about impact - the child was more settled in class and participation in learning and class discussions improved.
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STAFF DEVELOPMENT

Key development priorities for Infants PE and Sport	Actions and strategies to address key development priorities.	Intended impact and sustainable outcomes	Evidence	Dates	Costs	Sustainability/Impact
Premier Sports Coaching	<p>Gymnastic and Games session taught by Sports Coach Premier Sports Coaches. Teachers to observe and team teach with coach.</p> <p>Autumn & Spring = Gymnastics (EYFS - Autumn - Movement) Summer = Athletics</p>	Staff show increased confidence, knowledge and skills in teaching of Gymnastics/Games.	<p>Staff Questionnaire/ Skills Audit</p> <p>Pupil interviews</p> <p>Feedback from coaches.</p>	<p>10 weeks per term</p> <p>Team teaching in Summer term</p>	All classes to access one coached session per week through the year = £10500	<ul style="list-style-type: none"> - Changes in Sports coaches during the year impacted on the quality of provision. - The HT and PE Subject Leader have worked closely with the Premier Sports team to ensure this improved rapidly. <p>Feedback from teachers: "PE sessions are organised. Plenty of short activities that focus on skills." "Sports coaches have been keen to find out how to support children with additional needs. They have been asking questions on what they can do to support further. They have been excellent for promoting inclusivity". "Sports coaches have delivered well-structured lessons which are skill focused. The lessons include using a variety of resources and different types of equipment that the children are taught how to safely use."</p> <p>Feedback from children: "I like when we do lots of running". "I like doing lots of catching". "The sports coaches teach us catching, jogging, under arm and over arm throwing". "I think the sports coach teaches us well. She teaches us things that are most important. She gives us lots of advice. If we do something wrong, she tells us and shows us how to do it".</p>

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						<p>“The sports coach shows us how to be independent”.</p> <ul style="list-style-type: none"> - To ensure staff do not become deskilled, we will go back to coaches and teachers sharing the teaching of games and gym throughout the year. - The PE Leader has met with Premier Sports to map out a new LTP with a focus on clear progression.
Re-establishing good routines to support effective teaching.	PE Lead to explain the outdoor games equipment boxes and how these can be used effectively.	Resources are used effectively by all staff and children.	Lesson observations	Spring term	No cost (Staff meeting time)	Boxes to be sorted and re-introduced along with launch of new curriculum units and LTPs in Sept 2023.
CURRICULUM						
Key development priorities for Infants PE and Sport	Actions and strategies to address key development priorities.	Intended impact and sustainable outcomes	Evidence	Dates	Costs	Sustainability/Impact
Activities to support sensory needs	Continue to identify key pupils to access daily morning sensory physical activities that will support their learning in class settings.	Children with sensory needs show a readiness for learning.	Pupil Assessments Staff feedback	Staffing (1.5 hours of TA time per week)	£800 towards staffing costs	<ul style="list-style-type: none"> - Sensory circuit has taken place and has supported children with being calm and ready for learning once in the classroom.
Developing subject specific vocabulary	All teachers to include an introduction in the classroom to introduce key vocabulary for the lesson (using Word Aware strategies). Create key words for Sports Coaches to use for Gymnastics.	Children accurately using subject-specific vocabulary.	Lesson observations & SeeSaw evidence.	Ongoing	No cost	<ul style="list-style-type: none"> - Vocabulary has been introduced by sports coaches and teachers throughout the lesson which has helped lessons to stay skills focused. - Children have been able to use vocabulary in their own explanations when talking to subject leader. - From Sept, a PE word wall will be introduced in the new year to support this action.
Resources	Audit all resources and purchase new equipment as appropriate (e.g. gym mats). Label all equipment boxes with photos to support children taking responsibility. Create an equipment list so all staff are aware of resources available.	Sufficient resources available to deliver the PE curriculum (e.g. gym mats).	Equipment audit	Audit in Autumn 2	Allocation from Curriculum Budget	<ul style="list-style-type: none"> - New gym mats have been purchased ready for Sept (Curriculum budget). - Resources will be sorted/re-organised during the Summer holiday - no capacity during the school year to do this.
Fit for Fun event	PE Subject Leader to plan target days/week focusing on active, healthy lifestyles. Invite a sportsperson/Olympian to speak to the children about importance of health, being active etc.	Children have the opportunity to meet an athlete to develop a sense of ambition. Raise the profile of Sport and PE across the school.	Pupil feedback Staff feedback Learning walks of events	July 2023	Allocation from Curriculum Budget or School Fund.	<ul style="list-style-type: none"> - Each year group accessed an afternoon of ‘Fit for Fun’ activities. - The children engaged in a carousel of fun activities led by a sports coach or class teacher. - Parents were invited to join us for a 30 min session to join in with fun

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						<p>team games and races. It was great to see so many families joining in with physical activities together. Each session concluded with class Hokey Cokeys! This was a different approach to sports day and enabled all children to access at their own ability level.</p> <ul style="list-style-type: none">- A sports person was not booked this year due to limited budget available.
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