



Evidencing the Impact of the Primary PE and Sport Premium

Dodworth St. John the Baptist Academy 2024-25



Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

At Dodworth St. John the Baptist Academy, we firmly believe that sustainable improvements to the quality of PE and sport is fundamental to developing outcomes for our pupils. We aim to use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

We welcome the Sports Premium Grant to provide additional funding to improve provision of Physical Education (P.E) and sport in our school. The key areas for consideration are; Physical education, Healthy active lifestyle choices and Competitive sports.



Current achievement and priorities

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>As a result of sports funding the following have been evidenced through subject monitoring, lesson observations and learner discussion</p> <ul style="list-style-type: none"> • All children are encouraged to take part in competitive sports • Extra-Curricular sports clubs provided for EYFS, KS1 & KS2 children before, during and after school • Increased participation in inter school sports competitions. - Grassroots • Early Years and KS1 accessed specific coaching showing development of fundamental skills. • CPD enhanced teacher subject knowledge • Curriculum update to allow for cross class learning and support • New equipment purchased to ensure high quality delivery. • New PE calendar and documentation to ensure progression of skills. 	<ul style="list-style-type: none"> • Further develop staff confidence in teaching & learning of PE, use specialist coaches and PE lead. • Leadership of PE and curriculum tracking to be further developed. • Introduce a whole school tracking system to detail inter-intra activities children have taken part in. • Develop healthy lifestyle choice initiatives through walk/scooter or bike to school, lunchtime activities, and healthy breakfast club options. • Strong curriculum assessment and monitoring tool in place e.g. using Arbor.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	Not conducted prior to 2024 100%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	100%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	100%
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?	7x booster@1860, active travel@435

Action Plan and Budget Tracking

Academic Year: 2024/25		Total fund allocated: £17,330		Date Updated: September 2024	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:	
				73%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £	Evidence and impact:	Sustainability and suggested next steps:	
<p>A range of before and after school clubs are provided through the use of sports coaches to further enhance PE provision in school, these are open to all pupils FS/KS1/KS2.</p> <p>Introduction of a clear tracking system in school for all sports inter/intra to ensure engagement from all pupils.</p> <p>Teacher with responsibility for sport to enhance teaching, assessment and tracking of PE across school. Subject leadership of PE to be prioritized in the next academic year and good practice to be shared with teaching staff.</p> <p>Revised PE curriculum on a two-year cycle to ensure all sports are covered across school and that these are progressive and enhance previous skills and knowledge, including for pupils with SEND.</p> <p>Focused, structured activities at break time, lunch time and out of school provision.</p>	<ul style="list-style-type: none">Range of before and after school clubs offered and delivered and there is a clear tracking system for attendance.Timetable of extra-curricular clubs for all phases to be sent out and changed on a termly basisTracking and monitoring inter/intra competitions to evidence high engagement in PE.Develop in-school competitions/teach skills in preparation for competition through PE lesson-engagementStrong subject leadership of PE through use of teacher- observations, tracking and monitoring evidence positive impact.Allow focused activities led by school-based staff to coach during lunch times to further develop skills alongside the curriculum.	<p>PE Lead – £10,640</p> <p>Specialist Sports Mentoring / coaching for staff - £1050</p> <p>Sports Partnership Agreement: £1000</p>	<p>Enhance Tracking system evidences high engagement in sports across school and there is a range of opportunity for pupils to engage- before/during/after school, in lessons</p> <p>Pupil voice in engagement of events that raise the profile of competitive sports for the school and it’s pupils.</p> <p>Introduction of HLTA will provide a consistent and high-quality approach to teaching, tracking and monitoring of PE.</p> <p>Structured approach to break/lunch time activities allows pupils to further practice</p>	<p>Options were limited to external providers including Football, Karate in 24-25</p> <p>Tracking of engagement to Roll over to 2025-26</p> <p>TA attended Football conference to enable school to be part of promoting wider school sport participation in events. 1day@ta4 £104</p> <p>Attained Barclays Girls football equal access participation Award 24</p> <p>Dance club 19wks CS4 47.5hrs@£415</p> <p>Coverage linked to existing curriculum ensured wide coverage of skills and key fundamentals of sport linked to National curriculum – However this is to be developed further and tracked in line with other subjects.</p>	

			taught skills from the curriculum.	<p>Move to Schools new 2-year sport cycle with progression of skills embedded. Coaching for this needs to be considered 2025</p> <p>Developed a wider offer at Lunch and breaktimes including investment in equipment. These have been well received, and children are more active as a result – Pupil voice</p> <p>Equipment repair and replace@4260, 288,540,672,192</p>
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Percentage of total allocation:

11%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Ensure equipment is sufficient and of a good quality, audit and order new equipment where required.</p> <p>Raise the profile of celebrating sports achievements- assemblies, use of trophies/rewards and sports pupil of the term- link to stand-out-stars</p> <p>Ensure a high quality sports day is planned and delivered for the whole school.</p> <p>Children to come in PE kits on the their PE day.</p> <p>Children to be able to understand rules and character of competitive sports.</p> <p>Assessment and monitoring and celebration /promotion of PE is effective through use of</p>	<ul style="list-style-type: none"> Audit of PE equipment – Spring term Order new equipment if needed Range of rewards for engagement in PE and celebration of successes. Raise profile of expectation of PE kit Increased participation and readiness for Inter/intra-school competitions/sports tournament calendar of events. PE lead takes a pro-active role in organizing and tracking. Clear evidence bank is collected which can be used to aid assessment- floor books, Dojo and Arbor. 	<p>Equipment £2000</p>	<p>Equipment audited and where needed further resources purchased to enhance the teaching of PE.</p> <p>Pupils have access to resources and break/lunchtime to maximise active play opportunities utilising taught skills.</p> <p>Whole school to take part in school sports day.</p> <p>Collection of PE evidence allows for effective assessment</p>	<p>Audit completed Autumn term 2024</p> <p>Purchase of equipment spring 2025 including Netball, football, general playtime equipment of games, ropes, sponge ball, imagination, repair of trim trail. @1032 ypo</p> <p>Raise profile of sport and confidence to contribute success in standout stars</p> <p>Sports day was well participated in and feedback was positive by stakeholders. (Even if, weather was not kind to KS2)</p> <p>PE kits are better and appropriate,</p>

Dojo, floor books and Arbor.			and tracking of all pupils in PE. Next steps are identified and built into future planning/lessons.	however do not enable life skills to be developed. Consider for 2025 Rules understanding is developing, however still to develop sportsmanship.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport is supported and sustained through CPD				Percentage of total allocation:
				6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>A constant provision of higher quality teaching in a variety of sports through introduction of PE Lead to ensure consistency in delivery across school.</p> <p>Increased confidence and upskill of teaching staff to teach a range of sports-teacher to explore courses to enhance this.</p> <p>PE/Curriculum team closely track delivery of PE across school, ensuring the curriculum meets the needs of pupils at DSJ especially identifying those working at greater depth.</p>	<ul style="list-style-type: none"> Look at outdoor activity provision (class OAA day/link to Sports Week) Provide more CPD based on learning walk outcomes Floor books and Arbor to track PE. Time out for PE lead/curriculum lead to take part in CPD. Termly meetings for PE leads cross trust. Introduction of two-year cycle for PE at DSJ. 	<p>CPD for staff: £1000</p>	<p>Introduction of designated member of staff to deliver PE ensures consistency and high quality across all phases, including EYFS.</p> <p>Two-year cycle in PE allows all skills and knowledge to be embedded for all pupils. The curriculum is progressive and ensures pupils do not have gaps in knowledge.</p> <p>CPD for staff enhances the delivery and quality of PE lessons across school.</p>	<p>2024-25 was not the year to develop the teaching approaches to this due to other priorities. This will roll on to sport spending for 2025-6</p> <p>Kapow sports scheme @979</p> <p>Reds in community coaching@500</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				9%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Children able to access a range of sporting activities outside of school to further develop skills particularly those in competitive sports.</p> <p>Engage in opportunities such Football, Karate to ensure a diverse and exciting range of sports outside the curriculum expectations are delivered to provide greater opportunity for pupils to specialise.</p> <p>Residential opportunities are provided at Y6 to enhance OAA sporting opportunities outside of the school environment.</p>	<ul style="list-style-type: none"> • Residential at Y6. • A range of activities for all pupils throughout the week. • Bike-ability offer, lined to mode shift stars scheme • Walk-to-school scheme 	<p>£500</p> <p>Residential: £1000</p>	<p>Children access a range of activities including specialist coaches who are delivering bikeability, balance bike training, and ramp up sessions.</p> <p>Pupils engage in outdoor adventurous sports through planned residentials.</p>	<p>Football offer</p> <p>Karate offer</p> <p>Silverwood wider</p> <p>Nerf challenge competition</p> <p>Residential for Y6</p> <p>Links to Grassroots and Reds made for 2025-6</p> <p>Bikability resulted in Y5 pupils attaining safe use of bikes in the wider community. Daily full bike/scooter shelter - @550</p> <p>Beat the Street initiative 2nd in the local school area</p> <p>Den building@124</p> <p>Mental health wellbeing support @3286</p>
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Key indicator 5: Increased participation in competitive sport is sustained throughout the year

Percentage of total allocation:

1%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>A wide variety of competitive sports should be covered over the year to add breadth to study and to identify children that are gifted in significant areas.</p> <p>Children at both KS1 and KS2 should have the opportunity to take part in competitive sports.</p> <p>Children to be able to experience sport</p>	<ul style="list-style-type: none"> • Start competitions in the autumn term • Calendar of events for whole school year-inter and intra. • Curriculum adaptations for pupils with SEND to ensure success in sports. 	<p>Sport coach – admin & organisation - £140</p>	<p>Competitive sports are embedded consistently through the curriculum provided. Pupils take part in competitive sports outside of the school environment.</p> <p>The teaching of competitive sports builds on previous skills and knowledge ensure it is built on foundational skills and is</p>	<p>New focus for new tracking 2025, curric leader @3884</p> <p>Grassroots to support in wider offer and talent scouting</p> <p>Reds providing links to local</p>

out of the usual school environment. Children with special education needs have the opportunity to take part in competitive sports at all age groups.			progressive for all including those with SEND. Where required adaptation to the curriculum are effectively made to allow SEND pupils to be successful in sport.	competitions in the 2025-26 season ALL pupils had full involvement and access to the sports day. Progression of skills throughout the year enabled the children to access every activity. ttrs@113
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Total spend 19790/21855