

## Dixons Trinity Chapeltown Primary Sports Premium 2018-21

### Allocation, Spend and Impact

Allocation	Expected funding		
	2018/19	2019/20	2020/21
<b>Based on the School Census</b>			
The premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2018 to 2019 academic year, to encourage the development of healthy, active lifestyles. Allocations for the academic year 2018 to 2019 are calculated using the number of pupils in years 1 to 6, as recorded in the January 2018 census, as follows: <ul style="list-style-type: none"> <li>schools with 17 or more pupils receive £16,000 plus £10 per pupil</li> </ul> <a href="https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2018-to-2019/pe-and-sport-premium-conditions-of-grant-2018-to-2019-academies#basis-of-allocation">https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2018-to-2019/pe-and-sport-premium-conditions-of-grant-2018-to-2019-academies#basis-of-allocation</a>	£16,300	£16,900	£17,500

### Statements of success / impact

Use £16,900 to ensure:

		RAG		
		2018/19	2019/20	2020/21
<b>A</b>	By the end of Year R, 100% of students have made expected, or accelerated, progress in moving and handling ELG			
<b>B</b>	All KS1 students have access to additional sporting activities as well as the Dixons PE curriculum			
<b>C</b>	100% of students report that they enjoy PE			
<b>D</b>	100% of students can explain the importance of good health and fitness appropriate to their age			
<b>E</b>	All students have access to a variety of games during break time to create a culture of enthusiasm for participation in physical activities			

Plan / Spend		AIP Link*	EEF Toolkit**	Implementation Timeline									Cost (£)	Lead	RAG		
				Jul 18	Sep 18	Jan 19	Jul 19	Sep 19	Jan 20	Jul 20	Sep 21	2018/19			2019/20	2020/21	
<b>1a</b>	Employ secondary PE teachers to support the delivery of KS1 PE, enhance the subject knowledge of class teachers and ensure core knowledge and skills of students is of the highest standards	1.1	32	PI	Co Im	→	Rv	Co Im	→	Rv	→	£7,500	JOI				
<b>1b</b>	Secondary PE teachers deliver CPD to primary class teachers in order to sustain high standards of PE in the academy																
<b>2</b>	Enhance the EYFS provision and resources to ensure accelerated progress in moving and handling development. This includes equipment for obstacle courses, climbing, riding (bikes and scooters), balancing, throwing and catching	2.2	19	PI	Co Im	→	Rv	Co Im	→	Rv	→	£3,000	JOI				
<b>3</b>	Ensure adequate storage is in place for maintaining and sustaining high quality equipment and resources	2.2	24	PI	Co Im	→	Rv	Co Im	→	Rv	→	£1,000	JOI				
<b>4</b>	EYFS Lead ensures moving and handling activities are planned into the daily EYFS provision to accelerate progress	2.2	7 32	PI	Co Im	→	Rv	Co Im	→	Rv	→		JOI				
<b>5</b>	Distinct PE lessons in Reception class led by class teacher and advised on by secondary PE teachers	1.2	32	PI	Co Im	→	Rv	Co Im	→	Rv	→		JOI				
<b>6</b>	Sports extra-curricular activities are led by specialist sports instructors to create opportunities for students to try new sports e.g. boxing, dancing, gymnastics, athletics	1.3	32	PI	Co Im	→	Rv	Co Im	→	Rv	→	£1,100	JOI				
<b>7</b>	Structured lunchtime sports games are implemented and facilitated by graduate co-teachers to support early games skills, reacting to the interests of the students	2.1	32	PI	Co Im	→	Rv	Co Im	→	Rv	→	£3,700	JOI				
<b>8</b>	Reception class visit local playgrounds to extend teaching in the area of 'moving and handling' and their opportunities to try new things e.g. climbing	2.1	19	PI	Co Im	→	Rv	Co Im	→	Rv	→		JOI				
<b>9</b>	Focus on healthy living during Family Dining and break times through reflection and appreciation time and a home cooked well balanced hot meal for all students	2.2	24	PI	Co Im	→	Rv	Co Im	→	Rv	→		JOI				

Plan / Spend	AIP Link*	EEF Toolkit**	Implementation Timeline									Cost (£)	Lead	RAG		
			Jul 18	Sep 18	Jan 19	Jul 19	Sep 19	Jan 20	Jul 20	Sep 21	2018/19			2019/20	2020/21	
10	Liaise with the secondary PE department about assessment for PE	1.2	32	PI	Co Im	→	Rv	Co Im	→	Rv	→		JOI			
11	Ensure opportunities for children to perform within school, for example Celebration Assembly, showcase, nativity	3.1	32	PI	Co Im	→	Rv	Co Im	→	Rv	→		JOI			
12	Continue with world dance lessons provided by a specialist teacher which can be shared in our KS1 showcase	3.1	32	PI	Co Im	→	Rv	Co Im	→	Rv	→		JOI			
									<b>Total</b>	<b>£16,300</b>						

\*AIP Link = Academy Improvement Plan Link (see Appendix 1 for more details)

\*\*EEF Toolkit = Education Endowment Foundation (see Appendix 2 for more details)

\*\*\*Number subject to change (still awaiting data for one student)

**Key**

Co	Communicate	PI	Plan	Pt	Pilot	Rv	Review	Im	Implement
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## Appendix 1 Academy Improvement Plan

### Priorities for 2019-22

Our key drivers of mastery, autonomy and purpose<sup>1</sup> underpin our priorities for 2019-22:

1. **Mastery:** the urge to get better and better at something that matters
  - 1.1. Demonstrate outstanding progress and achievement
  - 1.2. Ensure learning is rigorous\*, engaging and underpinned by meaningful feedback
  - 1.3. Embed a rich and exciting curriculum that embodies the laws of mastery; flow, pain and growth
2. **Autonomy:** the desire to direct our own lives
  - 2.1. Propagate our disciplined and joyful school culture
  - 2.2. Develop confident and self-directed learners
  - 2.3. Cultivate effective, autonomous leaders at every level of the organisation
3. **Purpose:** the yearning to do what we do in the service of something larger than ourselves
  - 3.1. Sustain our genuine three-way partnership between families, students and staff
  - 3.2. Work with the Dixons Academies to replicate best practice and to contribute to continuous improvement
  - 3.3. Further enhance the strong reputation for Dixons Trinity Chapeltown

<sup>1</sup>Adopted from *Drive*, Daniel Pink 2009.

## Appendix 2 Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary
1 Arts participation	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2 Aspiration interventions	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3 Behaviour interventions	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on extensive evidence.
4 Block scheduling	£ £ £ £ £	★★★★★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5 Collaborative learning	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6 Digital technology	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
7 Early years intervention	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8 Extended school time	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.
9 Feedback	£ £ £ £ £	★★★★★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10 Homework (Primary)	£ £ £ £ £	★★★★★	+ 2 Month	Low impact for very low cost, based on limited evidence.
11 Homework (Secondary)	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on limited evidence.
12 Individualised instruction	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for very low cost, based on moderate evidence.
13 Learning styles	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for very low cost, based on limited evidence.



Approach		Cost Estimate	Evidence Estimate	Average Impact	Summary
14	Mastery learning	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15	Mentoring	£ £ £ £ £	★★★★★	0 Month	Very low or no impact for moderate cost, based on extensive evidence.
16	Meta-cognition and self-regulation	£ £ £ £ £	★★★★★	+ 7 Months	High impact for very low cost, based on extensive evidence.
17	One to one tuition	£ £ £ £ £	★★★★★	+ 5 Months	High impact for high cost, based on extensive evidence.
18	Oral language interventions	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
19	Outdoor adventure learning	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on moderate evidence.
20	Parental involvement	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21	Peer tutoring	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
22	Performance pay	£ £ £ £ £	★★★★★	+ 1 Months	Low impact for low cost, based on limited evidence.
23	Phonics	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
24	Physical environment	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for low cost based on very limited evidence.
25	Reading comprehension	£ £ £ £ £	★★★★★	+ 6 Months	High impact for very low cost, based on extensive evidence.
26	Reducing class size	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for very high cost, based on moderate evidence.
27	Repeating a year	£ £ £ £ £	★★★★★	- 4 Months	Negative impact for very high cost based on moderate evidence.
28	School uniform	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29	Setting or streaming	£ £ £ £ £	★★★★★	- 1 Months	Negative impact for very low cost, based on limited evidence.
30	Small group tuition	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
31	Social and emotional learning	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
32	Sports participation	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for moderate cost based on limited evidence.
33	Summer schools	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for moderate cost based on extensive evidence.
34	Teaching assistants	£ £ £ £ £	★★★★★	+1 Months	Low impact for high cost, based on limited evidence.
35	Within-class attainment grouping	£ £ £ £ £	★★★★★	+3 Months	Moderate impact for low cost, based on limited evidence.

<http://educationendowmentfoundation.org.uk/toolkit/>

