

Dixons Music Primary Primary Sports Premium 2018-21

Allocation, Spend and Impact

Allocation	Expected funding		
	2018/19	2019/20	2020/21
Based on the School Census			
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 2019 to 2020 academic year, to encourage the development of healthy, active lifestyles. Allocations for the academic year 2019 to 2020 are calculated using the number of pupils in years 1 to 6, as recorded in the January 2019 census, as follows:	£20,800	£20,800	£20,800
<ul style="list-style-type: none"> schools with 17 or more pupils receive £16,000 plus £10 per pupil 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			

Statements of success / impact

Use £20,800 to ensure:

		RAG		
		2018/19	2019/20	2020/21
A	By the end of Year R, >90% of students have achieved ARE in moving and handling ELG			
		99%		
B	Over time, learning walks show that teaching and learning in PE is outstanding			
		100%		
C	All students have access to a variety of sporting activities during break time and after school to create a culture of enthusiasm for participation in physical activities			
D	100% of students can explain the importance of good health and fitness appropriate to their age			
E	100% of students report that they enjoy PE			

Plan / Spend

Plan / Spend		Implementation Timeline							Cost (£)	Lead	RAG			
		Jul 19	Sep 19	Jan 20	Jul 20	Sep 20	Jan 21	Jul 21			Sep 22	2018/19	2019/20	2020/21
1	Enhance the EYFS provision and resources to ensure accelerated progress in moving and handling development. This includes equipment for balancing, throwing and catching	PI	Co Im	→	Rv	Co Im	→	Rv	→	£500	FAf			
2	EYFS Lead ensures moving and handling activities are planned into the daily EYFS provision to accelerate progress	PI	Co Im	→	Rv	Co Im	→	Rv	→	-	FAf			
3	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	PI	Co Im	→	Rv	Co Im	→	Rv	→	£1,365	LR-R			
4	Structured lunchtime sports games are implemented and facilitated by specialist coaches to support skills and reacting to the interests of the students		PI	Co Im	Rv	Co Im	→	Rv	→	£7,305	LR-R			
5	Introduce Yoga into all year groups to encourage and promote a healthy mind	PI	Co Im	→	Rv	Co Im	→	Rv	→	£4,860	LR-R			
6	Use secondary specialists to deliver high quality PE lessons using a carefully sequenced scheme of work	PI	Co Im	→	Rv	Co Im	→	Rv	→	-	CBI			
7	Afford students in Year 5 the opportunity to take part in weekly swimming lessons to work towards obtaining their 25m medal	PI	Co Im	→	Rv	Co Im	→	Rv	→	£6,000	LR-R			
8	Introduce The Daily Mile for all year groups	PI	Co Im	→	Rv	Co Im	→	Rv	→	-	CMa			
9	Introduce more opportunities for children to perform within school to other students, twice per cycle, for example Celebration Assembly	PI	Co Im	→	Rv	Co Im	→	Rv	→	-	RRu			
										Total	£21,890			



***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	Pl	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 underpin our priorities for 2019-22:

1. **Mastery:** the urge to get better and better at something that matters
 - 1.1. Demonstrate exceptional results at all key stages
 - 1.2. Ensure teaching and learning is outstanding with a culture of meaningful feedback
 - 1.3. Refine the academy's knowledge rich curriculum through high quality schemes of work which are expertly planned bed 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. Craft a healthy culture among staff and students by creating and over-communicating clarity
 - 2.2. Develop learners with innate resilience who live and breathe the academy's learning habits
 - 2.3. Produce effective, autonomous leaders who re-inforce clarity at every level and live the academy's values
3. **Purpose:** the yearning to do what we do in the service of something larger than ourselves
 - 3.1. Embed the genuine three-way partnership between families, students and staff
 - 3.2. Work closely with the communities the academy serves by promoting what makes us unique
 - 3.3. Collaborate with the primary phase at DAT to contribute to continuous improvement and raise standards

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/>

