

## Dixons Marchbank Primary Primary Sports Premium 2023-26

### Allocation, Spend and Impact

| Allocation  | Expected funding |         |         |
|---|------------------|---------|---------|
|   | 2023/24          | 2024/25 | 2025/26 |
| <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 2024 to 2025 academic year, to encourage the development of healthy, active lifestyles.<br>Allocations for the academic year 2024 to 2025 are calculated using the number of pupils in years 1 to 6, as recorded in the January 2021 census, as follows: schools with 17 or more pupils receive £16,000 plus £10 per pupil<br><a href="https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2019-to-2020/pe-and-sport-premium-conditions-of-grant-2019-to-2020-local-authorities-and-maintained-schools">https://www.gov.uk/government/publications/pe-and-sport-premium-conditions-of-grant-2019-to-2020/pe-and-sport-premium-conditions-of-grant-2019-to-2020-local-authorities-and-maintained-schools</a> | £19,600          |         |         |

### Statements of success / impact

| Use £16,900 to ensure:   | RAG     |         |         |
|--|---------|---------|---------|
|  | 2023/24 | 2024/25 | 2025/26 |
| <b>A</b> By the end of Year R, 100% of students have made expected, or accelerated, progress in moving and handling ELG                              | 100%    |         |         |
| <b>B</b> All KS1 students have access to additional sporting activities as well as the Dixons PE curriculum  | 100%    |         |         |
| <b>C</b> All KS2 students have access to additional sporting activities as well as the Dixons PE curriculum  | 100%    |         |         |
| <b>D</b> At least 95% of students report that they enjoy PE  | 100%    |         |         |
| <b>E</b> 100% of students can explain the importance of good health and fitness appropriate to their age   | 100%    |         |         |
| <b>F</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 |  | Year Group | EEF Toolkit*    | Implementation Timeline |          |        |        |        |        |        |                |         | Cost (£) | Lead | RAG     |         |  |
|--------------|--|------------|-----------------|-------------------------|----------|--------|--------|--------|--------|--------|----------------|---------|----------|------|---------|---------|--|
|              |  |            |                 | Jul 24                  | Sep 24   | Jan 25 | Jul 25 | Sep 25 | Jan 26 | Jul 26 | Sep 26         | 2023/24 |          |      | 2024/25 | 2025/26 |  |
|              |  |            |                 |                         |          |        |        |        |        |        |                |         |          |      |         |         |  |
| 1            | Strategically deploy a sports coach to create opportunities for students to try new sports (e.g. boxing, dancing, gymnastics, athletics) throughout the year as well as provide a rota of playtime and lunchtime sporting clubs for all students | All        | 32              | PI<br>Co                | Im       | Im     | Rv     | →      |        |        | Rv             | £11,000 | RG       |      |         |         |  |
| 2            | Purchase & maintain a variety of playground sports equipment (e.g. Kwik cricket/basketball) and use a sports coach to train students   | KS1<br>KS2 | 31<br>32        | PI<br>Co                | Im       | Im     | Rv     | →      |        |        | Rv             | £1000   | CM       |      |         |         |  |
| 3            | Sports coach to train identified members of support staff/ Y6 Students to train as after school club/lunchtime leaders for sports  | All        | 21,<br>31<br>32 | PI                      | Co<br>Im |        | Rv     | →      |        |        | Rv             | £0      | CM       |      |         |         |  |
| 4            | Begin competing with external events i.e. 'School Games'   | KS2        | 31<br>32        | PI                      | Co<br>Im |        | Rv     | →      |        |        | Rv             | £1000   | CM       |      |         |         |  |
| 5            | Facilitate competitive inter-house games and tournaments with local schools  | KS1<br>KS2 | 31<br>32        | PI                      | Co<br>Im |        | Rv     | →      |        |        | Rv             | £1000   | CM       |      |         |         |  |
| 6            | Basic Forest School training for 2 staff and development of school field to encourage outdoor learning   | KS1<br>KS2 | 19,<br>31<br>32 | PI                      |          |        |        | Im     | →      |        | Rv             | £1000   | ZB       |      |         |         |  |
| 7            | Provide Biking workshops for all year groups to develop cycling skills and encourage children to ride to school.   | KS1<br>KS2 | 31<br>32        | PI                      | Im       |        |        |        | →      |        | Rv             | £2000   |          |      |         |         |  |
| 8            | Provide onsite bike and scooter storage to encourage active travel to school.  | KS1<br>KS2 | 31<br>32        | PI                      | Im       |        |        |        | →      |        | Rv             | £2,600  |          |      |         |         |  |
| <b>Total</b> |  |            |                 |                         |          |        |        |        |        |        | <b>£19,600</b> |         |          |      |         |         |  |

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

**Key**

|           |             |           |      |           |       |           |        |           |           |
|-----------|-------------|-----------|------|-----------|-------|-----------|--------|-----------|-----------|
| <b>Co</b> | Communicate | <b>PI</b> | Plan | <b>Pt</b> | Pilot | <b>Rv</b> | Review | <b>Im</b> | Implement |
|-----------|-------------|-----------|------|-----------|-------|-----------|--------|-----------|-----------|

## 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.                  |
| 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.            |



| Approach |                                  | Cost Estimate | Evidence Estimate | Average Impact | Summary  |
|----------|----------------------------------|---------------|-------------------|----------------|--|
| 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/>

