

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

Oakhill Primary Academy

Commissioned by



Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use

the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020 (Note: Lockdown March 2020)	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● Built new relationships/partnerships with other schools in Leeds and have become part of a Sports Network Group ● Increased active travel and with a bike shed to encourage cycling to school ● Application for Centre of Excellence for PE and Sport Increased number of competitions entered each year ● Increased provision for specific target groups i.e., girls football club ● Gained School Games Mark – Silver Award ● Increased participation in The Daily Mile and use of the Global map for competition ● Increased number and variety of extra-curricular clubs on offer prior to lockdown ● Representation of hometown in school football – Barnsley School Boys ● Children scouted for external sporting teams ● Increase activity/movement breaks throughout the day – Go Noodle, Daily Mile (with focus for SEND/SEMH children) ● PE Leads attended PE conference ● Created opportunities and challenges to motivate the school community – Beat the street 	<ul style="list-style-type: none"> ● Physical Activity choice to be given to children attending breakfast club ● Seek to gain healthy schools award/ Forest School status ● To increase % and provision for SEND pupils in PE and Sport ● Identify the least active children/groups in school and identify any barriers ● Providing more sporting opportunities – Trampolining purchased for set up of new club once restrictions are lifted/ Develop approaches to competition ● Well-being/mental health through activity to keep connected and keep learning (Welly Walks/Welly Wednesday) ● Continue with Active Travel and introduce new competitions ● Use and development of online courses such as ‘Tops Sportability’ and sporting competitions via a virtual platform ● Playleader development (these will now be class based and in all year groups so bubble integrity can be maintained) and different/ new activities introduced ● Further develop outdoor and active learning through Forest Schools (including active maths, phonics, playtimes) ● Engagement with Change 4 Life clubs ● To run a Sports Award Evening as this could not happen in Lockdown

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

If YES, you must complete the following section

If NO, the following section is not applicable to you

If any funding from the academic year 2019/20 has been carried over, you MUST complete the following section. Any carried over funding MUST be spent by 31 March 2021.

Academic Year: September 2020 to March 2021	Total fund carried over: £730	Date Updated: DEC 2020		
What Key indicator(s) are you going to focus on? <i>Key Indicator 1:Pupil Engagement.</i>				Total Carry Over Funding: £730
Intent Your school focus should be clear how you want to impact on your pupils.	Implementation Make sure your actions to achieve are linked to your intentions.		Impact Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils' re-engagement with school. What has changed?	Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?
Introduction of the 100 Club skipping challenge for all pupils Children to gain qualifications (badges/ charts and certificates) in the Trampolining activities	<ul style="list-style-type: none"> Establish links with Yorkshire School Sport and Team Active to develop online opportunities for PE and activity Link up with other schools in the partnership to develop inter-school competition Weekly performance from children in assembly/celebration in newsletter and on social media Identify children who show sportsmanship and diversity in sport 	Carry over funding allocated: £500 Skipping – 100 Club challenge Competition £230 Trampolining Certificates/ badges and charts	Children understand sport is a diverse environment that includes individuals from different cultural and racial backgrounds Celebration of sporting success by number of children and parents taking part in event/activities	Create online sporting blogs and raise the profile of PESSCL Continue to develop links with media (i.e., Facebook) Take part in virtual games opportunities Development and introduction of Trampolining Activity

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	67%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	67%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	67%
<p>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?</p>	No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21	Total fund allocated: £18580 (258 pupils Y1-6) Added £240 from budget	Date Updated: November 2020		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 51%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £9600	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>The continue active initiatives such as the daily mile for the whole school to include Daily Mile Destinations to track progress, wake up-shake up, Go Noodle, Active Travel</p> <p>Development of the outdoor areas/activities for each KS including woodland playground to encourage activity during lesson time and breaks/lunchtime</p> <p>To become a forest school (Woodland Trust) and introduce seasonal walks (Autumn Welly Walks /Welly Wednesday's in EYFS)</p> <p>To maintain current provision of 2 high quality PE sessions per week /EYFS provision</p> <p>Develop active virtual extra-curricular programme including Active Championships (YST) and School Games Competitions & events</p>	<p>Every Class complete The Daily Mile as an active movement break throughout the school day</p> <p>Support and guidance to deliver high quality PE lessons with planning provided and CPD opportunities</p> <p>Lead member in school running Forest Schools and target inactive children/groups</p> <p>Enter Autumn Welly Walk, Santa Scavenger hunt, Virtual School Games, Virtual Sports using all outdoor spaces</p> <p>Whole school timetable with 2 sessions of PE per class per week and additional activities such as bike-ability for Y1 and Y5</p> <p>Development of online/virtual extra-curricular provision</p> <p>Development of active break and lunch</p>	<p>Play and lunch time equipment and development of outdoor space £5000</p> <p>Lunch time provision £4300</p> <p>Subscriptions £300</p>	<p>Children have a positive attitude towards health and wellbeing. Improvement in attainment, mood, behaviour and general wellbeing</p> <p>PE and sport delivered more effectively, and physical activity is embedded across school</p> <p>Children access at least 30minutes a day of physical activity</p> <p><i>EVIDENCE: Schools Games Questionnaire, PE timetable, planning, lunch time provision, Competition entry</i></p>	<p>Continue to develop staff CPD specific to each school in the partnership driven by the Network Leads (building capacity within school)</p> <p>Development of virtual extra-curricular sports clubs</p>

To develop outdoor and active learning to support well-being.	times – introduce scooters/ 100 club for skipping and Hall Athletics (School Games)			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 14%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £2660	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>Entering more competitions beyond BPP (within the constraints of a pandemic) and celebrating success in assemblies, newsletters, social media</p> <p>Development of building character, well-being & resilience through Sport and Change 4 Life clubs</p> <p>Development of Health Education and links with PHSE and science and making more lessons interactive.</p> <p>Engage with YST to gain Quality Mark, Action Championships and School Games Mark 20/21.</p> <p>Introduction of the Sports Awards Event in July to celebrate success and outstanding effort/Contributions</p> <p>Development of playleaders across the school to facilitate play whilst maintaining the integrity of the bubbles</p>	<p>Links with Barnsley Football Club and other schools/organisations in the area to establish virtual links</p> <p>Linked up with other schools in the trust to represent Barnsley Primary Partnership (and beyond) in virtual School Games competitions</p> <p>‘Athlete of the week’, Active Travel – Most miles of the week shared on Facebook</p> <p>PHSE linked to sportsmanship and diversity in sport</p> <p>To ensure meeting criteria for Sports mark Gold award and work with School Games Co-Ordinator</p> <p>Sports Crew link with School councillors to join up thinking about well-being and positive mental health</p>	<p>Equipment £500</p> <p>Sports Day - Online £200</p> <p>Displays £200</p> <p>Quality Mark assurance tool £200</p> <p>£1000 Sports Award ceremony</p> <p>Sports leaders Hoodies £56</p>	<p>Children have experience of participating in high level competition</p> <p>Children scouted for external sporting teams (if grassroots and sports recommence)</p> <p>Children understand sport is a diverse environment that includes individuals from different cultural and racial backgrounds</p> <p><i>EVIDENCE: Competitions entered this year, Number of successes gained, displays</i></p>	<p>Create online sporting blogs</p> <p>Continue to communicate successes via social media</p> <p>Invite other schools outside of the partnership to compete in extra-curricular sporting events</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14%
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: £2555</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>Continue CPD program for all staff to increase confidence led by the network leads in each of the partner schools</p> <p>Specific CPD for SEND children including training for Jump ahead and sensory circuits from Occupational Therapist and SEND 'Overcoming barriers to attend competitions' & 'All about Autism, All about me'</p> <p>To be part of the Yorkshire Sport Foundation Network meetings/events</p> <p>Sports Lead to work with Yorkshire Sports Trust to develop current provision and extend links</p> <p>To become a Forest School and share practice to whole school and others in BPP and develop OAA as a result.</p> <p>Complete Sports Mark Health Check to identify further areas for development for staff</p> <p>To use online resources/training for staff</p> <p>Audit needs for staff and tailor CPD</p>	<p>Staff meetings & PE CPD programme – Trust Wide PE training days (virtual)</p> <p>Network meetings for development and profile of PE across our partnership</p> <p>To attend meetings and have a voice for Primary Schools</p> <p>PE Lead gained qualification in Trampoline – Trampoline to be implemented into curricular and extra-curricular activities.</p> <p>PE observations with the PE Specialist.</p> <p>Joint planning meetings to share and develop best practice.</p> <p>Use/deliver Sainsbury's Active Kids 'Inclusive Training' and YST 'All about Autism, All about me', Top Sportability</p>	<p>CPD £200</p> <p>Forest Schools Outdoor Development £900</p> <p>First Aid qualifications for staff £500</p> <p>Trampoline badges / certificates £230</p> <p>OT training £500</p> <p>Active Kids Training £200</p> <p>Attend PE Conference £25</p>	<p>Growth in staff knowledge and confidence. High quality PE being delivered</p> <p><i>EVIDENCE: Staff feedback, planning, observations, INSET day agenda</i></p>	<p>Increase engagement of staff in PE</p> <p>Continue the development of extra-curricular sports clubs with teachers leading</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				13%
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: £2500</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>Build further inter-sporting links between Barnsley Partnership to introduce existing and new virtual competitive situations/experiences</p> <p>Maintain and develop further opportunities for different experiences in curriculum and after-school time curriculum for example Quidditch Tournaments and new activities to be developed (and other opportunities to encourage more children to take part)</p> <p>Increase engagement of girls and pupils with SEND in physical activity by offering different activities</p> <p>Scoot-ability – Break and lunch times as an additional activity for children</p> <p>Five to Thrive Activities for CIN with Joe Wicks to focus on activity and well-being</p>	<p>Identify participants from across the partnership to create interschool teams to compete against one another.</p> <p>Curriculum based tournaments & wider opportunity in clubs for KS1&2</p> <p>Trampolining club/ Quidditch league/Lacrosse /Scooters introduced</p> <p>Carry out VOTL to find out views of pupils about PE and Sport and any ideas they may have</p> <p>Increased opportunities in extra-curricular sporting clubs and virtual tournaments – Dance, Gymnastics, Cheerleading, Trampolining</p> <p>Development of Jump Ahead programme and also sensory circuits for SEND pupils</p> <p>All pupils take part in sports day, Bike-a-ability for Y1 & Y5, Sports Leaders accreditation across all years, Y6 Residential (COVID-19 Permitting)</p>	<p>Bike-a-ability £500 (£5 per person)</p> <p>Equipment £1000</p> <p>Transport £500</p> <p>Sports Leaders Programme £500</p>	<p>Children have experience in working with new people and have a broader understanding of diversity in sport</p> <p>Children for each school has the opportunity of success. Creating relationships and friendships with children from other schools</p> <p>Children given the opportunity to try something new and take part in virtual forums</p> <p>Increase in confidence of girls within sport & more girls/SEND pupils reaching the recommended physical activity guidelines</p> <p><i>EVIDENCE: Afterschool club data, Planning</i></p>	<p>Continue with CPD programme to identify any areas for development</p> <p>Using links with YST to hear about new initiatives</p> <p>VOTL to listen to the views of pupils</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: £1605	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Maintain entry into local competitions/Festivals/Events (links with School Games) Planning for more 'match' opportunities (following the secondary model) using teams from all 3 partner schools. Links with clubs for talent identification and giving routes for the next level (i.e., Barnsley Boys) High quality focus in all after school clubs and in sports day events	Contacted sporting organisations about competition entry Children informed of opportunities available in local clubs and higher representation once grassroots recommence Map out all competitions and ensure high quality coaching and training links to prepare pupils Attend events (as offered) such as Academy days to look at the provision for our pupils (Sheff United, Barnsley)	Transport £1000 Medals £205 Kits/T shirts £300 per school Tournament entry fees £100	Success gain in competition and played in professional venues <i>EVIDENCE: Number of competitions entered</i>	Seek to gain relationships with other school trusts

Signed off by	
Head Teacher:	<i>L. McCarthy</i>
Date:	November 2020
Subject Leader:	C. Goodman
Date:	November 2020
Governor:	<i>M. Sanderson</i>
Date:	January 2021

