



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Oakhill Primary Academy

Commissioned by

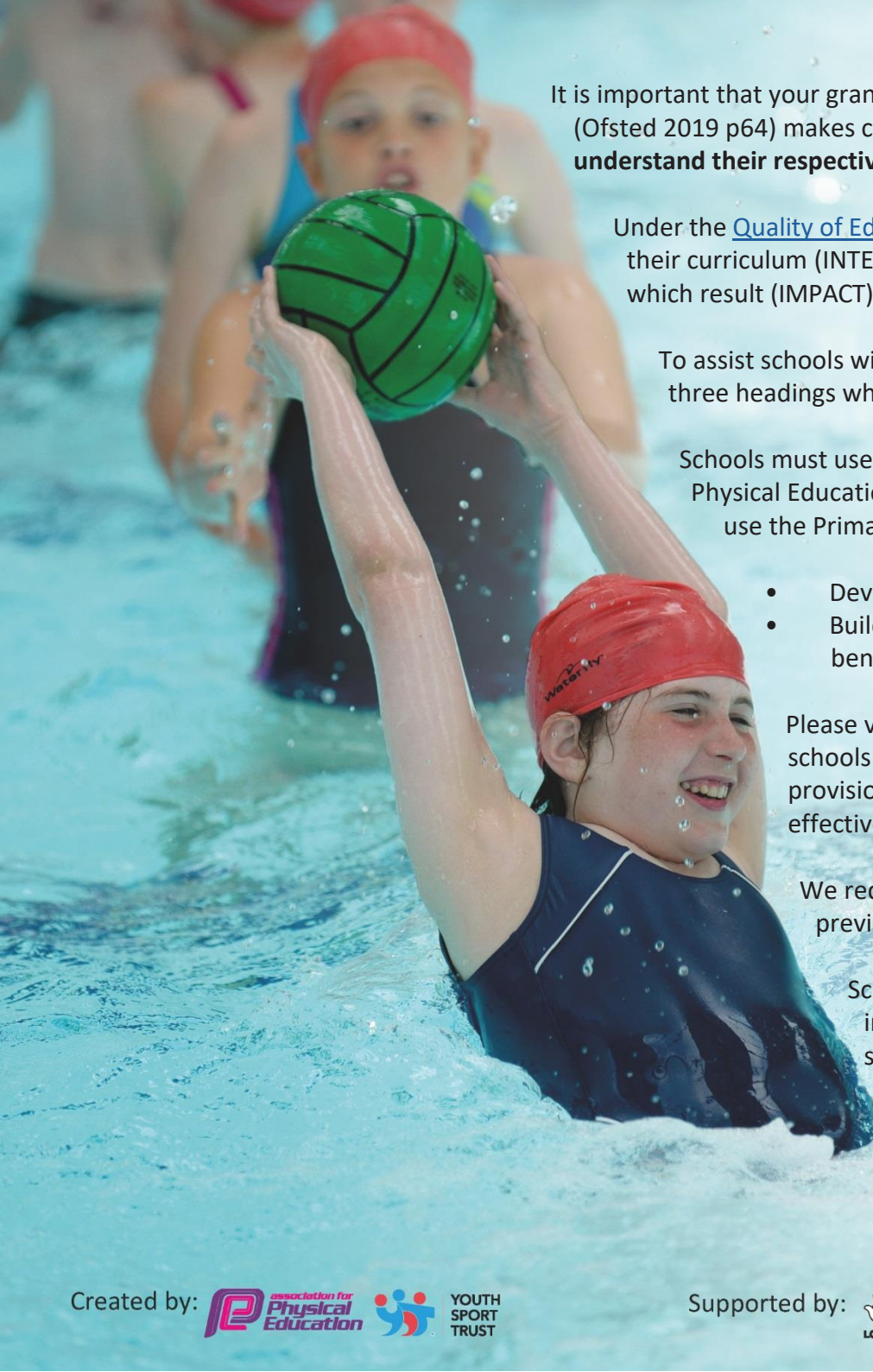


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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their 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 2020** at the latest.

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 2020. 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.

Key achievements to date until July 2019:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Increased number of competitions entered each year • Increased provision for specific target groups i.e. girls football club, totally runnable • Gained School Games Mark – Silver Award • Increased participation in The Daily Mile and use of the Global map • Set up a self-review tool to look at where and how the school is increasing physical activity and reducing sedentary behaviour in pupils – Activity Heat Maps • Increased number and variety of extra-curricular clubs on offer • Further developed Website information • Representation of home town in school football – Barnsley School Boys • Children scouted for external sporting teams • Raised awareness of Disability sports through heroes/events – Sports for Schools, Caroline Buckle GB Invictus games • Providing more sporting opportunities – Trampolining • Increase activity breaks throughout the day – Go Noodle, Daily Mile • Development of building character and resilience through sport, creativity and performing (Top Trumps rewards) • PE Leads attended PE conference • Reds in the community sports programme delivered to UKS2 • 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 • Seek to gain relationships with other school trusts • Encourage active travel • To increase % and provision for SEND pupils in PE and Sport • Targeted challenges for inactivity during the school day • Sports Organising Crew to get the views of others about PE • Identify the least active children/groups in school and identify any barriers • To become a Centre of Excellence for PE and Sport

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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.	86%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	82%
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?	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: 2019/20		Total fund allocated: £18430 (243 Pupils)		Date Updated: January 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 50%
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: £9300	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
The daily mile further developed for whole school to include Daily Mile Destinations		Every Class use The Daily Mile as an active break throughout the school day, completing a 1 mile run		Play and lunch time equipment £5000	Children have a positive attitude towards health and wellbeing. Improvement in attainment, mood, behaviour and general wellbeing
Class CPD Weekly – where teachers teach alongside the PE & Sport Lead		PE sessions lead by PE lead along with class teacher, once weekly. Support and guidance with delivering high quality PE lessons		Lunch time provision £4300	PE and sport delivered more effectively and physical activity is embedded across school
Development of the outdoor areas for each KS including woodland playground to encourage activity		Lead member in school running Forest Schools and target inactive children/groups			EVIDENCE: Activity heat maps, PE timetable, planning, lunch time provision
To become a forest school (Woodland Trust)		Dance and physical movement used in literacy as a recount			
To develop active literacy and numeracy sessions and outdoor classrooms		Whole school timetable with 2 sessions per class including CPD sessions			
To maintain current provision of 2 high quality PE sessions per week/ extensive extra-curricular programme /EYFS provision					
					Sustainability and suggested next steps:
					Sponsored runs for the whole school to attend
					Continue to develop staff CPD
					More staff to lead extra-curricular sports clubs

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				12%
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: £2195	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 and celebrating success in assemblies, newsletters, social media</p> <p>Representation at more external events (entering more competitions) and raising awareness of the school</p> <p>Development of building character & resilience through</p> <p>a) Sport</p> <p>b) Creativity</p> <p>c) Performing</p> <p>d) Volunteering</p> <p>e) World of work</p> <p>Development of Health Education and links with PHSE and science and making more lessons interactive.</p> <p>Quality Mark assurance for YST</p> <p>Introduction of the Sports Awards Event in July to celebrate success and outstanding effort/Contributions</p>	<p>Links with Barnsley Football Club and other schools/organisations in the area</p> <p>Linked up with other schools in the trust to represent Barnsley Primary Partnership in competition</p> <p>Primary School Enterprise Challenge for Y6 pupils with BFC</p> <p>Weekly performance from children in assembly/ celebration in newsletter and on social media</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>Equipment £500</p> <p>Sports Day £100</p> <p>Displays £200</p> <p>Quality Mark assurance tool £200</p> <p>BFC – Enterprise project £695</p> <p>£500 Sports Award ceremony</p>	<p>Children have experience of participating in high level competition</p> <p>Children scouted for external sporting teams</p> <p>Children have an insight to the world of work and show creativity through entrepreneurship</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 develop links with media – Local Newspaper</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:
				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: £1430	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Continue CPD program for all staff to increase confidence</p> <p>To be part of the Yorkshire Sport Foundation Network meetings/events</p> <p>Staff to gain further qualifications</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</p>	<p>Staff meetings & PE CPD programme – Trust Wide PE training days</p> <p>To attend meetings and have a voice for Primary Schools</p> <p>PE Lead gained qualification in Trampolining – Trampolining 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>CPD £200</p> <p>Forest Schools Accreditation £900</p> <p>First Aid qualification for Lead on Forest Schools £100</p> <p>Trampoline badges / certificates £230</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 clubs</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				18%
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: £3400</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 competitive situations/experiences</p> <p>Maintain and develop further opportunities for different experiences in curriculum and after-school time curriculum for example Quidditch Tournaments /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>Maintain existing good practise developed last year</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>Premiere League Primary Stars programme in school including school enterprise programmes</p> <p>Trampolining club/ Quidditch league</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 tournaments – Football, Dance, Gymnastics, Cheerleading,</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-bility for Y5, Sports Leaders accreditation, Y6 Residential, Y5 Swimming</p>	<p>Bike-a-bility £100</p> <p>Equipment £1000</p> <p>Transport £2000</p> <p>Sports Leaders Programme £300</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</p> <p>Children given the opportunity to succeed in a competition format</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:
				12%
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: £2105	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 Map out all competitions and ensure high quality coaching and training links to prepare pupils Attend events 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	
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Date:	January 2020
Subject Leader:	<i>C. Goodman</i>
Date:	January 2020
Governor:	<i>M. Sanderson</i>
Date:	February 2020

Created by:  association for Physical Education  YOUTH SPORT TRUST

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