



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 2018

Oakhill Primary Academy

Commissioned by  
Department for Education

Created by



YOUTH  
SPORT  
TRUST

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

- Develop or add to the PESPA 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](http://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. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

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 **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. 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 students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Appointed PE and Physical Activity Lead in school</li> <li>• Increased number of competitions entered each year</li> <li>• Number of competition successes increased as year progressed</li> <li>• Children from BPP working together and selected for teams – Played at Oakwell Stadium and Sheffield United training academy</li> <li>• Children scouted for external sporting teams</li> <li>• Increased number of extra-curricular activity clubs offered</li> <li>• Increase parental involvement in our PE &amp; Sport program</li> <li>• Increased number of children meeting the expected standard in PE</li> <li>• Development of Health and Well-being lessons linked to science</li> <li>• Introduce the playmakers qualification and implemented into lunchtime and playtime</li> <li>• Increase celebration of sporting successes as an item in our assemblies, through Facebook and Barnsley Chronicle</li> <li>• Raise aspirations from heroes/ events – Love Life with Bruce Dyer, Barnsley Football Club players in school to talk to pupils</li> <li>• Increased time for PE lessons for the whole school</li> <li>• To use high quality venues as part of our competition schedules- English Institute Sport for Olympic Day, Cannon Hall for Orienteering, Barnsley Oakwell Stadium for Football and Sheffield United FC</li> <li>• Linked house points to a sporting theme – e.g. tug-o-war</li> <li>• High quality planning for teachers</li> <li>• Skipping workshops with equipment specific to age groups/ Key stages</li> <li>• More Barnsley Primary Partnership opportunities including Dance Festival</li> <li>• Taking part in Yorkshire Sport Trust Initiatives such as Beat the Street, Daily Mile</li> <li>• Introduction of sensory circuits in conjunction with our professional partner (OT) for our children with sensory needs</li> </ul>	<ul style="list-style-type: none"> <li>• Develop Health and Fitness theory program and curriculum</li> <li>• Professional development opportunities for staff to increase</li> <li>• Seek to gain Healthy schools award/ Forest School status</li> <li>• Continue with application for Primary PE and Sports Premium Awards</li> <li>• To continue to develop links with outside professionals and clubs</li> <li>• To further develop the website information</li> <li>• To increase standards in swimming</li> <li>• To increase provision for specific target groups i.e. girls/sport for all</li> <li>• To provide more sporting opportunities i.e. Trampolining, Ultimate Frisbee, Quidditch, Lacrosse</li> <li>• Development of family and community opportunities</li> <li>• Development of building character and resilience through sport, creativity and performing (as part of the Top Trumps Rewards)</li> <li>• Continue work with the daily mile and have more classes involved</li> <li>• To engage more children in active learning in other curriculum areas</li> <li>• Physical activity choice to be given to children attending Breakfast club</li> <li>• More links with Change 4 Life</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	78.4%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	70.3%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	29.7%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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 students today and for the future.

Academic Year: 2018/19		Total fund allocated: £18830 (283 pupils) + £110 from School		Date Updated: May 2019	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 56%
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated: £10700	Evidence and impact:	Sustainability and suggested next steps:	
<p><b>Impact: For all pupils to be given the opportunity to take part in regular physical activity through -</b></p> <ol style="list-style-type: none"> <li>All pupils are accessing 2 sessions of high quality PE per week (Y1-6)</li> <li>EYFS pupils to have regular PE sessions as part of the moving and handling objective and extensive outdoor provision opportunities</li> <li>Daily active lunch time and break time programme for all pupils</li> <li>Extensive extra-curricular provision to engage more pupils</li> <li>Use of all outdoor areas within school grounds (FS/KS1 and KS2 areas) to encourage activity and active learning</li> </ol>	<ul style="list-style-type: none"> <li>Whole school timetable for PE and Sport with 2 sessions per class</li> <li>Links with external providers as part of the extra-curricular offer</li> <li>Active break and lunch time timetable with a range of equipment available</li> <li>Play leaders leading activity sessions</li> <li>Extra-curricular timetable development to include many active sessions</li> <li>Links with external partners to widen activity choices</li> <li>Take part in community projects – Beat the Street June 2019</li> </ul>	<p>Development of the PE/play time areas £5000</p> <p>Lunch time provision £5700</p>	<ul style="list-style-type: none"> <li>Children have a positive attitude to PE seen in lessons</li> <li>Children at expected standard in PE has increased from 50% to 66%</li> <li>children meeting the ELG for moving and handling is 82%</li> <li>130 children have attended extra-curricular clubs which includes 59 boys and 71 girls.</li> </ul> <p>EVIDENCE: PE assessment and tracking, Extra-curricular attendance registers and provision timetables, PE timetable, Lunch time and break time programs</p>	<p>The daily mile to be introduced to whole school (Currently in 3 classes)</p> <p>Development of the outdoor areas for each KS including woodland playground</p> <p>To become a forest school (Woodland Trust)</p> <p>To develop active literacy and numeracy sessions and outdoor classrooms</p>	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation: 7%

School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated: £1400	Evidence and impact:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> <li>1. Lead teacher for PE &amp; Sport identified in school to drive raised profile of sport in school – <b>PE and Physical Activity Lead</b></li> <li>2. Work with BPP sports leads to raise profile of PE and sport</li> <li>3. More children to receive awards in assemblies and share talents in top sport</li> <li>4. Purchase age appropriate equipment to support delivery and breadth of activities for children</li> <li>5. Extra-curricular club to provide different opportunities for all children</li> <li>6. School displays to show achievements and celebrate success</li> <li>7. Development of external partnerships to provide additional opportunities for children</li> <li>8. Sports pages on Facebook to feedback to parents and children of sporting updates</li> </ol>	<ul style="list-style-type: none"> <li>• PE and Sport articles in Newsletter</li> <li>• Specific PE page on Website</li> <li>• Develop external partnerships –</li> <li>• Specific PE displays in school</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment £500</li> <li>• Sports Day £100</li> <li>• Displays £600</li> <li>• £200 Quality Mark assurance tool</li> </ul>	<ul style="list-style-type: none"> <li>• Increase of children receiving awards in assemblies</li> <li>• Feedback from parents and children about the newsletter</li> <li>• Increase of children trying different activities in after-school and lunch clubs</li> <li>• Sharing sporting success with parents and community including Governors.</li> </ul> <p>EVIDENCE: Extra-curricular activity choices, feedback from parents, number of certificates/awards in assemblies, competitions entered this year</p>	<p>Entering more competitions beyond BPP</p> <p>Representation at more external events (entering more competitions)</p> <p>Development of building character &amp; resilience through</p> <ol style="list-style-type: none"> <li>a) <b>sport</b></li> <li>b) creativity</li> <li>c) performing</li> <li>d) volunteering</li> <li>e) world of work</li> </ol> <p>Development of Health Education and links with PSHE and science.</p> <p>Develop links with media – newspapers/ website development</p> <p>Quality Mark assurance for YST</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £900	Evidence and impact:	Sustainability and suggested next steps:
1. Links with PE & Active Lead for support, planning and delivery 2. Observation/CPD opportunities for delivery of PE lessons 3. Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively and embed physical activity across school 4. Qualified sports coaches to work with teachers to enhance or extend current extra-curricular opportunities (Bruce Dyer) 5. Extend PE & Active Lead qualifications through CPD courses	<ul style="list-style-type: none"> <li>Staff CPD focus and delivered</li> <li>Meeting to discuss &amp; to observe practice and develop knowledge of coaching staff</li> <li>Clear program and schemes to show and support activities progression (including clear timetable)</li> <li>Support and guidance with planning high quality lessons</li> </ul>	£400 resources  £500 Trampoline qualification	<ul style="list-style-type: none"> <li>All staff more confident in delivery seen in outcomes and QA</li> <li>More accurate tracking of PE</li> <li>Staff enjoyment of PE</li> </ul> EVIDENCE: Data tracking, Staff feedback, planning	<ul style="list-style-type: none"> <li>Continue CPD program</li> <li>To be part of the Yorkshire Sport Foundation Network meetings/events</li> <li>Staff to gain further qualifications</li> <li>Work with Yorkshire Sports Trust to develop current provision</li> </ul>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				23%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding Allocated: £4340	Evidence and impact:	Sustainability and suggested next steps:
Additional achievements: <ul style="list-style-type: none"> <li>All Y3 pupils experience swimming in 2019</li> <li>All pupils take part in Sports Day</li> <li>KS2/KS1 opportunities to take part in sports tournament with partnership schools (BPP)</li> <li>Lunch time and after school</li> </ul>	<ul style="list-style-type: none"> <li>Timetable planning for all PE lessons, lunch times and after-school clubs</li> <li>Arrange events out of school including transport for 2019-20</li> <li>Plan to continue Sports Leader Qualification</li> </ul>	<ul style="list-style-type: none"> <li>Skipping workshop £500</li> <li>Skipping ropes £240</li> <li>Bike-a-bility £100</li> </ul>	<ul style="list-style-type: none"> <li>Children have increased confidence in water and water safety</li> <li>Children have experiences of participating in high level competition</li> <li>Children gain qualifications</li> </ul>	Build further inter-sporting links between Barnsley Partnership  Maintain and develop further opportunities for different experiences in curriculum and

<ul style="list-style-type: none"> <li>opportunities for all pupils</li> <li>New sports events for KS1 and KS2 pupils using different sporting disciplines i.e. orienteering to encourage more pupils to take part</li> <li>Opportunity to enrol and gain qualification in ‘Sports Leaders’ and have a development programme for Y5/Y6</li> <li>Support and involve the least active children by providing targeted activities, and running or extending school sports</li> <li>Y6 active residential offered (100% take up) Kingswood.</li> </ul>		<ul style="list-style-type: none"> <li>After school provision £1700</li> <li>Transport £1500</li> <li>Sports Leaders programme £300</li> </ul>	<p>following training and experience in sports leader programs.</p> <ul style="list-style-type: none"> <li>Children have positive experiences and memories (VOTL)</li> </ul> <p>EVIDENCE: Swimming data, competitions data, sports leaders qualifications achieved, VOTL</p>	<p>after-school time</p> <p>Quidditch Tournaments to be developed (and other opportunities to encourage more children to take part)</p> <p>Health aspects to be delivered in Science and PSHE</p>
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<p><b>Key indicator 5: Increased participation in competitive sport</b></p>	<p>Percentage of total allocation: 8%</p>
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £1600	Evidence and impact:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> <li>Extra-curricular clubs to increase skill levels for competition preparation</li> <li>Entry to all competitions/ events/ festivals in School Partnership</li> <li>High quality focus on Sports Day</li> <li>Children experience high level sporting situations</li> <li>Children meet new people/friends at competitions</li> <li>Children able to demonstrate skills and have the opportunity to excel in a practical area of the</li> </ol>	<p>Map out all competitions and ensure coaching and training prepares pupils for competitions</p> <p>Ensure all entries are received</p> <p>Planning for sports day to include whole school</p>	<ul style="list-style-type: none"> <li>EIS day £40</li> <li>Football Tournament £60</li> <li>Kits/representation t-shirts £300</li> <li>Trophies/medals £200</li> <li>Competition entry &amp; Transport £1000</li> </ul>	<p>EVIDENCE: List of children playing sport for teams/clubs outside of school, Competition entries for school</p>	<p>Maintain entry into local competitions</p> <p>Planning for more ‘match’ opportunities (following the secondary model)</p> <p>Links with clubs for talent identification.</p>



curriculum 7. Can lead into selection for out of school clubs and opportunities 8. Children working in teams and together within the partnership.				
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