

Oakmeadow CE Primary and Nursery School



Evidencing the Impact of Primary PE and Sport Premium 2019-20

last updated 07.07.20

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"> - For the first time last academic year, our school has achieved the Sainsbury's Schoolgames gold kitemark award for our commitment, engagement and delivery of competitive school sport. We were chosen for external verification and were particularly commended for our reporting document as well as how we track all children's participation in physical activity across school. - Our all-weather track was constructed and completed in May last year following a successful grant achieved in partnership with Kier and Shropshire Council. This now allows us to open up the track on a daily basis to encourage children meeting the active 30:30 commitment during school time. Classes are encouraged to complete a 'FIT15' session during the day using this facility. - Our intra-school house tournament ran successful for the first year in 2018-19, seeing five competitions held in 2018-19 in football, hockey, netball, cross country and athletics for children in years 4 to 6. This will extend to Tag Rugby, Rounders and Swimming in 2019-20 - Active opportunities at lunchtime are now more varied with more equipment available to cover a range of interests for all children. Sports leaders help deliver 'Pentactive' habits (Modern Pentathlon Hereford) which encourage independence in children developing physical literacy improvements daily. - Our 6 sports values work alongside our school Christian values, with values champions being awarded, 1 per class in each half term, which keeps the profile of PE and school sport prominent. These are displayed on a large wall in our studio which is used for regular assemblies. - Aligning our PE curriculum with Primary PE Passport for the first time last year has allowed for developed confidence in the teaching of PE, particularly in gymnastics and dance by utilising the video demonstrations included in the app. - We have continued to develop links with community clubs to increase our offering of a range of extra-curricular club opportunities. 	<ul style="list-style-type: none"> Target 1: Maintain achievement of Sainsbury's Schoolgames <i>gold</i> kitemark award for academic year 2019-20. Target 2: Utilise more fully the all-weather track on a more regular basis in order to meet the recommendations of the Chief Medical Officer (HMG National Obesity Strategy: 2016) by delivering 30 minutes of moderate to vigorous physical activity every day. Move towards a more consistent daily mile or FIT15 as this is not consistent for all year-groups across school. Target 3: Increase the confidence, knowledge and skills of teachers teaching PE, particularly with regards to the teaching of gymnastics and dance. Further utilise the opportunities available on Primary PE Passport to include the assessment and reporting options so that staff knowledge of pupils' abilities are more consistent to allow for progression and challenge in teaching. Target 4: Increase amount of swimming offered so that more children meet the NC swimming requirements by the end of Y6. (Any children identified as not being able to swim at least 25m IN Y3 are currently returning each year until this is met)

Meeting national curriculum requirements for swimming and water safety.	
<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>	<p>TBC following swimming sessions June 2020</p> <p>% Unavailable due to Covid 19</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>TBC following swimming sessions June 2020</p> <p>% Unavailable due to Covid 19</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>TBC following swimming sessions June 2020</p> <p>% Unavailable due to Covid 19</p>
<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>	<p>Yes (those children who do not meet at least 25m are returning during taught swimming sessions)</p>

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: £18490		Date Updated: 16.04.20	
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:
					6%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Intent: all children at Oakmeadow to undertake at least 30 minutes of physical activity a day in school and in many cases, more than 30 minutes. Impact: children at our school will become fitter and healthier and lead a healthier lifestyle both physically and mentally, becoming even more engaged in their classroom learning.	<ul style="list-style-type: none"> - To continue to open the daily mile track at play and lunchtimes so that children can walk, jog, or run during their free time. - Provide competitive and motivational opportunities during the school year in order to encourage participation <ul style="list-style-type: none"> - Shropshire Shufflers' 12Ks of Christmas - Shropshire Schools Half Marathon Challenge - NSPCC fundraising challenge of completing the distance of Land's End to John O'Groats - Each KS2 class to have a timetabled opportunity on the adventure playground weekly in order to develop core strength. - To purchase more equipment from EYFS to Year 6 for the children to use during play and lunch times to increase their daily active minutes. 		£1109.40	All-weather track at lunchtimes was a success, with more children from KS1 using it than KS2. 83 children signed up to Schools Half Marathon Challenge and 91 to the 12ks of Christmas NSPCC fundraising challenge beat overall distance by some 200 miles, achieved whole school Adventure playground used on rotation amongst KS2 when possible Impact: children now know a range of activities that they can take part in through the year and what options they have to be active at lunchtimes.	Move to top-down expectation of 'Fit15' daily for all classes, particularly as Covid19 guidelines rule out contact sports normally covered in PE In liaison with MMAT, put forward bid for funding for outdoor gym equipment to either replace or enhance outdoor area. Use PE passport 'active learning' ideas developed this year as a means of achieving expectations of active 30:30 for all of our children. Leaders will receive a structured training programme from 'Sports

	<ul style="list-style-type: none"> - To continue to use 2 Lunchtime Supervisors to help run a timetable of mini activity sessions. - To use 'Pentactive Habits' cards in years 4, 5 and 6 - To maintain the number of active clubs being offered in school and to offer rewards to any children who begin an active club for the first time. - To continue to use our L5 sports coach for an extra half hour at lunch daily to engage any children identified as not engaging in sports or activity. - To use Sport Leaders to set up activities for KS1 playground activities during lunch times. 		<p>Poor weather impacted on success of playground leaders as lots of lunchtimes happened inside.</p> <p>Active afterschool clubs increased up to Spring term and were generally well attended.</p> <p>Impact: children have a wider range of options to choose from throughout the year.</p>	<p>Leaders' for Autumn 2020. These will be split into Oak Buddies (KS1 playground games) and KS2 (for more structured lunchtime sports)</p> <p>Sports apprentice to be employed from Autumn 2020 to oversee lunchtime activity.</p> <p>Meeting already taken place between LP and SJO over lunchtime organisation of staff and areas.</p> <p>Discussions have taken place with external club providers about being able to offer clubs all year.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 22%</p>
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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:</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>Intent: continue to maintain the profile of PE that has already been established in the school and further develop this through increased participation opportunities and healthy initiatives Impact: the raised profile encourages more pupils to be involved in PE/sport and in competitions as well as be active daily. This leads to improved outcomes as pupils are happier at our school and more ready to be engaged and focused on their classroom learning. Increased competitive opportunities have also led</p>	<p>Annual updating and replacement of core equipment for PE lessons</p> <p>Complete replacement of all aged gymnastics equipment in main hall</p> <p>To use 'Reading the Game' project with Neil Homer from STFC in Year 5/6 to develop confidence of girls in sport as well as provide engaging writing opportunities for reluctant boys.</p>	<p>£956.15</p> <p>£2,669.99</p> <p>£350</p> <p>Total: £3976.14</p>	<p>The necessary equipment needed for PE lessons has been in place for it to be taught at a high level, with all children having the necessary equipment for maximum participation.</p> <p>Reading the game was successful in developing the girls confidence and enjoyment of sport. Having them in a separate group facilitated them not feeling pressurised by the boys.</p> <p>Impact: A wider range of girls from</p>	<p>Mats are being replaced in the Hall so all equipment for the teaching of Gymnastics will be brand new.</p> <p>Consider how using the sports apprentice can build confidence in target groups such as Change 4 Life and less confident girls. Look at interventions that can be run during the day in order to promote more inclusion and participants for competitive</p>

<p>to a greater sense of community within the school, particularly through the house competitions, which improves behaviour standards across school. Holding ABC games allows children to feel comfortable at their own relative ability level and to feel success.</p>			<p>this took part in the house tournaments up to end of Spring 1.</p>	<p>fixtures.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				59%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>Intent: we aim to continue to increase the confidence, knowledge and skills of all staff in teaching PE and sport, particularly that of support staff, so that we can therefore improve the quality of children's PE across the whole age range from EYFS to UKS2.</p> <p>Impact: The quality of taught lessons is assured by employing our trained L5 coach; therefore, children will enjoy their PE more and, as a result, and hopefully will get more involved in sport related clubs/activities, which will improve their health and also encourage them to be involved in sport beyond primary school. By diversifying the classes our L5 coach works in, more support staff are being provided with the opportunity to see the structure of a quality-first PE lesson and are able to support children's learning through this.</p>	<p>Subscription to Primary PE Passport app licence as part of daily PE teaching across school.</p> <p>Employment of level 5 coach (permanent member of staff) to deliver PPA sessions alongside TAs</p>	<p>£599</p> <p>£10,233 wage for 20 hours p/w</p> <p>Total: £10,832.60</p>	<p>Primary PE Passport is used for all PE lessons so that teachers have the confidence to teach the PE curriculum skills progressively and at the correct level for their year group.</p> <p>Using L5 coach has upskilled our TAs in what an effective, structured PE session should look like.</p>	<p>For 2020/21, we need to access the full range of PE passport capabilities including the assessment and active lesson plans. This would increase staff awareness of student capabilities and would provide clearer opportunities for next steps.</p> <p>L5 sports coach will be working alongside teachers from Autumn, particularly with regards to the teaching of gymnastics in mornings.</p> <ul style="list-style-type: none"> - Monitoring of quality of PE lessons needs to be scheduled in and CPD booked in as necessary with development foci observed.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				3%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Additional achievements:</p> <p>Intent: In 2019-20, we will aim to continue to provide a range of sports for all children in KS1 and KS2 at both L1 and L2. We will also aim to develop even more opportunities for them to experience a broad range of different sports and activities.</p> <p>Impact: more children will engage in competitive sport at school as we aim for there to be something that appeals to everyone. A wider variety of children will then be interested in competing at L2 inter-school competitions</p>	<p>Enter a full range of School Games L2 events, including those being offered at KS1 level.</p> <p>Increase range of house competitions offered across half terms</p> <p>Arrange friendly fixtures with local schools</p> <p>TLG-PE.co.uk Steps2Tokyo subscription licence to increase daily collaborative activity.</p> <p>Pentactive habits cards and equipment bag purchased for each class in KS2 to increase independent activity opportunities through day.</p>	<p>Transport and entry fees accounted for in K.1 5</p> <p>£249</p> <p>£336.40</p> <p>Total: £585</p>	<p>Children taking part in L1 house competitions up to March 2020 Y4: 29/62 Y5: 22/42 Y6: 43/59</p> <p>Children taking part in L2 intra-school competitions up to March 2020 Y3: 23/60 Y4: 37/62 Y5:31/42 Y6: 41/59</p> <p>Never got running due to Covid19 lockdown – this will be used for non-contact activity from September 2020.</p> <p>Never really got off the ground due to the weather. Requires sports leader training to run this at lunchtimes and CPD with staff.</p>	<p>Continue to use Participation tracker to track engagement in competitions and to target non-participants through use of interventions (PE apprentice)</p> <p>Use Steps2Tokyo from September as way to encourage collective and daily physical activity working towards common goal.</p> <p>Use PE apprentice to deliver Pentactive programme to target children who would then become junior leaders</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To continue to participate in competitive competitions and to increase the number of competitions which our pupils enter. The impact of this great because more of our children will get involved in competitive sport and therefore become active. As a result of getting involved in such events, they will learn to love sport and so they are more likely to continue taking part in sporting activities beyond primary school.	Entering competitions for children to participate in Accounting for travel costs to competitions and lessons off site costs: minibus fuel, tax, insurance	£500 for school games entries (25 per competition) £250 for other area competitions Shrewsbury School weekly transport costs Longmynd £380 Jan, £285 Feb, £380 March = £1045 Total: £1795	Children taking part in L1 house competitions up to March 2020 Y4: 29/62 Y5: 22/42 Y6: 43/59 Children taking part in L2 intra-school competitions up to March 2020 Y3: 23/60 Y4: 37/62 Y5: 31/42 Y6: 41/59 Impact: 70% Y6 and 74% Y5 children represented Oakmeadow at least once in L2 sport this year and not a full year. (Not as many opportunities in LKS2) Children know that they will be given the opportunity to take part in sporting competitions at school.	Continue to use participation tracker to provide opportunities for children to represent school. Use phased intervention approach from September with target inactive children and increase enthusiasm following work with Sports apprentice. Liaise with MMAT over increasing amount of fixtures including those for SEND/sportsability

Signed off by	
Head Teacher:	<i>Mrs Wheban</i>
Date:	08/07/2020
Subject Leader:	<i>[Signature]</i>

Date:	07/07/2020
Governor:	D. Tozer
Date:	