### Oakmeadow CE Primary and Nursery School



## Evidencing the Impact of Primary PE and Sport Premium 2021-22

Working document: last updated 28.06.2022





# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

#### Commissioned by



Department for Education

#### Created by





#### **Details with regard to funding** Please complete the table below.

| Total amount carried over from 2019/20  | £0           |
|---|--------------|
| Total amount allocated for 2020/21  | £0           |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £0 18,653.62 |
| Total amount allocated for 2021/22  | £19,890      |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £19,890      |

#### **Swimming Data**

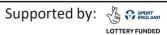
Please report on your Swimming Data below.

| Meeting national curriculum requirements for swimming and water safety.  N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study | From September 2021, school is funding extra swimming through Sports premium so now swimming happens in Y3, Y4 and Y6Y3 Spring term 10 weeks -Y4 Autumn term 10 weeks -Y6 Summer term 5 weeks |
|--|---|
| 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 2022.  Please see note above  | 69%   |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above  | 36%   |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?  | 48%   |
| 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?  | Yes – see above.  |













#### **Action Plan and Budget Tracking**

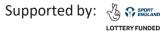
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2021/22   | Total fund allocated:  | Date Updated:                        |  |  |
|--|--|--------------------------------------|--|--|
| <b>Key indicator 1:</b> 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: 24%  |  |
| Intent   | Implementation   |                                      | Impact   | £4854.62   |
| 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:   |
| All children at Oakmeadow to undertake at least 30 minutes of physical activity a day in school.  Children at our school will become fitter  | Equipment purchases (2 x table tennis tables, lunchtime equipment and 2 portable Bluetooth speakers) | £1925.62                             | Children take part in a daily FIT15 session as part of timetabled day.  Children have different active zones to access at lunchtimes alongside | Implementation of FIT15 'keeping it fresh' ideas, including use of music, to challenge intensity levels.                                     |
| and healthier and lead a healthier lifestyle both physically and mentally, becoming even more engaged in their classroom learning.   | Two sports apprentices help to deliver games and sports at lunchtime                                 | £1500 % of directed time across year | half-termly house competitions.  | Purchase of internet enabled device/subscription to music streaming to promote engagement as well as to provide other active avenues such as |
| Staff are trained in how to plan and deliver lunchtime activities that promote physical activity for all  Children are more active in classroom life and at scheduled times outside of PE  | Roctopus day session to create music videos to encourage children to be                              | £449 full day<br>£700                | Playground, under supervision of lunchtime leader, is now structured into ways to promote and sustain movement during lunchtimes.              | dance or karaoke.  |
| lessons.  Movement mentors are recruited to help deliver the promotion and running of physical activity across school.   | Purchasing of blue movement mentor<br>polo shirts x 35   | £280                                 | Movement mentors visible on playground and have timetabled rota to support physical activity.  | Mentors to be brought under leadership and management of Physical Activity designated sports apprentice.                                     |













| <b>Key indicator 2:</b> The profile of PESSPA   | A being raised across the school as a to  | ool for whole sch    | ool improvement   | Percentage of total allocation: 15%  |
|---|---|----------------------|---|--|
| Intent  | Implementation  |                      | Impact  | £2993  |
| 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:   |
| Our pupil see PESSPA as one pillar of health with contributes to complete approach to physical health and mental  | Subscription to Children's Health Project p.a  Wall decals for 4 pillars of health to make these areas prominent in the learning environment  Youth Sports Trust membership to develop PESSPA offer | £299<br>£156<br>£250 | about the four pillars of health (physical movement, wellbeing, nutrition and healthy lifestyle), and how together they can promote good outcomes in these areas and how they contribute to being an overall, healthy person. | Focus is now on improving healthy habits and healthy eating pillars across school so physical movement is more inclusive for all and links are made to wider schoolife  Continue to look for wider                 |
| To increase the range of School Sport and Physical Activity enrichment opportunities offered to a wider range of our children, with particular focus on KS2 | PESSPA lead timetabled afternoon release per week to track participation and target opportunities for inclusion   | £2288                | Amount of children who have taken<br>part in at least one PESSPA<br>competition or activity this year per<br>whole cohort   | diversity of afterschool clubs to provide extra-curricular activities  Target Y3 in 2022-23 as entry   |
| due to missed Covid years.  |   |                      | Y4: 47/71<br>Y3: 15/56  | point yeargroup in line with schoo<br>games KPIs  PE lead and Sports apprentices to<br>take on specific roles within  PESSPA from 2022-23 to split  responsibilities and enable smart  working to reduce workload. |













| Key indicator 3: Increased confidence,  | knowledge and skills of all staff in t  | eaching PE and sp  | port   | Percentage of total allocation:   |
|---|---|--------------------|--|---|
|   |   |                    |  | 38%   |
| Intent  | Implementation  |                    | Impact   | £7589   |
| 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 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 so that it is consistently good or better, with teaching focus aligned to expectations of the OFSTED framework of evidence-based and progressive | Use of peplanning.org.uk PE Planning software and online resources platform to support school staff when delivering PE and active breaks.  Use of Sports Apprentice to work alongside existing staff to develop confidence and skills in daily PE lessons | £6989              | Children are now having access to consistent and progressive planning of lessons which facilitate core skills and knowledge to be applied to a range of sports and disciplines  This is supported or lead by the sports apprentices who deliver some sessions alongside teaching assistants. | PE lead to aim for secure teaching of at least good or better due to changes in teaching staff and levels of experience or access to teacher training. Monitoring and support to be targeted from September 2022 for ECTs and RQTs. |
|   | Shrewsbury Town <i>Reading the Game</i> 6 week programme Summer 2 for both Y4 classes.  |                    | Via continued Reading the Game sessions, children are able to make links between sport and wider roles and professions around this e.g. journalism. They make links  | Ensure curriculum three Is aim to increase focus on vocabulary in PE and learning sequence between lessons and units, vertically and horizontally.  |













| Key indicator 4: Broader experience o   | f a range of sports and activities offe   | ered to all pupils  |  | Percentage of total allocation: 9%  |
|---|---|---|--|---|
| Intent  | Implementation  |   | Impact   | £1792   |
| 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:  |
| Additional achievements:  |   | £728 10-week<br>additional block<br>of swimming for<br>Y4<br>Transport £560<br>£288 Y6 4-week<br>water safety block |  | against the end of KS2 criteria.  |
|   | Entering of commonwealth Legacy programme via school games. KS1 Commonwealth Day and squash programme Y3 and Y4.  Shrewsbury Club Aegon Open Tennis Day  As many school games and wider competitions entered throughout the year as possible. |   | majority of SEND and PP children participating in at least one                           | Fund places for PP children to after school PESSPA clubs. Pupil voice to ascertain desires of |
|   |   |   | competition opportunity throughout the year. All children targeted but some abstained.   | Pupil voice to ascertain desires of clubs to increase and motivate participation.             |













| Key indicator 5: Increased participatio   | n in competitive sport   |                    |   | Percentage of total allocation                              |
|---|--|--------------------|---|---|
|   |  |                    |   | 13%   |
| Intent  | Implementation   |                    | Impact  | £2652   |
| 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:                    |
| All children to represent the school in a lesired sporting activity by the time they eave school.   | throughout the year, including travel                            | Games              | Children know that they will be given the opportunity to represent the school in PESSPA and that this will be celebrated school-wide.  Children learn the character-building traits that come from participation in PESSPA and competition. | Complete Shropshire schools alliance membership for 2022-23 |
|   | Replenishment of everyday PE equipment e.g. balls, bats.         | £1237              |   |   |

| Signed off by   |  |
|-----------------|--|
| Head Teacher:   |  |
| Date:           |  |
| Subject Leader: |  |
| Date:           |  |
| Governor:       |  |
| Date:           |  |











