

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool
Revised May 2021

Oakwell Rise
Academy

Commissioned by the
Department for Education

Created by



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:

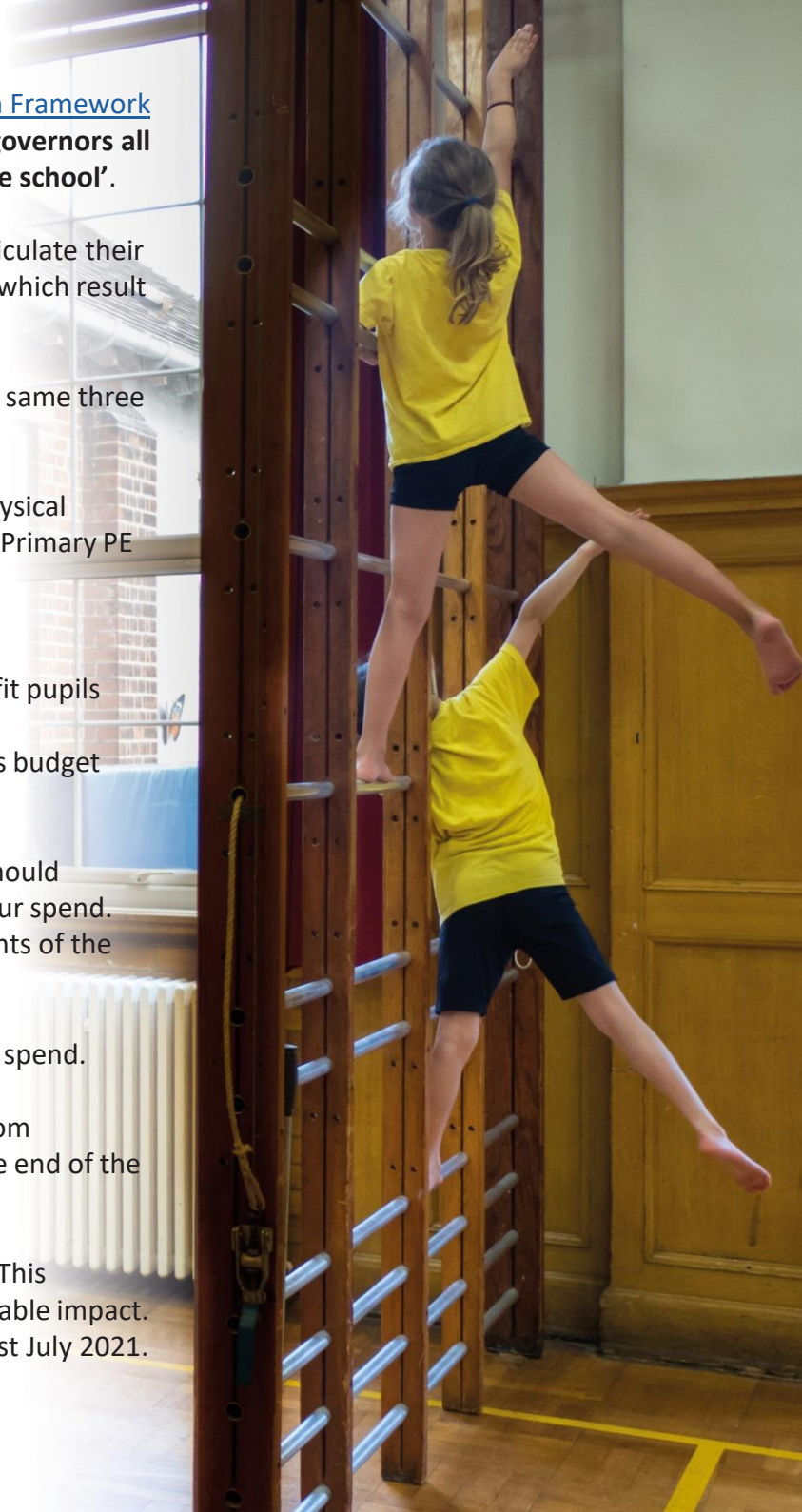
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

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, including any under-spend from 2019/2020, 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.

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:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● Established PE and Physical Activity & Sport Lead in school ● PE lead attended PE Conference for Yorkshire. ● Build new relationships / partnerships with other schools in Leeds. ● Increased number of competitions entered each year ● Children from BPP working together and selected for teams ● Increased number of extra-curricular activity clubs offered ● Increase celebration of sporting successes as an item in our assemblies and through Facebook. ● Children accessing external sporting teams after competitions representing school. ● Increased use of activity / movement breaks throughout the school day – Go Noodle / Cosmic Yoga / Brain Breaks UK ● Linked house points to a sporting theme / curriculum objectives – e.g. tug-o-war, dodgeball ● High quality planning for teachers, which covers a broad and balanced curriculum for all key phases. ● Taking part in Yorkshire Sport Trust Initiatives such as Beat the Street ● Staff wearing PE kit on their PE days to lead by example. ● Professional development opportunities for staff increased. ● Wider range of extra-curricular activities offered, including Trampolining, kickboxing and yoga to engage a wider range of children. ● Opportunities of physical activity at breakfast club. ● 2019 – 2020 School Games Award achieved during Covid 19 Lockdown 	<ul style="list-style-type: none"> ● To further develop opportunities for family and the wider community to support building character and resilience through sport and physical activity – such as Top Trump Trips and Change 4 Life schemes. ● To successfully implement the Daily Mile and have all children within the school accessing and completing the physical activity each day. ● To engage more children in active learning in other curriculum areas such as PHSE, Science, Maths, Writing, Phonics / Reading. ● Seek to gain Healthy school Award linked to well-established PHSE curriculum within school. ● Identify the least active children within the building and identify any barriers, which cause this. ● Look at how trampolining can be utilised as a competition and to promote excellence in wider network of sports which are not ‘common’ ● Implement ‘Play Leaders’ throughout the school (in Covid 19 safe approach) ● Continue to engage with activities which are Covid 19 safe, such as Welly Walk / Santa Scavenger Hunt / Well Being Days and ● To run a BLPP Sports Awards Evening as this could not happen during Lockdown 2020.

Did you carry forward an underspend from 2019-20 academic year into the current academic year? NO

Total amount carried forward from 2019/2020 **NIL**
+ Total amount for this academic year 2020/2021 **£17900**
= Total to be spent by 31st July 2021 **£17900**

<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 which you can transfer to the pool when school swimming restarts.</p> <p>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.</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 2021.</p> <p>Please see note above.</p>	71.5%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	28.5%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	19%
<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: £17800		Date Updated: June 2021	
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: 58%
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: £10300	Evidence of impact: what do pupils now know and what can they now do? What has changed?:		Sustainability and suggested next steps:
Continue to ensure all classes receive 2 hours of quality physical education per week, including FS1 and FS2. The Daily Mile to be introduced to the whole school. Continue to implement learning breaks with the use of Go Noodle / Cosmic Yoga etc. Develop active and virtual opportunities for daily physical activity for self-challenge. Engage with virtual and bubble competitions to continue to raise the profile of sport and physical activity within the school. Develop of outdoor areas including equipment for play time / lunch time	Design a Covid 19 safe plan to implement the daily mile across school. Friday mile to support learning brain breaks and engagement within all learning areas by getting active for that time. Offering interactive and online opportunities during virtual learning times including lockdowns and bubble closures. 100 skipping club (School Skipping Smash) Winter Welly Walk Santa Scavenger hunt Virtual Sports Activities Daily Physical Challenges to complete at home.	Sports Coaches: £ 4742 School Skipping Smash: £ 358 Outdoor PE equipment: £3000 Staff Salary for CPD Training (one week per annum): £ 558 PE Equipment and Maintenance: £ 2000	Children engaged and enjoying physical activity and sport. PE and sport being delivered more effectively and confidently by school staff and external sports coaches. Evidence: Pupil voice / teacher voice Pe timetable Planning and yearly cycle of activities Play time and lunch time provision		Continue to develop and plan staff CPD which is quality and effective linked to the planning, delivery of sessions and technical aspects for specific year groups. Offer more ‘teachings’ at playtimes and lunchtimes – linked to the TA CPD sessions run. Offer a wider variety of sports such as lacrosse – lockdown prevented this in the first cycle.

active sessions and EYFS for moving and handling goals.	Whole school timetable for PE, including half termly CPD slots for support of teaching. Opportunities such as: climbing frames, bikes, scooters, balls and equipment and structured games during break and lunch time			
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation:
	9%

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: £1500	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
<p>Lead to work alongside BPP sports lead to ensure quality and rich curriculum being delivered.</p> <p>Whole school sport events such as sports day, house competitions and events with the school games.</p> <p>Entering more competitions (including virtual) when Covid 19 safe beyond the BPP and celebrating success in assemblies, newsletters, social media.</p> <p>Further development of the link between PE, PHSE and science. Making the entire curriculum more physically active.</p>	<p>Regular meetings with the BPP team to ensure that planning is QA and discuss strengths of PE within school and trust and areas to improve.</p> <p>Linked up with other schools in the trust to represent Barnsley Primary Partnership (and beyond) in virtual School Games competitions</p> <p>PHSE linked to sportsmanship and diversity in sport</p> <p>To ensure meeting criteria for Sports mark award and work with School Games Co-Ordinator for Barnsley.</p>	<p>Rewards: £ 500</p> <p>ICT Subscriptions for children to access virtually: £ 567</p> <p>Daily Challenge equipment: £ 433</p>	<p>Sustainability and suggested next steps:</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> <p>EVIDENCE: Competitions entered this year, Number of successes gained, children engaged in external sports.</p>

Introduction of Daily Sports Challenges via Facebook, Google Classroom and in class to cater for all learners	MOD Party and Wellbeing Warriors to join up discussing positive mental health and implementation of physical activity to support. Daily challenges for all children to engage children at school and learning virtually to be physically active.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: 11%
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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: £2000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continue to provide quality CPD delivered by PE specialist within school to all teaching and support staff. Learning walks completed by PE lead to continue to offer support and confidence for the delivery and teaching of PE. Wider network of staff to gain sports qualifications to introduce further activities into the curriculum.	Staff meetings (including virtual) and PE CPD Programme – offer of slot in Trust inset day. Network meetings each half term to discuss profile of PE within school and partnership to support and develop. Joint planning meeting to share and develop best practice PE leader gained wider CPD qualifications: trampolining – which has been implemented into ks2 extracurricular clubs prior to	Gender Stereotypes in Sport CPD: £ 50 Staffing for PE review (one week per annum): £ 558 CPD (various): £ 942.00 Clubs: £ 450	Growth in staff confidence to deliver PE. Staff have now been delivering at least one slot of PE per week for the last 2 years. Offering wider range of disciplines and high quality PE being delivered Evidence: Staff feedback during CPD sessions, CPD Session each half	PE observations and learning walk by PE Leader. Look at joint observations with Head of School and Head of PE Partnership BPP (Covid safe) Increase engagement of staff in PE Continue the development of extra-curricular sports clubs with teachers leading

	Covid (and 1 more member of staff). Utilise ALDI / Sainsburys / Team Activ / Yorkshire Sport - inclusive teaching support tool box.		term, planning and two year cycles, INSET training day slots.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils **Percentage of total allocation:**
11%

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: £2000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional achievements: Build further inter-sporting links between BPP to introduce existing and new virtual competitive situations / experiences. Maintain and develop further opportunities for different experiences in curriculum Continue to engage ALL children, including girls, SEND, EAL. Scooter / bikes – break and lunch times offered to all key stages for	Identify key performers within different disciplines to create an interschool or interschool team to compete against each other. Aim to encourage wider network of children in competition. Curriculum based tournaments and wider opportunities for clubs : KS1 /2 trampolining Lacrosse Kick boxing Karate Use of MOD Party and Pupil voice to find out children’s wishes and views on competitions and extracurricular activities.	Scooter/Bikes: £1100 GreenMan Learning: £ 900	Children experience working with new people from the same school or a different school. Children experience successes within different sporting disciplines. Children given opportunities to try something new (including virtual events). Increase confidence in all children in sport and competitions. Evidence: Number of competitions entered. Number of children who have	Look at Sports Leaders accreditation for all year groups. Continue with CPD programme to identify any areas for development

<p>children.</p> <p>Wellbeing warriors and creating link to physical activity and wellness.</p>	<p>Virtual tournaments and further opportunities for dance, gymnastics, athletics.</p> <p>All pupils to take part in sports day.</p> <p>Y1 / Y5 Bike-ability</p> <p>Y6 Residential (Covid Permitting)</p> <p>Orienteering and Archery</p>		<p>competed for school.</p> <p>Number of children who compete in the intra school.</p> <p>Number of self-competitions offered.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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: £2000	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continue to maintain and increase entry into local competitions, festivals, events linked with the School Games (including virtual events) High level of focus on extra-curricular activities linked with physical activity and sport. Opportunities for competition against self, school and wider communities (including virtual) Links with a wider network of external clubs and coaching to support children moving into the next level of sport.	Working alongside and engaging with School Games / Activ+ / Sport Yorkshire to offer a wider range of activities, competitions to all children including virtual. Map out competitions for the year including virtual events. Whole school welly walk, scavenger hunt at Locke Park. Top trumps trips and house point competitions linked to inter school competition. Daily fitness challenge offered virtually linked with GC and FB.	Competition Equipment: £ 500 Rewards: £ 1000 Whole School Events Equipment: £ 500	Number of competitions entered Engagement in self competition Number of children from each year group engaged in competition.	Push to create a wider network of relationships with other schools within our trust and other trusts. Enter a wider range of competitions out of the BPP.

Signed off by	
Head Teacher:	Jessica Jenkins
Date:	June 2021
Subject Leader:	Victoria Sharpe

Date:	June 2021
Governor:	
Date:	