

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool  
Revised July 2021

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST



## Oxenhope CE Primary School PE and Sport Premium Plan 2022-23

It is important that our PE and Sport Premium funding is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

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.



## Details with regard to funding

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£17,580
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,770
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,770

## Swimming Data -To be updated July 2023

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?	86%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	67%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	23%
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 pupils today and for the future.

<b>Academic Year:</b> 2022/23	<b>Total fund allocated:</b>	<b>Date Updated:</b> October 2022		
<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: 7%
Intent	Implementation		Impact	
Focus should be clear what we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure our 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 increase the opportunities for children to engage in structured exercise during each day.	<p>Adopt PE models provided as part of SLA with PE specialist.</p> <p>Try to spread out the opportunities for physical activities to ensure children are participating in at least 30 minutes of activity per day.</p> <p>Aim to develop a more coordinated approach to timetable long term plans in line with competition calendar &amp; events.</p> <p>Develop strategy for increased participation by those who are least active.</p> <p>Book more outdoor adventure activities, including subsidised places to encourage wider access.</p>	£1250	<p>Models successfully adopted and rolled out successfully across the school.</p> <p>Objective achieved and participation increased.</p> <p>Structured long term plans adopted and incorporated into timetable.</p> <p>Participation monitored and encouraged.</p> <p>Multiple adventurous activities organised, including Doe Park, Forest Schools, Ingleborough.</p>	<p>Continue with embedding the new PE models. Monitoring by PE lead.</p> <p>Attempt to embed and extend so that more classes are able to participate in 45 minutes a day.</p> <p>Aim to increase the number of events in the competition calendar &amp; ensure these are embedded in the timetables and long term plans.</p> <p>Create a more formal monitoring system to capture gaps in more details and plan a strategy to encourage participation.</p>

			Subsidised places to encourage wider access.	Develop curriculum for outdoor learning. Discussion already underway with external providers of outdoor learning activities. High Adventure and Doe Park already booked.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 5%
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>Pupils able to identify with specific sports and want to take part in school and inter school competitions of an increasing range of sports.</p> <p>Participation to be monitored more closely with the aim of identifying pupils who are reluctant participators and also to identify more vulnerable pupils who would benefit more from increased participation.</p>	<p>PE lessons will be more structured to support and guide children giving them statutory knowledge about fitness. House competitions run within classes &amp; on Sports Day.</p> <p>School Teams have trial sessions &amp; link to school clubs. Children see results on the Board, via Twitter, Newsletters to parents and in the local newspaper. Share children's sporting success and celebrate sporting achievements. Assemblies celebrating sporting achievement and end of year sporting awards.</p> <p>Ensure staff kept up to date with monitoring &amp; plans for individuals/groups of children.</p> <p>Improve delivery of strategy by widening</p>	£900	<p>Extra-curricular clubs run by school staff to encourage participation. School staff know pupils well and are able to work to their strengths and interest to promote enthusiasm.</p> <p>A limited number of competitions were held during the year and we will aim to do more next year.</p> <p>Children supported to attend local competitive events and achievements celebrated on social media, in assemblies and in newsletters.</p>	<p>Continue to embed this over coming year and using monitoring outcomes to assist with choice of clubs and ways to target pupils and encourage participation.</p> <p>Aim to partake in a broader range of competitions, including more year groups. Partake in BDAT interschool activities.</p> <p>Continue to promote achievements. Seek ways to identify pupils with specific talents and promote excellence and look at pathways for</p>

	<p>responsibility for leadership of PE and Sports. Sports Subject Leader &amp; Headteacher to cascade information and engage other staff in the evolving Sports strategy and Curriculum.</p> <p>Increase the number of competitive sporting opportunities for KS1 and EY.</p>		<p>Individually &amp; monitoring outcomes shared at staff meeting.</p> <p>Headteacher and PE lead have cascaded information about the evolving Sports Strategy and Curriculum.</p> <p>Competitive sporting activities for KS1 and EY have taken place within school.</p>	<p>exploring these abilities.</p> <p>Include physical and sporting activities in pupil progress meeting moving forward.</p> <p>PE lead to distribute responsibility across and to have more involvement in developing the PE strategy.</p> <p>Seek opportunities for KS1 and EY to partake in out of school and interschool activities.</p> <p>Introduce Active Ambassador Award (Play Leaders) initiative to cascade PE leadership responsibility across school.</p>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				67.5%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
Our school focus should be clear what we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure our 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>Invest in subject leaders and whole school CPD to increase confidence, knowledge and skills in the delivery of PE, sport and outdoor learning.</p> <p>Continue to embed 2 hours of PE/outdoor learning.</p> <p>Further induction of new sports leaders to include any identified CPD requirements and participation in relevant workstreams.</p> <p>Additional CPD sessions to be identified and cascaded to relevant staff.</p> <p>Identify new outdoor learning leaders and invest in CPD to develop this role.</p> <p>Develop the MHFA strategy further &amp; closely monitor the impact of this.</p> <p>To improve the knowledge and understanding of healthy lifestyles in children.</p>	<p>SLA with PE specialist to invest in methods of PE delivery &amp; PE modelling. The primary purpose is to work closely with teachers in a training capacity &amp; invest in subject leader &amp; staff CPD. LiveActive to provide access to PE model, containing schemes of work, assessment templates, end of year expectations &amp; long-term plans. Continued development of Quality First Teaching of PE &amp; PSHE, particularly for ECTs. This remains a high profile across the school &amp; remains more prominent in the timetable with a minimum of 2 hours PE per week plus additional outdoor learning time. Engage with PE PLCs and training. Have specific PE training for staff to increase subject knowledge. Book specialist outdoor activities (forest school) practitioner to help deliver sessions &amp; training. Enable opportunities for staff to observe &amp; discuss techniques with any visiting sports coaches or instructors. MHFA/well-being initiatives to support staff to promote the emphasis on the whole physical literacy journey, including the emotional, physical and mental engagement in physical activity.</p>	<p>£11,990</p>	<p>Teachers have worked closely with Live Active, our PE specialists to develop and enrich their subject knowledge and find ways to motivate pupils.</p> <p>End of year expectations were met and PE lead attends PE PLC and disseminates to staff.</p> <p>Opportunities enabled for staff to observe &amp; discuss techniques with any visiting sports coaches or instructors.</p> <p>Senior Mental Health leader completed training and role is evolving.</p> <p>Staff attended BDAT well-being conference.</p>	<p>Senior mental health leader to cascade knowledge</p> <p>Embrace Trust-wide opportunities including PE PLC</p> <p>Senior Mental Health lead to gain understanding of Healthy minds Chartermark and work on delivery and impact across school.</p> <p>PE leader to be supported to monitor the impact of the curriculum.</p>
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**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Percentage of total allocation:  
14.9%

Intent	Implementation		Impact	
<p>Our school focus should be clear what we 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 our 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>Maintain and increase the number of sports and interschool activities.</p> <p>Continue to develop our physical environment and develop our playground and woodland so that is exciting, stimulating and inclusive and that it encourages children to be physically active, work collaboratively and develop problem solving skill.</p>	<p>Maintain the new sports (to school) introduced over recent years and introduce new, inclusive sports.</p> <p>Curriculum, clubs and competition calendar will reflect the increasing range of sports.</p> <p>Continue with this focus and provision and also invest in resources which encourage physical activity for all pupils, eg invest in Blackwell Woods and other outdoor areas and resources and experiences, including nature cameras and planting activities in woodland area.</p> <p>Investment in additional sporting &amp; outdoor activities run by staff.</p> <p>Introduce early development of cycling skills to Reception class with balance bike initiative in Spring term.</p>	<p>£2650</p>	<p>Mini MACCA resurfaced and repurposed as a multi-sport pitch.</p> <p>Continued investment and development of Blackwell Woods area to promote outdoor learning and activity. New greenhouse and shed installed.</p> <p>Area enhanced by large cross and circle of wooden seats (to encourage classes to come together outdoors)</p> <p>Royal rockery initiative.</p> <p>Forest schools initiatives.</p> <p>Y5 class project for biggest bug hotel.</p> <p>Extremely successful advances made with cycling activities.</p> <p>Balance bike initiative rolled out to Early Years during Spring Term.</p>	<p>Enhancing the outdoor curriculum, including opportunities for gardening and planting, as well as outdoor and adventurous opportunities.</p> <p>Explore links between healthy foods, healthy minds and healthy bodies.</p> <p>Maximise natural environment in Blackwells Woods for Healthy Minds and mindfulness activities focussed around wooden cross and new circle of seating area.</p> <p>Extend cycling and bikeability to more years groups.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5.6%
Intent	Implementation		Impact	
Our school focus should be clear what we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure our 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>Continue to maximise opportunities for interschool activities and potentially increase the number of interschool activities within the Trust.</p> <p>Improve internal sporting events to add a more competitive edge.</p> <p>Introduce a specific focus on increasing opportunities for Key Stage 1 and Early Years.</p> <p>More children represent the school in a wider range of sports.</p>	<p>Increase the competitive opportunities for all children by developing the clubs and lunchtime sports alongside the competition calendar.</p> <p>As above, Curriculum, clubs and competition calendar reflect an increasing range of sports.</p> <p>Continue with this focus and provision and additionally work on developing links/shared activities with local schools or schools within the Trust.</p> <p>Increase the number of competitive sporting opportunities for KS1 and EY.</p> <p>Costs incurred include cost of staff time and transport to events.</p>	£980	<p>Competitive events have included:</p> <p>Girls football event.</p> <p>Bingley swimming gala.</p> <p>Cross country.</p> <p>Boys football tournament at Carlton Academy Keighley</p> <p>Inclusive Curling &amp; Boccia festival</p> <p>Circuit training event – led by Olympic athlete</p> <p>Lunchtime football clubs</p> <p>Dance club opportunities</p> <p>Multisports club</p> <p>Karate</p> <p>Attempted to reintroduce</p>	<p>Continued participation with competitions previously entered.</p> <p>opportunities</p> <p>Further develop links/shared activities with local schools or schools within the Trust.</p> <p>Participation in planned Trust-wide competitive events.</p> <p>Ensuring extra-curricular activities include opportunities to compete (for Key Stage 1 and Key Stage 2)</p> <p>Introduce more intraschool competitions, including house competitions and mixed year group competitions.</p> <p>Plan some 'come-and-try-it' sessions to introduce new sports/activities for different year groups, eg Boccia.</p>

			badminton & running clubs but take up was low  Extra-curricular clubs encourage competitive interactions.	
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Signed off by	
Head Teacher:	Alice Jones
Date:	25.7.23
Subject Leader:	Oliver Thurlby
Date:	25.7.23
Governor:	Kevin Campbell-Wright
Date:	26.7.23