

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 2023-24

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 2021/22	£0
Total amount allocated for 2022/23	£17,770
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£17,780
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£17,780

Swimming Data

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?	87%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	46%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	23%
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?	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: 2023/24		Total fund allocated:		Date Updated: June 2024		
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: 20%	
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?:		
To increase the opportunities for children to engage in structured exercise during each day.	<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 & 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> <p>Develop curriculum for outdoor learning. Discussion already underway with external providers of outdoor learning activities. High Adventure and Doe Park already booked. Include subsidised places to encourage wider access.</p>		£3542	<p>Actions related to embedding of the new PE model and monitoring achieved and all pupils now participate in at least 45 mins of activity a day.</p> <p>Achieved more frequent attendance at competitive events as specified in the timetables and long term plans, including Trust wide events.</p> <p>Participation monitored and encouraged but system needs refining.</p> <p>Alfresco curriculum purchased and becoming embedded. Extensive work carried out on Nature Area. Classroom outdoor learning sessions are becoming embedded in the curriculum and timetable.</p>		<p>Further embedding of the PE models (introduced in 22-23) and monitoring by PE lead.</p> <p>Extend use of PE planning package and Alfresco package.</p> <p>Extend participation levels so that more classes are able to participate for longer. Aim for 1 hour per day.</p> <p>Aim to participate in competitive events as frequently again next year. Pupils who haven't previously participated will be encouraged to attend.</p> <p>Further refining of monitoring system to capture gaps in more detail.</p> <p>Continue embedding curriculum</p>

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			Multiple adventurous outdoor activities organised, including High Adventure, Doe Park, and Within the Wood Sessions.	for outdoor learning and make more extensive use of the developed nature area. Installation of outdoor learning structure over summer to extend opportunities for outdoor learning regardless of the weather. Continuation of Within the Woods club and in school activities. Doe Park adventurous outdoor learning visit for current Y5 (Y6 in 2024-25).
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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:
	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:
Pupils able to identify with specific sports and want to take part in school and interschool competitions of an increasing range of sports. 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.	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. Aim to partake in a broader range of competitions, including more year groups. Partake in BDAT interschool activities. Continue to promote achievements. Seek ways to identify pupils with specific talents and promote excellence and look at pathways for exploring these abilities. Include physical and sporting activities in pupil progress meeting moving forward.	£1771	Extra-curricular clubs continue to be 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. More frequent attendance at competitive events as specified in the timetables and long term plans, including Trust wide events, eg Swimming Gala, Brownlea Triathlon, BDAT Athletics event, Sport4all event, cross-country. Children were supported to attend	Continue to embed this over coming year and use monitoring outcomes to assist with choice of clubs and ways to target pupils and encourage participation. Continue partaking in a broad range of competitions, including more year groups. Partake in BDAT interschool activities. Continue to promote achievements. Seek ways to identify pupils with specific talents and promote excellence and look

	<p>PE lead to distribute responsibility across school 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>		<p>local competitive events and achievements celebrated on social media, in assemblies and in newsletters.</p> <p>Information cascaded about the evolving Sports Strategy and Curriculum.</p> <p>Limited opportunities for external sporting activities for KS1 and EY.</p> <p>Active Ambassador Award (Play Leaders) initiative cascaded across school</p>	<p>at pathways for exploring these abilities.</p> <p>Further actions required to include physical and sporting activities in pupil progress meetings.</p> <p>Outdoor learning lead will be heavily involved in developing the PE strategy and will distribute responsibility.</p> <p>Continue to seek opportunities for KS1 and EY to partake in out of school and interschool activities.</p> <p>Further develop play leader role.</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:
				40%
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:
Invest in subject leaders and whole school CPD to increase confidence, knowledge and skills in the delivery of PE, sport and outdoor learning. Continue to embed 2 hours of PE/outdoor learning. Further induction of new sports leaders	Senior mental health leader to cascade knowledge. Embrace Trust-wide opportunities including PE PLC. Senior Mental Health lead to gain understanding of Healthy minds	£7084	PE Planning package purchased to support Teachers to deliver the curriculum and develop and enrich their subject knowledge. End of year expectations were met, PE lead attended PE PLC and worked closely with central team support to ensure curriculum is fully developed	New outdoor learning lead appointed with key responsibility for monitoring and cascading the outdoor learning curriculum. Continue working closely and embracing Trust-wide opportunities.

<p>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. Initiate 'In the wood' project.</p> <p>Continue to monitor impact of the MHFA strategy. Explore 'My Happy Mind' opportunities.</p> <p>Improve the knowledge and understanding of healthy lifestyles in children.</p>	<p>Chartermark and work on delivery and impact across school.</p> <p>PE leader to be supported to monitor the impact of the curriculum.</p> <p>Continued development of Quality First Teaching of PE & PSHE, particularly for ECTs. This remains a high profile across the school & remains more prominent in the timetable with a minimum of 2 hours PE per week plus additional outdoor learning time.</p> <p>Enable opportunities for staff to observe & discuss techniques with any visiting sports coaches or instructors.</p>		<p>and compliant.</p> <p>PE planning model was launched to teachers.</p> <p>Opportunities enabled for staff to observe & discuss techniques with any visiting sports coaches or instructors, eg Rugby and cycling coaches.</p> <p>Senior Mental Health leader role is still evolving. NSPCC workshops ongoing and Coram Education pilot workshops took place for mental health commenced.</p>	<p>Senior mental health leader to cascade knowledge more. They will also work with SLT to consider potential accreditation routes and ways to develop the role further.</p> <p>Continuation of Coram Education mental health workshops.</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: 20%

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:
Maintain and increase the number of sports and interschool activities. 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	Enhancing the outdoor curriculum, including opportunities for gardening and planting, as well as outdoor and adventurous opportunities. Embed links between healthy foods, healthy minds and healthy bodies. Continue with early development of	£3542	Within the Wood club & in school activities added to enhance the curriculum. Continuation of teacher-led clubs & initiatives. Many clubs promote health and well-being, eg Mindfulness, Cooking club, Art, Singing (& Young Voices) Healthy eating.	As demonstrated in the previous column, we already cover a very broad experience in a range of sports and activities offered to all pupils. However, we will always embrace opportunities to broaden the range further. Further embedding of the

<p>and develop problem solving skill.</p>	<p>cycling skills. Extend cycling and bikeability to more year groups.</p> <p>Maintain the most preferred recently introduced sports and introduce more, inclusive sports. Curriculum, clubs and competition calendar will reflect the increasing range of sports.</p> <p>Continue to invest in resources which encourage physical activity for all pupils, eg Blackwell Woods and other outdoor area, resources and experiences, including nature cameras and planting activities in woodland area. Maximise natural environment for Healthy Minds/ mindfulness activities focussed around wooden cross and new seating area.</p>		<p>Broad range of clubs offered also includes football, rounders, multisports, running, dance, gymnastics, karate.</p> <p>Archery and Orienteering were examples of new activities introduced into the curriculum.</p> <p>Within the Woods clubs and enrichment activities for all pupils.</p> <p>Explorers club targeted for additional outdoor activities, including archery.</p> <p>Billy Bantam Penalty shoot out. Whole school local walk.</p> <p>Regular class walks around the village, including bear hunt for Early years. All trips/visit have a health/activity focus, eg Harlow Carr visit included planting & growing and healthy eating, Hesketh Farm talk about the cycle of life and food chains.</p> <p>Rugby focus, including visit and inspirational assembly from Keighley dragons.</p> <p>Continued investment and development of Blackwell Woods Nature Area, including installation of planting beds and shed. Greenhouse reinstalled following vandalism. Tree planting, accessible pathways, fencing and wilding areas.</p>	<p>outdoor curriculum, including more scheduled opportunities for gardening and planting, as well as outdoor and adventurous opportunities will be a focus for our next steps.</p> <p>Just for the Joy Choir – new initiative to trial.</p> <p>Continue to enhance natural environment in Blackwells Woods for Healthy Minds and mindfulness activities.</p> <p>Sports/activity participation questionnaire to all pupils.</p>
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			<p>All pupils took part in a school-wide challenge to do a mile-a-day for a month. The effort that went into this was inspiring and a motivating experience for all.</p> <p>Embedded cycling activity focus for various year groups, including continuation of bikeability and balance bike initiative for Early Years.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
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>Continued participation with competitions previously entered.</p> <p>Further develop links/shared activities with local schools or schools within the Trust.</p> <p>Participation in the planned Trust-wide competitive events.</p> <p>Ensuring extra-curricular activities include opportunities to compete (particularly for KS1 and KS2)</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> <p>Clubs and competition calendar to encompass an increasing range of sports.</p>	£1771	<p>Competitive events have included: Bingley swimming gala, Cross country events, Lunchtime football clubs, Trust wide events, eg Swimming Gala, Brownlea Triathlon, BDAT Athletics event, Sport4all event, Sports Days.</p> <p>Further attempt to reintroduce running club was more successful this year.</p> <p>Outdoor learning activity focus during Linking Schools visit.</p> <p>Extra-curricular clubs encourage competitive interactions.</p> <p>'Come and try it' initiatives was less successful than expected.</p> <p>Oxenhope team spirit evolving, assisted by investment in school t-shirts to wear at sporting events.</p> <p>Investment in school banner to encourage motivation and support of sporting events.</p>	<p>Continued participation with competitions previously entered. Aim to participate in competitive events as frequently again next year. Pupils who haven't previously participated will be encouraged to attend.</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>Increase frequency of intraschool competitions, including house competitions and mixed year group competitions.</p>

Signed off by	
Head Teacher:	Alice Jones
Date:	26.6.24
Subject Leader:	Oliver Thurlby
Date:	26.6.24
Governor:	Kevin Campbell-Wright
Date:	26.6.24