



Oakgrove Primary School



Evidencing the impact of the PE and Sport Premium

| | | | | |
|---|-----------|------------------------------|---|-----------------------|
| Amount of Grant Received | £16300.00 | Amount of Grant Spent | £16300.00 | Date: 16.07.19 |
| Break down: | | | RAG rated progress: | |
| <ul style="list-style-type: none"> Stockport Shapes Alliance (SSCO Sophie) - £6350 / 38.9% Lunchtime coaches - £2660 / 16.3% PE Equipment - £500 / 3% Forest School - £9000 (£7166 / 43.9% from premium / £1834 from PE budget) | | | <ul style="list-style-type: none"> Red - needs addressing Amber - addressing but further improvement needed Green – achieving hg consistently | |
| Codes: CB- C. Brandreth. T – Teachers. TAs – Teaching assistants. SSCO – Sophie from Stockport Shapes Alliance. | | | | |

As a result of reviewing achievements to date in each of the 5 key indicators from DfE and considering priority areas for further development needs, the following 3 year action plan and impact report shows ongoing progress.

| | |
|---|----------------------|
| Meeting national curriculum requirements for swimming and water safety | (11 Year 6 Children) |
| What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year? | 73% (8) |
| What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | 73% (8) |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? | 45% (5) |
| 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 |

Key indicator 1: The engagement of all pupils in regular physical activity

– Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | 17/18 | 18/19 | 19/20 |
|---|--|------------------------|--|---|-------|-------|-------|
| Additional opportunities for physical activity during the primary school day – curriculum | <ul style="list-style-type: none"> Introduced 'Smile for a mile' 'Brain break' activities during learning times. | SSCO T & TA | Raising concentration levels / participation in class. | <ul style="list-style-type: none"> - Creating a culture of active classrooms. - Look at 'Maths of the day' for the whole school. (£600 per yr) - Run the 'Smile for a mile' throughout the school. | | | |
| Lunches & playtimes (1-1.30pm activity daily slots where children choose one of 5 different adult led activities.) | <ul style="list-style-type: none"> PE Coaching sessions during lunch times. OG staff led physical activities during lunch times. | Sports coaches SSCO | Raising daily activity levels. | <ul style="list-style-type: none"> - Play leaders organizing structured games - Smile for a mile - Play leaders to be trained by SSCO / Sophie | | | |

Key indicator 2: Raising the profile of PE & Whole School Improvement

- The profile of PE and sport being raised across the school as a tool for whole school improvement

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | 17/18 | 18/19 | 19/20 |
|---|---|--|---|--|-------|-------|-------|
| Behaviour & Attitudes to Learning | <p>Active curriculum / brain breaks</p> <p>Whole school approach to rewarding physically active & sports achievements e.g. assemblies</p> <p>Forest School sessions</p> | <p>T & TA</p> <p>Forest school</p> | <p>Improved concentration and access to learning.</p> <p>Children are proud to share achievements / effort and talk about skills required.</p> <p>Relationships - embedding restorative ethos.</p> <p>Resilience - problem solving.</p> | <p>Look into introducing 'Maths of the day' weekly sessions.</p> <p>Pupil concentration, commitment & self-esteem enhanced</p> | | | |
| Improving Academic Achievement | <p>Active curriculum.</p> <p>Whole school approach to rewarding physically active & sports achievements e.g. assemblies</p> <p>Staff CDP / shadowing lessons.</p> <p>Inter school competitions led by SSCO.</p> | SSCO. | <p>PE 'refusers' are now accessing lessons.</p> <p>Most children joined in with our gymnastic competition.</p> <p>Our highest number of children attended the SSA awards evening at the Plaza.</p> | <p>Staff to make links across subjects & themes including PE.</p> <p>Awareness of PE achievements to increase / be shared more in school.</p> | | | |
| Health & Well Being/SMSC | <p>Introduce Spirit of the Games values.</p> <p>Whole school approach to rewarding physically active & sports achievements e.g. assemblies</p> <p>Celebrating success after attending competitions led by SSCO.</p> | SSCO. | <p>During competitions, children earned badges showing the spirit of the games core values.</p> <p>Sporting achievements are acknowledged during celebration assemblies.</p> | <p>School values ethos are complemented by sporting values</p> <p>Website to be updated with competition information /Sports leaders to produce reports.</p> | | | |

Key indicator 3: High Quality Teaching

- Increased confidence, knowledge and skills of all staff in teaching PE and sport

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated | Evidence and impact: | Sustainability and suggested next steps: | 17/18 | 18/19 | 19/20 |
|---|--|---------------------|--|--|-------|-------|-------|
| Review curriculum time allocation for Physical Education to ensure pupils meet individual targets. (minimum 2 hours of timetabled PE required to do this) | Ensure all pupils access 2 x 40 minute PE lessons per week. | CB | Pupil's achieving NC outcomes / showing progression. | Maintain new tracking grid. Collate data to recognize focus groups. | | | |
| Review the quality of teaching & consider best way of allocating CPD from SScO, courses & other sources | Develop & implement a professional learning plan for the needs of all staff | CB | Staff access support to achieve and confidence to teach high quality lessons increased | Observations / 'pop ins' to take place. 2 stars and a wish for teachers. | | | |
| PE Coordinator allocated time for planning & review | Assessment. Tracking. Data analysis Display. Website info. Liaising with teachers, coaches, SScO. Competitions. Pupil voice. Risk assessments. Letters for parents. Kit reminders. Reports to governors. Policy. Impact form. CPD. Planning. | CB | High quality PE to be embedded at Oakgrove. | Ask for time to implement all of the actions. | | | |
| Review supporting resources | Active classrooms / Brain breaks. | CB | Calmer classes. Sports coaches delivering quality lessons. | Observe coaching sessions. | | | |
| Review of PE equipment to support quality delivery | Have all equipment needed to deliver curriculum. See SSP list of essential PE equipment & order accordingly | CB & TA | A well-stocked and ordered PE cupboard. | PE equipment audit. | | | |
| Targets relating to PE delivery being encouraged to form part of performance management | CB performance management target linked to PE subject leader role. | RM & CB | Role fulfilled. | Targets ongoing. | | | |
| Support TA's & other adults to access relevant CPD to enhance the school PESS workforce | SSP CPD. | SSCO T & TA | Sophie models high quality lessons to T & TAs. | Sophie to remain linked to Oakgrove during 2019-20. | | | |
| Develop an assessment programme for PE to monitor progress | Created own individual PE pupil trackers. Teachers entered data with Sophie | Class covered by TA | Every child has an individual tracker saved on the T: | Trackers to be completed each term. Data collated by CB. | | | |

Key indicator 4: Broader Range of Activities

- Broader experience of a range of sports and activities offered to all pupils

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | 17/18 | 18/19 | 19/20 |
|---|---|--|--|---|-------|-------|-------|
| Review extra-curricular offer | Develop offer to ensure each year group & gender are catered for e.g. healthy eating / cooking Be Inspired Challenges, School Games Lunchtime activities. | T & TAs SSCO Coaches / T & TAs | Children aware of healthy choices. Children proud of competition entries / attending the Plaza. Fitness levels/skills increased. | Continue cooking, gardening and general wellbeing session. Enter Plaza competitions again in 2019-20 Monitor children's access to the different activities o offer. | | | |
| Review offer for SEND pupils | Develop offer to be inclusive e.g. SSP SEND Programme | SSCO & CB | Attending SEND Shapes inter school competitions. | Access more SEND competitions during 2019-20 | | | |
| Target inactive pupils | Develop intervention programmes e.g. Girls/Boys Active, | T & TA | Quantative data should show more children are active – accessing lessons / activities etc. | Pupil voice. Target those with less access to sports outside of school. Find out if OG can access 'measurement data' from .gov (YR to Y6 data) | | | |

Key indicator 5: Competitive Sport

- Increased participation in competitive sport

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | 17/18 | 18/19 | 19/20 |
|--|--|--------------------|---|---|-------|-------|-------|
| Review School Games Participation including a cross section of children who represent school | Use SSP Competition Events Calendar to plan competition entries for year Use new SSP booking system to enter events Place table of events in staff room encouraging members of staff/TA's to sign up & volunteer to support events | CB, T & SSCO | Higher % of children taking part in competition More staff members contributing to competitions programme | Attend more SEND events / competitions. Host events / competitions at OG. Increase number of intra school events. | | | |
| Review competitive opportunities for SEND children | Ensure SEND pupils are identified and supported to attend appropriate competition | CB, T & SSCO | Higher % of SEND pupils attending SSP competitions | Book onto more events and attend them. | | | |
| Increase Level 1 competitive provision Intra school | Review current Level 1 provision and participation rates Plan a programme of Level 1 events to ensure ALL children in get the opportunity to access at least one competition across the year Engage with SSP annual school challenge | T & SSCO | Increased % of children participating in Level 1 competitions | Teachers & SSCO to deliver Level 1 competitions at the end of appropriate units of work | | | |
| Leadership to extend Extra-Curricular & Competitions Offer | | T & SSCO | More opportunities for the less active More opportunities for Level 1 Festivals Train Junior Play Leaders | Engage with SSP Young Ambassadors & Change for Life Programme Train our leaders to run intra school events. | | | |
| Extending Competition Offer | Consider establishing friendly competitions with neighbouring school you can walk to | CB & SSCO | Increase in competition uptake | OG to host inter school events / competitions. Form links with Outwood. | | | |
| Create Stronger Links to Community Clubs | Sports specific coaching programmes Development Days | CB & SSCO | Creating pathways from school competition to community club participation | Research available SEND clubs in the local areas. Notify parents / carers. | | | |

30 Active Minutes Review – Summer term

(lunchtime sports activities are optional, therefore coloured in amber due to need to monitor participation)

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------|---|--|---|--|---|
| Acorns | Individual Physical Activity Challenges – 10 mins Lunch time sports coach / activities – 20mins | Individual Physical Activity Challenges – 10 mins Lunch time activities – 20mins | Forest School- 2 hours PE SSCO led lesson – 30 mins Individual Physical Activity Challenges – 10 mins Lunch time activities – 20mins | Swimming – 30 mins Individual Physical Activity Challenges – 10 mins Lunch time sports coach / activities – 20mins | Lunch time activities – 20mins Individual Physical Activity Challenges – 10 mins |
| Maples | Individual Physical Activity Challenges – 10 mins PE T led lesson – 30 mins Lunch time sports coach / activities – 20mins | Individual Physical Activity Challenges – 10 mins Lunch time activities – 20mins | Individual Physical Activity Challenges – 10 mins Forest School- 2 hours PE SSCO led lesson – 30 mins Lunch time activities – 20mins | Individual Physical Activity Challenges – 10 mins Lunch time sports coach / activities – 20mins | Lunch time activities – 20mins Individual Physical Activity Challenges – 10 mins |
| Sycamores | Individual Physical Activity Challenges – 10 mins PE T led lesson – 30 mins Lunch time sports coach / activities – 20mins | Individual Physical Activity Challenges – 10 mins PE T led lesson – 30 mins Lunch time activities – 20mins | Individual Physical Activity Challenges – 10 mins Lunch time activities – 20mins | Individual Physical Activity Challenges – 10 mins Swimming - 30 mins Lunch time sports coach / activities – 20mins | Lunch time activities – 20mins Individual Physical Activity Challenges – 10 mins |
| Willows | Individual Physical Activity Challenges – 10 mins PE T led lesson – 30 mins Lunch time sports coach / activities – 20mins | Individual Physical Activity Challenges – 10 mins PE T led lesson – 30 mins Lunch time activities – 20mins | Individual Physical Activity Challenges – 10 mins Lunch time activities – 20mins | Individual Physical Activity Challenges – 10 mins Lunch time sports coach / activities – 20mins | Lunch time activities – 20mins Individual Physical Activity Challenges – 10 mins |
| Oaks | Lunch time sports coach / activities – 20mins Individual Physical Activity Challenges – 10 mins | PE T led lesson – 30 mins Lunch time activities – 20mins Individual Physical Activity Challenges – 10 mins | PE SSCO led lesson – 30 mins Lunch time activities – 20mins Individual Physical Activity Challenges – 10 mins | Forest School- 2 hours Lunch time sports coach / activities – 20mins Individual Physical Activity Challenges – 10 mins | Lunch time activities – 20mins Individual Physical Activity Challenges – 10 mins |

Evidencing the impact of the PE and Sport Premium – Events & Competitions 2018/19

| Events / Competitions | Number of participants | | | Number of leaders | Number of staff | Parents / Volunteers | Event level * (level 1 / 2 / 3) | Year Group (s) | ABC teams | Links with clubs |
|---------------------------------------|------------------------|-------|-------|-------------------|-----------------|----------------------|------------------------------------|----------------|-----------|------------------|
| | Boys | Girls | Total | | | | | | | |
| Boccia SEND event | 14 | | | 0 | 4 | 0 | inter | 2 to 6 | N/A | N |
| Kurling SEND event | 14 | | | 0 | 4 | 0 | inter | 2 to 6 | N/A | N |
| Gymnastics Competition- whole school. | 34 | 3 | 37 | 0 | 14 | 0 | intra | 5 & 6 | A | N |