

## How to use the PE and sport premium

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

Please visit [gov.uk](http://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.

Academies are required to [publish details](#) of how they spend this funding 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 **31<sup>st</sup> July 2020** at the latest

<https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

***Template below is to be completed and uploaded onto the academy website by: October half term 2020***

# PE and sport premium strategy statement:



| Summary information  |                            |                                  |         |                          |           |
|----------------------|----------------------------|----------------------------------|---------|--------------------------|-----------|
| <b>Academy</b>       | Oasis Academy Harpur Mount |                                  |         |                          |           |
| <b>Academic Year</b> | 2021/2022                  | <b>Total PE and sport budget</b> | £19,520 | <b>Date of statement</b> | July 2021 |

| Key achievements to date:  | Areas for further improvement and baseline evidence of need:  |
|--|---|
| <p>All pupils have been receiving 2 lessons of PE a week.<br/>                     Bikeability sessions were provided to all Year 5 pupils who wanted to take part.<br/>                     Staff have been teaching a lot more PE this year rather than PPA cover.<br/>                     Children more engaged at break and lunchtimes playing a range of different sports.<br/>                     EYFS outdoors accessing specific skills weekly – physical literacy<br/>                     Gym back in use following a period of non use due to COVID</p> | <p>A new school curriculum will commence this academic year meaning a new PE curriculum and lots of exciting new opportunities for the pupils.<br/>                     More staff CPD<br/>                     Monitoring of PE lessons<br/>                     Monitoring of new PE curriculum</p> |

| Meeting national curriculum requirements for swimming and water safety   | Please complete all of the below*: |
|--|------------------------------------|
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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 2020. | 61%                                |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  | 38%                                |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?  | 49%                                |
| 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                                 |

|   |  |  |  |   |   |
|---|--|--|--|---|---|
| <b>Academic Year:</b> 2020/21   |  | <b>Total fund allocated:</b> ££19,520  |  | <b>Date Updated:</b> July 2021                        |   |
| <b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school         |  |  |  |   | Percentage of total allocation:   |
|   |  |  |  |   | %   |
| <b>Intent</b>   |  | <b>Implementation</b>  |  | <b>Impact</b>   |   |
| 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?:  |
| All pupils receive 60-70 minutes of playtime each day. Children are encouraged to play different activities in the “zones” e.g. cricket, football, basketball, volleyball to keep them active and to further develop their teamwork skills. |  | Purchase of new sustainable playtime equipment for both playgrounds.<br><br>Section the zones at lunchtime for more structured activities.<br><br>Pupils carry out the daily mile. |  | £1500 for equipment for indoor and outdoor.           | Children engaged in different activities at lunchtimes.<br><br>Children more active.<br><br>Children become faster at running the daily mile. |
| <b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement   |  |  |  |   | Percentage of total allocation:   |
|   |  |  |  |   | %   |
| <b>Intent</b>   |  | <b>Implementation</b>  |  | <b>Impact</b>   |   |
| 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?:  |
| Launching and implementing a brand new PE curriculum.<br><br>All class teachers to teach PE from the new curriculum.  |  | New equipment to deliver the new PE curriculum has been ordered.<br><br>Staff CPD  |  | £1500 on new equipment for PE lessons<br><br>£1000 on | Children engaging in games, gymnastics and dance lessons weekly.<br><br>Staff grow in confidence.   |
|   |  |  |  |   | Sustainability and suggested next steps:  |
|   |  |  |  |   | Continue with CPD.<br><br>Replenish equipment when needed.  |

|  |   |   |  |  |
|--|---|---|--|--|
| <p>Expose children to a range of sports and clubs.</p> <p>All classes to do at least one outdoor PE session and one indoor PE session a week.</p> <p>Outdoor/Adventurous sport experiences available to children creating new experiences e.g. orienteering, water sports trip</p> | <p>NQT support</p> <p>Orienteering mapping of the academy</p> | <p>Orienteering mapping of the school.</p> <p>Trip to Sale water park<br/>£2400</p> | <p>Children competing in a range of sports.</p> <p>Children accessing a range of sport clubs after school.</p> <p>Clear assessment for children in PE supporting progress.</p> | <p>Transport arrangement for attending competitions – long term vision for a mini bus</p> <p>New curriculum needs monitoring so release time needs to be built in for PE coordinator</p> |
|--|---|---|--|--|

| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>  |   |                     |   | Percentage of total allocation:  |
|---|---|---------------------|---|--|
|   |   |                     |   | %  |
| 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>Sports coach employed to help with each class weekly. He models how to teach different skills effectively.</p> <p>Staff to attend training and CPD for new PE curriculum</p> | <p>Modelling and sharing of good practice.</p> <p>Effective half termly monitoring</p> <p>Book staff onto relevant CPD training</p> | £3100 (40% of role) | <p>Children more active and developing a range of skills.</p> <p>Children to experience and enjoy a wide range of sports.</p> <p>Staff confident in delivering a range of PE lessons.</p> | Plan a range of team games over the school year and compete against other schools. |

| <b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |   |  |   | Percentage of total allocation:  |
|---|---|--|---|--|
|   |   |  |   | %  |
| <b>Intent</b>   | <b>Implementation</b>   |  | <b>Impact</b>   |  |
| 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:<br><br>TA3s and TA4s run after schools in both key stages which include sports clubs<br><br>Football coaching in EYFS delivered by Manchester City in the community<br><br>Year 4 children to attend weekly swimming lessons | To ensure that the number of after school clubs increases to support an uptake in physical activity by children.<br><br>Children's teambuilding and technical skills developed.<br><br>Children become confident swimmers and safer in the water. | Manchester City in the community<br>£795<br><br>Weekly swimming<br>£7134 | EYFS Children are learning teamwork and ball skills. Children are more confident when playing football. Children have a grown confidence due to team building.<br><br>New sports and experiences being delivered. | Continue next academic year to give other children the same opportunities to attend. |

| <b>Key indicator 5: Increased participation in competitive sport</b>  |  |                    |  | Percentage of total allocation:          |
|---|--|--------------------|--|--|
|   |  |                    |  | %  |
| <b>Intent</b>   | <b>Implementation</b>  |                    | <b>Impact</b>  |  |
| 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: |

|  |                     |  |  |  |
|--|---------------------|--|--|--|
| Children to attend sports competitions within the academy trust. | MIDAS qualification | £580 for transport/kit for the children. | Children to increase their participation in competition.<br><br>Mini bus to events | Make links with other schools involved in competitive sports |
|--|---------------------|--|--|--|

| Signed off by      |              |
|--------------------|--------------|
| Principal:         |              |
| Date:              |              |
| PE Subject Leader: | Clara Gibson |
| Date:              | 20/7/21      |
| Regional Director: |              |
| Date:              |              |