

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised October 2020

Oakridge Parochial School
2022-23

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST





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](#) 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 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.

**** In the case of any under-spend from 2019/20 which has been carried over this must be used and published by 31st March 2021.**

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](#).

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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 2020/21 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 2022:	Areas for further improvement and baseline evidence of need:																												
<ul style="list-style-type: none"> ● Use sports coaches to deliver high quality PE. ● Use sports coaches to deliver PE plus – interventions for identified pupils / repeat Young Sports Leaders training. ● Develop the staff knowledge and confidence through working with coaches. ● Make links with the local secondary school and partner school to enrich range of experiences. ● Review curriculum planning to ensure a full and broad coverage that is matched to competitions in the area. ● Resources bought e.g. Handball set, netball sets, bibs etc. ● Extended the range of after school sports opportunities. <p>Funds b/fwd from £2020/2021 (plus 21/22 grant) £23,532.99</p> <table border="0"> <tr> <td>Additional staffing costs re PE & ASC</td> <td style="text-align: right;">£ 6,185.00</td> </tr> <tr> <td>PE Pal</td> <td style="text-align: right;">£ 0.00</td> </tr> <tr> <td>Additional PE shed</td> <td style="text-align: right;">£ 544.00</td> </tr> <tr> <td>Atlas</td> <td style="text-align: right;">£ 5,662.00</td> </tr> <tr> <td>Resources</td> <td style="text-align: right;">£ 1,655.00</td> </tr> <tr> <td>Mindful Matters</td> <td style="text-align: right;">£ 3,775.00</td> </tr> <tr> <td>Copsegrove (outdoor games)</td> <td style="text-align: right;">£ 1,250.00</td> </tr> <tr> <td>Yoga</td> <td style="text-align: right;">£ 400.00</td> </tr> <tr> <td>Cotswold Counselling/Bespoke Mentoring</td> <td style="text-align: right;">£ 1,273.00</td> </tr> <tr> <td>Tutoring/Mentoring</td> <td style="text-align: right;">£ 1,290.99</td> </tr> <tr> <td>Staff Training (Forest Schools)</td> <td style="text-align: right;">£ 925.00</td> </tr> <tr> <td>Dance workshop & Paddle boarding</td> <td style="text-align: right;">£573.00</td> </tr> <tr> <td style="text-align: right;">Total</td> <td style="text-align: right;">£ 23,532.99</td> </tr> <tr> <td>Balance</td> <td style="text-align: right;">£ 0.00 carried f/wd to 2022/2023</td> </tr> </table>	Additional staffing costs re PE & ASC	£ 6,185.00	PE Pal	£ 0.00	Additional PE shed	£ 544.00	Atlas	£ 5,662.00	Resources	£ 1,655.00	Mindful Matters	£ 3,775.00	Copsegrove (outdoor games)	£ 1,250.00	Yoga	£ 400.00	Cotswold Counselling/Bespoke Mentoring	£ 1,273.00	Tutoring/Mentoring	£ 1,290.99	Staff Training (Forest Schools)	£ 925.00	Dance workshop & Paddle boarding	£573.00	Total	£ 23,532.99	Balance	£ 0.00 carried f/wd to 2022/2023	<ul style="list-style-type: none"> ● Improved sports/PE equipment ● Use of Village Hall and Sports Field ● Increased opportunity for After-School Clubs ● Extended Atlas Sports Gold Band ● Additional tablet for PE pal referencing and assessment ● Long-Term use of PE Pal. ● More competition entries using Atlas, School Games and Thomas Keble Primary School Cluster Sports. ● Maintain a review of curriculum planning to ensure a full and broad coverage that is matched to competitions in the area.
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Did you carry forward an underspend from 2020-21 academic year into the current academic year? YES

If YES you **must** complete the following section. If NO, the following section is **not** applicable to you

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If any funding from the academic year 2020/21 has been carried over you MUST complete the following section.

Academic Year: September 2021 to July 2022		Total fund carried over: £7,292.99	Date Updated: 9.12.2022	
What Key indicator(s) are you going to focus on? 4&5 Improvement of sport equipment, facilities and wider range of sports inc: competitions and virtual competitions. Atlas Sports Gold Band (up from Bronze)				Total Carry Over Funding: £7,292.99
Intent	Implementation		Impact	
<p>Your school focus should be clear how you want to impact on your pupils.</p> <p>Oakridge Parochial School believes that Physical Education, School Sport and Physical Activity (PESSPA), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health.</p> <p>We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe, such as being able to swim, as well as understanding how the body works and why we do the PE lessons we do.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> PE at Oakridge School provides challenging and enjoyable learning through a range of sporting activities including; invasion games, net & wall games, striking and fielding games, and outdoor & adventure. The long term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met. Classes are supported by an external coach from Atlas Sports to develop staff CPD and instil a love of physical activity within their teaching and learning. Pupils participate in two high quality PE lessons each week, covering two sporting disciplines every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities. PE lessons make clear links to other subjects, such as maths or geography, 	<p>Carry over funding allocated:</p> <p>£5,662.00 (Atlas) £1,630.99 (resources)</p> <p>Spent from 2021/2022 allocation</p> <p>£6,185.00 (Atlas) £5,097.01 (staff) £544.00 (extra PE shed) £3,775.00 (Mindful matters) £400.00 (Yoga) £25.01 (Resources) £1,250.00 (Camping & Outdoor games) £2,563.99 (mentoring) £573.00 (Dance Workshop & paddle boarding) £925.00 (Staff training for Forest Schools)</p>	<p>Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed?</p> <p>Motivation of children to participate in a variety of sports through quality teaching that is engaging and fun.</p> <p>From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports.</p> <p>Children take their learning from PE lessons in to their everyday approach to life and other lessons and are able to show better focus, team work and leadership skills within the classroom.</p> <p>We equip our children with the</p>	<p>Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year?</p> <p>Ensure a broad range of sporting experiences are on offer.</p> <p>Ensure all children are provided with the opportunities to participate in sports beyond their usual experience.</p> <p>Meeting held with class teachers and mindfulness/yoga teachers to see how strategies can be employed in the classroom.</p>

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<p>We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values.</p> <p>Our curriculum aims to improve the wellbeing, both physical and mental, alongside the fitness of all children at Oakridge, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.</p> <p>We intend to always bring the learning from PE lessons back in to the classroom and use it as an opportunity for cross-curricular learning, such as with active maths and geography lessons.</p>	<p>during lessons and we always aim to bring the learning back in to the classroom.</p> <ul style="list-style-type: none"> • Physiology and why we are doing the activity are addressed within lessons to ensure children have an understanding of how their body works and why they feel tired or fitter. • Children are assessed after each session using our PE Pal assessment tool, which provides immediate feedback about who is progressing well and who might require more support. • Children are invited to attend competitive sporting events at both KS1 and KS2 within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children. • Children participate in workshops covering a variety of sports throughout the year. For example, outdoor and adventure (Forest Schools), and bike-ability, again providing the children with an opportunity to develop their skills and understanding, improve their fitness and to try something new. • Children all participate in mindfulness and wellbeing workshops throughout the year, which provides them with the opportunity to use both hemispheres of their brain and cross the centre-line, enabling them to develop their proprioception skills. 		<p>necessary skills to succeed and a love for sport and physical activity. In addition to this, we encourage our pupils to make links with sporting clubs and organisations within the Stroud District.</p> <p>Our children are growing up to live happy and healthy lives, utilising the skills and knowledge acquired through PESSPA.</p>	<p>Further engage children in competitive sports by building on their confidence and self-esteem.</p> <p>Further promotion of mental health and wellbeing through capitalising on the benefits of outdoor learning.</p>
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Meeting national curriculum requirements for swimming and water safety. N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? 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 2020.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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: 2022/23		Total fund allocated: £16,240 plus £0.00 carried forward		Date Updated: 09/12/2022	
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: 4.25%
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?	
Replenish depleting sports resources (e.g. hockey sticks, rugby balls, bibs etc.)	PE/Games Leader to investigate resources needs across the school.		£1000	Facilitate effective and positive skills based learning.	
Replenish depleting Playground Boxes	Identify with children what equipment is needed to use in the playground.			To encourage physical activity during playtime.	
Maintain and replace PE/Games kits for the football and netball teams.	Purchase new school team kit as required.			Promote positive team spirit and school representation.	
Continue the Daily 10 to ensure ALL pupils undertake at least 10mins additional activity per day.	Identify markings for Daily 10 to ensure motivation.			All pupils involved in 10/15mins additional activity per day.	
				Continuity of opportunity for a wide range of curriculum/extra curriculum areas.	
				Future health of pupils.	
				Increased self-confidence and developed team work.	
				2 hours+ PE per week and the Daily 10 firmly embedded in school day with impact monitored.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				10.62%
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:
Continue to offer a wider range of activities both within and outside of the curriculum in order to get more pupils involved. Sharing Assemblies and school newsletters to ensure the whole school community is aware of the importance of PE and sport and to encourage all pupils to aspire to being involved in the assemblies.	Undertake all activities offered through membership of Atlas Games Active Schools Network, Stroud with an aim to get more staff up-skilled and involved. Achievements celebrated in Sharing Assemblies (match results and notable achievements in lessons etc.). Different classes to demonstrate dance/gymnastic displays where possible.	£2,500	Participation in events (and receiving advice) organised through Atlas Sports, plus specialist teaching e.g. play leader training. All pupils to have at some point in the year have taken part in a Sharing Assembly with something relating to PE.	Knowledge, skills and resources to be passed on to all staff for future use. Parents to become more aware of the profile of PE/sports across the school. Pupils will be inspired and motivated to undertake specific sports.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				42.49%
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:
Atlas Sport staff to upskill teachers and support staff.	Atlas staff to regularly provide CPD for staff of the classes they are working with.	£13,000	Improved staff confidence in a range of areas. Pupils to be calm and more-able to moderate their behaviour.	Staff skills to be developed on a continuous basis, particularly to understand PE Pal.
PE Leader to undertake GCC training days each term.	Supply teacher to cover class.		Improved quality of children's physical education across the school to ensure they are competent and confident.	Improvement of PE leadership, knowledge and skills passed on to teaching and support staff.
Specific staff training in identified areas e.g. dance.	Audit staff on confidence levels of a variety of PE/sports lessons.		Continual lesson plan development and evaluation within lessons.	Share good practice/team teach across the school. Skills deployed to be developed and monitored on a continuous basis for staff across the school.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				21.24%
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>To provide a broad range of sport experiences across the curriculum and build on the skills they have previously learnt.</p>	<p>Two sports topics to be taught each half term by Atlas and a class staff member. These activities will be in addition to regular sports of Rugby, Football, Rounders and Cricket.</p>	<p>£0.00</p>	<p>The children will be engaged in a wider range of sports e.g. Indoor Hockey, Handball, Dodgeball, Tennis, Ultimate Frisbee, Yoga and Gymnastics.</p>	<p>Continue to provide children with a wide range of sporting opportunities.</p> <p>Identify skills in specific areas and promote these further within school and by informing parents.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				21.4%
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:
To organise more sports' after school clubs and ensure there is a variety on offer to engage different interests.	Financially support participation of clubs for a range of children as necessary.	£0.00	Increased participation and opportunity in a wider range of curriculum and after school club activities.	Improved self-confidence, enjoyment and awareness of opportunities. Future health of pupils.
To enter a wider range of inter-school competitions in order to develop different skills.	Arrange friendly competition with local teams through AGASNS.		Increased participation and opportunity in a range of competitive sports for children across the key stages.	

Signed off by	
Head Teacher:	J Preston
Date:	Dec 22
Subject Leader:	Paul Winder
Date:	Dec 22
Governor:	
Date:	