

How to use the PE and sport premium

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport you offer.

This means that you should use the premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

There are 5 key indicators that schools should expect to see improvement across:

- the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

For example, you can use your funding to:

- provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively
- hire qualified sports coaches to work with teachers to enhance or extend current opportunities
- introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities
- support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs
- enter or run more sport competitions
- partner with other schools to run sports activities and clubs
- increase pupils' participation in the [School Games](#)
- encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school
- provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum
- embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching

You should not use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum - including those specified for swimming (or, in the case of academies and free schools, to teach your existing PE curriculum)

Online reporting

You must publish details of how you spend your PE and sport premium funding. This must include:

- the amount of premium received
- a full breakdown of how it has been spent (or will be spent)
- the impact the school has seen on pupils' PE and sport participation and attainment
- how the improvements will be sustainable in the future

For the 2017 to 2018 academic year, there is a new condition requiring schools to publish how many pupils within their year 6 cohort are meeting the national curriculum requirement to swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively and perform safe self-rescue in different water-based situations.

This condition has been added in response to recommendations from the Swim Group, who reviewed curriculum swimming and water safety in primary schools. You can get [advice and resources to help deliver swimming lessons successfully in primary schools](#).

To help you plan, monitor and report on the impact of your spending, it's recommended that you download a template to record your activity. The Department has commissioned partners in the physical education and school sport sector to develop a template, which is available at:

- [The Association for PE](#)
- [Youth Sport Trust](#)

Accountability reviews

Accountability reviews will be carried out after the April deadline for schools to have published details on their websites of how they have spent their premium funding. We will sample a number of schools in each local authority, with the schools chosen based on a mix of random selection and prior non-compliance with the online reporting requirements.

<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 4th April 2018

PE and sport premium strategy statement:

Summary information					
Academy	Oasis Academy Parkwood				
Academic Year	2018/19	Total PE and sport budget	£ 18660	Date of statement	Sep 2019

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Increased participation rates in activities such as games, dance, gymnastics and athletics. Key stage 1 and FS children are now participating in spots and activity clubs. A variety of new clubs now offered, eg gymnastics/yoga, street dance, dodgeball, Taekwondo. Lunchtime activities available during good weather Pupils with low self-esteem have taken part in competitions. More Able sports pupils have visited EIS Street Dance Coach has attended coaching of staff. Pupils have been trained up to be sports leaders and carry out activities on the playground. Parental participation is increasing, Mile running and colour running. Swimming sessions weekly for all year 6s who cannot swim to take part after school. 	<ul style="list-style-type: none"> Specialized sports leader to train staff . Pupil voice around sports and activities To audit equipment and to buy any new equipment required.

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?	20%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	12%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%



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?

Yes. OAP pupils participate in swimming competitions and local pool booked for an hour after school once a week.

Key indicator 1: The engagement of <u>all</u> 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				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase the inclusivity of all pupils within physical educational activities by growing the range of activities and provision.	Review the quality of our curriculum including: <ul style="list-style-type: none"> • Breadth and Balance • Accessibility of all the activities • Use of TA's to support learning • Quality of teaching and learning • Staff Professional Learning • Access to facilities / resources • Pupil Needs (Pupil Voice) Discussions with individual pupils and liaison with parents / carers Check equipment to ensure it meets the needs of our pupils Ensure our Whole School Inclusion Policy refers to PE	£1000	<ul style="list-style-type: none"> • Purchasing equipment and teaching resources to develop a fully inclusive curriculum • Introducing basic movement skills in the Early Years / Foundation Stage • Sports coach to run a club that identifies vulnerable children and encourage their participation. • A more inclusive curriculum which inspires and engages all pupils • More confident and competent staff • Enhanced quality of teaching and learning • Increased capacity and sustainability 	<ul style="list-style-type: none"> • Sports coach working alongside teachers. • New curriculum with physical activity mapped in. • Suitable and high standard of sports equipment • Support staff training which enables them to carry out more activities.
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
PE links with other subjects that contribute to pupils overall achievement and their greater spiritual, moral social and cultural skills.	<ul style="list-style-type: none"> • Review the contribution of PE to whole school priorities • Ensure your vision for PE is developed to reflect contribution to SMSC • Meet with other Subject Co-ordinators and share the contribution PE can make across the curriculum • Ensure professional learning opportunities are provided as required to up skill staff • Identify the positive impact that PE has on: <ul style="list-style-type: none"> ▪ Academic achievement (e.g. literacy and numeracy) ▪ Behaviour and safety ▪ Attendance 	Staff time and allocation of their resources. Supply cover at £200 a day.	<ul style="list-style-type: none"> • Providing PL on how to teach PE effectively • Employing specialist PE teachers / coaches to work alongside teachers in lessons to increase their subject knowledge • Ensuring that once PE subject knowledge is secure, all staff support and implement cross curricular learning • Whole school targets met more effectively • Pupils using skills such as determination, problem solving, team work and resilience to 	<ul style="list-style-type: none"> • Mapped out curriculum • Pupil's resilience at working at things that are difficult. • Staff more secure in their own subject knowledge.

	<ul style="list-style-type: none"> ▪ Health and well-being <p>SMSC</p>		<p>impact on their whole school life including sports</p> <ul style="list-style-type: none"> • Academic achievement enhanced • Staff across the school can start to make the links across subjects and themes including PE • Pupil concentration, commitment, self-esteem and behaviour enhanced • Positive behaviour and a sense of fair play enhanced • Good citizenship promoted • Ensuring strong, sustainable, effective links to the 2012 Games Legacy and Olympic and Paralympic Values and Rio 2016, 2018 commonwealth, 2018 world cup. <p>Positive impact showing how British values are promoted through sport</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:
				25%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To continue to develop teachers skills and knowledge.	<ul style="list-style-type: none"> • Quality of teaching and learning • Staff Professional Learning • Access to facilities / resources • Ensure professional learning opportunities are provided as required to up skill staff Employing specialist teachers of Physical Education <ul style="list-style-type: none"> • Employing sports coach. • Improving staff professional learning to upskill teachers and teaching assistants • Employing expert advice to evaluate strengths and weaknesses, implement plans for improvement working alongside Youth Sports Trust and consortium PE leads • 	£4680	<ul style="list-style-type: none"> • Employing sports coach. • Improving staff professional learning to upskill teachers and teaching assistants • Employing expert advice to evaluate strengths and weaknesses, implement plans for improvement working alongside Youth Sports Trust and consortium PE leads • More confident and competent staff • Enhanced quality of teaching and learning • Increased capacity and sustainability • Improved standards • Improved pupil attitudes to PE • Positive impact on whole school improvement • Positive impact on middle leadership 	<ul style="list-style-type: none"> • More staff taking leads in extra-curricular/ enrichment activities.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				39%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Extra-Curricular including</p> <p>Partnership work on physical education with other schools and other local partner</p> <p>Swimming lessons for all year 6 who can not swim. Additional to national curriculum requirements.</p> <p>Mini bus lease plus fuel.</p>	<p>Embed and refine the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none"> • Range of activities offered – including after school clubs • Ensure the enhancement and extension of our curriculum provision through effective sports clubs • The promotion of active, healthy lifestyles • Quality and qualifications of staff providing the activity • Review time of day when activities are offered including lunchtimes • Access to facilities (on-site / off-site) – look at transportation needs for offsite provision • Pupil needs/interests (Pupil Voice) • Partnerships and links with clubs • Talent provision –Scunthorpe United scouts • Scunthorpe Athletics etc • Staff Professional Learning • Discussions with individual pupils and liaison with parents / carers • Swimming coaches 	<p>£3134 Swimming pool etc</p> <p>£4086.</p>	<ul style="list-style-type: none"> • Employing or volunteering local coaches to provide extra-curricular sporting opportunities eg swimming, taekwondo, street dance etc • Providing high quality professional learning for adults supporting learning (ASL's) to run sports teams, after school clubs and intra-school opportunities • Buying into existing local sports networks • Providing Coaches to introduce multi-activities at break and lunchtimes • Introducing an in-school physical activity programme • Providing pupils who are gifted and talented with opportunities to visit inspirational training venues and meet sports men and women. • Increased pupil participation • Enhanced, extended, inclusive extra-curricular provision • More confident and competent staff • Enhanced quality of delivery of activities • Increased staffing capacity and sustainability • Improved standards • Positive attitudes to health and 	<p>Clubs occur nightly, several clubs a night.</p> <p>Continue to develop the amount of children attending clubs.</p> <p>Continue to offer a wide range of different clubs, boxing and yoga etc.</p>

			well-being <ul style="list-style-type: none"> • Improved and attendance • Improved pupil attitudes to PESS • Positive impact on whole school improvement • Easier pupil management • Enhanced communication with parents / carers • Clearer talent pathways • Increased school-community links • 	
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				36%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Participation and success in competitive school sports</p> <p><i>(Includes increased numbers of pupils participating in an increased range of competitive opportunities as well as success in competitions)</i></p> <p>Increase in participation rates in such activities as games, dance, gymnastics, and athletics</p>	<ul style="list-style-type: none"> • Review our strategy for engaging in competition • Continue to Engage with our School Games Organiser, North Lincs Sports. • Engage staff / parents / volunteers / young leaders • Improve links with other schools <p>Satellite clubs</p> <p>Review the quality of our curriculum including:</p> <ul style="list-style-type: none"> • Breadth and Balance (Statutory Entitlement – Sept. 2014) Ensuring POS being followed • Time available - Ensuring timetable covers entitlement • Quality of teaching and learning (Lesson planning and observation 	£6760	<p>Paying for transport for fixtures and festivals</p> <ul style="list-style-type: none"> • Increased pupil participation • Extended provision • Increased staffing capacity • Improved positive attitudes to health and well-being and PESS • Clearer talent pathways 	<p>Training for own staff and confidence to deliver competitions at our school. Continuation of work with Sports partnership.</p>

	<p>– sports coach employed working alongside teachers)</p> <ul style="list-style-type: none"> • Staff Professional Learning (PL) – coach working alongside upskilling teachers • Access to facilities / resources – improve facilities and equipment to ensure range of sports can be taught effectively • Pupil needs (Pupil Voice) – through Academy council • Gifted in PE – how to gain access to provision beyond school including discussions with individual pupils and liaison with parents / carers <p>Sports leaders to be trained up and pupils to be accessing organised play at playtimes</p>			
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