

## 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>

## Total funds carried over report

Summary information					
<b>Academy</b>	Oasis Academy Parkwood				
<b>Academic Year</b>	2022/23	<b>Total funds carried over</b>	£0	<b>Date of statement</b>	June 2023

No funds were carried over from the previous year. It means that at the start of the academic year 22/23 the budget to spend will be £18,670.

**PE and sport premium strategy statement:**

Summary information					
<b>Academy</b>	Oasis Academy Parkwood				
<b>Academic Year</b>	2022/2023	<b>Total PE and sport budget</b>	£18,670	<b>Date of statement</b>	July 2023

Key achievements to date: 2022/23	Areas for further improvement and baseline evidence of need:
<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity.</p> <p>As part of our subscription to the Get Ahead competitions package, children have participated in several sporting events and children have experienced the honour and pride in representing their school. E.g. EIS trips, dodgeball, football, athletics and sports hall athletics, Quad kids, Dance Show case, Netball, football (Boys and girls), future stars trip, cross country. Plus winning two Fair Play award at events.</p> <p>More inclusive competitions for children who do not usually participate in sports or those who find accessing sport difficult such as Go Ape to boost confidence of individuals, panathlon and R-evolution Bike Library where some children were given a bike to use or have their current bike fixed, which has increased more children riding bikes to school.</p> <p>Whole school sporting challenges such as the Red Run and inclusive sports day and the introduction of Opal to improve play times has increased children's physical activity and awareness of health and fitness.</p> <p><i>Evidence: club lists, event list, staff feedback</i></p> <p><b>Key indicator 2:</b> The profile of PE and sport</p> <p>The profile of PE has increased due to the Horizons curriculum and the timetabled 2x P.E sessions for all year groups.</p> <p>P.E champions/healthy well-being leaders play an active role in raising the profile of active lifestyles/choices during break and dinner.</p>	<ul style="list-style-type: none"> <li>• Support staff that want to deliver a P.E related after school clubs and use funding to introduce a variety/different offer of clubs.</li> <li>• Through the Oasis Horizons curriculum, track children's fitness levels to see improvements.</li> <li>• Refresh and adapt our playtime/dinner time offer so that children's participation levels don't start to decrease through the work with Opal.</li> <li>• Monitor the effectiveness of Play leaders and Healthy well-being champions and support them to have a positive impact on our playtime offer.</li> <li>• Increase amount of sporting events children attend, especially inclusive events.</li> <li>• Continue to enhance the opportunities for our less active and other targeted groups.</li> </ul> <p><i>A new fitness tracking system is being introduced in September 2023 to help with tracking children's progress in their physical fitness attainment. The academy PE lead aims to use this data (produced 3 times a year) to identify key groups of children who can work alongside the PE youth worker to improve their core strength and general physical fitness. Studies clearly show the correlation between core strength and handwriting as well as general activity levels and academic attainment, so it is vital that we use this data wisely to help push children along in all aspects of life.</i></p> <p><i>Although launched in October 2022 with initial excitement, the OPAL lunchtime project needs continual work and development to ensure that it becomes a fully embedded part of academy life. The PE lead is a member of the OPAL working group alongside a dinner supervisor and two members of SLT. This group will work together over the coming academic year to develop OPAL into its next phase and this may require additional use of PESP funding for resources and CPD over the next academic year</i></p> <ul style="list-style-type: none"> <li>• Ensure that plans are put in place so that P.E lessons are never missed. Offer support when staff can't use the outdoor space due to bad weather. Children need to see the importance and value of P.E.</li> <li>• Continue to monitor the use of correct P.E kit so that children are aware of wearing appropriate kit to perform safely and effectively.</li> </ul>

ClassDojo/face book used to share children’s achievements related to P.E over the duration of the year and share on Class Dojo.

*Evidence: Pupil voice records. trophy display. ClassDojo/FB evidence*

**Key indicator 3:** Confidence, knowledge, and skills of all staff in teaching PE and sport.

Oasis Horizons curriculum implemented well for its first year. Support offered to staff delivering lessons that include new sports/skills such as Fitness and other unfamiliar aspects.

CPD delivered to show staff how to safely use of Play through OPAL This meant that all staff could monitor and see the value to play.

Teacher training continues to increase the confidence and skill of the class teacher in delivering high quality PE lessons.

*Evidence: Staff voice, subject folder.*

**Key indicator 4:** Broader experience of a range of sports and activities offered.

Future Stars event to try and encourage and inspire future stars  
Through the Horizons Curriculum children are experiencing new sports such as badminton.

*Evidence: Curriculum overview document, pupil voice*

**Key indicator 5:** Increased participation in competitive sport

Sports day successfully run and organised from EYFS to Year 6  
Numerous sporting events have taken place through the competition package that the Get Ahead Partnership offer.

- Through Opal monitor play at break/lunch times activity levels with school games mark.
- Look to playtime to add a competitive element e.g. Personal bests and year group competitions, maybe using the OAA activities.
- Timetable CPD during staff insets throughout the year. This can be arranged to that CPD is delivered prior to staff having to teach any sessions.
- Support staff wanting to deliver after school clubs related to P.E.
- Ensure staff deliver the Horizons curriculum effectively and use the experience of last year to identify areas for improvement.
- Monitor and support staff using iPads during lessons to monitor progress as part of the Horizons Curriculum.
- Conducted staff PE audit and identified areas for improvement.
- Provide more opportunities for KS1 pupils to participate in sporting events and competition.
- Offer a wider range of clubs to children. Signpost clubs to parents and children outside of school
- Provide better choice of clubs for children to participate in.
- Increase the number of children who represent the school in competitive sports.
- Increase the schools intra competitions and give more children the chance to compete. This will be implemented using the school house teams.

<p>Red Run days have encouraged competition with peers and self-improvement (Personal bests).</p> <p><i>Evidence: Evolve, ClassDojo, P.E folder, staff and pupil feedback</i></p>	<ul style="list-style-type: none"> <li>• Host football friendlies at school to support the team’s success at the local leagues that take place at The Pods.</li> </ul>
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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?	27%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	19%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97% of children took part in the water safety unit delivered in school
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?	<p>Yes/ <b>No –</b></p> <p>This cohort missed the usual blocks of swimming in Year 4 due to Covid. This is less than what the children usually get and explains the drop in children meeting national curriculum requirements.</p>

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				% of total allocation:
				7.7%
school focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
OPAL playtime project to increase the range of play opportunities for children to participate in	To follow the procedures and protocols set up by OPAL.	Equipment <i>£Pre years funding</i>	Playtime space is more effectively used. Children have been able to play in different areas. This will continue to be developed. Full scheme to implement across the academy for 23/24 year. Evidence and impact will be seen then.	<i>Continue with support from OPAL. Keep check of the equipment inventory and replace items as necessary. As OPAL continues to develop, new equipment to be ordered to allow play to continue to evolve and change.</i>
2 x 1 hour PE Sessions (from OASIS national team) each week for all children in school.	Follow and implement the Oasis Curriculum in school. Children benefit from a progressive scheme of work, written with careful consideration of the aims of the National Curriculum, to ensure a wealth of opportunities to develop physical skills as well as developing the whole child.	<i>£oasis funded.</i>	Oasis scheme enables teachers to feel confident in teaching PE- inspiring those who inspire the children is key to successful PE. Increased CPD for PE lead.	<i>Staff have built up confidence and sing the scheme effectively.</i>
High quality PE resources to be purchased to allow all pupils to access PE lessons. Multiple items of each resource to be purchased which will allow every class to have equality of access even if multiple lessons are taking place concurrently. A new storage shed has also been purchased which will allow equipment to be stored appropriately and clearly.	Equipment audit to be carried out in September and new equipment sourced and ordered. New PE shed to be ordered and put up on the playground. Once in place, equipment to be organised appropriately.	£2864 (1/2)	Equipment has been ordered and multiple items of each resource are in place. This has allowed all lessons to continue, and differentiation can be in place with multiple pieces of equipment.	<i>Equipment audit to be carried out in July 2023. This to be back checked every year to ensure the correct number of resources are in place.</i>
Provision of before/after school sporting clubs for children.	Youth worker to support after school clubs and support children where health or well-being needs are	£8,079.90	Children attending clubs regularly and individuals picked up for well-being. Youth worker in place from Sept 2022 who has run 4 x clubs a week since this point.	<i>Map out the club offer at the start of each year to ensure equity is achieved across the academic year for every pupil. Clubs mapped out in September.</i>

**Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement**



School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sports days have been adapted so that children compete in their classes against each other. A class from each year group will therefore win a trophy which they will display in their class for the following year. Competitiveness encouraged and profile of P.E and sports day raised across the academy.	Order stickers and trophies from foundation to Year 6.	£100	<i>Following sports day, all of the winning classes received their trophy and will take it on to their new class and display it for the rest of the year.</i>	Have stand alone assembly where these trophies are handed out.
After completing the first year delivering the Horizons Curriculum, complete an equipment audit. This will ensure all lessons can be delivered effectively for the second year.	Complete audit and order the necessary equipment needed.	£2864(1/2)	<i>This meant that there was enough equipment to teach each unit effectively.</i>	In the autumn term monitor if anymore equipment is needed and order it.
Onboarding onto the OPAL play scheme required to have access to guidance, resources and input on developing play times for all children in the academy.	Work with SLT to investigate feasibility of OPAL play scheme. Create working group and engage with OPAL mentor to develop playtimes at the academy.	£	<i>Working group set up and will continue into next academic year. Initial responses show a decrease in negative behaviour incidents at lunchtimes. Impact ongoing.</i>	Continue to work alongside OPAL mentor to develop and evolve the scheme for the academy.
Ensure all children are aware of the importance of a healthy lifestyle, including both diet and regular exercise.	Introduce a healthy well-being Champions. With focus on making healthy choices in the dinner hall and play leaders on the play ground.	£50	<i>Impact was strong with children working well with all year groups and delivering the Leadership.</i>	Children to understand the roles and shared with all pupils.
Use the referrals to identify children who could benefit from additional PE intervention, focusing mainly on key fitness and social skills.	Timetable created to use youth worker to run interventions.	£(taken out of youth worker budget) £2693.3	<i>Timetable was tight and interventions worked well. Progress seen by all children and less children now identified as working 'below' the expected standard.</i>	Continue to use referrals to inform interventions in forthcoming academic years.
Pupils, staff and parents are aware of sporting activities and achievements across the school.	Results and photos to be celebrated/ displayed/promoted via bulletin and newsletters and via FC/Class Dojo. School participation at external sporting competitions.	£PE Leader time	<i>Positive relationship building for life. Demonstration of leadership, teamwork and communication skills, alongside facing new challenges. Increase in confidence.</i>	To ensure children are prepared to participate in any sporting event (ie: trained to compete in the high jump, trained to swim in a comp').



<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				% 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:
As part of the Horizons curriculum, staff will be delivering Enrich orienteering. This will need to be mapped out and installed by the Enrich team. Staff training will be necessary to ensure it is delivered to the children correctly.	Book a suitable date for this to take place. Ensure all staff attend.	£968	<i>All staff are confident in delivering orienteering and using the scheme effectively. The training also outlines the online portal which allows staff to use orienteering to teach other cross curricular activities.</i>	<i>Monitor the use of the scheme and identify if staff need any more training. Encourage the use of the scheme for other cross curricular activities and not just for core subjects.</i>
Identify area of staff confidence that requires additional CPD focus. Monitor impact of the CPD.	Fitness elements has been identified as the area of weakness within the staff.	£ (PE leaders time)	<i>Staff took part in shower/team teach in Sept/Oct 2022.</i>	<i>Continue to monitor areas of staff CPD for training in the next academic year.</i>
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				% of total allocation:
				46%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Use minibus to travel to future external events run by SSN (Summer term, if situation changes)	Cost of minibus hire (x7) £1120	£4726	<i>Use a minibus as transportation to regional sporting events against other schools in a range of activities.</i>	<i>At the beginning of the year, highlight across the year, sporting events to attend – booked in advance and to include house competitions.</i>
Engage with the local SGO to provide children with the opportunity to attend a variety of different events which give them additional and broader	Look at 22/23 SGO calendar and map out opportunities for children to attend. Investigate costs of releasing staff to attend with children (i.e. PE lead attends	£1207.5	<i>12 children attended an inclusion festival in Nov 22. These children were all children with SEN who would not otherwise have engaged with opportunities. 10 x children attended a</i>	<i>Continue to map out opportunities at the start of each academic year and ensure budget remains in place</i>

opportunities for engagement.  Club offer to be mapped out at the start of the academic year to ensure that a range of different opportunities are provided to children over and above what the curriculum provides.	and that class needs cover).  Youth Worker employed in January 2023 and runs 4 x clubs a week. Clubs mapped out to provide activities that are different to those provided in the curriculum and in previous years.	£(taken out of youth worker budget) £2693.3	<i>Pentathlon festival.</i>  <i>PE Youth worker has run a different number of clubs every half term. Alongside the opportunities staff have provided through their clubs the school has provided a number of different opportunities this academic year. This includes: , dodgeball, dance and performing arts, penatlon.</i>	to cover staff to allow children to attend.  Continue to map clubs out in advance.
<b>Key indicator 5: Increased participation in competitive sport</b>				% of total allocation:
				21%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
Get Ahead Partnership package -This will ensure we can enter as many children as possible into sporting events and competitions.  Club offer mapped out carefully to ensure that clubs are run which match the competitive events that will be in place locally.	Make sure the offer is upgraded and timetable in dates for intraschool competitions.  Youth worker (PE) employed to ensure club offer can be completed. PE lead looked at SGO calendar and ensured that clubs were on offer that we knew children could then attend and compete in.	£1207.5  £(taken out of youth worker budget) £2693.3	<i>Evidence will be shown throughout the next academic year as this is when the intra-house competitions will be booked.</i>  <i>Children were able to attend clubs and then compete in these activities. This not only gave children the opportunity to participate but also ensured they were well-prepared for the event. Parents were informed which clubs linked to competitive events so they could make an informed choice about their child's participation.</i>	<i>Continue to monitor and assess the competition data</i> <i>Make sure intra-house competitions are booked well in advance so they can be completed termly.</i>  <i>Continue to map out club offers in advance. Ensure focus of club offer for 23/24 academic year is on competitive opportunities.</i>

Additional £382.90 taken out of school Budget