



# Oakgrove Primary School



## Evidencing the impact of the PE and Sport Premium

<b>Amount of Grant Received</b>	£16,366 plus c/f from last year £3871.60 = £20237.60	<b>Amount of Grant Spent</b>	£20237.45	<b>Date:</b> 17.07.22
<b>Break down of PE Grant 2021/22 Expenditure:</b>			<b>RAG rated progress:</b>	
Stockport Partnership (SSCO Sophie)	£15858	78% of grant.	<ul style="list-style-type: none"> <li>• <b>Red</b> - needs addressing</li> <li>• <b>Amber</b> - addressing but further improvement needed</li> <li>• <b>Green</b> – achieving consistently</li> </ul>	
Little Sport Coaching (lunchtime)	£2310	11 % of grant.		
Boogie Bounce	£1246	6% of grant		
Get Set for Education (scheme)	£385	2% of grant		
Equipment (YPO)	£268	1% of grant.		
A star leisure (Boogie bounce trial day)	£170	1% of grant.		
<b>Codes: CB- C. Brandreth. T – Teachers. TAs – Teaching assistants. SSCO – Sophie from Stockport Shapes Alliance.</b>				

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 4 year action plan and impact report shows ongoing progress.

<b>Meeting national curriculum requirements for swimming and water safety</b>	<i>2021/22 (7 Y6 children)</i>
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 meters when they left your primary school at the end of last academic year?	71.4 %
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?	14.2%
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?	71.4%
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?	N/A

## 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	20/21	21/22
Additional opportunities for physical activity during the primary school day – curriculum	<ul style="list-style-type: none"> <li>• Introduce 'The daily mile'</li> <li>• 'Brain break' activities during learning times.</li> <li>• More outdoor sporting opportunities during lunch times.</li> <li>• Increase whole school access to 'outdoor learning' school sessions.</li> <li>• Introduce 'Boogie Bounce'.</li> </ul>	SSCO T & TA	<p>Raised concentration levels / participation in class.</p> <p>Level 1 competitions through the year</p> <p>Children taking part in The Daily Mile.</p> <p>Boogie Bounce sessions on a Tuesday.</p>	<p>- Maintaining a culture of active classrooms.</p> <p>-Run the 'Daily mile' throughout the school.</p> <p>_Take part in Level 2 sporting competitions.</p>					
Lunches & playtimes  (1-1.30pm activity daily slots where children choose one of 5 different adult led activities.)	<ul style="list-style-type: none"> <li>• PE Coaching sessions during lunch times.</li> <li>• OG staff led physical activities during lunch times.</li> </ul>	Sports coaches  SSCO	Raised daily activity levels.	<p>-Run a for a mile to be relaunched.</p> <p>- new play leaders to be trained by SSCO / Sophie</p> <p>-Play leaders to organize structured games following training.</p>					

## 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	20/21	21/22
Behaviour & Attitudes to Learning	Active curriculum / brain breaks Whole school approach to rewarding physically active & sports achievements e.g. assemblies Outdoor Learning sessions	T & TA	Improved concentration and access to learning. Children are proud to share achievements / effort and talk about skills required. Relationships - embedding restorative ethos. Resilience - problem solving. Children to regularly access PE lessons or other sporting activities.	Pupil concentration, commitment & self-esteem enhanced. Staff and pupil questionnaires to find strength and weaknesses.					
Improving Academic Achievement	Whole school approach to rewarding physically active & sports achievements e.g. assemblies Staff CDP / shadowing lessons. Level 1 competitions led by SSCO at the beginning of the school year.	SSCO.	PE 'refusers' are now accessing lessons. Most children joined in with our intra school competitions. A large number of children achieved awards from the SSA competitions.	Awareness of PE achievements to increase / be shared more in school. Take part in Level 2 competitions. Observations / monitoring of lesson delivery. Begin to use the new Get Set planning resource.					
Health & Well Being/SMSC	Introduce Spirit of the Games values. Whole school approach to rewarding physically active & sports achievements e.g. assemblies Celebrating success after attending competitions led by SSCO.	SSCO.	During competitions, children earned badges showing the spirit of the games core values. Sporting achievements are acknowledged during celebration assemblies. Health and Wellbeing days- promoting healthy ways of life (food / mental & physical health)	School values ethos are complemented by sporting values Website to be updated with competition information /Sports leaders to produce reports.					

## 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	20/21	21/22
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 60-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 begin. 2 stars and a wish for teachers.					
PE Coordinator allocated time for planning & review	Assessment. Tracking. Data analysis Display. Website info. Liasing 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	Look at booking several alternative provisions, e.g. drumz allowed / bikability.	CB	Calmer classes. Sports coaches delivering quality sessions.	Following a pupil questionnaire, contact various providers					
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 support	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 2021-22.					
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. Look at Get Sets assessment information.					

## 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	20/21	21/22
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.  Run a Mile.  Boogie Bounce.	T & TAs  SSCO  Coaches / T & TAs	Children aware of healthy choices.  Children proud of competition entries / award received for an in-school award ceremony.  Fitness levels/skills increased.	Continue cooking, gardening and general wellbeing session- health and well-being day.  Enter SSP competitions again in 2022-23  Monitor children's access to the different activities on offer.					
Review offer for SEND pupils	Develop offer to be inclusive e.g. SSP SEND Programme	SSCO & CB	Attending SEND Shapes inter school competitions at the beginning of the school year.	Access more SEND Level 2 competitions during 2022-23					
Target inactive pupils	Develop intervention programmes	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- possible Sophie clubs on Wednesdays.					

## 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	20/21	21/22
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	Continue to attend SEND events / competitions.  Sophie has ran in house competitions / challenge days.					
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.					
Increase Level 1 competitive provision Intra school	Review current Level 1 provision and participation rates Plan a program 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. (Gymnastics / sports day / station activities / tennis comp athletics comp)					
Leadership to extend Extra-Curricular & Competitions Offer	Engage with SSP Young Ambassadors Train Junior Play Leaders	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 (intervention)  Train our leaders to run intra school events.					

## 30 Active Minutes Review - 2021-22 (Autumn term)

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

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Acorns</b>	Lunch time sports coach / activities – 20mins  Outdoor learning – 1hr	Lunch time activities – 20mins  Boogie Bounce- 20 mins	30 mins PESP session / Sophie	Lunch time sports coach / activities – 20mins	Lunch time activities – 20mins  PE T led lesson – 30 mins
<b>Maples</b>	Lunch time sports coach / activities – 20mins  PE T led lesson – 30 mins	Lunch time activities – 20mins  Boogie Bounce- 20 mins	Lunch time activities – 20mins  30 mins PESP session / Sophie	Lunch time sports coach / activities – 20mins  Swimming –30mins	Lunch time activities – 20mins  Outdoor learning – 1hr
<b>Sycamores</b>	Lunch time sports coach / activities – 20mins  PE T led lesson – 30 mins	Lunch time activities – 20mins  Boogie Bounce- 20 mins	Lunch time activities – 20mins  35 mins PESP session / Sophie	Lunch time sports coach / activities – 20mins  Swimming –30mins	Lunch time activities – 20mins  Outdoor learning – 1hr
<b>Willows</b>	Lunch time sports coach / activities – 20mins  Outdoor learning – 1hr	Lunch time activities – 20mins  Boogie Bounce- 20 mins	Lunch time activities – 20mins  30 mins PESP session / Sophie	Lunch time sports coach / activities – 20mins  PE T led lesson – 30 mins	Lunch time activities – 20mins
<b>Oaks</b>	Lunch time sports coach / activities – 20mins  Outdoor learning – 1hr	Lunch time activities – 20mins  Boogie Bounce- 20 mins	Lunch time activities – 20mins  45 mins PESP session / Sophie	Lunch time sports coach / activities – 20mins  PE T led lesson – 30 mins	Lunch time activities – 20mins

## Evidencing the impact of the PE and Sport Premium – Events & Competitions 2021/22

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							
The Big Leap	36			2	All		1	All	-	-
5k Relay Challenge	36				All		1	All	-	-
Commonwealth Sports Day	36				All		1	All	-	-
Sports Hall Festival	36				All		1	All	-	-
Boccia	7				2		2	4/5	-	-
SEND Athletics	7				2		2	4/5	-	-