**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](https://www.gov.uk/government/policies/getting-more-people-playing-sport/supporting-pages/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](http://www.swimming.org/schoolswimming/using-pe-and-sports-premium/).

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](http://www.afpe.org.uk/physical-education/evidencing-the-impact-guidance-template/)
* [Youth Sport Trust](https://www.youthsporttrust.org/primary-pe-and-sport-premium)

### 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**

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| **Summary information** |
| **Academy** | Oasis Academy Henderson Avenue |
| **Academic Year** | September 21 to March 2022 | **Total funds carried over** | £9403 | **Date of statement** | Sept 2022 |

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| **Intent** | **Implementation** | **Impact** |
| These funds will be spent on improving the aspects of Key Indicator 3. Staff will be given sufficient CPD opportunities to further their confidence in delivering high quality P.E lessons. Also, children’s experience of competitive sport will be improved.  | £6000 will be used to employ a P.E specialist from the Get Ahead Partnership. They will monitor/observe every teacher from KS1/KS2. Each teacher will experience this for 6 weeks (full unit of work). £2200 will be spent on the subscription to Get Ahead Partnership competition membership.  | Pupil voice will show children’s experiences during the unit delivered. Staff voice will show the impact it has had on the teacher’s ability to teach P.E confidently and effectively.  |

 **PE and sport premium strategy statement:**

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| **Summary information** |
| **Academy** | Oasis Academy Henderson Avenue |
| **Academic Year** | 2021/2022  | **Total PE and sport budget** | £21,290 | **Date of statement** | Sept 2022 |

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| **Key achievements to date: 2021/22** | **Areas for further improvement and baseline evidence of need: 2021/22** |
| **Key indicator 1:** The engagement of all pupils in regular physical activity.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. The range, variety, quality and expertise of after-school sporting provisions/healthy lifestyles is increasing. Girls football participation has increased significantly with trips to a Woman’s Euro game. More inclusive competitions for children who do not usually participate in sports or those who find accessing sport difficult e.g. football, girls’ only events. Playtime equipment trolley has increased physical activity and experiences (scooters/skipping/balance wheels). *Evidence: club lists, event list, staff feedback* **Key indicator 2:** The profile of PE and sport The profile of PE has increased meaning it has a higher status within school. Pupils are speaking more positively about physical activities and exercise and the level of participation has improved (Pupil Voice P.E champions training Social media to highlight events and results (see fb) & Newsletter to promote and highlight sport in school.Staff wearing the PE kits and pupil PE kits being introducedGirls football participation (Woman’s Euro trip) *Evidence: Pupil voice records. Introducing a trophy cabinet. Newsletter evidence***Key indicator 3:** Confidence, knowledge and skills of all staff in teaching PE and sport.Conducted staff PE audit (confidence improving) Teacher training continues to increase the confidence and skill of the class teacher in delivering high quality PE lessons. P.E specialist spent 6 weeks with each teacher to upskill their delivery of P.E*Evidence: A lead teacher trained to support staff internally and externally through the school sports network.* **Key indicator 4:** Broader experience of a range of sports and activities offered.Pupil voice conducted (whole school)Future Stars event to try and encourage and inspire future starsBikeability successful More curriculum time has been allocated to healthy lifestyles activities as a result of weekly Physical Friday PE sessions and Healthy Body, Healthy Minds lessons.Scooters used at break time *Evidence: timetables and learning walks to help improve provision***Key indicator 5:** Increased participation in competitive sportSports day successfully run and organised from EYFS to Year 6Dodgeball competition at The PodsEIS Future stars tripFootball fixtures for boys and girls (Year 3,4,5 and 6)Get Going regional event in Hull.*Evidence:* *Feedback from staff and parents* | * Increase number of staff members willing to host after school clubs
* Monitor provision and increase more testing to check fitness levels
* Use playground equipment/lines to encourage active play times
* Introduce playground zones and kit/equipment implemented by the P.E champions
* Increase monitoring of attendance and fitness levels
* Increase amount of sporting events children attend (impacted by COVID)
* Continue to enhance the opportunities for our less active and other targeted groups
* Train staff up with using playground markings equipment including dinner staff
* Apply for the Sainsbury’s School Games for gold award
* Continue to improve P.E kit and promote school P.E kit
* Include the trim trail obstacle course during playtimes/lunchtimes to increase physical activity
* Provide more training for staff
* Provide more opportunities for more inclusive sporting events
* Ensure staff deliver the Horizons curriculum effectively
* Provide more opportunities for more pupils to participate in sporting events including KS1 pupils.
* Offer a wider range of clubs to children. Signpost clubs to parents and children outside of school
* Increase the percentage of children leading and managing sports events
* Continue with Bikeabilty
* To continue to offer Boxercise to specific groups to support them in their physical and emotional needs
* Increase the % of children who represent the school in competitive sports
* Increase the schools intra competitions and give more children the chance to compete.
* Enter B and C teams into more competitions
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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? | 34% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 45.6% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 17.5% |
| 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/No – |
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| **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** | % of total allocation: |
| 41% |
| school focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Increased physical activity during break time and opportunities to use a variety of different equipmentTrim trail obstacle course that improves children’s fine and gross motor skills. Encourages the link between practice and improvement. Whole school leaderboardCross curricular orienteering subscription. Children more active during Physical Fridays | Purchase equipment to fill playtime equipment trolleyDesign obstacle course and get quotes for it to be fittedContinue to promote the use of this resource | Equipment £260£11055£250 | More children being visibly active. Less behaviour issues. Children experience life skill of climbing and controlling own body weight. Competitive element with self and peers promoted. *WIDER IMPACT AS A RESULT OF ABOVE* * *Pupils are more active in PE lessons - take part without stopping to rest.*
* *Standards achieved in PE NC are improving with over 95% achieving end. of KS attainment target*
* *Attitudes to learning improved - better concentration in lessons.*
* *SAT results improved - see data*
 | * Questionnaire to find out which clubs children are needed.
* Trim trail used to encourage a ‘personal best’. Promotes competitive element and important of practice.
* Apply changes in playtime to be used during lunchtime as well
* Speaker used during breaktime for dance opportunities
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| **Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement** | % of total allocation: |
| 16% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| - Celebration during assembly for competition winners to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved.-Raise the profile of the P.E champions in school. Ensure they have more opportunities to lead-PE coordinator/shadow to put more events/results/achievements on the website/fb/twitter (social Media).Ensure P.E curriculum is bespoke to the children at our school and our resources/hall space etc. - P.E resources bought so that the new Horizons curriculum can be delivered efficiently. Children will experience a number of new sports. Importance of P.E through new curriculum will be taught.  | -Raise profile of competitions and events in schoolUse Get Ahead Specialist to train P.E champions -Newsletter to promote and highlight sport in school. Have curriculum adapted to suit the needs of our school. P.E specialist to make adaptationsAssess new curriculum and ensure all equipment is ordered so that every P.E lesson in each unit can be delivered correctly | £200£200£100£600£3251 | * Pictures and date showing children engaging in PE and competitions (evidence on social media and website
* Evidence of intra house competitions
* Assemblies and displays
* Staff find teaching P.E easier and children understand the effect that physical activity has on their lives

*WIDER IMPACT AS A RESULT OF ABOVE* * *Pupils are very proud to be involved in assembles/photos on notice boards etc. which is impacting on Oasis 9 habits*
* *Improve attendance and attitudes to learning with better performance in testing.*
* *Increased self esteem/confidence are having an impact on learning across the curriculum.*
 | * Encourage more intra house competitions in school for all year group
* Introduce taster days of various sports for pupils to sample throughout the year
* Access activities at EIS to raise profile
* pupil PE kit being worn
* Look into Opal outdoor play scheme
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| **Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** | % of total allocation: |
| 22% |
| School focus with clarity on intended**impact on pupils**: | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext steps: |
| P.E specialist to deliver CPD over the course of 6 weeks (full P.E unit). Observations/feedback given every lesson. Children will get more from the lesson and meet the success criteria of the lesson. To attend PE conference and PE forums | Arrange with Get Ahead Partnership to employ the best P.E specialist for out school. Timetable when this will be delivered- PE leader to attend conference Leader to disseminate information from conference to all staff in school. Leader to act upon advice gleaned from conference. | £6000£200 | * Staff feel more confident in delivering P.E efficiently and effectively.
* Staff audit that outlines the impact of the CPD delivered by the P.E specialist
* Fit Kit being used and resources

*WIDER IMPACT AS A RESULT OF ABOVE** *Skills, knowledge and understanding of pupils are increased significantly*
* *Pupils really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve.*
 | * Conduct new staff audit end of 2022
* Continue to upskill staff in PE and Sport skills
* Extend the variety of sporting opportunities offered to all pupils and upskill staff through working alongside professional coaches
* Using knowledge and ideas from RIN (Oasis)
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| **Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** | % of total allocation: |
| 11% |
| School focus with clarity on intended**impact on pupils:** | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext steps: |
| -Further increase pupil participation in Intra, Inter and county level competition. Provide opportunities that cater to varied abilities.To promote uptake of a wide range of extra-curricular sports.-Work in partnership with other local schools and sports clubs to develop links that are beneficial to our pupils.To continue to offer swimming as a curriculum entitlement to all Year 4 children for a year. (year 3 for a term)Year 5 offered swimming due to the impact covid has hadChildren to continue to access bikeability   | -Provides pupils with competitive situations, increased participation in physical activity. Encourage staff to conduct them (staff training/inset)-Conduct class survey about who goes to clubs outside of school – Provide whole school with club list. Put on website and re-conduct survey at the end of the yearInclusive sports competitions through the Get ahead Team- To fund the transport of swimming costs so that this curriculum element can be sustained.Year 5 children do not fall behind in swimming-badges following competition of training to be bought | £ PE leader time+£100£ PE leader time+£200£2826£150 | * Increase club provision
* More children involved in school competitions
* Increased swimming data

*WIDER IMPACT AS A RESULT OF ABOVE** *Behaviour has improved particularly at lunch times and this has led to improved learning in the afternoons*
* *Very few instances of pupils not bring kit to school and as a result progress and achievement in curriculum PE is good.*
* *95% of pupils say they enjoy PE and Sport and want to get involved in more activities.*
* *Pupils who were disaffected in school are now engaged and want to take part.*
 | * Pay for whole package with the Get Ahead partnership add a wider range of activities offered to children
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| **Key indicator 5: Increased participation in competitive sport** | % of total allocation: |
| 10% |
| School focus with clarity on intended**impact on pupils**: | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext steps: |
| Purchase Get Ahead Partnership competitions package -To increase the numbers of children who take part in inclusive sports competitions.-Increase the number of children who can access competitions | - Ensure that school takes part in these competitions when they are available.-Enter b and C teams for competition to be able to apply for Gold in the school games. | £2200 | Data from competitions* Social media and pictures on websites etc
 | * Continue to monitor and assess the competition data
* Find additional ways for more children to access school competitions – staff to help
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