



Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised October 2017

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

Primary PE and Sport Premium Funding at Oldbury Park Primary School

| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> • Children across the school have a positive attitude towards PE and Sport. • Staff feel confident and well-equipped to deliver good or better quality lessons in PE. • Children have access to a wide variety of high-quality equipment. • All year groups have experienced an outside coach in the last 12 months for a ½ delivery of PE lessons. • 80 children in KS2 have experienced playing golf as an outreach project. • Lunchtime activities provided for KS2 on a Friday by outside coach. • Blind child attends specialist 1:1 swimming lessons. • Embedded 1k-a-day into school life. | <ul style="list-style-type: none"> • Further CPD in the form of visiting coaches and instructors. • The remaining 180 children in KS2 to participate in outreach golf project. • Continuation of lunchtime activities. • NQT teacher to attend CPD training, provided by secondary colleagues. • Continued provision for blind child to attend swimming and source provision for gym/physio/balance. • Recruitment of PE Teaching assistant(s) to support lunchtime provision, enrich curriculum coverage and support after-school clubs. • Further development of kit stocks, including new, untried, sports. |

School Background in PE and School Sports

- Across the school, children receive 2 lessons of PE each week. In addition to this, classes are encouraged to participate in a daily walk/run 1k-a-day and provision is in place to support children to be active during playtimes and lunch times.
- The school endeavors to enter all competitions, festivals and leagues including those that are part of the Youth Sport Games and in our local cluster. Furthermore, we actively arrange additional opportunities for friendly fixtures with local schools and have set up festivals to host other schools. Intra school competition and activity days have also been arranged to give more children the opportunity to compete in competitive situations. The school also runs a Sports Day for each Key Stage, which parents are invited to attend.
- The school has a large field with an excellent flat surface, 2 spacious playgrounds (each having a ‘trim trail’) with running tracks marked on and the KS2 playground is marked with 2 netball courts and 3 mini tennis courts. Indoors, we have two halls: one smaller hall which is equipped with a range of gymnastics equipment and the second a larger hall. Both have projector screens and sound systems.
- The school is well stocked in terms of equipment. Kit is available for many sports in class sets (enough to allow each child to have a ball, stick, racket, bat etc) and some new sports are also catered for too: Extreme Frisbee, New Age Kurling, Boccia, Badminton and Dodgeball.
- The teaching staff embrace PE with great enthusiasm. All change into appropriate kit to demonstrate their own value of PE time and to show their own high expectations of the children. A number of members of staff have attended CPD in recent years and several more have expressed a keen interest in doing so. We actively seek opportunities for this. All teachers adhere to the two lessons of PE each week and many seek opportunities to deliver beyond this minimum expectation.
- The school actively seeks regular opportunities for children to work with different people and experience new things. We have a regular partnership with the University of Worcester whereby we have access to their excellent facilities and the children and staff benefit from their expertise in well planned sessions. The school has started to run ‘outreach’ projects where children go out of school to experience new things. This includes the golf initiative.
- The children at Oldbury Park are invariably keen to participate in lessons, embrace new opportunities with enthusiasm and many attend clubs in school and away from school.

Swimming at Oldbury Park

Swimming is taught in Year 4 throughout the entire academic year, one afternoon a week. Children are taught by a combination of school staff and paid swimming instructors.

The outcomes for Year 6 children in July 2017 are outlined below.

| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
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| What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year? | 70% |
| 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? | 70% |
| 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? | 70% |
| 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 |

| Academic Year: 2017/18 | Total fund allocated: £20,070 | Date Updated: 13/11/17 | | |
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| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity | | | | Percentage of total allocation: 7.5% |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> - 1:1 swimming lessons and physio/gym for a blind pupil to develop a skill for life and to inspire the child to future participation. - Continuation of successful lunchtime initiative to engage children in physical activity, led by an outside coach. Assists push towards 60 minutes of exercise each day. - Continuation of 1k-a-day initiative to help drive children towards the target of an active 60 minutes each day. | <ul style="list-style-type: none"> - Liaise with 1:1 support TA and Snoezelen. - Book weekly session with outside provider. - Promote in assembly and introduce a reward system. | <p>£500 (2.5%)</p> <p>£1000 (5%)</p> | <ul style="list-style-type: none"> - Child with disability accessing swimming lessons and a healthy lifestyle. - Child receiving 1:1 support sessions in order to make day-to-day exercise more comfortable. - TA – ‘Walking to the venue and back and the exercise there is making ‘H’ more active and able to access PE and a healthy lifestyle.’ - Up to ½ KS2 attending and actively participating. - Nearly 100 (1/4 of the school) children attending dodgeball after school club, up from 55, having enjoyed dodgeball with coach at lunchtime. ALL children completing 1/6 of targeted 60 mins of exercise each day. | <ul style="list-style-type: none"> - To continue into Year 6. - PE TA’s to be used to extend lunchtime provision to 5 days a week across KS1 and KS2. - Continuation of Friday lunchtimes with outside provider. - Rewards system introduced. |

| 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: |
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| | | | | 25% |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> - Special visitors to inspire the children. - Presence of PE TA acting as a role model at lunch time, during lessons and at after school clubs and fixtures. - Celebration assembly to parents and whole of KS every fortnight to demonstrate the importance of PE and Sport to the children and the school community. - Results board to celebrate the effort and achievements of pupils in school teams. - Sports Day to allow children to demonstrate their skills and to promote an enthusiasm for activity. - Newspaper articles to celebrate sporting achievements and raise the profile of school sports. <p>These areas aim to promote child motivation for learning, increase their confidence and develop a positive attitude to learning. With children actively participating, it is hoped that there will be fewer incidents of poor</p> | <ul style="list-style-type: none"> - Arrange for a high profile sports person to visit the school. - Deploy TA appropriately to meet needs of children and staff. - Achievements celebrated in assembly. - Occasional opportunities for children to perform on stage, or videos watched. - Outside school achievements celebrated. - Reports given from school fixtures and events and photos shared. - Write newspaper article to celebrate school's sporting achievements. | <p>£5000 TA Time</p> | <ul style="list-style-type: none"> - Children inspired <p>KS1 children now actively participating in organised lunchtime activities (contributing up to 30 minutes towards target of 60 mins exercise each day).</p> <p>Children more aware of opportunities available outside school (Tai-kwon-do, swimming clubs and athletic clubs) leading to more children participating away from school.</p> <p>Children experiencing success away from school – 2 children winning a county cup final football.</p> <ul style="list-style-type: none"> - Representing school is valued. - Children encouraged to work hard in lessons and ensure their behavior is excellent in order to play in matches. | |

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| behaviour. | | | | |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 27.5% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> - Deployment of specialist PE teaching assistants to assist with the running of sessions and share ideas from up-to-date training. - CPD through visiting coaches to enable teachers to observe specialist, high-quality practice and to have the opportunity to team teach with them. - Staff meeting CPD to allow the PE leader to share good practice and develop the systems used in lessons. - NQT PE CPD course to broaden knowledge of teacher and to share good practice with other colleagues. - Kit supplies to enable quality teaching with class sets of everything, leading to greater active participation. - Leader training courses to enable PE leader to stay in touch with developments and to feedback to staff. - Attendance at University run sessions to enable inexperienced teachers to observe specialists. | <ul style="list-style-type: none"> - Talk to teachers and identify areas of development. - Book specialist visiting coaches. - Source appropriate courses for NQT and RQT teachers. - Audit equipment and purchase any necessary new stock. - Liaise with UW to arrange sessions. - Attend Leader CPD courses. | <p>£3000 (15%) Visiting coach CPD</p> <p>£1250 (6.25%) Some hours of PE Ta time.</p> <p>£1250 (6.25%)</p> | <p>Teacher feedback form – pre and post CPD indicators.</p> <p>Y1 teacher, 'It is a real help having GE. We are able to work in smaller groups and it is easier to meet the needs of the children.'</p> <p>Y5 teacher, 'The dance sessions have been great. Quite a few of the boys were not keen at the start, but all of them were actively participating throughout the lesson. GH is inspiring.'</p> <p>Child voice: 80% of classes greatly enjoyed sessions from visiting coaches. 20% enjoyed the sessions.</p> <p>Teacher survey: 100% improved teaching confidence as a result of CPD sessions. 50% teachers strongly agreed children had made good or better progress in the sessions. 50% agreed. 70% teachers strongly agreed that children were completely engaged. 30% agreed. 70% of classes had new participants as a result of sessions.</p> | <p>Continue to engage local coaches and clubs to enhance the quality of delivery and as a vehicle for developing teachers' own practice through observing new ideas and methods.</p> <p>Continue to take up CPD opportunities for PE leader and NQT's.</p> <p>Regular audit of kit to ensure adequate levels are always available.</p> <p>Develop University partnership to sustain links and access future opportunities.</p> |

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| | | | 100% of teachers would welcome future CPD from same or similar providers. | |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | 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: |
| <ul style="list-style-type: none"> - Continuation of golf outreach project to enable all children in KS2 to experience the activity and to promote an alternative activity to those that are more easily accessible. - Source after-school clubs with new focus to enable children to have a wider range of experiences. - Purchase appropriate equipment to enable new sports to be experienced. - | <ul style="list-style-type: none"> - Use of new PE TA to accompany children. - Book sessions with Golf Centre professional. - Book appropriate transport. - Discuss after-school clubs with provider to ensure a range of diverse opportunities are available to the children. | <p>£3000 (15%)</p> <p>£750 (TA time)</p> <p>£1250 (6.25%)</p> | <ul style="list-style-type: none"> - 180 children in KS2 experience and alternative sport to those available in school. - All children participate in the sessions. - Children show excellent progress in skill development. - 90% of children attending golf enjoyed the sessions. - 60% felt they had improved their skills (staff felt nearer 90%). - <u>35% of children (63) have played golf away from school since the sessions.</u> - PE TA (accompanying children), 'The children were so engaged in the activity and their behavior was amazing. All of them enjoyed it and made incredible progress in only 45 mins. They all said they wanted to go again.' - Attendance numbers (Summer Term – 133 | <ul style="list-style-type: none"> - Develop formal link to Golf Centre. - Provide children with appropriate flyers for evening, weekend and holiday activities. - Training for staff to use the Tri-golf equipment already in school. - Attendance at cluster golf tournament. - Exit routes into clubs established. - Purchase of further equipment. |

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| | | | separate children attending clubs (33% of school) – highest ever average. - Children starting clubs away from school. | |
| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
| | | | | 15% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Employ specialist PE Teaching Assistants to enable the development of existing initiatives and the set-up of new opportunities: <ul style="list-style-type: none"> - entry into netball and football leagues; - participation in all local events where possible; - organise inter-schools sports fixtures and events using PE Ta and additional coaches; - organise intra-house sports events using PE TA; - Sports Day; - attend Inclusive Sports Festival at the University Arena. These opportunities will mean ALL children in the school will experience some competitive sports opportunities each year. | <ul style="list-style-type: none"> - Enter all relevant competitions. - Contact other schools and send out invites. - Liaise with teachers and PE TA. | £3000 (15%) TA time | ALL children in the school to participate in a cluster event with competition. (Attended festivals in multi-skills, swimming, rugby, cricket, golf, cross country). Set up and hosted our own festivals with other schools (rounders, multi-sports). Children to compete against other house teams (intra competitions arranged for Y3/4 boys football and Y3/4 girls football) More fixtures and festivals attended than ever before: Y5 football team play first fixture for many years. Y5/6 boys and girls cricket teams started with indoor matches. Y6 children (who had never played cricket before), 'Can we have a practice club and play more matches?' Y3/4 football with fixtures for first time. Y5/6 girl's football team launched | Arrange a cluster meeting with PE leads to organise further festivals and fixtures. |

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| | | | <p>with friendly fixture. Girls also attended a local city tournament. Lunchtime club started with 12 attendees and now regularly tops 40 children, including a number of girls.</p> <p>Y4 and Y6 Tag rugby tournament.</p> <p>Y4 girl's golf team qualified for the Worcester City and Droitwich Summer Games competition.</p> <p>SEND children compete in high quality facilities – inspiring future participation.</p> <p>Football team top of the Large schools' league with 3 games to go.</p> | |
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| Category of spend | Amount | % of total |
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| Employment of specialist PE Teaching Assistants | £10,000 | 50% |
| Continued Professional Development opportunities | £3,000 | 15% |
| Outreach Golf Project | £3,000 | 15% |
| Purchase of necessary kit stocks | £2,500 | 12.5% |
| Lunchtime provision | £1,000 | 5% |
| Provision for a blind child | £500 | 2.5% |