



**Evidencing the impact of the  
Primary PE and Sports  
premium at Osbaldwick  
Primary Academy**





2019 p64) makes clear there will be a focus on ‘**whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school**’.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31<sup>st</sup> July 2020** at the latest.





**Osballdwick**  
PRIMARY ACADEMY



## PHYSICAL EDUCATION

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### P.E

#### INTENT

At Osballdwick Primary Academy, we recognise the importance of PE and the role it has to play in promoting long term, healthy lifestyles. Our PE curriculum aims to provide all children with high quality PE and sport provision, both through specialist P.E teaching and through the teaching of our own staff. It is our vision for every pupil to enjoy sport and use it as a catalyst to succeed and achieve their potential. Also, we strive to inspire our pupils through fun and engaging PE lessons that are enjoyable, challenging and accessible to all. Furthermore, we want our pupils to appreciate and understand the benefits of a healthy and physically active lifestyle which can be achieved through a positive relationship with physical activity. Through our teaching of PE, we will provide opportunities for pupils to develop values and transferable life skills such as fairness and respect as well as providing them with opportunities to take part in competitive sport. Finally, to consolidate our considerable impact on physical activity in school, we provide a wide range of extracurricular opportunities. These range from a variety of after-school clubs to a number of after school and inter-school competitions which are all designed to increase the amount of physical activity amongst pupils within our school.



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>● Osbaldwick Primary Academy offers two hours of high quality PE lessons to ALL pupils from EYFS to Y6 each week.</li> <li>● Osbaldwick Primary Academy has achieved the Gold School Games Mark in 2018/19, which due to Covid 19 will be rolled over the 2019/20</li> <li>● 53% of pupils are engaged in after school or extra -curricular activity in school increasing from 45%</li> <li>● Pupils competed in 9 different sports at level 2 against other schools. School teams have been football, netball, indoor athletics. Other festivals and competitions were cancelled due to Covid 19. such as Cricket, Netball, Hockey.</li> <li>● First time teams include: Football (Girls and Boys), Hockey</li> <li>● ALL KS2 pupils are delivered swimming lessons at the local secondary school by qualified coaches resulting in on average 90% of pupils being able to swim effectively at the end of Y6 compared to 10% when the year group starts swimming in Y3/4. As mentioned above, lessons for year 5 and 6 were hindered by Covid 19. Measures will be put in place next year to close this gap (if and when the pools are open).</li> <li>● Every week at least x3 Y34 and Y56 in games are facilitated by specialist coaches employed by the school including football, athletics, gymnastics and dance. Pupils are surveyed as to which sports they would like.</li> <li>● Monday morning football club ensures targeted pupils enter school calmly having engaged in sport. This has impacted on a LAC and pupil with managed move who has 100% attendance in school. Breakfast club staff lead in activity for pupils.</li> <li>● Clubs (multi sports / dance / cricket/ Hockey/ Football) and competitions (indoor athletics / cricket) have engaged pupils in KS1.</li> <li>● Dance and gymnastics are areas which the teaching and learning had</li> </ul>	<ul style="list-style-type: none"> <li>● Osbaldwick Primary Academy is aiming to maintain the Gold Sports Mark for 2020/21</li> <li>● Use community support from York City FC and York Knights to develop CPD for staff in Autumn which will develop pathways for community clubs..</li> <li>● Use community support from Yorkshire cricket Board in summer (Joe Barr) to develop an interest in cricket (particularly in girls) and use the CPD to upskill staff in this area.</li> <li>● Enter the dance festival again at the University for the second time as pupils and parents have told us how much confidence and enjoyment they developed</li> <li>● Ensure Y6 residential has more Outdoor adventurous Activity as planned in 2019/20 (which did not happen due to Covid 19)</li> <li>● Develop OAA and link to Y1 and outdoor learning.</li> <li>● Increase the percentage of Y6 cohort who can swim to 100% and plan for targeted swimming lessons for cohorts of pupils - particularly Y5 based on the aforementioned gap in swimming lessons due to Covid 19.</li> <li>● High quality CPD for all targeted teachers and assistant teachers to develop their confidence in delivering high quality PE. Individual needs of staff will be assessed by the PE specialist and CPD allocated on 1:1 basis.</li> <li>● CPD to be developed throughout the year alongside professional sports coaches on a rolling programme starting in the Autumn term and culminating in increased confidence in the application of Physical Education across the school</li> </ul>



been improved over the previous two years. This was something that had been organised again this year but due to Covid 19 the school was unable to deploy the specialist teachers.

- Play leaders have been trained to facilitate games with KS1 pupils at lunchtime.
- York City Knights Foundation have led assemblies on the community stadium and how to best work as a team.
- York City Foundation has worked with all KS2 classes to provide workshops on mental health awareness.
- Every child in school has taken part in a festival at the local secondary school competing against other cluster Primary schools.
- Taster sessions in judo and Taekwondo have resulted in eight pupils from EYS and KS1 taking part in an after school club facilitated on site.
- Assembly from Olympic athlete Craig Heap at the beginning of the year, inspired children to take part in sport through his inspirational story.



<b>Meeting national curriculum requirements for swimming and water safety.</b>	
<i>Year 6 swimming was planned for the Summer term 2020. Due to the current situation with Covid 19, the children were unable to attend their swimming lessons therefore data has been taken from their ability at the end of Year 5 (July 2019)</i>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. <i>(See additional note regarding Year 6 swimming above)</i>	<b>31/40</b>  <b>78%</b>  <b>19 Boys 12 Girls</b>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	<b>21/40</b>  <b>53%</b>  <b>11 Boys 10 Girls</b>
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	<b>5/40</b>  <b>13%</b>  <b>3 Boys 2 Girls</b>
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?	<b>No</b>



## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2019/2020	Total fund allocated: £19,163	Date Updated: 30th June 2020		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				<1%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<b>Point 1:</b> Ensure that all classes are experiencing 2 sessions of physical education per week	CPD provided by the specialists from the Jorvik Partnership alongside Dave Scoreby and Paula Thomas has been used to enhance teachers own pedagogical understanding, which in turn will lead to teachers becoming more confident in teaching different areas of PE. This was identified as a barrier to teaching 2 hours a week during the 2018/19 school year.  Monitoring of both the amount of PE and the utilisation of the sports specialists provided has been monitored and lead has worked closely with a variety of teachers across different years groups in order to monitor the quality and		Positive role models have been created through the interaction with the specialist teachers which has in turn encouraged 12% of children who were not participating in after school clubs last year, to now join in a club with these specialists due to the relationships formed in school.  All children in the school are now accessing 2 regular sessions of physical activity per week	Same specialists to be employed next year due to the positive impact they have had.  Additional coach with a wider range of skills in physical activity required for CPD. This will enable the school to broaden the sports offer we have. Equipment will be needed.



<p><b>Point 2:</b> Encourage a more physically active mindset to life in school</p>	<p>amount of Physical activity that is taking place.</p> <p>York City FC in school to explain the benefits of a healthy</p>		<p>Children took part in a healthy lifestyle competition organised by YCFC. In this competition, they were expected to document all forms of physical activity and the impact this had on their mental health. This included both activity at home and in school and taught them the difference between vigorous exercise and moderate exercise. 167 children took part with over 70% completing more than 30 minutes of moderates exercise a day and 55% completing over 30 minutes of vigorous exercise a day.</p>	<p>Incorporate the lessons learnt in these sessions into the PSHE curriculum next year to ensure Healthy lifestyles are at the forefront of our education.</p>
<p><b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p>&lt;1%</p>
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p><b>Point 1:</b> Assemblies to celebrate sport participation to encourage more to take part.</p>	<p>Certificates for sport competitions and dance festivals are given out in star assemblies to celebrate achievements. Order sports certificates SL to plan in assemblies</p>	<p>£25</p>	<p>Pupils tells us they are motivated to be ambassadors for the school. Staff tell us pupils self esteem and confidence is increased as a result of the celebrations.</p>	



			<p>Pupils are more resilient and keen to take part. Parents are pleased that sport is integral to pupil's wellbeing and daily curriculum.</p>	
<p><b>Point 2:</b> Sporting activities posted on learning journals on seesaw.</p>	<p>Teachers to post videos and pictures to celebrate and send to wider audience of parents</p> <p>Staff meeting by JH to explain the impact that video and photos to parents can have on the eagerness to take part in physical activity, sense of pride etc.</p>		<p>Pupils have feedback to say that they see the sporting achievements of others in their class as a target and see them as positive role models for what can be achieved in sport.</p>	<p>Continue with the use of Seesaw. This has been a great tool for children to showcase their physical activity during COVID 19 and it would be good to utilise and develop its usage moving forward in the same capacity.</p>
<p><b>Point 3:</b> Sports board celebrating achievements outside hall</p>	<p>Complete PE board with photographs of celebrations and targets.</p>		<p>There is now a sports board which pupils enthuse over seeing their achievements. Visibility for staff, pupils and visitors gives a sense of pride to the school.</p>	<p>PE Lead to keep this up to date with events and all of the other positive sporting achievements at Osbaldwick.</p>
<p><b>Point 4:</b> Pupils identify with local sporting personalities and stars and aspire to be a local sporting hero.</p>	<p>York Knights assembly on team work</p> <p>Inspirational assembly: Craig Heap (former Olympic athlete) assembly on working hard and persevering with sport to show what you can achieve.</p>		<p>A selection of sporting role models within school who the children have met and connected with. Assemblies have been focused around the fact that no matter where you come from, you can achieve amazing things through sport and the children have expressed their change in attitudes towards sport as a</p>	<p>For next year, plan in other local people who have been successful in sport or used it as a catalyst to change their lives.</p>



			catalyst to change through these inspirational encounters.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				93%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p><b>Point 1:</b> In order to improve progress and achievement of all pupils the focus is on up-skilling the staff. Staff to increase their knowledge and confidence in the planning and delivery - specifically in gymnastics - with quality outcomes.</p>	Specialist coach to support years 1-6 weekly specifically: targeting the chosen sports which teachers find difficult to teach themselves such as Gymnastics, Dance etc.	£8543 to pay for the Jorvik sports partnership	<p>Provides CPD to the teachers on areas of Physical activity which they struggle with, after school club provides a broader range of sporting opportunities for the children at Osbaldwick and the local sports partnership allows us to access a very broad range of sports and opportunities which is vital to raising the level of sport in school</p> <p>Teachers tell us they are more confident delivering gymnastics and games. They tell us are more confident in the progression within gymnastics.</p>	<p>Monitor the teaching of PE and continue to utilise the use of the Jorvik partnership and expertise it can offer.</p> <p>Develop a programme where the CPD is used alongside the teachers planning with a view to teaching becoming more independent during the next school year.</p>
<b>Point 2:</b> To provide staff with new ideas and approaches to the delivery and implementation of football in the	Sports specialists to upskill staff in football	£7400 to pay for Dave Scoreby	Gives everyone in the school the opportunity to take part in football in their PE lessons within	



national curriculum.		football coaching (Inc. after school club)	school, allows teachers with CPD opportunities in the art of teaching football, provides PPG children with the opportunity to get into school and make a positive start to the morning on Monday, by doing an after school club for girls only, encourages girls to take part in football which is a large initiative throughout the country this year	
<b>Point 3:</b> To provide staff with new ideas and approaches to the delivery and implementation of athletics in the national curriculum.	Paula Bird to complete three half terms of athletics CPD (final half term cancelled due to COVID 19)	£580 to Paula Bird for two half terms of Athletics with after school club	Provides further opportunities for the children of Osbaldwick and sits in line with the local cluster competition at Archbishop for year 3 and 6 and also the city wide competition for year 6	
<b>Point 4:</b> To provide staff with new ideas and approaches to the delivery and implementation of cricket in the national curriculum.	Rachel Hildreth and Joe Barr, to facilitate CPD in Cricket through individual sessions with teachers and a staff meeting to upskill staff.	£130 to the Chance to Shine cricket program (Cancelled due to COVID 19)	N/A	
<b>Point 5:</b> Ebor subject specialist to support PE specialist	PE specialist teacher to liaise with GJ (Ebor Specialist) to identify key priorities within our school.	£1000	Network practice developed with Ebor PE coaches across Ebor and as a result competitions established and staff expertise shared.	Continued to promote high quality PE across the school and Ebor.
			Moderation, impact statements	



			and next steps scrutinised and addressed in cluster day.	
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				5%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<b>Point 1:</b> Jorvik sports partnership festivals attended by all year groups throughout the year	<p>KS1 compete in more sports to engage pupils at an earlier age.</p> <p>Y34 pupils compete in more sports to engage pupils at an earlier age.</p> <p>Dance and gymnastics are offered as an after school club (cancelled due to COVID 19)</p>	<p>Within the £8543 budget paid to Jorvik Sports Partnership</p>	See level 3 provision from Jorvik partnership	Buy back into the level 3 Jorvik partnership next year.
<b>Point 2:</b> Increased range of after school clubs offered to EYFS KS1 and KS2	<p>Follow up taster sessions for judo, Taekwondo to get flyers to EYFS and KS1.</p> <p>Ensure places taken up for judo.</p> <p>Survey all pupils as to new clubs.</p>	<p>£870 (some within the budget for key sports specialists in Key Indicator 3)</p> <p>Paula Bird, York City Knights, Rachel Hildreth (Cancelled due to COVID 19),</p>	Allows the children to experience new sports and understand different types of physical activity	Book and plan in new sporting activities for next year.



<p><b>Point 3:</b> Focus on dance to increase pupils in after school clubs. Take part in York University Dance Festival</p>	<p>After the success of previous year, Dance specialists - York Dance Space - to run after school club with the purpose of entering University Dance competition . More parents engaged and buy tickets to watch the dance to encourage physical activity.</p>	<p>Ignite sports (Cancelled due to COVID 19)</p> <p>£100 (Cancelled due to COVID 19)</p>		<p>Meet with York Dance Space to map out 2020/21 provision. Performances to whole school and parents inspire more pupils to take part in dance. Staff member to observe club in summer term to continue should money stop.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p><b>Point 1:</b> Broader range of competitions schools participate as provided by the Jorvik sports partnership and EBOR.</p>	<p>Events, competitions and other opportunities for Physical activity:</p> <p>23.09 Gavin Cook taekwondo Day</p> <p>24.09 Craig Heap Inspirational Assembly</p> <p>24.09 Craig heap athletics session with UKS2</p> <p>24.09 Cross country championship Askham Bryan (48 entries from Years 1-6)</p>	<p>Part of the Jorvik funding</p> <p>£500 transport mini bus / coach</p>	<p>Increased physical activity</p> <p>Impact was due to be measure through pupil surveys in the summer term (Cancelled due to COVID 19)</p>	<p>Sign up for Jorvik partnership</p>



	<p>27.09 Tag Rugby festival AHS UKS2</p> <p>01.10 Rugby league competition York City knights UKS2</p> <p>08.10 Quicksticks Hockey Vale of York School LKS2</p> <p>17.10 Dance Session YSDF Y1-6</p> <p>18.10 Sportshall athletics AHS Year 3</p> <p>18.10 Girls and Boys Football tournament UKS2 YCFC</p> <p>18.10 Dance Session YSDF Y1-6</p> <p>24.10 Dance Session YSDF Y1-6</p> <p>24.10 Dance Session YSDF Y1-6</p> <p>12.11 OAA Cross Country festival Dalby Forest ((entrants years 3-6)</p> <p>12.11 York City Mental health day Year 1-6</p> <p>13.11 Sports hall athletics UKS2 – Fulford School</p> <p>14.11 Quad Kids Years 1 and 2</p> <p>13.02 Primary cup football competition Years 4,5 and 6</p> <p>28.02 Boys football competition OLQM</p> <p>05.03 Boys football CADE Trophy ABS</p> <p>17.03 Cricket all stars roadshow KS2</p> <p><b>All further cricket, netball, football (both boys and girls) cancelled due to COVID 19</b></p>			
<p><b>Point 2:</b> Increase the variety of afterschool clubs After school clubs</p>	<p>Identify the key disadvantaged children throughout the school</p>	<p>All funding, included in the</p>	<p>See club registers</p>	<p>Plan for more clubs and different coaches and sports to</p>



	<p>Track the activity of all pupils across the school based on in school activity and extra-curricular</p> <p>Offering of three sports clubs a week to encourage participation in extra curricular activities - provided by BD &amp; DS + another sports specialist dependent on the term</p> <p>Aut - Athletics, Girls and Boys Football, Dodgeball, Dance, Hockey and Rugby</p> <p>Spring - Athletics, Gymnastics, Get active. basketball, netball</p>	sports partnerships and specialists mentioned in key indicator 3.		provide after school clubs in 2020-2021
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	