



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



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 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:

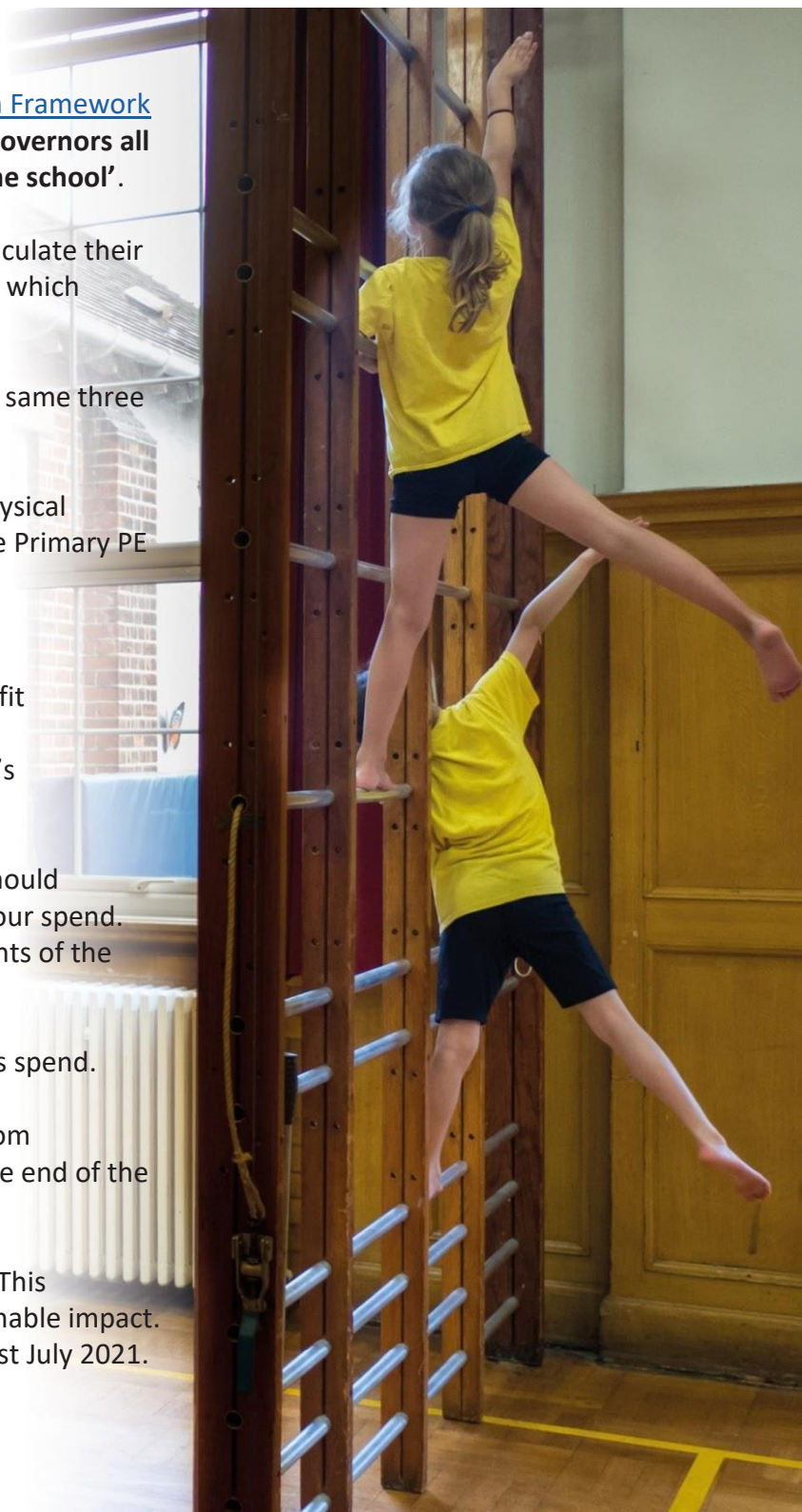
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit 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, including any under-spend from 2019/2020, 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 **31st July 2021** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).





Osaldwick
PRIMARY ACADEMY



PHYSICAL EDUCATION

P.E

INTENT

At Osaldwick 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.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Osboldwick Primary Academy offers two hours of high quality PE lessons to ALL pupils from EYFS to Y6 each week. Osboldwick Primary Academy has achieved the Gold School Games Mark in 2018/19, which due to Covid 19 will be rolled over the 2020/21. However, have worked towards maintaining this through online events, inter school online competitions etc. throughout the duration of the pandemic. 43% of pupils are engaged in after school or extra -curricular activity Throughout the year (apart from the government enforced lockdown) there have been three extra-curricular clubs giving every child the opportunity to attend at least one club per half term. Clubs include: multi sports / cricket/ Hockey/ Football, netball Pupils competed in 6 different online competitions against local schools including Cross-country, York Iron Man and a range of challenges set by the partnership. Every week at least x3 Y34 and Y56 in games are facilitated by specialist coaches employed by the school including football, athletics, multi-skills and multi-sports. Pupils are surveyed as to which sports they would like. Monday morning football club ensures targeted pupils enter school calmly having engaged in sport. Every member of staff has worked alongside a trained specialist for at least one term. This has enabled staff to improve their confidence in the delivery of PE. 	<ul style="list-style-type: none"> Osboldwick Primary Academy is aiming to maintain the Gold Sports Mark for 2021/22 Use more external support and make the most of the opportunities offered within the city after COVID. 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 Ensure Y6 residential has more Outdoor adventurous Activity as planned in 2019/20 (which did not happen due to Covid 19) Develop OAA and link to Y1 and outdoor learning. Increase the percentage of Y6 cohort who can swim to 95% and plan for targeted swimming lessons for cohorts of pupils - particularly Y5 based on the aforementioned gap in swimming lessons due to Covid 19. Continue the development of 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. CPD to continue 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

Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES/NO * Delete as applicable

Total amount carried forward from 2019/2020 £ 0

+ Total amount for this academic year 2020/2021 £ 18,360

= Total to be spent by 31st July 2021 £ 1,184.80 (Or does this mean what we have spent over the year??)

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.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 2021.</p> <p>Please see note above.</p>	<p>24/38</p> <p>63%</p> <p>17 Girls 7 Boys</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	<p>16/38</p> <p>42%</p> <p>10 Girls 6 Boys</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>14/38</p> <p>37%</p> <p>8 Girls 6 Boys</p>
<p>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?</p>	<p>N/A (Covid 19)</p>

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: 2020/21		Total fund allocated: £18, 360		Date Updated: 08/07/21	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
Point 1: 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 Andy Gallagher (from Ignite coaching) 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 2019/20 school year. Monitoring of both the amount of PE and the utilisation of the sports specialists provided has been introduced and lead has worked closely with a variety of teachers across different years groups in		£6275 – Dave Scoreby Football £3610 – Ignite Coaching £6551.50– Jorvik Sports Partnership	
				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	
				Continuity of some of the specialist coaches as they continue to have a positive impact. 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>order to monitor the quality and amount of Physical activity that is taking place.</p> <p>Alongside that, the CPD has been targeted at teachers who lack confidence in their teaching of PE</p>		Teachers are more confident and willing to do PE	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">%</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>Point 1: Assemblies to celebrate sport participation to encourage more to take part.</p>	<p>Certificates for sport competitions And festivals are given out in star assemblies to celebrate achievements. Order sports certificates SL to plan in assemblies</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>Point 2: Sporting activities posted on learning journals on seesaw.</p>	<p>Teachers to post videos and pictures to celebrate and send to</p>		<p>Pupils have feedback to say that they see the sporting achievements of others in their</p>	<p>Continue with the use of Seesaw. This has been a great tool for children to showcase</p>



<p>Point 3: Sports board celebrating achievements outside hall</p> <p>Point 4: CPD of staff</p>	<p>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>Complete PE board with photographs of celebrations and targets.</p> <p>Encourage a love of sport within the staff through CPD and an increased confidence in teaching</p>		<p>class as a target and see them as positive role models for what can be achieved in sport.</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>More opportunities and enthusiasm towards sport across the school</p>	<p>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>Potentially include PE national curriculum objectives on Seesaw plus to enable assessment and progression.</p> <p>PE Lead to keep this up to date with events and all of the other positive sporting achievements at Osbaldwick.</p> <p>Encourage staff to raise the profile of sport with their own class with challenges and/or events.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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>Point 1: 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> <p>Point 2: To provide staff with new ideas and approaches to the delivery and implementation of football in the national curriculum.</p>	<p>Specialist coaches (Ignite and to support years 1-6 weekly specifically: targeting the chosen sports which teachers find difficult to teach themselves such as Gymnastics, Dance etc.</p> <p>Sports specialists to upskill staff in football</p>	<p>£3610 – Ignite Coaching</p> <p>£6551.50– Jorvik Sports Partnership</p> <p>Ebor Specialist help - £504</p> <p>£6275 – Dave Scoreby Football</p>	<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 a variety of different sports and games. They tell us are more confident in the progression within gymnastics.</p> <p>Gives everyone in the school the opportunity to take part in football in their PE lessons within 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</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> <p>Increase the effectiveness of the CPD to ensure that it has a lasting impact.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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:
Point 1: A wider range of sporting equipment purchased	Purchase of a wider range of PE equipment including: Sports Kit Lacrosse Tri golf Goalball Ultimate Frisbee Dodgeball	£1419.50	A greater understanding of different sports across the school More opportunities for a wider variety of sports	Ensure they continue to be taught and a wide range continues to be offered.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
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:
Point 1: Increase the variety of afterschool clubs After school clubs	<p>Identify the key disadvantaged children throughout the school</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 Ignite, BD & DS + another sports specialist dependent on the term</p> <p>Aut - Athletics, Girls and Boys Football, Dodgeball, Hockey and tag Rugby</p> <p>Spring - Athletics, basketball, netball</p> <p>Summer - multisports</p>	All funding, included in the sports partnerships and specialists mentioned in key indicator 3.	See club registers in the office	<p>Plan for more clubs and different coaches and sports to provide after school clubs in 2021-2022.</p> <p>Invite more external coaches in to administer a wider variety of sports.</p>

Signed off by	
Head Teacher:	
Date:	20/07/2021
Subject Leader:	Joshua Hind
Date:	16 th July 2021
Governor:	
Date:	20/07/2021