

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool Revised July 2021

Commissioned by



Department for Education

Created by





Oxenhope CE Primary School PE and Sport Premium Plan 2023-24

It is important that our PE and Sport Premium funding is used effectively and based on school need. The Education Inspection Frameworkmakes clear there will be a focus on 'whether leaders and those responsible for governors all understand theirrespective roles and perform these in a way that enhances the effectiveness of the school

Under the Quality of Education Ofsted inspectors consider:

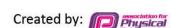
Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

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:

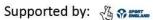
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects;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















Details with regard to funding

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£17,770
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24 £17,710	
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£17,710

Swimming Data

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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?	











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: 2023/24	Total fund allocated:	Date Upda	ated: September 2022	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that			Percentage of total allocation:	
primary school pupils undertake at	least 30 minutes of physical activity a day in	n school	_	20%
Intent	Implementation		Impact	
Focus should be clear what we want the pupils to knowand be able to do and about what they need to learn and to consolidate through practice:	Make sure our actions to achieve are linked to your intentions:	Fund ing alloc ated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To increase the opportunities for children to engage in structured exercise during each day.	Continue with embedding the new PE models. Monitoring by PE lead. Attempt to embed and extend so that more classes are able to participate in 45 minutes a day. Aim to increase the number of events in the competition calendar & ensure these are embedded in the timetables and long term plans. Create a more formal monitoring system to capture gaps in more details and plan a strategy to encourage participation. Develop curriculum for outdoor learning. Discussion already underway with external providers of outdoor learning activities. High Adventure and Doe Park already booked. Include subsidised places to encourage wider access.			













Key indicator 2: The profile of PESSPA	A being raised across the school as a tool fo	or whole sch	ool improvement	Percentage of total allocation
				10%
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:	Fund ing alloc ated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Pupils able to identify with specific sports	Continue to embed this over coming year and using monitoring outcomes to assist with choice of clubs and ways to target pupils and encourage participation. Aim to partake in a broader range of competitions, including more year groups. Partake in BDAT interschool activities. Continue to promote achievements. Seek ways to identify pupils with specific talents and promote excellence and look at pathways for exploring these abilities. Include physical and sporting activities in pupil progress meetings moving forward. PE lead to distribute responsibility across school and to have more involvement in developing the PE strategy. Seek opportunities for KS1 and EY to partake in out of school and interschool activities. Introduce Active Ambassador Award (Play Leaders) initiative to cascade PE leadership	£1771		













Key indicator 3: Increased confidence	icator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			
				40%
Intent	Implementation		Impact	
Our school focus should be clear	Make sure our actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what we want the pupils to know	achieve are linked to your	allocated:	pupils now know and what	next steps:
and be able to do and about	intentions:		can they now do? What has	
what they need to learn and to			changed?:	
consolidate through practice:				
Invest in subject leaders and whole	Senior mental health leader to	67004		
school CPD to increase confidence,	cascade knowledge.	£7084		
knowledge and skills in the delivery of PE	,			
sport and outdoor learning.	Embrace Trust-wide opportunities			
	including PE PLC.			
Continue to embed 2 hours of				
PE/outdoor learning.	Senior Mental Health lead to gain			
	understanding of Healthy minds			
Further induction of new sports leaders	Chartermark and work on delivery			
to include any identified CPD	and impact across school.			
requirements and participation in				
relevant workstreams.	PE leader to be supported to monitor			
	the impact of the curriculum.			
Additional CPD sessions to be identified				
and cascaded to relevant staff.	Continued development of Quality			
	First Teaching of PE & PSHE,			
Identify new outdoor learning leaders	particularly for ECTs. This remains a			
and invest in CPD to develop this role.	high profile across the school &			
Initiate 'In the wood' project.	remains more prominent in the			
	timetable with a minimum of 2 hours			
Continue to monitor impact of the MHFA				
strategy. Explore 'My Happy Mind'	learning time.			
opportunities.				
	Enable opportunities for staff to			
Improve the knowledge and	observe & discuss techniques with			
understanding of healthy lifestyles in	any visiting sports coaches or			
children.	instructors.			













Key indicator 4: Broader experience of	of a range of sports and activities offered	to all pupils		Percentage of total allocation:	
Intent	Implementation		Impact		
Our school focus should be clear what we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure our 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:	
Maintain and increase the number of sports and interschool activities. Continue to develop our physical environment and develop our playground and woodland so that is exciting, stimulating, and inclusive and that it encourages children to be physically active, work collaboratively and develop problem solving skill.	Enhancing the outdoor curriculum, including opportunities for gardening and planting, as well as outdoor and adventurous opportunities. Embed links between healthy foods, healthy minds and healthy bodies. Continue with early development of cycling skills. Extend cycling and bikeability to more year groups. Maintain the most preferred recently introduced sports and introduce more, inclusive sports. Curriculum, clubs and competition calendar will reflect the increasing range of sports. Continue to invest in resources which encourage physical activity for all pupils, eg Blackwell Woods and other outdoor area, resources and experiences, including nature cameras and planting activities in woodland area. Maximise natural environment for Healthy Minds/mindfulness activities focussed around				













Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
	10%			
Intent	Implementation		Impact	
Our school focus should be clear what we want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure our 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:
Continue to maximise opportunities for interschool activities and potentially increase the number of interschool activities within the Trust.	Continued participation with competitions previously entered. Further develop links/shared activities with local schools or schools within the	£1771		
Improve internal sporting events to add a more competitive edge.	Trust. Participation in the planned Trust-wide			
Introduce a specific focus on increasing opportunities for Key Stage	competitive events.			
1 and Early Years. More children represent the school in a wider range of sports.	Ensuring extra-curricular activities include opportunities to compete (particularly for KS1 and EY)			
a wider range or sports.	Introduce more intraschool competitions, including house competitions and mixed year group competitions.			
	Plan some 'come-and-try-it' sessions to introduce new sports/activities for different year groups, eg Boccia.			
	Clubs and competition calendar to encompass an increasing range of sports.			













Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	







