



Evidencing the impact of Primary and Sport Premium 2019-20

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Creation of CPD training opportunities for existing staff from qualified sports coaches: hockey coaches, Adam French - Inspire</p>	<p>Offer a variety of sports, at a range of ability levels, both as part of the curriculum and extra-curricular, after consultation with the student body, so that all pupils want to take part</p>
<p>Implementation of achieving PB scores for all pupils through daily timed running or skipping</p>	<p>Engagement with sports outside the curriculum for all pupils with the intention that every child experiences physical activity via an extra-curricular club by attending at least one (lunchtime or after-school provision)</p>
<p>Successful Football Tournament-June 2019</p>	<p>Ensure PE provision engages all pupils by upskilling staff and ensuring ongoing training needs are addressed i.e. HD in Year 4 and new permanent member of staff</p>
<p>School Games Award-Silver (June 2019)</p>	<p>Continue to update resources currently in school to ensure the level of sports provision can continue</p>
<p>Implemented assessment for PE skills across the school-combination of input from external sports coaches and using Jasmine assessment cogs across school</p>	<p>Additional staff to be trained in swimming</p>
<p>Link with Oxford City Sport in the Community-Ruth Senior (Y3, 4 and 6)</p>	
<p>Implemented intra-sports games for KS2 once a week</p>	
<p>Sports Relief Week-March 2020</p>	
<p>Invested in new basketball and netball posts to support teaching/coaching of whole class during class PE sessions, intra-sport competitions, after school clubs and break times</p>	
<p>Implemented expectation that each member of staff offers a physical activity extra-curricular club</p>	
<p>Upgraded swimming training for 2 staff</p>	



Love Determination Responsibility Respect Kindness Friendship Honesty

Meeting national curriculum requirements for swimming and water safety	
Percentage of current Year 6 cohort that swim competently, confidently and proficiently over a distance of at least 25 metres? Attainment on leaving primary school.	<i>Information not available – school closure</i>
Percentage of current Year 6 cohort that use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	<i>Information not available – school closure</i>
Percentage of current Year 6 cohort that perform safe self-rescue in different water-based situations?	<i>Information not available – school closure</i>
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



Love Determination Responsibility Respect Kindness Friendship Honesty

Action Plan and Budget Tracking

Academic Year: 2019-20 Total fund allocated: £17,760 (of which £16,172 – 91%) spent Date Updated: April 2020

Key indicator 1: The engagement of <u>all</u> 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				Percentage of total allocation: £11859 – 66.9% (73.3% total spend)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>For all children to improve their fitness and sustain positive learning behaviour throughout the day:</p> <p>providing daily opportunities for children to join in organised (in class) and free choice (at playtime) physical activities during the school day</p> <p>making sports equipment easily accessible to children</p> <p>extending the range of extracurricular sports and physical activities through after school clubs and during break times for children who are not able to stay after school</p>	<p>Training of Y5 as playground leaders by PE coach using School Games resources</p> <p>Staff identify less-active pupils in their class and encourage them to take part in extra-curricular clubs and sports activities during break times</p> <p>Continue with opportunities for all children to engage in physical activities during the classroom day, including: daily running (mile) and skipping; use of Go Noodle and similar resources in the classroom; movement breaks during and between lessons.</p> <p>Continue to fund residential and sports after school clubs for children from disadvantaged backgrounds</p> <p>Buy-in specialist coaching including hockey & Inspire Sport for 6 weekly lessons throughout the year, covering all classes</p> <p>Continue with well-established, fun events in which all children participate and to which parents are invited: Sports Day, May day dancing, pancake races</p> <p>Ongoing replenishment of playground equipment – balls, rackets, hoops, skipping ropes etc.</p>	<p>(£39-PE shed key copied)</p> <p>£1,680 (historical invoice from Cherwell School-coaching 2018)</p> <p>£1,290 (hockey coaching)</p> <p>£8,850 (Inspire Sport)</p>	<p>Fitness of the children has improved eg. improved PB scores – teachers track PB scores for children in class.</p> <p><i>Not all PB data available due to early school closure (coronavirus)</i></p> <p>Providing new additional sport equipment for coaching has allowed all members of the class to be engaged all the time during sessions.</p> <p>PP and other vulnerable children-fees are paid by the school for sport-related clubs/trips/etc. Financial support given to students on Y5 residentials</p> <p>Specialist coaches, Adam French and Rebekah (hockey), are very popular with the children</p> <p>This has been successful in terms of providing a variety of engaging playtime equipment</p>	<p>Y5 children trained in Sports Leadership-encourage these pupils (as they go to Y6) to help Adam French with organising intra-games on Wednesdays. Encourage a rota of Sports Leaders to be responsible for the Sports display-promoting fixtures and recording results</p> <p>Class teachers to encourage PP children and other disadvantaged pupils to participate in physical activity/mental health clubs-ascertain what they are interested in at the beginning of the school year so we can offer it</p> <p>Update inventory of equipment, including condition – plan for future expenditure</p> <p>Encourage teachers to actively participate in daily mile/ skipping with their class and act as motivators as children respond well to being led by example</p> <p>CPD for staff-continue to observe and participate in PE sessions in order to up-level skill base when and if funding stops</p> <p>Extend Forest School opportunities to children in KS2</p>



Love Determination Responsibility Respect Kindness Friendship Honesty

	<p>Karate after school club offered this year</p> <p>Continue with a range of active after school clubs, including: hockey, football, tennis, karate, football team coaching, running. Gardening and drama club also include a lot physical activity</p>		<p>All staff offered physical extra-curricular club.</p> <p>Advertised offer of a dance club and hockey club generated little interest, but karate club very popular.</p>	<p>Continue to monitor and order new playground equipment half-termly</p> <p>All staff to offer at least one physical activity extra-curricular club a year-this can be a lunchtime or after-school club and manage days for each club to maximise potential uptake</p> <p>Sports Council to discuss clubs and sports their class would like</p> <p>Aim to increase the % of disadvantaged pupils participating in extra-curricular sports activities, including subsidising their participation</p> <p>Girls Football Team-need to promote and find a trainer</p> <p>Link PE curriculum with revised PSHE curriculum including taking account of rising mental health agenda – including links between physical fitness and staying mentally healthy</p>
<p>encouraging walking, cycling and scooting to school and expecting children to walk to events in Oxford city</p>	<p>WOW travel tracker to school initiatives and reward scheme</p> <p>Focus, where possible, on trips and events in Oxford that children can comfortably walk to</p>		<p>Travel tracker indicates that now almost all children who can, do walk to school.</p> <p>Theatre, museums, sports events are walked to when possible</p>	<p>Explore new ways of tracking children's journeys to and from school as this has lost its appeal</p>
<p>promoting healthy diet through focus on healthy snacks and in the curriculum</p>	<p>Encourage a healthy life style-no chocolate, crisps, etc. for snacks and/or lunchboxes; science and PSHE curricula cover the importance of a well-balanced diet</p>		<p>Enrolled in veg scheme (ITV)- little impact however as school dinner lady said our children eat a wide range of vegetables</p> <p>The School Lunch provided cooking workshops for KS2 classes-well-received</p>	<p>Have more cooking workshops-these are really good motivators for the children</p>



			Children can identify healthy and non-healthy options for snacks and lunch ingredients	
inspiring children through visits from top sports people	Visits from inspiring sportspeople-booked the tallest basketball player in UK however <i>cancelled due to early school closure due to coronavirus</i>		Y2 Parent expert providing running coaching in school time and as after school club	Re-book basketball player for new academic year Contact local secondary schools (partnership) and encourage top student athletes to come and discuss their journeys

Key indicator 2: The profile of PE School Sports Partnership (PPESSPA) being raised across the school as a tool for whole school improvement				Percentage of total allocation: £101 – 0.6% (0.6% total spend)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Promote sport to whole school community by:</p> <p>celebrating success of sporting achievements in whole school assemblies, display boards and newsletters</p> <p>rewarding and recognising sporting success</p> <p>working in partnership with other schools and local sports partnership</p>	<p>School teams' successes are celebrated in sharing assemblies, sports display board kept up to date, articles in termly newsletter</p> <p>Annual sports award is awarded to a girl and boy who embody the spirit and values of 'School Games' with the aim of inspiring others</p> <p>The Linda Hackett Fair Play Award is given to a child from St Michael's School that best exemplifies sportspersonlike qualities during the annual St Michael's' Football Tournament. A separate award is made to the most sportspersonlike team.</p>	<p>£55 (trophies)</p> <p>£16 (stickers)</p> <p>£30 (OSFA fees)</p>	<p>As well as school sporting success, individual children bring in certificates, medals and cups for sports activities they do outside school</p> <p>Children readily contribute written reports of fixtures for newsletter and display board</p> <p>Good professional links between PE lead and sports partnerships can lead to new opportunities for children</p> <p>PTA Football Tournament was well attended by families and a number of local schools joined in – funded by the PTA</p>	<p>Further extend inter-sports opportunities, including different sports and activities</p> <p>Develop more dynamic sports presence on school website</p> <p>Encourage more teachers to support inter-sport events</p> <p>Explore opportunities to develop sporting links within Cherwell Partnership</p> <p>Advertise the football tournament to local schools well in advance to ensure a well-attended event</p>



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£1320 – 7.4% (8.2% total spend)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To ensure the children incrementally improve their confidence and skills in a range of sports through:</p> <p>excellent teaching by confident staff who have had an excellent model of how to teach PE effectively</p> <p>well informed leadership of PE in school by the PE coordinator</p> <p>teaching staff who know how to assess children's performance in PE and how to move them on successfully</p>	<p>Teaching and support staff work with skilled coaches delivering PE – one third of each classes' PE lessons are led by an expert coach</p> <p>Funding and time for the PE lead to attend relevant training and conferences and to plan and review implementation of school's sport and PE strategy</p> <p>Training in REAL PE assessment methods</p>	<p>£705 (Supply Cover Teachers pay/pensions/NI)</p> <p>£370 (training course)</p> <p>£245 (Jasmine licence-assessment)</p>	<p>Teachers continue to show improved practice when teaching PE curriculum and leading more imaginative physical activities during the school day</p> <p>Increasing expertise of PE lead, allowing her to introduce more ideas, activities and longer-term plans to PE and sport across the school</p> <p>Assessment format has been discussed in staff meetings and is now being used. Assessment data is on the shared area and informs future planning</p> <p>2 staff have upgraded swimming training</p>	<p>Continue to fund expert PE coaches to work alongside teachers</p> <p>Continue to look for opportunities to increase the capacity of the PE lead</p> <p>Fully embed confident PE assessment across the school</p> <p>Upgrade swimming training for a further staff member</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£2818 – 15.9% (17.4% total spend)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To extend the range of sports and sporting experiences children are exposed to by:</p> <p>widening the range of after school clubs</p>	<p>Introduction of new sports after school clubs</p> <p>Wider range of playground equipment</p>	<p>£1,313 (equipment)</p>	<p>See also evidence in section 1 above</p> <p>New karate club running at capacity</p>	<p>Teachers leading after school clubs to focus on wider range of physical activities</p>



<p>increasing the range of equipment and activities available at break times</p> <p>giving children the opportunity to experience different sports venues</p>	<p>Seek out sports activities at different venues in Oxford (preferably in walking distance from school)</p>	<p>and delivery costs)</p> <p>£1,505 (equipment maintenance and quotes)</p>	<p>More children actively participating in physical activity at break times, playing in mixed age groups</p> <p>Whole class and group (Year 5 & 6) engagement in sports activities at different venues, so all children aware of the different types and quality of sports facilities</p> <p>Ferry Centre indoor sports hall Trinity College sports ground Oxford Academy Oxford Spires Headington Girls School Rye St Anthony <i>Cheney School</i> <i>Oxford City Football Club</i></p>	<p>Continue to seek opportunities for children to take part in sport at different venues</p>
---	--	---	--	--

<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p>
				<p>£74 – 0.4% (0.5% total spend)</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>To give children the skills and opportunities to compete in competitions for a range of sports by:</p> <p>providing specialist coaching for all children in a range of sports</p> <p>seeking out suitable inter-school competitions</p> <p>providing intra-school competitive sporting opportunities</p> <p>developing the skills and capacity of school sports teams</p>	<p>Specialist sports coach continue to teach 6 lessons a week across the school to improve children’s skills</p> <p>Participation in existing inter school sporting competitions</p> <p>Weekly coaching for school football teams by staff and volunteers</p> <p>Start of intra-sport competition for KS2</p> <p>Annual award for achievement in sports for individual children (Grundy Cup)</p>	<p>£74 (transport to/from inter-school competitions)</p>	<p>Participation of school teams in football, cross country, inter-school and other tournaments</p> <p>Children’s engagement and enthusiasm during intra-school competitions</p> <p>Teams from all years participated in St Michael’s Football Tournament 2019</p>	<p>Continue to increase the number of pupils participating in inter-school competitive sports – look for opportunities beyond football, hockey, rugby</p> <p>Continue with specialist hockey training including lower KS2 participation to ensure skills develop over the years and support involvement in tournaments</p> <p>Explore whether there are more staff and parents with the time and expertise to provide sports</p>



Love Determination Responsibility Respect Kindness Friendship Honesty

	<p>Annual St Michael's Football Tournament, run by PTA and managed by specialist sports coach</p> <p>Purchase of new sports kits for teams to wear when representing the school</p>			<p>coaching, including Girls Football Team</p>
--	---	--	--	---