

PE and sport premium plan 2020-2021

Summary information					
Academy	Oasis Academy Warndon				
Academic Year	2020-2021	Total PE and sport budget	£21,180 + <b>£4150</b> <b>COVID-19</b> <b>underspent</b> <b>from</b> <b>2019/2020</b> <b>(allocated in</b> <b>red)</b>	Date of statement	9 <sup>th</sup> July 2021
			Total 2020/2021 spend is £13,100		

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p><b>Curricular PE:</b> Assessment data has shown that during the academic year 2018-2019, 86% of pupils in Year 2 met or exceeded end of year expectations and 83% of pupils in Year 6. This evidences the strength and depth in teaching within the subject, both by the PE specialist and teaching staff. Covid-19 did not allow for full data for the 2019-2020 academic year to be completed.</p> <p>Due to a leadership change, a specialist PE HLTA was employed by the school for the 2020-2021 academic year to work alongside the newly appointed PE lead. This change of structure, will retaining a specialist PE teacher has allowed the strength in depth of teaching to continue. A new lesson proforma was shared with staff to ensure that lesson specific CPD could be embedded into each unit of work, ensuring staff feel confident to teach every unit. This, alongside a new assessment format have strengthened to school's approach to teaching PE and has given staff the ability to teach and assess curricular PE to a higher standard – 'This looks amazing, I will find this so so helpful'.</p>	<p>PE assessment in the school has historically been undertaken by the PE specialist, a qualified teacher. Due to changes in staffing, the new structure of PE HLTA and a class-based PE lead meant that this was not possible. As a result, a new assessment format will be created and shared with staff with the expectation that class teachers now have the responsibility for assessing and recording the PE data. The 2018-2019 Year 2 and Year 6 data can be used as a baseline to evidence the accuracy of this new system of reporting. This data will also be used as part of the new class teacher handover process, ensuring that staff are always aware of the ability of their children with regards to PE. Including PE as part of this transition data is not something that has previously been done.</p> <p>The school invests 1 unit per academic year into outdoor and adventurous activities (OAA), but the school site has not been previously set up to allow for focused OAA to take place and the expertise does not exist in the current staffing to provide CPD for this. The school will invest, via an external partner, in an orienteering mapping service to be rolled out during the Spring term. This will provide the school with all the resources necessary to deliver high-quality, effective OAA units of work. Staff will also</p>

<p>Staff CPD continues to be a success within the academy. The PE lead was released for a week during the 2020 Autumn term to work with staff across the academy and evaluate the current status of PE teaching in the school. This ensured that strengths and weaknesses could be highlighted and addressed and allowed specific staff to be targeted for come 1:1 PE CPD in the remainder of the academic year.</p> <p><b>Extracurricular PE:</b></p> <p>Due to the Covid-19 pandemic, club offering has been forced to be limited compared with previous years. However, every year group from Year 1-6 will have access to an extra-curricular club for at least 1 term during the 2020/2021 academic year. This includes selected pupils across the school being able to attend a covid-19 recovery club, designed to develop and improve social and physical skills for those most vulnerable children for whom the pandemic has had the most impact.</p> <p>The school has continued to develop links with various external providers. A new link was forged with Kits Academy who the school have been working closely with to run and monitor the covid-19 recovery group. Due to the Covid-19 pandemic, we have been unable to host as many external companies as in previous academic years, but links with Worcester Warriors, Worcestershire CCC and the Wyre Forest Sports partnership have been maintained and will be built upon when the covid-19 situation allows. The PE lead is looking at developing new links with Ravenmeadow and Perdisswell Park Golf Club and PGA pro Leo Tarrent. Due to the pandemic, no inter-school sporting events have taken place.</p> <p>Other areas of success for the start of the 2020-2021 academic year include the refreshing of PE equipment, ensuring that all lessons are well resourced and that staff know how to use more specialist pieces of equipment.</p>	<p>be provided with specific CPD on this new resource, ensuring that a lack of experience in this area does not have an impact on children's progress.</p>
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	29% (assessed in Autumn 2019 – no further assessment has been possible due to Covid-19).
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	65% (assessed in Autumn 2019 – no further assessment has been possible due to Covid-19).

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85% (assessed in Autumn 2020) further assessment has been possible due to Covid-19).
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?	There was no swimming as part of the 2020/2021 taught curriculum. This was due to Covid-19 and the regulations around school swimming. The school could only get a space at the swimming pool during Summer 2 and decided to use this to give Year 5 pupils an opportunity to develop water confidence before the continuation of the swimming curriculum in 2021/2022. This spend is highlighted under indicator 4.

<b>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</b>				Percentage of total allocation: Of 2019-2020 rollover: 30% Of 2020-2021 allocation: 12%
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<p>Continued investment in equipment for both curricular PE and playtimes. This will ensure that in curricular PE, children have access to all the equipment required to make outstanding progress, but also makes use of extensive opportunities at lunchtime to encourage positive lunchtime activity.</p>	<p>Inventory check of current equipment and reorganize to ensure equipment is fully accessible for all. Order new equipment where needed.</p>	<p>£1800</p>	<p>Equipment checked during Summer 2020 initially and then updated termly throughout the school year. PE lead to work closely with behaviour lead within school to further develop lunchtime opportunities upon the 8/3/21 return to full opening. In curricular PE, the investment of new equipment has ensured that all children are able to have fuller participation in lessons (ratio of equipment now closer to 1:2 than 1:4 in sport specific lessons).</p>	<p><i>Audit of equipment ready for the 2021 Pilot OCL curriculum. Equipment ordered and will ensure children have access to outstanding resources to enable fulfilling physical activity.</i></p>
<p>Improved OAA facilities in the school, giving pupils the opportunity not only to use OAA during PE lessons, but explore the resource during cross-curricular learning throughout the school day. Invest in the phonics package to provide EYFS children the opportunity to be continually physically active through their phonics development.</p>	<p>Invest in OAA package of learning to increase opportunity for physical activity outside of specific PE lessons. Phonics package included to aid physical development in EYFS.</p>	<p>£600 (cost of OAA resources)</p>	<p>FEB 2021 - OAA package purchased through Enrich Education and set up in advance of the full return to school in March 2021. Full units of work embedded into summer term PE mapping. Staff have had CPD in OAA and have skills required to embed the OAA principals into wider curriculum (i.e reading and maths). OAA embedded as a fundamental part of the SELF curriculum during Summer 1. OAA focus of the 2020-2021 SEF.</p>	<p><i>PE lead to monitor use of OAA and ensure staff are using not just in PE lessons but throughout the school day during cross-curricular teaching. Phonics package not yet purchased, but PE lead to work closely with Phonics lead to adapt package to be more suitable for OAW and then embed when purchased.</i></p>
<p>Use Yoga as a means of improving daily physical activity throughout different areas of the school day. Embedded into routines within the school day with</p>	<p>Invest in online yoga videos as tools for wellbeing and increased physical activity – especially core strength considerations following Covid-19</p>	<p>£240</p>	<p>Yoga videos purchased and rolled out during the final phase of 2021 lockdown. Will continue to be used on children's return to school as a daily</p>	<p><i>Monitor those children vulnerable as a result of lockdown and continue to use this resource to</i></p>



<p>specific focus on wellbeing and core strength development.</p> <p>Ensure that, in the case of Covid-19 bubble closures, that children have the opportunity to be continually active despite an absence from school. Providing all children with the means and opportunity to remain active.</p> <p>Ensure that lunch time supervisors (LTS) have sufficient training to successfully manage the new playtime equipment.</p>	<p>lockdowns.</p> <p>In case of any COVID closures, ensure continuation of physical activity. Provide children with activities that can be completed with minimal equipment to ensure all children have the ability to access and stay active during any isolation.</p> <p>New playground equipment purchased during Spring term to allow children to be more purposeful and active with their play. LTS have training on use of this to ensure active times well managed at break and lunch. Behaviour lead released to train LTS alongside SLT.</p>	<p>£500</p> <p>£300</p>	<p>physical activity. Considerations made that children may come back to school with reduced core strength and mobility so yoga has been embedded into the daily return to school timetable.</p> <p>PE lead released to create programme of physical activity for any bubble closures. Implemented in January 2021 when lockdown commenced. Programme was focused on fitness and designed to ensure that there were no boundaries to completion (i.e equipment). Benchmark tests taken in week 1 of lockdown, and children who engaged showed improvements in their scores across the lockdown period.</p> <p>Children have become far more purposeful in their play. The amount of breaktime incidents has declined and children are utilizing the equipment to become more active in their play. LTS are well trained and can organize and manage small team games.</p>	<p>target specific groups of vulnerable children</p> <p>Staff completed assessment at end of summer term. This data to be used to ensure vulnerable children are identified and worked with from September 2021 to bridge gaps in physical capability.</p> <p>Continue to develop this provision. In September 2021, when bubbles cease to exist, additional equipment may need to be purchased due to increase in numbers of children on playground at any one time.</p>
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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: Of 2019-2020 allocation: 0% Of 2020-2021 allocation: to be confirmed: 13%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to develop leadership opportunities for pupils by embedding roles in the school such as house captains. The creation of these opportunities, mainly in Year 6, will give many students the chance to take on additional responsibility ahead of leaving the academy.	House captains to be elected during Autumn 2020.	£500	<p><i>FEB 2021 - House captains successfully elected in Autumn 2021. These children will aid PE lead during whole school competition such as cross-country, PE day and sports day. Due to covid-19 lockdown, these events have been delayed until the Summer term.</i></p> <p><i>Summer term update – House captains worked alongside PE lead to create video messages of support for pupils in advance of whole school competitions. Events were carried out in bubbles which meant the house captains could not lead on the day, but they worked alongside PE lead to take on this additional responsibility.</i></p>	With the ceasing of bubbles in September 2021, new house captains to be elected from within Y6 to build on work from this year. Equipment monitors also to be elected to build on responsibility of looking after PE equipment.
Utilise the new OAA and Yoga resources to investigate opportunities to further develop active periods during the school day. Not just during PE lessons.	PE lead released to work on opportunities to embed new resources into the school day.	£500	<p><i>Yoga and OAA resources were embedded into the curriculum in areas outside PE. OAA resources used successfully during whole school curriculum days, getting children active and energetic in opportunities that were not specific to PE.</i></p>	Continue to develop these areas when the new OCL curriculum begins in September 2021. This new curriculum will provide additional opportunities for children to become active and this will need to be explored when the pilot begins.
Develop links with parent/carer community to raise the schools sporting profile and develop links between school and home. Giving children the	PE lead to create social media handle with specific reference to sport and PE. HLTA to delivery 2 x before school clubs inviting parents in (if Covid regulations	£250	<p><i>Whole school social media handle has been created and PE events linked to that. No specific PE handle created. Working alongside admin team to raise</i></p>	With changes to covid regulations from September 2021, additional opportunities to work alongside



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: Of 2019-2020 rollover: 46% Of 2020-2021 allocation: to be confirmed: 17%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>With the introduction of new OAA resources in the school, specific staff meeting allocated to delivery specialist CPD in this area.</p> <p>General PE CPD for staff, both whole staff and on a 1-1 basis (new members of staff targeted this year). The upskilling of staff will ensure better teaching and learning in PE across the academy.</p>	<p>Investments made in OAA activities mean that staff will need sufficient CPD to provide the confidence to use the new resources.</p> <p>PE Lead released to identify general PE CPD for staff and deliver 1:1 CPD. Particular focused on new members of staff.</p>	<p>£400 – cost of OAA external CPD.</p> <p>£1,500</p>	<p>FEB 2021 – CPD took place in January 2021 and staff feedback indicates the increased levels of confidence in delivering in this area, in particular the ‘way OAA can be embedded into all areas of learning’. Meeting recorded to ensure sustained impact for new members of staff to the academy.</p> <p>FEB 2021 - Monitoring of PE was increased again this year and PE lead released for 1 x week in Autumn term to complete lesson drop ins. Prior to this, staff completed a competency questionnaire to identify needs throughout the school. All staff received feedback and whole school strengths/development points discussed in staff meeting. Staff meeting focused on the new</p>	<p><i>Monitor the success and delivery of OAA delivery in the new pilot OCL curriculum.. Recording of meeting ensures viability of project moving forward.</i></p> <p><i>Continued focus on CPD moving into the new academic year with the new pilot curriculum coming in. PE lead to work with SLT to identify need.</i></p>



<p>Provide staff with continuous CPD through creating a new lesson format. In lesson tips and CPD allow key concepts and skills to be addressed at the point of delivery, ensuring children are being taught by teachers with the most up to date knowledge possible.</p> <p>Invest in more effective method of assessing PE in the academy. Give teachers the tools to assess termly. This will provide data to be given as part of the end of year handover and also allows children's progress to be more closely monitored throughout their time at OAW.</p>	<p>New lesson slide proforma to provide staff with 'in lesson' CPD. PE lead released to create proforma and to update all planning to include 'teacher top tips'.</p> <p>Staff have had relevant CPD training on the new curriculum for September 2021 – created by PE lead.</p> <p>New assessment proforma shared with staff through staff meeting. PE lead released to create and monitor implementation.</p>	<p>£1000</p> <p>£500</p>	<p>assessment proforma and how to assess in PE.</p> <p>Feedback from staff is very positive and the ability to drip feed lesson specific CPD has been "so helpful". Lesson drop ins conducted after the creation of new lesson slide indicated that staff were using well and subject specific knowledge was being imparted to children at increased levels than previously. Assessment data showed where progress was made and staff supported to understand this in their context.</p> <p>Assessment format created and shared with staff at January 2021 meeting. Format created so that children's progress can be monitored from Reception up to Year 6 and will provide focused data on attainment (PP, SEN, EAL and M/F filters). Staff completed first assessment at end of March 2021 and second in July 2021.</p>	<p><i>PE lead delivered whole trust training on 1<sup>st</sup> July giving CPD ready for pilot curriculum in 2021. Continue to ensure that staff are prepared for this and support with relevant CPOD when necessary.</i></p> <p><i>PE lead to check in on assessment completed at end of Summer term. Identify gaps and use the data to target children who may require additional intervention to reach potential from September.</i></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: Of 2019-2020 rollover: 24% Of 2020-2021 allocation: to be confirmed: 15%
School focus with clarity on intended impact on pupils:				
External coaches hired for extra-curricular clubs. Targeted specifically at children deemed as vulnerable following covid-19 pandemic and providing them with the opportunity to take part in a wider range of sporting experiences.	Approaches made to KITS academy to run club for children across the academy. Staff to identify specific children who would benefit from this opportunity.	£1000	20 Year 6 pupils took part in this club during Autumn 2 and staff reported increased social confidence in these children. From April 2021, the club will run twice weekly, enabling children from every year group to access the provision.	PE lead to visit opportunities for children to experience a broader range of sports in next academic year.
PE HLTA to run extra-curricular clubs across all year groups. Clubs taught to be focused on sports not delivered within the taught curriculum (i.e. tri golf, dodgeball).	PE HLTA given additional hours to run 5 x clubs a week across the entirety of the summer term which, alongside the external company offerings, ensure that children from every year group have the opportunity to experience a range of sports and activities.	£2000	Children from every year group had the opportunity to sign up and clubs have run for every year group this academic year. Due to covid bubbles, club sizes were smaller than previous years, but all children who requested a space got a space.	PE lead to ensure that club offer for 2021/2022 matches or exceeds this year. PE lead to work alongside SLT and parents to address covid concerns which was a barrier for some parents sending pupils to clubs.
Seek opportunities to provide children with additional opportunities to become confident in water and practice water safety.	Due to Covid-19, there was no swimming as part of the taught curriculum. In summer term 2021, funding was used to provide current Year 5 pupils with the chance to	£1250 (cost of lessons + transport + release of staff to cover)	48 children in Year 5 took up the option. Parents and pupils were delighted that this non-curricular water confidence course was provided. Further impact will be	PE lead to ensure that all Year 6 children have the opportunity to go swimming in Summer term 2022.

	experience a short 3-week water confidence course. Due to the pandemic, these children had not been swimming in school since they were in Year 3.		assessed next summer when this cohort moves to Year 6 and will be reported in the 2021/2022 report.	
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:  Of 2019-2020 rollover: 0% Of 2020-2021 allocation: to be confirmed: 14%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Due to the Covid-19 pandemic, opportunities for inter-school competitions are limited. PE lead to actively create new intra-school opportunities, within Covid-19 bubble restrictions.	Creation of new 'PE day' within the Spring 1 SELF curriculum term. Designed to promote competition between pupils where inter-school competition has been halted due to Covid-19. PE lead and curriculum lead released together to create content. X-country events planned for April 2021. Promoted heavily to fill void of competitive sport due to covid-19	£1,500	PE day successfully carried out during Summer 1. Children competed in year groups to compete a range of physical activities. Messages of encouragement recorded by house captains to promote competition across the school. Cross country event took place during Summer 1 and children from Years 1-6 competed within their houses.	In 2021/2022 – ensure the school can return to competing in inter-school competitions following the easing of Covid restrictions. Continue to use model of cross-country and sports day to encourage intra-school competition to continue.

<p>Relaunch house system to ensure fair allocation of houses across all classes. Work with attendance officer to ensure that new children are automatically added and that staff are using the houses during all intra-school sporting events.</p>	<p>pandemic. PE lead released to manage the event.</p> <p>New system for monitoring house admissions created by PE lead and attendance officer. New children are automatically added to ensure houses are always equal.</p>	<p>£500</p>	<p>House system successfully relaunched and given greater gravitas across the whole school. House points rewarded for PE achievements and tallied up. House system successfully used during cross-country and sports day.</p>	<p>Continue to ensure new starters are added to the house system in a fair manner. Continue to promote house system as a tool for recording PE achievement.</p>
<p>PE lead to explore opportunities to compete in 'virtual' competitions during the academic year, giving children the opportunity to represent themselves or their school in sport during 2020/2021.</p>	<p>PE lead helped create 'minutes moving' OCL campaign during Spring lockdown. Children had the opportunity to compete against other schools to see who could complete the most physical activity during lockdown. Prizes purchased for top achieving children within the academy.</p>	<p>£500</p>	<p>Children competed in both virtual competitions, helping to attempt a Guinness World Record during May 2021. Children commented on how much they enjoyed competing not only against others, but against a world record.</p>	<p>PE lead to continue to develop opportunities for children to compete in 'non-traditional' methods (i.e. competing for a world record).</p>
	<p>PE lead released to deliver school's involvement in 'Body and Soul' week. Children to take part in physical activities across the week, competing to create a Guinness World Record at the end of the week.</p>	<p>£500</p>		

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