



PE AND PRIMARY SPORTS PREMIUM REVIEW 2022-2023

Details with regard to funding

Please complete the table below.

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| Total amount allocated for 2022/23 | £16,650 |
| How much (if any) do you intend to carry over from this total fund into 2023/24? | £0 |
| Total amount allocated for 2022/23 | £16,650 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £16,650 |

Swimming Data

Please report on your Swimming Data below.

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| <p>Meeting national curriculum requirements for swimming and water safety. 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 then transfer to the pool when school swimming restarts. 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? 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 2022. Please see note above</p> | <p>0% Due to the nature of the physical disabilities of the pupils at Oak Field, swimming is focused on water confidence and safe entry/exit initially</p> |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above</p> | <p>0%</p> |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | <p>0%</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>Yes Yes – it is used to provide Saturday swim sessions so students can further develop skills and water confidence with their families in an appropriate environment, as well as an after school swim</p> |

Created by:



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| Academic Year: 2022/23 | Total fund allocated:£16,650 | Date Updated: July 2023 | |
| 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: 18 % |
| Intent | Evidence and Impact | | |
| Area of focus and evidence of need | Sources of evidence and pupil progress /development | | Sustainability and suggested next steps: |
| <p>Reason for focus: <i>For all pupils the benefits of engaging in regular physical activity are well-established. Focus is often on physical benefits such as improved cardiovascular fitness, reduced risk of becoming overweight or obese, and increased bone and muscle strength. These are especially important for pupils with SEND who in general experience poorer physical health other children the same age. (source: nursing times)</i></p> <p>Pupils with PMLD and CLDD are engaged in regular physical activity through the development of sensory boxes linked to the orienteering course. Pupils will be working on developing their motor skills alongside outdoor activities.</p> | <p>Evidence PE lead has liaised with class teams around engagement of individual pupils linked to their physical development outcomes, these are reflected in PE aims and outcomes for sessions. Class teachers include physical development goals on achievement profiles. Sensory boxes linked with the orienteering course containing resources to stimulate pupils in engaging with physical actions. Increased numbers of classes able to access the orienteering. Boxes have enabled increased adaptation of tasks set at each orienteering station. Due to the boxes being mobile the course can be moved from outside to other areas such as the hall or corridors around the school meaning lessons take place in all weathers and overcome many logistical difficulties. Training input for staff, including MDSAs around physical development linked with the sensory experiences in terms of fine and gross motor skills. Boxes used during PE specific sessions and continued use as lunchtime activities. Pupils engaging in a wider range of physical activities linked to their EHCP aims and achievement outcome goals.</p> <p>impact Pupils achieving their physical development goals as reflected in their achievement profiles. Increased access and use of orienteering course - pupils accessing physical activities in PE sessions and across the day through cross curricular learning. Pupils engaged in activities supported by staff who have had specific training in the skills of each activity who can support their individual and complex needs.</p> | | <p>Continue to update boxes half- termly to link with topics and themes.</p> <p>Annual training for MDSAs.</p> <p>Pupils to take a lead on putting objects in the sensory boxes coming up with their own ideas - link in to schools council - pupil voice.</p> |

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| Key indicator 2: The profile of Physical Education School Sport and Physical Activity (PESSPA) being raised across the school as a tool for whole school improvement | | Percentage of total allocation: 18 % |
| Intent | Evidence and Impact | |
| Area of focus and evidence of need | Sources of evidence and pupil progress /development | Sustainability and suggested next steps: |
| <p>Reason for focus: <i>The scientific evidence is clear that disabled children and disabled young people can benefit from being physically active in their everyday lives</i> (source: https://www.gov.uk/government/publications/physical-activity-in-disabled-children-and-disabled-young-people-evidence-review/physical-activity-for-general-health-benefits-in-disabled-children-and-disabled-young-people-rapid-evidence-review)</p> <p>Pupils to engage in half termly challenge targets focused on different aspects of physical activity including strength and balance</p> | <p>Evidence</p> <p>Plan of challenges set out for the academic year including:</p> <ul style="list-style-type: none"> • Big Oak Field Swim • Gym challenge • Dance challenge - routines filmed and shared across the school • Treadmill challenge • Rowing challenge <p>Pupils were challenged to compete against other classes, but also to improve their own personal targets. Many events took place in school hall so were a focal point for all pupils.</p> <p>PE lead has completed training with staff, including sessions with the MDSAs around skills for the challenges</p> <p>Development of videos and instruction booklets shared with staff and pupils including a video that was created by pupils across the school demonstrating exercises to complete.</p> <p>Instruction sheets written that include adaptive exercises.</p> <p>Completed in PE lessons but also utilised by class teachers for other PE sessions. This was launched in the school's 'mental health week', focusing on developing healthy bodies and healthy minds.</p> <p>Updates on leader boards for challenge to introduce competitive element between both pupils and staff in different groups - challenge cups to be introduced for phases</p> <p>Sensory circuits club set up with equipment weekly on the school's tarmac tennis court area, pupils accessing the activities across the year supporting pupils to engage in physical activity and also in helping to maintain a regulated state to access other areas of learning</p> <p>Impact</p> <p>Pupils accessing physical challenges and joining in competitions with peers.</p> <p>Profile of sport and physical activities raised through targeted themed challenges, visible to all and including staff role-modelling</p> <p>Cross curricular links to promote healthy bodies and healthy minds so not seen as a stand-alone physical activity.</p> | <p>Challenges to be linked to activities at home - shared through seesaw or comms</p> <p>Physical activities challenges set for families for the holidays to maintain activities</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: 30 % |
| Intent | Evidence and Impact | |
| Area of focus and evidence of need | Sources of evidence and pupil progress /development | Sustainability and suggested next steps: |
| <p>Reason for focus: <i>Pupils at Oak Field are developing their playing and interaction skills, they can often find it challenging to share equipment or work together in teams to take part in sporting activities. They require staff to demonstrate and model this to them. By introducing staff 'sports champions' with strengths and knowledge in this area, skills can be cascaded down to other staff and ultimately the pupils.</i></p> <p>Pupils to engage in structured sports activities over lunchtimes</p> | <p>Evidence Key staff identified and trained as 'Sports Champions' in each pod to support the development of specific sporting activities over lunchtime /break times Schools councils and classes identified sports/sporting equipment that they would like on the playground and this was purchased and in place for EYFS/KS1 and KS2 playgrounds. Pupils on KS2 have particularly enjoyed the taxi bikes. The equipment purchased allowed pupils across KS1 to use their outdoor environment in a much more accessible way increasing the frequency of it's use. The accessible tuff trays allowed pupils to access a wide variety of physical learning activities with ease, meaning they were able to work on individual targets such as reaching out with their arms, and grasping with their hands thereby improving their gross and fine motor skills in a cross curricular way. It also meant that pupils were able to access water and sand play with ease, sensory experiences which helped motivate a range of pupils to use their hands and arms to explore. The messy play easel did much of the same thing with regards to ease of accessibility, particularly when outdoors, but more within the context of art-themed activities. This had the same benefits as the accessible tuff spot with regards to hand function and gross motor skills. The fence panels allowed the EY/KS1 outdoor area to be split/cut off into a more manageable and safer outdoor area, meaning pupils were able to safely spend time outside while out of equipment, where they could work on individualised targets from rolling to crawling, to walking Sports champion trained, and training for MDSAs also completed sharing ideas and demonstrating the use of equipment and possible activities to complete shared Structured cricket training sessions with staff trained up by coaches to run striking and fielding activities and table cricket. Pupils have learnt how to work as a team and ways of congratulating peers and celebrating success. Fair play has been encouraged through the cricket activities that were led at lunch. 2 x Teaching assistants qualified to teach rebound therapy on the trampolines. More regular access to physical therapy that relaxes muscles and joints increasing our pupils who have complex needs quality of life.</p> | <p>Review and change sporting activities /skills on offer for the next year</p> <p>Increase numbers of staff trained as sporting champions.</p> <p>6th form pupils to lead activities for pupils in lower key stages /sports leader model</p> <p>Further development of the use of the outdoor area through continuous provision to focus on physical development for pupils in KS1</p> |

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| | <p>Impact Use of bikes in KS2 - increased engagement in physical activities. Not only has this developed their physical activity as they take turns in pedalling or pushing the bikes, but it has also had the added benefit of developing their social and interaction skills as they carry other pupils as passengers and develop their turn taking skills. KS1 equipment has supported the development of the gross and fine motor skills of the pupils offering alternative ways to develop physical skills other than through traditional sporting/PE routes increasing engagement for some pupils. Teamwork skills developed through bikes, cricket and other playground activities - pupils actively encouraging each other to be active and engaged in events.</p> | |
| <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | | <p>Percentage of total allocation: 30%</p> |
| <p>Intent</p> | <p>Evidence and Impact</p> | |
| <p>Area of focus and evidence of need</p> | <p>Sources of evidence and pupil progress /development</p> | <p>Sustainability and suggested next steps:</p> |
| <p>Reason for focus: <i>Encouraging pupils with disabilities to take part in a broad range of sporting activities including ones that could then be engaged with in the wider community</i></p> <p>Pupils to join in with and engage in new or different sporting activities as part of National Schools Sports week and beyond.</p> <p>For pupils to engage with laser tag physical activity sessions</p> | <p>Evidence New sports trialled and equipment purchased in order to allow ongoing development of physical activities following on from taster sessions during sports week</p> <p>Laser tag 2 sets of laser tag equipment purchased and successfully used with both pupils and staff. Pupils engaged in a new activity. Increased competitions and rivalry between classes. Greater cohesion of the KS1 and KS2 cohort.</p> <p>Golf Introduced golf during sports week leading to teaching it in some PE lessons due to its popularity with groups. Increasing patience and turn taking skills along with gross motor skills on longer distance shots and fine motor skills and development of concentration under pressure for the closer shots developing fine motor skills.</p> <p>Impact</p> <ul style="list-style-type: none"> • Pupils engaging in a range of new and motivating activities and participating in physical events. • Pupils able to access motivating and engaging activities across the rest of the year • Development of teamwork skills, pupils working together (often motivated by competing against staff!) • Development of gross and fine motor skills - as well as transference of skills from other activities and applying them in a new context. | <p>Sets of equipment to be loaned out to classes to be used throughout the school week.</p> |

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| Key indicator 5: Increased participation in competitive sport | | Percentage of total allocation: 3% |
| Intent | Evidence and Impact | |
| Area of focus and evidence of need | Sources of evidence and pupil progress /development | Sustainability and suggested next steps: |
| <p>Reason for focus: <i>During the Covid 19 pandemic mixing between even class groups of pupils were severely restricted and pupils operated in bubbles. As those restrictions have gradually lifted it is important to restart the many great opportunities to bring together pupils through sport.</i></p> <p>Pupils across KS1 and KS2 taking part in regular competitive sports competitions.</p> | <p>Evidence</p> <p>Inter key stage sporting events held across the year.</p> <p>Pupils in KS2 took part in competitive games fortnightly on a Friday focused on target games including</p> <ul style="list-style-type: none"> • Boccia • Curling • Ten pin bowling • Skittles • Bean bag target games <p>Pupils in KS2 taking part in table cricket in school competitions, working with external cricket coaches. Staff development and training working alongside coaches developing their understanding of the rules, techniques and adaptations to make it accessible to all pupils</p> <p>All pupils in EYFS/KS1 and KS2 took part in mini -Olympics and sports days as part of the sports week, sharing their good work and achievements with families.</p> <p>In summer term KS2 classes competed weekly in striking and field activities, such as playing Rounders, cricket and bucketball outside on the MUGA. This included a large proportion of pupils who are in wheelchairs. Pupils involved in scoring and supporting each other.</p> <p>Impact</p> <ul style="list-style-type: none"> • Pupils developed skills each week, and demonstrated preferences for activities making choices about which competition they wanted to take part in. • Personal and interaction skills developed working with pupils from other classes and with other staff. • Sense of achievement from sharing their physical development goals with families during sports day. • Pupils responded to the competitive nature of the events cheering each other on and encouraging team-mates. | <p>Develop a wider community each - other special/mainstream schools</p> |

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| Signed off by | |
| Head Teacher: | P. Lewis |
| Date: | July 2023 |
| Subject Leader: | Richard Pilcher |
| Date: | July 2023 |