

RATIONALE:

Schools can use the premium to secure improvements in the following indicators:

1. the engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE and sport is raised across the school as a tool for whole-school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport.

KEY HEADLINES:

- Headline: Every child has taken part in competitive sport this year.
- Headline: Y6 T and TA have increased knowledge and confidence in teaching OAA. This will be passed onto other staff.
- Headline: AS led initial whole school straining and is equipped to drive the National Obesity Plan in school.
- Headline: All staff are aware of the National Obesity Plan and will be supported to build on this next year.
- Headline: Attendance at school sports clubs is strong and shows an increasing trend over time. In 2017 67% of whole school cohort attended at least one school sports club. This has risen to 76% for the last academic year.

Target

Impact

1. Purchase specialist support from Greenwood Dale Trust School Sport Partnership.

INDICATORS: 1, 2, 3, 5.

Increase range of competitive sport for all children.

- All children to take part in off-site inter-school competitive sport festival / competition.
- All children to take part in intra-school competitive sport activity.

Headline: Every child has taken part in competitive sport this year.

1, 4, 5. Every child at Oakdale has taken part in at least two competitive sports activities this year. Sports premium used specifically to ensure that all KS2 classes have attended inter-school competitions across a range of sports. Y3- striking and fielding (rounders), Y4- sportshall athletics and tri-golf, Y5- Athletics, Y6- quiz, football, netball, swimming. All KS1 classes have attended a multi-skills festival. All children have competed against other children in intra-school sports day activities- earning points for house teams, KS1 and KS2 split.

JH (Y2): "We did lots of sports and there were lots of children there. I was fun!"

SC (Y3): "I loved the striking and fielding. I was nervous batting, but I did score 3 points."

WK (Y5): "We did a sports day with lots of other schools. I liked going over to Stanground Academy. It felt special because we weren't at school."

| | |
|--|---|
| <p>Increase staff subject knowledge and confidence in teaching good quality PE lessons.</p> | <p>Headline: Y6 T and TA have increased knowledge and confidence in teaching OAA. This will be passed onto other staff.</p> <p>3. Additional coaching for year 6. KC observed OAA teaching and will build this into future teaching. Resources and ideas used in lessons were new and innovative and will improve quality of teaching moving forward. Resources and planning to be shared across the phase to develop OAA across all KS2 classes.</p> |
| <p>Develop subject leader knowledge and expertise to deliver whole school training on national developments in PE and school sport.</p> <ul style="list-style-type: none"> • Attend regular subject leader meetings. • Attend specific training sessions on National Childhood Obesity Plan. • Meet with SGO to support CPD sessions. | <p>Headline: All staff are aware of the National Obesity Plan and will be supported to build on this next year.</p> <p>1, 2, 3. AS attended PE subject leader meetings at Stanground Academy. Key focus on developing subject leader knowledge of National Obesity Plan- what does it contain? Where does the data come from? What is the intended outcome of the plan? AS led staff meeting with all teachers to inform and inspire them about the importance of the plan, to develop their awareness of the data and research behind the plan and to develop personal approaches to increasing physical activity within school lesson times.</p> <p>Headline: AS led initial whole school training and is equipped to drive the National Obesity Plan in school.</p> <p>1, 2. All staff completed the Youth Sport Trust Active School Planner and highlighted the lack of physical activity during the day. Following the SM all staff committed to increasing movement breaks throughout the day. Pupil interviews highlighted the impact of this initiative with children in most classes able to talk about the range of activities they now do to break up prolonged periods of inactivity- resources include: justdance, bobsleigh gopro, MTB gopro and GoNoodle videos.</p> <p>Some children can talk about why the ‘brain breaks’ happen, when they need these breaks and the impact of these breaks on their bodies. Children across all classes could talk about at least one occasion that they have had movement breaks. Some children in KS2 recognise that this has started and would like it to be extended. This initiative will need to be embedded next year.</p> <p>A1: “We sing the triangle song. We get together and stand up and move round. I want to do more.” EH (Y2): Mostly we do it after assembly. We do it after we sit for a long time in assembly. I love ‘Moves Like Jagger’ and everyone joins in.” MR (Y3): “We do it if we sit for a long time. It gets he blood flowing and we can concentrate.” OW (Y3): “They’re really fun and the make you do exercise. That will make us live longer.” AH (Y4): “We start maths lessons with a song. It helps us with times tables. I guess it helps if we’ve been sitting in assembly. We don’t do one after literacy, but maybe we could. It’s about an hour and a half from break to lunch.”</p> |

2. To offer a broad range of activities and experiences to all pupils.

INDICATORS: 1, 4, 5.

In collaboration with various providers, source high quality, targeted OSHL opportunities in every half term to ensure opportunities for all groups across the school- focus on key stage 1, girls and wider breadth of sports offered.

Headline: Attendance at school sports clubs is strong and shows an increasing trend over time. In 2017 67% of whole school cohort attended at least one school sports club. This has risen to 76% for the last academic year.

1 / 4 / 5. Outstanding level of OSHL clubs across the year- provision designed with pupil input, e.g. tae-kwon-do, table tennis.

All key stage 1 children able to attend at least three sports clubs each term. All clubs funded by Oakdale Primary School through Sports Premium Funding to remove financial barrier for all groups as this had been a limiting factor in the past.

Analysis of club attendance shows that:

- Autumn: 204 club places taken. (26% girls).
- Spring: 197 club places taken up. (26% girls).
- Summer: 217 club spaces taken. (31% girls).

Club attendance data- children who have attended at least one Sports Club over the course of the year (minimum of 6 week block, extended to 10 week block for the summer term)

Data collected 9th and 10th July 2019:

Year R: 9 children= 21%
 Year 1: 21 children = 70%
 Year 2: 20 children = 67%
 Year 3: 24 children = 80%
 Year 4: 22 children = 73%
 Year 5: 21 children = 70%
 Year 6: 27 children = 90%

| OSHL Sports Club attendance- at least one club over the year. | | |
|---|-----------|--------------------------------|
| | 2017 data | 2019 data matched to cohort |
| Reception | 50% | 67% (current Y2) |
| Year 1 | 57% | 80% (current Y3) |
| Year 2 | 59% | 73% (current Y4) |
| Year 3 | 76% | 70% (current Y5) |
| year 4 | 50% | 90% (current Y6) |
| Year 5 | 75% | |
| Year 6 | 70% | |

- Whole school average = 76% children who attended at least one OSHL Sports Club in the academic year 2018/2019.
- Over the course of the year, 36% of the total number of PP children attended at least one club.
- Average % of club spaces taken by girls each term = 28%

Focus for future spending will be on supporting and encouraging under-represented groups to become more active and attend more OSHL provision- both lunchtime and after school. Additional provision to be provided for EYFS cohorts to increase activity levels from an early age.

Discussions with those who didn't attend any clubs highlighted the desire for more lunchtime clubs and a wider variety of sports like dance. With the additional space in September, we will explore if this can be used as an indoor space for lunchtime clubs.

End of Key Stage 2 swimming data:

Total in class: 29.

Total who can swim at least 25m: 25 / 29 which equates to 86% of the cohort.

Total who can swim a range of strokes effectively (front crawl, back stroke, breast stroke): 20 / 29 which equates to 69% of the cohort.

Total who perform self-rescue in different water-based situations 21/29 72% of the cohort.