

PE and sport premium strategy statement:

Summary information					
Academy	Oasis Academy Putney				
Academic Year	2021/22	Total PE and sport budget	£18,040	Date of statement	September 2021

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● Improved accessibility to sport for children with disabilities and SEND ● The use of local resources and playing fields to broaden PE provision ● The development of fundamental movement skills with opportunities for competitive and cooperative physical activity for children in Reception ● Higher involvement of children in adult led, structured sporting activities each play and lunch time ● Greater number of children involved in after school sporting activities and clubs with a broader remit ● Productive relationships with local sporting clubs and institutions 	<ul style="list-style-type: none"> ● Opportunities for staff professional development and fitness ● Monitoring of sports and physical education lessons with clear teacher-coaching to promote standards and share expertise ● Further develop pupil voice to identify barriers to participation for reluctant children and to act accordingly to reduce those barriers. ● Continue to increase the breadth of competitive sporting opportunities offered to children, including Trust-wide sports days, local competitions and intra-sport sport ● Further widen the range of sporting activities on offer to the pupils of OAP ● Pupil fitness and general stamina, and culture of sporting motivation

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?	N/A until Sept 2022
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A until Sept 2022
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A until Sept 2022
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?	No

Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school	Percentage of total allocation:
---	---------------------------------

children undertake at least 30 minutes of physical activity a day in school				49%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Further develop the capacity of sports coaches to deepen the breadth of sporting activities provided for all children, but especially KS1, during lunchtime play Develop opportunities for sports coaches to support teachers and additional adults through joint planning, observations and coaching and mentoring Sporting role models and sports captains to provide a wider range of physical activities before school to develop a passion for sport and exercise Ensure physical exercise and education is child lead by providing opportunities for school council to suggest games and equipment to use during lessons and during lunch time play Greater emphasis on early intervention in EYFS to develop positive attitudes to sport, health and exercise 	<ul style="list-style-type: none"> Develop and train children as playground friends and sporting role models to further encourage their peers to participate in a range of physical activities. Lead coaches to develop a high quality programme of CPD for sports coaches and staff to ensure high-quality play activities Resources are accessible to all children every lunch-time and play-time and during PE lessons which are taught by teachers and additional adults Ensure larger quantity of pupil voice to inform purchasing of new equipment and playground resources Coaches to identify and target children who are reluctant to participate in physical activity during EYFS Fund sports access places for children with low exposure to cultural capital 	<p>£9,400 lunchtime sports coach and equipment provision £500 to fund access placements</p>	<ul style="list-style-type: none"> All staff are trained in how to engage children in physical activities during morning and lunchtime play A wide range of sporting activities are offered at playtimes with specialist activities for Reception and Key Stage 1 children, to ensure that all children are active for more than 30 minutes a day Pupil voice shows that the majority of children partake in team games such as football, table tennis, basketball, led by trained support staff and other pupils during playtime and lunchtime play Sports coaches are strong role models for all children modelling the impact of regular physical activity for the children 	<ul style="list-style-type: none"> Further develop the role of playground friends through training and resourcing to encourage participation in a wider range of physical activities for EYFS and KS1 children at break time Gain further pupil opinion, through surveys and School Council on what games and equipment will increase motivation and participation
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:
				1%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Upcoming sports events to be discussed in school assemblies to generate excitement around future sporting competitions Sports colours /kit to be to be introduced to recognise contribution to the school. Display introducing sports captains - and a board that celebrates these appointments 	<ul style="list-style-type: none"> Dedicated section in assembly to promote upcoming sporting events and to celebrate sporting achievements Tweets, photos on newsletter and website of all sporting events The school's Physical Education Subject Leader to design and run a PE coffee morning to develop parents' understanding of the benefits of PE in 	<p>£100</p>	<ul style="list-style-type: none"> Parental feedback highlights an understanding of the importance of the PE curriculum Pupil and parent voice indicate awareness of sporting achievements 	<ul style="list-style-type: none"> A specific parent survey on sports provision and impact Playground Friends and sports ambassadors to promote, report and share school achievements

<ul style="list-style-type: none">● Increase parental engagement and develop a positive attitude to physical education and wellbeing● Class teachers to continue to recognise sporting achievement during the weekly celebration assembly, linked to the value of the week e.g. resilience to raise the profile of PE linked to lifelong learning.● Celebrations communicated via school's newsletter, website and Twitter account to raise profile.	<p>our curriculum</p> <ul style="list-style-type: none">● Sports coaches to invite parents in to participate in a Putney PE lesson with their children			
--	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> ● The school's Physical Education Subject Leader to develop a skills audit to identify teachers with a secure understanding of the PE curriculum and teachers who will require support ● The school's Physical Education Subject Leader to design and run staff CPD for staff to upskill teaching staff ● Greater emphasis on PE coaches supporting during PE lessons taught by teachers and TAs through team teaching ● Sports coaches to strategically plan where to support based on the results from the skills audit and prior knowledge of teaching experience throughout the school. 	<ul style="list-style-type: none"> ● The school's Physical Education Subject Leader to design a skills audit to gain a baseline understanding of teachers' knowledge of the PE curriculum ● Expert professional development sourced to develop teachers with team-teaching and knowledge development sessions ● School coach to provide further support and team teaching for staff ● Staff peer coaching to include PE, and staff to be covered with quality teaching ● SLT coach to design a monitoring and observation cycle for PE that complements the team-teaching and teacher development process 	<p>£1,000 professional development and training</p> <p>£1,000 cover allocation to allow for monitoring and CPD development opportunities</p>	<p>*All staff deliver high quality PE lessons which challenge children of different levels and encourage the development of whole school values from the 9 habits.</p> <ul style="list-style-type: none"> ● Teaching assistants, teachers and SLT have a better understanding of how to support and encourage pupils to engage in physical activity during morning and lunchtime play 	<ul style="list-style-type: none"> ● Further professional learning opportunities for staff who request it e.g. peer observations ● Develop PE subject leader networks with colleagues at other schools to encourage the sharing of good practice
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				35%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> ● Offer a wider range of activities both within and outside the curriculum in order to get more pupils involved such as: swimming, yoga, dance, martial arts ● Track and monitor participation in sports clubs and events building in a termly review and a list of leadership actions for the upcoming term ● Introduce a wider range of wellbeing and physical activities at lunchtime such as meditation and yoga areas ● Increase participation of pupils with identified SEND in physical activity by ensuring coaches are aware of needs and how to adapt lessons to provide for these needs. 	Audit of PE equipment to find out what resources we have and need at school <ul style="list-style-type: none"> ● Hiring the local tennis courts and expert coaching to develop the quality of tennis. ● Order and emplace appropriate storage for extensive equipment in limited space ● Lead sports coaches and SLT to monitor delivery of lunchtime and afterschool clubs ● Create a database of all events entered and all pupils attended and target provision at those who may not have participated 	Resources £5000 Specialist tennis hire and coaching: £1,200 Athletics track hire for sports day: £500 Total: £6,700	<ul style="list-style-type: none"> ● Pupil and parent voice shows that the children enjoy participating in a wide range of activities during playtime and afterschool ● A higher number of children across the whole participating in physical activities after school. 	<ul style="list-style-type: none"> *Ensure that a broad range of activities are offered by encouraging pupils and parents to suggest activities and afterschool clubs ● Develop links with local sporting clubs and bodies
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> ● The school's Physical Education Subject Leader also attended specialist training to develop fine motor skills of children with additional needs ensuring all children can access competitive sports. ● Expand range of activities available as extra-curricular clubs to encourage pupils to more involved. 	<ul style="list-style-type: none"> * Enter local competitions and events ● Develop a close partnership with local sports clubs to ensure pupils have access to competitive activities outside of school hours ● Publication through school's communication of additional physical activities available 	£1,000 allocated for event fees, specialist club equipment, and clothing for competitive sport.	<ul style="list-style-type: none"> *Pupil and parent voice demonstrates positive impact about the range and quality of sporting activities and clubs on offer ● A strong range of competitive sports events is sustainably booked, and a model created for replication across the year 	<ul style="list-style-type: none"> ● Sports leaders to build links with other schools and seek cluster development opportunities ● Sports leaders to investigate water sports and local opportunities which reflect geography of the area.

<ul style="list-style-type: none">● Signpost families to opportunities outside of school to engage in further activities.● Sportswear developed to encourage participation and the profile of sport within the school.	e.g. Forest Schools and Summer camps			
---	--------------------------------------	--	--	--