



Oasis

Academy
Limeside

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Large amount of teachers from both key stages trained in the use of physical literacy to engage the children and assist with the 30 mins of activity a day. • Extra resources for clubs and break times to give the children a greater opportunity to be active and to pursue sport. • Actively involved in the Oldham schools sports partnership. • Engaging with teach first and the teaching schools to train up future teachers in the area of sport and PE. 	<ul style="list-style-type: none"> • Increase staff confidence in gymnastics. • Raise the level of ability in KS1 and below. • Look to implement more KS1 sports clubs. • Continue to invest in the skills of the staff. We have a large number of teach first, and NQT teachers that require CPD. • Invest in the best equipment to deliver the best sports and activities for our children. • Implement a new assessment and milestones program school wide to better track and assess individual pupils. • Pair up staff members as mentors in areas of sport where weakness is.

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?	85%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	45%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	33%
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. looking to implement this where needed.

*Schools may wish to provide this information in April, just before the publication deadline.

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2018/19	Total fund allocated: £18,290 Additional funds raised from clubs £820 Total sports fund £19,110	Date Updated: 01/09/2018		
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: 46%
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"> Continued dedicated member of staff for KS2 lunchtime sports cover. Invest in a way to get more activity in the classroom and to allow the children to become more physically literate. Develop both KS1 and 2 playgrounds to allow greater activity. Look to develop a scheme of scooter loans to make children more active outside of school and on the way to school. Invest in greater resources for break time play. Invest in ways to have wet break classroom based activity that will allow the children to keep active. 	<ul style="list-style-type: none"> Identify member of KS1 lunchtime staff to take on the roll of sports lead at lunch. Supply with training. Invest in sports leader courses for year 4 and 5. Get those children to then train up the next years recruits. Have these linked to earning stamps in their children's university passports. Look to introduce new playground markings that will allow the children to exercise and test themselves to set distances and times. Invest in a bouldering course on the side wall. Invest in wall mounted hand bikes and pull up bars. Invest in new playground 	<ul style="list-style-type: none"> £4000 Lunchtime sports lead. £300 investment in sports leader awards. £500 to set up a school scooter loan scheme. £4000 for new markings and furniture on the playground. 	<ul style="list-style-type: none"> More pupils engaged in activity during lunchtimes. KS2 coaches promote sport and activity to the KS1 children. KS1 children enthused to go and work with the sports leaders. Greater amount of equipment has encouraged more children to use it. Children actively practice and try out for up-coming events (for example we had cross country try outs and football team try outs). Lunchtime sports in the hall with dodgeball and badminton being played. Rowing machine and 	<ul style="list-style-type: none"> The impact of having a member of staff as lunch time sports lead is keenly felt by the SMT. These benefits will continue. Physical literacy now imbedded in the school as a method of getting more activity both in and out of the classroom. The resources that came with the program will allow us to pass the CPD and training on in-house . Once the playground has the new things they are there to be used after funding has stopped.

<ul style="list-style-type: none"> • Look to invest in methods of recording children’s activity so that they can independently measure and test themselves. • Look to see if we can start before school clubs and activities. 	<p>furniture that promotes activity like horizontal bars.</p> <ul style="list-style-type: none"> • Look to invest money in a scooter loan scheme to allow children to become more active. 10 ks1 scooters and 10 ks2 scooters will be available to loan from the school for a small deposit, returnable on return. 		<p>balance bikes booked from the Oldham sports partnership that will allow more activity.</p> <ul style="list-style-type: none"> • Over 128 pupils engaged in after school clubs. • All children engaging in physical literacy. <p>Wider impact as a result of the above.</p> <ul style="list-style-type: none"> ✓ Pupils more active I all parts of life. ✓ Allows children to be identified on the playground and guided towards sports teams and after school clubs to further their development. ✓ Children from ethnic backgrounds quickly engaged in sports through lunchtime activity. ✓ Teachers actively join in with the children’s games to promote and develop their activities. 	
<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>13%</p>

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 continued highlights of sport in the weekly assembly with reports and certificates. • Improve the sports notice board to fully highlight the sport on offer in the school. • Look to invest in a sports board that is at the main entrance to show off the achievements to the staff, children, parents and parents. • Look to invite local sporting role models to the school to deliver talks and coaching to inspire the children (these can be individuals or the heads of local teams). Show the children the possible pathways into further sport beyond school. • Raise the profile of sport throughout the school environment and beyond. Give both children and staff clear targets of progress and success. • Look to develop more inter-specific competitions on a virtual platform. Have the 	<ul style="list-style-type: none"> • Gather evidence of what sport is being done in the school. Invest in tablets that can be used specifically by the teachers to record the work in sport. These can also be used by the children to peer assess, record their own data and observe examples of good practice. • Implement a whole new sports assessment package that will track the children through from KS1 to KS2. Will include simple to assess goals in the 6 keys areas of the PE curriculum. Each area will be split into bronze, silver and gold levels of skill and each level will have a series of goals to be achieved and measured against. Rewards and certificates for completing these milestones. • Identify and recognize the local sports personalities to visit and invite them. • Buy the new notice boards and have them fixed into 	<ul style="list-style-type: none"> • 6x £300 • £1800 for tablets to record and promote sport within the school. • £500 to set up the new whole school assessment tool. Milestones. • £100 for new notice board to promote sports. • £50 to revamp and upkeep of current board. 	<ul style="list-style-type: none"> • The new sports assessment package has been approved by the head and when taken to the cluster meeting of heads, has been requested to be demonstrated to the heads of PE for the schools in the area as a possible uptake of the idea. • Children take great pride in having their picture in assembly or on the sports board. Team photos are highly sought after positions of pride. • Match reports given to assembly and website. • Reports of PE given to the governors to show the impact that it is having within the school and to make them aware of what is being done. • Dance club has performed at Christmas and is due to perform in spring. • Notice boards full of information that the children look to with enthusiasm. • Visits from Oldham 	<ul style="list-style-type: none"> • The new assessment tool will be used to make it easier for teachers to assess skills in PE. It will allow them to simply see where the next steps are and teach to those goals. It will also allow the children to self assess their own ability and take time to work on the goals that they are weak at, wish to develop or are missing. This will link into the assembly at the end of the week with a separate part for those children who have achieved their milestones. This is about to go into its testing phase ready to rolled out in September. Have been requested to demonstrate this to other schools in the area. • If staff are involved in more healthy activity through school, it promotes a healthier lifestyle and attitude. Also means less days off

<p>children set their own records in individual areas. They will record the results and then try to improve. The aim being that the children become self motivated to improve personal fitness aimed at themselves.</p> <ul style="list-style-type: none"> • Promote the taking of sports clubs as a way of staff getting exercise. • Promote staff sports, based at the school. • Invest in the role of the subject leader to allow them to dedicate more time to the subject. 	<p>place.</p> <ul style="list-style-type: none"> • Links with the Children’s University to promote the joining of clubs after and outside of school. • Revamp the sports board. Give member of staff the time to put up all the pictures. • Ensure that every sporting event has certificates and at the end of the year significant results are rewarded with medals and a trophy at presentation evening. • Develop a system that the children can log into and record their scores in set events like distance run vs time. These peer assessed events will be done during break times and recorded. At the end of each term the superstars of each class will be tested. Awards for the best and the most improved. • Display of dance once per term. 	<ul style="list-style-type: none"> • £200 certificates, medals and trophies for sport. 	<p>Athletic, local basket ball coach and marathon runner.</p> <ul style="list-style-type: none"> • Staff yoga workshop after school. Improved well being of staff both physically and mentally. • Over 100 children part of the Children’s university with 85 graduating this year alone. Gives the children an incentive to do more sports outside of school hours. • Head of sport reports to the governors regarding all sporting matters. They know the impact that the sport is having and are avid supporters that it continues. <p>Wider impact as a result of the above.</p> <ul style="list-style-type: none"> ✓ Pupils have great pride in being selected for a team. Raised confidence and esteem. ✓ Provides an incentive to work hard and to attend school. Children do not want to miss clubs and the chance to be picked for an up coming event. ✓ Children aspire to join clubs from lower down in 	<p>in the future.</p> <ul style="list-style-type: none"> • The sports boards show the past and make the children demand the future. They are excited to see what fixtures are coming up. This creates a demand for more sport. • The impact of sport on the school will be clear to the SLT. The school will have a reputation and an expectation of delivering sport. Parents will want to see this continue. This will ensure effort and funding will be secure for the use of sport.
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			<p>the school.</p> <ul style="list-style-type: none">✓ Ex-pupils come back to help coach the clubs due to their installed respect and love of sport.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				21%
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"> Focus on the up-skilling of staff. Wherever and whenever possible send staff on CPD that will not only benefit their individual development, but the school as a whole. Try to get at least one key leader from each key stage trained in the curriculum taught sports. This person can then act as the first port of call for any member of staff in that key stage. Identify current skills that are already present in the school. All NQT, teach first and new members of staff to have gone on at least 2 PE CPD during the year (in house or external). Subject leader to spend more time with lesson observations, team teaching, internal CPD and help with lesson planning. Get more TA's and lunchtime staff trained up. Improve TA knowledge and confidence so that they can assist better in lessons. 	<ul style="list-style-type: none"> By September, roll out the new PE milestones assessment throughout the school. This will allow staff to track pupils through school year and make assessment much easier, flexible and uniform. Establish classroom cover to free up subject leader to do CPD and lesson observations. Carry out a staff audit of skills. Identify the courses and CPD that will have the best effect on the staff and school. Tailor the CPD to the staff. Ensure that all CPD is planned well in advance to ensure the maximum chance of it happening. Have back up staff who can go in the event of illness of a nominated member of staff. Book in regular staff based CPD for PE at staff meetings. 	<ul style="list-style-type: none"> £1360 To cover the subject leaders work and training. £812 physical literacy training for all teachers. £1000 CPD for staff £910 gymnastic training 	<ul style="list-style-type: none"> New sports assessment package has been created and is ready to be implemented next term through staff CPD as a staff meeting. Will be trailed. See section 2. Close links with Oldham sports partnership to ensure any training and CPD is known about. Staff skills audit carried out. Staff identified on both strengths and weaknesses. Physical literacy. All teachers. Dance x1 Netball x2 Football team teaching CPD with class and teacher x2 Gymnastics team teaching CPD with class and teacher x4 Try golf x1 New teacher shadowing after school clubs as part of their NQT development 	<ul style="list-style-type: none"> Whilst the funding is in place try to level up as many staff in as many areas as possible so the school will have a wealth of expertise. Without funding use the high level of skills to mentor and do CPD in-house for staff. SLT will see the benefit of up skilling and continue this as an alternative to having to seek out outside coaches. Staff actively seek out what they wish to gain training in and look for ways to implement that be it outside CPD or in-house.

	<ul style="list-style-type: none"> Physical literacy course for all teachers. 		<p>to gain an insight into good practice when coaching and teaching sports.</p> <ul style="list-style-type: none"> Better subject knowledge as all members of staff who go on a course filter back their findings to the rest of the staff. Subject leader has more time to dedicate to sport. Subject leader has expanded knowledge of sports and is more confident in their role. <p>Wider impact as a result of the above.</p> <ul style="list-style-type: none"> Skills, knowledge and understanding of pupils increased. Staff have greater confidence in delivering and planning. Greater number of staff taking after school clubs. Greater teamwork between staff. Higher quality lessons meaning greater enjoyment for pupils. Staff learn new skills that filter into the classroom and other lessons. 	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				16%
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"> Continue to offer a wide range of sports and activities within the curriculum and after school. Focus in on those children who have not signed up to after school clubs. Get more girls involved in sport. Introduce more SEN sports to the school. Look to develop peer assessed self challenging sports such as try golf. Look to get a greater variation of clubs for KS1 Carry out an audit of what equipment we have to assess what is needed and where areas of improvement are needed with future class sizes in mind. 	<ul style="list-style-type: none"> Golden tickets for a child to come to and try out a club for free. After school dance club. Interview those children who do not attend clubs to see if there are any sports or activities that they would like to do or try at school. Target less active children to go on away days that are aimed at those less active. Buy in SEN sports such as new age curling and bochia sets that can be used by all as well as at wet break times. Buy a starter set of try golf to assess its impact. Make full use of the Oldham sports partnership. Make use of local facilities like cricket club and climbing wall. Invest in more classroom based activities that can be done during wet breaks. Look to buy class sets of cup stackers, resistance training aids and 	<ul style="list-style-type: none"> £600 for expanded SEN sports equipment. £300 for a try golf set. £450 for the Oldham sports partnership. £1000 for new uv badmint on court in the hall. £718 for new equipment needed for sports. Renew, refresh 	<ul style="list-style-type: none"> 5 more staff members involved in extra curricular activities. These extra staff have allowed the regular staff to take up more unique sports clubs such as fencing, archery, climbing, badminton, multisport, dance, KS1 football, KS1 karate, boxing and yoga. Sent less active children on events to skate and scooter, fencing and walking adventures. Organized less active children to lunchtime active club run by Oldham Athletic. Taken children to local climbing center. Booked in balance bikes for Reception and rowing machines, through the Oldham sports partnership. Attended a fencing competition at the UK's largest facility. KS1 karate club. Physical literacy being taught and used in all 	<ul style="list-style-type: none"> Staff work together to get the best results in the teaching and planning of PE. This sharing of knowledge in-house will allow staff to be more confident in their delivery of new sports and activities. If a teacher does not know how to deliver an area of sport they can seek out a member of staff who will mentor them. This environment of collaboration will continue as the new staff feed off the more experienced staff. The staff who are sent on CPD will deliver in staff meetings what they have learnt and discovered to the rest of the team. With this model we can get the maximum effect of all CPD and make it more financially viable for the school. We will end up with staff who are sport experts who can deliver in-house CPD to our staff and others within

	<p>powerballs</p> <ul style="list-style-type: none"> • Constantly look for CPD in new sports and invest in the equipment needed to run that sport. • If a sport becomes popular, look to invest more money into it to make it become bigger. • Up-skill staff with CPD to get the coaching badges. • Work with the Oldham sports partnership to borrow and loan equipment that we do not have. • Involve extra coaches to work with staff in clubs and lessons as part of CPD. • Refresh, renew, resupply equipment. • Invest an UV lit badminton court in the hall. This will allow the hall to have the lines visible when needed but the lines are not visible so the hall can still be used for presentations and events. 	<p>and expand.</p>	<p>classes to empower more children to become physically successful and active. This is new this year and the results of the trial are yet to be fully quantified.</p> <ul style="list-style-type: none"> • Full PE audit carried out and items that were needed were bought in. • During the Spring term 128 places in after school clubs have been filled with children. 56 (43%) of those places being filled by girls <p>Wider impact as a result of above.</p> <ul style="list-style-type: none"> ✓ Pupils feel empowered as they get to select the kinds of sports that are run as a club. ✓ Dance club has attracted many girls who have never been to after school clubs. ✓ The high quality equipment makes the children enthused to try and maintain their interest in the sports. ✓ The promise of possible matches and events in the new sports acts as an incentive. ✓ School stands out as we 	<p>the cluster. If the other schools take up on this idea we can spread the CPD between ourselves so we can become more self-sufficient and share good practice.</p> <ul style="list-style-type: none"> • If we invest in greater resources when we have the funding, we will still have those resources when the funding is removed and be able to continue to deliver a wide variety of sports.
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			<p>are an estate school who climb, fence and do archery.</p> <p>✓</p>	
<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation:</p> <p>3%</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>
<ul style="list-style-type: none"> Play more/ wider selection of sports and events. Aim to get more year 3 / 4 events and girls events. 	<ul style="list-style-type: none"> Use of transport money in order to attend events that are outside the walking range of the school. Have money available to cover staff who are on these events (for example to cover the class or other duty). Made links with other schools so that we can play. Will use the transport budget to attend these games if needed. Organize more inter specific competitions that will include these groups. Purchase trophies and 	<ul style="list-style-type: none"> £500 £100 	<ul style="list-style-type: none"> Increased participation in the borough wide competitions, not just the local cluster comps. To date 6 non-cluster events have been attended ranging from fencing to scooters and skateboards. Links made with higher Failsworth. Played once and will play more in the Summer term. Dodgeball tourn set up for summer after SATS for inter sport. 1 dodgeball tourn hosted with another in the pipeline. Hope to enter C and D teams into dodgeball. Oldham sports partnership aware of our ability and willingness to host and 	<ul style="list-style-type: none"> If we have the better links with the schools who are in walking distance it will be easier to set up our own events and matches. If we have more events for the lower keystage, we will have children who hunger for greater completion in upper KS2.

<ul style="list-style-type: none"> • Use the schools own facilities to host events 	<p>medals to be the achievements of said completions.</p> <ul style="list-style-type: none"> • Host any Oldham sports partnership events that we can to allow us to enter more teams. 		<p>now using that ability.</p> <p>Wider Impacts as a result of the above.</p> <ul style="list-style-type: none"> ✓ Improved standards of play and training as a feeling of high level filters down from the competitions. ✓ Children have greater respect for each other and get along better as a result of playing as part of a team. ✓ Incentive to children to work hard and to behave as they can lose their position on the team. ✓ More children deciding to take those sports to the next level as they discover just how much they like it or have a skill in it. ✓ Greater pupil and staff relations as they are together out of lesson time. 	
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