



## Sport Premium Grant Impact Statement 2016-17

### What is the Sport Premium?

The PE and sport premium is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils. It is spending over £450 million on this funding over the 3 academic years 2013 to 2020. The funding is ring fenced and must be spent on PE and sport but we have the freedom to choose how we spend this.

### Accountability

Schools must report on the following details on their website so that parents can compare sports provision across schools:

- *how much PE and sport premium funding you received for this academic year*
- *a full breakdown of how you've spent or will spend the funding this year*
- *the effect of the premium on pupils' PE and sport participation and attainment*
- *how you will make sure these improvements are sustainable*

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How are we using the funding to benefit our children? At Oakdale School we have allocated the funding in a number of ways.

| <u>Focus (Intended outcomes)</u>   | <u>Action</u>   | <u>Amount allocated</u>  | <u>Impact</u>   | Evidence  | Actual Impact (following Review)on pupils  | Sustainability/<br><u>Next steps</u>   |
|--|---|--|---|---|--|--|
| <p><b>Increase the of pupil participation and progress in PE lessons</b></p> <p><b>Measure progress in PE through Track P level attainment from Sep to May</b></p> | <p>Employ PE teacher 3 days a week and dance coach 2 days a week.</p> <p>PE and dance coach to deliver Motivating lessons in PE which deliver desired outcomes for all classes</p> <p>Meetings with dance PE staff and teachers to inform PE provisions progress and attainment and review clubs.</p> | <p>£15,000 pupil premium</p> <p>£8360 SPG Sports Premium Grant (SPG) Covers the release of the PE teacher to deliver / plan and develop the following plans.</p> | <p>More pupils accessing PE lessons and taking part.</p> <p>More accurate and precise data to inform planning. More progress made in lessons. (share with teaching and support staff and inform parents)</p> <p>Sustainable role model to increase staff competency and Staff can support PE across a range of activities</p> | <p>PE Teacher to gather evidence and track levels for the students that the dance teacher has.</p> <p>Identify pupils showing slow progression in PPM and identify strategies to improve their progress.</p> <p>Use the back to basics days to gather more evidence</p> <p>Liaison with HLTA to</p> | <p>Analysis of p levels SLD and high ability ASC groups show greater progress. This may look different when tracking progress in p levels in games.</p> <p>Pupils showing slow progress have been identified by PE staff and new strategies have been identified with class teachers and introduced.</p> | <p>How to track progress with p levels I Can Statements</p> <p>Track games as well as dance</p> <p>Observe and monitor a variety ASC cohort PE sessions to evaluate.</p> <p>Establish a permanent PE symbols board in the hall for</p> |

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|  |  |  |  | inform p levels for all classes.<br>.<br>PLT days. |  | lessons Review lesson plans from teachers |
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| <u>Focus (Intended outcomes)</u>                                   | <u>Action</u>  | <u>Amount allocated</u>                        | <u>Impact</u>   | Evidence  | Actual Impact (following Review)on pupils (so what )  | Sustainability/<br><u>Next steps</u>                                      |
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| <b>Delivery and maintenance of lunchtime and afterschool clubs</b> | Maintain 3 Lunchtime clubs a week with a TA3 lead.<br><u>Autumn term</u><br>wheelchair swing, ,<br>ks1 sports<br>PMLD dance<br><u>Spring term</u><br>KS2 sports<br>Nursery dance<br>PMLD dance<br>Monitor wheelchair swing<br><u>Summer term</u><br>dance with other schools<br>Wheelchair swing<br>PMLD dance | £SPG<br><br>£6335)<br>extended staff contracts | Pupils are given the opportunity to develop a healthy, active lifestyle both in school time and after school hours.<br><br>Midday supervisors are provided with role models and example activities.<br><br>Lunchtime staff has a broader range of activities in which to engage pupils. | Keep registers and photos of pupils involved.<br><br>Monitor clubs and support TA's<br><br>20% pupils in lunch time clubs | Wheelchair swing is now used by 2 classes which is 20 pupils in total.<br><br>Children with PMLD have enjoyed being engaged in dance every Tues and Weds lunch time.<br><br>22% of young people in school are engaged in extracurricular sporting activity every week<br>50% of previously non-active pupils (those | Difficult maintaining lunch clubs with staffing issues<br><br>CYCLE CLUB? |

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|  | Provide an afterschool sports club- one per week (Harriet) |  |  |  | participating for the first time in 2016/17) is currently engaged in extracurricular sporting activity every week |  |
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| <u>Focus (Intended outcomes)</u>   | <u>Action</u>   | <u>Amount allocated</u>                    | <u>Impact</u>   | Evidence   | Actual Impact (following Review)on pupils  | Next steps |
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| <p><b>Participate in a range of local, regional sporting activities</b></p> <p><b>Using Pupil voice for sports day and school games day activities</b></p> | <p>Maintain at least 5 - 10 % of pupils in local competition and track competition participation ,</p> <p>Set up a School sports crew / council to help decide activities for PE and charity events</p> <p>School sports week</p> <p>Retain Bronze award through maintaining the Sainsbury's School sport Award</p> | <p>£100 bus hire</p> <p>£100 equipment</p> | <p>Pupils gain in confidence by meeting different peers and experiencing new environments.</p> <p>Raising awareness of PE for the whole school and local community.</p> <p>Pupils contribute to school life.</p> <p>Physical skills are further enhance by participation</p> <p>Develop leaders in PE lessons and on sports</p> | <p>In the 2016/17 20 pupils from Oakdale were involved in Football - and New Age Kurling at Level 1 of the School Games at Oakdale school.</p> <p>In 2016/17 academic year 16/110 pupils were involved with Football, Table Cricket, Dance, Football and athletics in approved NGB competitions at Level 2 of the School Games. (Attending competitions outside of school)</p> <p><b>BRONZE AWARD MAINTAINED!</b></p> <p>We involved all pupils with our sponsored sports week and raised £1000 for school sport. Pupils were given a choice to join in with dancing</p> | <p>Increase the number of children participating in local and regional competitions.</p> |            |

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|  |  |  | days. | or walking sponsored events. Parental engagement and involvement in school life increased as a result. |  |
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| <u>Focus (Intended outcomes)</u>                                    | <u>Action</u>   | <u>Amount allocated</u> | <u>Impact</u>  | Evidence  | Actual Impact (following Review) on pupils | Sustainability/<br><u>Next steps</u> |
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| <b>Maintain Inclusive opportunities with local primary students</b> | Peer lessons for pupils to work alongside other pupils from other schools.<br><br>Lunchtime clubs develop with inclusion. | SPG                     | Improved self-esteem in pupils measured from a questionnaire.<br><br>Improved opportunities for pupils to learn from and engage with their peers and improve their physical skills.<br><br>Improved p level progress through peer teaching<br><br>Improved SMSC in pupils. | 20 Pupils from Oakdale school were more engaged in lessons as they had a peer to copy and learn from. Most pupils who had a partner from inclusion demonstrated an improvement in behaviour due to a greater focus and motivation in lessons. |  | More sessions to happen next year    |

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| <p><b>Golden time - provide extra (fun) opportunities for pupils to choose to exercise.</b></p> | <p>PE teacher to deliver a varied programme of sports for all pupils to access in golden time: Yoga<br/>Rebound therapy<br/>Cycling at Dukinfield cycle track for all pupils - develop a rota.</p> | <p>SPG</p> <p>£450<br/>cycle<br/>track hire</p> | <p>Pupils are given the opportunity to develop a healthy, active lifestyle. Improved SMSC in pupils.</p> <p>Opportunities for pupils to mix with other peers in the school.</p> | <p>Improved physical and social skills.</p> <p>Improve behaviour through the golden time incentive.</p> | <p>All pupils loved the cycling and 7/12 classes accessed cycling, See photos. Some pupils learnt to pedal a trike.</p> <p>20 Pupils with PMLD have benefitted from rebound therapy see photo evidence photos sent home to parents on DOJO</p> | <p>Maintain cycling for half the year on a needs basis. Develop skills audit / video before and after the 5 week sessions<br/>TA3 to maintain golden time for other classes on a needs basis.</p> |
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