

Details with regard to funding
Please complete the table below.



Total amount of funding for 2023/24 To be spent and reported on by 31st July 2024.	£19,640
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Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	80%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	77%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	83%
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?	Yes – children who comfortably meet the NC standards are taken swimming and provided with further teaching and progression.

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 pupils today and for the future.

Academic Year: 2023/24		Total fund allocated: £19,640		Date Updated: 19 th July 2024	
<p>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</p>					Percentage of total allocation: 41%
Intent		Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
<p>Our PE Policy Intent statement: The broad and balanced programme offered will help pupils:</p> <ul style="list-style-type: none"> develop physical competence to excel in a broad range of competitive sports and other physical activities be physically active for sustained periods of time develop the skills necessary to be able to plan and evaluate physical performance understand the benefits to health and general well-being of physical activity while at school and encourage them to lead healthy, active lives make judgements about their own safety and that of others 		<p>Our PE policy provides detailed information about our approach.</p> <p>With regard to this KI, the most significant element is the commitment to free after school sports clubs (also included in KI 4).</p> <p>During the year 23-24 investment was required in relation to the moving of the PE shed due to a hall extension. Finance was spent on improved storage (£2,050)</p>		£8,129	<p>The subject leader is released each year to carry out ‘drop in’ observations of colleagues teaching PE lesson. Feedback from these observations is positive.</p> <p>The subject leader monitors engagement with clubs:</p> <p>In 2023-24</p> <p>35 different free sports clubs were funded.</p> <p>917 places at free sports clubs were taken up by children at Oxon during the year.</p> <p>The subject leader monitors the</p>

<ul style="list-style-type: none"> • develop interpersonal skills • develop problem solving skills • grow in self esteem and confidence • gain satisfaction and pleasure from skilful physical activity 			range and quality of clubs throughout the year and reports positively about the quality of provision.	
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DfE examples of eligible spend for this key indicator that we have undertaken during this year:

- **establishing, extending or funding attendance of school sports clubs and activities and holiday clubs, or broadening the variety offered – major focus at Oxon**
- raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2 - every child should leave primary school able to swim
- providing targeted activities or support to involve and encourage the least active children
- encouraging active play during break times and lunchtimes

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 3%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:2%
Our PE Policy Intent statement: The broad and balanced programme offered will help pupils: <ul style="list-style-type: none"> • develop physical competence to excel in a broad range of competitive sports and other physical activities • be physically active for sustained periods of time 	Much of this work is covered through activities funded by the main school budget. These activities are outlined in the PE section of the School Improvement Plan. The money allocated represent a small proportion of the of the release time allocated to the subject	£500	The subject leader is released each year to carry out 'drop in' observations of colleagues teaching PE lesson. Feedback from these observations is positive. The subject leader formally evaluates progress in the previous development year.	This area/KI has reached the point of being sustainable from the main school budget.

<ul style="list-style-type: none"> • develop the skills necessary to be able to plan and evaluate physical performance • understand the benefits to health and general well-being of physical activity while at school and encourage them to lead healthy, active lives • make judgements about their own safety and that of others • develop interpersonal skills • develop problem solving skills • grow in self esteem and confidence • gain satisfaction and pleasure from skilful physical activity 	leader.		This evaluation can be found in the School Improvement Plan.	
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DfE examples of eligible spend for this key indicator that we have undertaken during this year:

- embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 4%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>Our PE Policy Intent statement: The broad and balanced programme offered will help pupils:</p> <ul style="list-style-type: none"> • develop physical competence to excel in a broad range of competitive sports and other physical activities • be physically active for sustained periods of time • develop the skills necessary to be able to plan and evaluate physical performance • understand the benefits to health and general well-being of physical activity while at school and encourage them to lead healthy, active lives • make judgements about their own safety and that of others • develop interpersonal skills • develop problem solving skills • grow in self esteem and confidence • gain satisfaction and pleasure from skilful physical activity 	<p>This work is outlined in the PE section of the School Improvement Plan.</p>	<p>£770</p>	<p>The subject leader is released each year to carry out ‘drop in’ observations of colleagues teaching PE lesson. Feedback from these observations is positive.</p> <p>The subject leader formally evaluates progress in the previous development year. This evaluation can be found in the School Improvement Plan.</p>	<p>The PE section of our 2024-25 School Improvement Plan contains details of our plans for the year</p>
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DfE examples of eligible spend for this key indicator that we have undertaken during this year:

- providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school
- hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils - teachers should learn from coaches the necessary skills to be able to teach these new sports and physical activities effectively

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 37%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Our PE Policy Intent statement: The broad and balanced programme offered will help pupils:</p> <ul style="list-style-type: none"> • develop physical competence to excel in a broad range of competitive sports and other physical activities • be physically active for sustained periods of time • develop the skills necessary to be able to plan and evaluate physical performance • understand the benefits to health and general well-being of physical activity while at school and encourage them to lead healthy, active lives • make judgements about their own safety and that of others • develop interpersonal skills • develop problem solving skills • grow in self esteem and confidence • gain satisfaction and pleasure from skilful physical activity 	<p>Our PE policy provides detailed information about our approach.</p> <p>With regard to this KI, the most significant element is the commitment to free after school sports clubs (also included in KI 4).</p>	£7,196	<p>The subject leader is released each year to carry out 'drop in' observations of colleagues teaching PE lesson. Feedback from these observations is positive.</p> <p>The subject leader monitors engagement with clubs: In 2023-24</p> <p>35 different free sports clubs were funded.</p> <p>917 places at free sports clubs were taken up by children at Oxon during the year.</p> <p>The subject leader monitors the range and quality of clubs throughout the year and reports positively about the quality of provision.</p>	<p>Many of our clubs and activities involve a member of our school staff working alongside an external sports coach or PE specialist. Over time, levels of 'in house' expertise continue to grow. This process builds capacity for a point where it may become financially necessary to reduce the involvement of external coaches.</p>

DfE examples of eligible spend for this key indicator that we have undertaken during this year:

- providing more and broadening the variety of extra-curricular physical activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations
- introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities
- partnering with other schools to run sports and physical activities and clubs

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Our PE Policy Intent statement: The broad and balanced programme offered will help pupils:</p> <ul style="list-style-type: none"> • develop physical competence to excel in a broad range of competitive sports and other physical activities • be physically active for sustained periods of time • develop the skills necessary to be able to plan and evaluate physical performance • understand the benefits to health and general well-being of physical activity while at school and 	<p>Some of our finance is used to support participation in inter-school sports competitions.</p> <ul style="list-style-type: none"> • Some of the costs of releasing staff to facilitate participation in these events are met from the sports premium. • Some additional costs associated with these events, such as entry fees, transport costs and purchase of school kits are also funded from the sports premium. 	£3,045	<p>The termly newsletter summarises the school's significant commitment to competitive sport.</p> <p>All past newsletters are available on the school's website.</p>	Over the year we have worked to widen the number of school staff involved in supporting competitive sport. We intend to continue this direction of travel next year to build further capacity.

<p>encourage them to lead healthy, active lives</p> <ul style="list-style-type: none"> • make judgements about their own safety and that of others • develop interpersonal skills • develop problem solving skills • grow in self esteem and confidence • gain satisfaction and pleasure from skilful physical activity 	<ul style="list-style-type: none"> • The cost of our SLA in relation to School Games involvement is included in this area. 			
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DfE examples of eligible spend for this key indicator that we have undertaken during this year:

- coordinating and entering more sport competitions or tournaments across the local area, including those run by sporting organisations
- increasing and actively encouraging pupils’ participation in the [School Games](#)
- organising more sport competitions or tournaments within the school

Signed off by	
Head Teacher:	Mark Rogers
Date:	10.7.24
Subject Leader:	Lisa Luther
Date:	10.7.24