



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ol style="list-style-type: none"> 1) The school's new PE facilities, forest school area, P.E and playground leaders' equipment available for the children to have access to during PE lessons, break times and for extracurricular sports clubs (lunch and after school clubs). This new equipment helps to support PE delivery, opportunities to try new games and activities for the children in the whole school and enhances the PE curriculum. 2) Continual raising of the school's profile in PE across the school. We have now achieved the gold school games mark for four consecutive years. This highlights the success the school is having with PE and this is supported by the impact the Sports' Premium is having on the school. The next step is for the school to target 'platinum' status this year which shows how the school values PE. Achieving Platinum in the school games mark gives the school something to be proud about and to try to be the first school in Doncaster to achieve this. 3) We offer all children across all key stages the continued opportunity to take part in after school clubs throughout the school year. The parents have access to 4-7 after school sports clubs for the children to be a part of on a weekly basis. We offer a wide variety of clubs such as dance, cheerleading, multi sports, football, tag rugby and many more. 4) We create more opportunities for many of our children through all key stages to represent the school in competitions against other schools locally and regionally. We create opportunities to play competitive sports against both local schools and then attend the "Schools Games" competitions every half term. The children are having good success at these competitions by being highly competitive against other schools on a regular basis, by this I mean we are regularly going to competitions and being very strong in our team work and skills. This links to how well the children are doing in lessons, which suggests the schools PE provision is working for our children. The children have won many local and regional competitions throughout this last academic year and we wish to continue this to raise the profile of PE. Therefore, the sports premium funding is supporting whole school PE provision by allowing us to go to lots of different competitions and opening 	<ol style="list-style-type: none"> 1) The PE specialist is continuing to work with the head teacher along with specialist companies such as Active Fusion and Club Doncaster to support the school's ethos in improving both children's behavior, attendance and attainment at school through school Physical Education and sport. These bespoke packages give our children positive experiences and incentives within school. The team work of the staff and companies helps us to achieve our targets on the areas discussed above. 2) We continue to involve more and more of our staff in terms of being involved with after school clubs and competitions. This allows a variety of staff throughout all key stages to attend inter- and intra-competitive sports competitions with their children from their classes. Here the staff can see the children in a different environment outside of the classroom, giving them opportunities to see the child shine in a different environment. 3) We are continuing to development more ICT in to lessons by using the iPads in the lessons and linking them to the CleverTouch interactive screen, enabling children reflect on their learning, peers' learning and review how they can improve their skills both physically and as a coach giving feedback. Children to use the visual aids the CleverTouch screen provides in lessons to help them understand new topics, skills and games. 4) We are continuing to develop PE at Foundation stage. PE specialist to work with/support teachers in developing their teaching ability and confidence of PE. PE specialist from September to April as team teach with the staff to deliver high quality PE and will continue to support staff in the delivery of the real PE program in to their curriculum timetable. 5) To continue the development of the school's assessment tool in PE. Continue to develop what is working well and what needs to improve. Working alongside other PE leads and professionals in the community to support the development of this. Also an assessment tool that has been developed by a PE specialist in the local community is being considered to be implemented in to the school's PE program.

<p>lots of opportunities for our children by giving us resources such as transport and high quality PE delivery when PE specialist is out with the children on a competition.</p> <p>5) Further development of PE at Foundation Stage. A specialist was brought in through Active Fusion to support both the class teachers and parents in Foundation Stage in raising the profile of PE, exercise and health in the last academic year to work with the class teachers. A ten-week program was put in place for a specialist team to teach alongside our staff and interact with parents and with the children in an active environment. Lesson delivery in Foundation Stage has significantly improved and the level of opportunities for the children has risen, we are continuing to develop this in this academic year.</p> <p>6) Continuing to promote the school's PE ethos and attitudes, to encourage the children to understand that health and well-being is very important in life. The PE Co-ordinator, PE specialist and class teachers are continuing to embed this in to lessons and make it the school's ethos. We continue to enable the children to have different roles within school and PE lessons. Children are given the opportunity to be leaders, coaches and officials during lessons. We continue to see here that some children flourish in different sporting contexts.</p>	<p>6) To develop the daily mile or 1K a day initiative in to the school working day for the children of all key stages to take part in and therefore increase their activity levels on a daily basis. This initiative is recommended to support children academic learning and is something we are looking at to include if possible to the children's school day.</p>
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Meeting national curriculum requirements for swimming and water safety.	
<p>What percentage of your current Year 5 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	69.09%
What percentage of your current Year 5 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	85.45%
What percentage of your current Year 5 cohort perform safe self-rescue in different water-based situations?	27.27%

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
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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: 2019/20		Total fund allocated: £19380		Date Updated:	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					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:
Increase 'Active breaks' both breakfast and lunch time. To develop the school's clubs provision, increase the activity levels of classroom based lessons, forest school, orienteering, team building activities and after school clubs for children in both KS1 and KS2.	<p>New equipment, a variety of fun engaging equipment for the children to use at both morning and lunch breaks. To freshen up the playground leader's equipment box</p> <p>'Forest school' equipment and development of the forestry area</p> <p>2 X new playground storage boxes for children to store equipment safely for our door play at breaks and lunch time</p> <p>New playground equipment to support children being active throughout the day, 30 minutes of activity. Active breaks, breakfast clubs, lunch clubs and after school clubs to promote activity levels of children.</p> <p>Specialist coaches brought in to deliver sessions after school to support the PE</p>		<p>£3050</p> <p>Active Fusion Bespoke Training Package (£380)</p> <p>£650 for maintenance of sports equipment and facilities</p>	<p>Playground Leaders have a sense of ownership and belonging. The children who are a part of this program are proud being involved in this and it gives them different roles and responsibilities within school, such as leadership and coaching roles, especially with the KS1 children. The new equipment gives children a sense of worth and pride.</p> <p>The new equipment that is being bought allows the children to have fun whilst burning calories at play times during the school day.</p> <p>New Playground leader's hats for the children involved in the program, sense of ownership.</p> <p>The quality of the coaching from the PE specialists, sports coaches and</p>	<p>Continue to embed more breakfast, lunch and after school opportunities for our children on a weekly basis.</p> <p>Continue to make links with local community clubs to create pathways for our children. Made big steps with local pyramid school and local grass roots football club this year. Hoping to develop this further in the next academic year.</p> <p>Development of the school's daily timetable to see how and if we can involve the daily mile or 1K a day initiative in to the school's ethos.</p>

	<p>ethos and curriculum in school.</p> <p>Playground leaders program. Here children are given specific training on how to engage other children with a variety of activities.</p> <p>Maintenance of equipment: MUGA, TrimTrail, gymnastic equipment and sports hall.</p>		<p>dance coaches is reflected in the children's attainment, confidence and improvements in skills such as social, personal, cognitive and creative skills as well as the physical skills we are trying to develop throughout their journey at Owston Park Primary Academy.</p> <p>Whole school attendance continues to improve as in previous year.</p> <p>The continuation of active breakfast clubs, lunch clubs and after schools encourage children to be at school as they thoroughly enjoy their sport, PE lessons and clubs.</p> <p>In the previous the year the heads of our trust came in to speak to staff and children about our school. The children gave positive feedback suggesting that the PE program and sport at our school was one of their favorite things about our school. Therefore, suggesting how important the Sports' Premium Funding is to the children.</p> <p>The continued support of the Sports' Premium is giving our children a positive school life through PE.</p>	<p>Continue to develop the schools equipment and resources as this opens opportunities for our children to have a sense of ownership, to be proud of our school whilst trying new activities.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				6%
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>1) Quality of PE lessons: ICT availability instantly in lessons for all children to access. Through the CleverTouch screen and ipads.</p> <p>2) The children's engagement within PE lessons and attendance at PE lessons. Whole school attendance positively impacted.</p> <p>3) Opportunities for children to engage in new activities, high quality PE within their school day, lunch, after school clubs and inter-/intra- school competitions.</p> <p>4) Active lessons, brain boosting classroom exercises/activities for class teachers to do on a daily/weekly basis.</p> <p>5) CPD Training for the P.E lead and PE specialist to develop the curriculum. Focus on new activities and different sports for children to engage in.</p>	<p>High quality schemes of work; interactive lesson plans used in lessons on interactive screen in school's sports hall for children to access daily. These are new resources linked to the Real PE scheme previously bought into and now Real Gym.</p> <p>Equipment purchased for lessons and play times: Playground equipment and lesson equipment. Lesson delivery</p> <p>Children active in classroom to get them up and active after sitting in lessons and being inactive for a period of time. Exercises/mini competitions given to staff to perform with children for a get up and get active section of a lesson.</p> <p>High quality CPD opportunities through local companies and Active Fusion package that we have bought in to this year.</p>	<p>£350 (£380 Active fusion package)</p> <p>£50 for the registration for school games competitions</p>	<p>PE social media accounts and school website give access to photographs. Assessment of children's progress is positive. Children's skills have further developed through the resources; this is evident through visual assessment and then seen in the recorded data of children's progress in P.E</p> <p>Data is collected of children's activity levels at breaks through the active play and school playground leader's programs. Assessment demonstrates children have a wider knowledge of a number of different skills, health and fitness, nutrition, competitions rules, team work and many others.</p> <p>The quality of gymnastic lessons now raised as well as the profile of gymnastics and dance within the school's curriculum delivery, including cheerleading and dance after school clubs throughout the year. This leads to further success at inter-schools competitions.</p> <p>Community links with local football</p>	<p>Source an interactive dance scheme of work into the school's curriculum.</p> <p>Continue to embed more breakfast, lunch and after school opportunities for our children on a weekly basis.</p> <p>Continue to make links with local community clubs to create pathways for our children in a variety of sports</p> <p>Continue to give class teachers opportunities for mini activities to be done in a classroom. Give a variety of options for them to spend 10 minutes both in morning and afternoon with the children in an active manner. Good for brain boosting and concentration in lessons.</p> <p>Possibility of new assessment program for PE to be introduced .</p>

		<p>clubs established. Other community links with local clubs, sports coaching businesses to deliver a variety of activities, sports and competitions for our children. These links raise the profile of school and give children a sense of belonging to a wider sporting community.</p> <p>Children have opportunity to get moving after periods inactivity, which impacts on their fitness, and competition (friendly) against the class, both as individuals and in team based activities works on team building and co-operation as a team.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6%
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:
<ol style="list-style-type: none"> 1) CPD Training of PE specialist and staff. 2) Schemes of Work: online and interactive Real PE and Real Gym (gymnastics) 3) Opportunities for class teachers in becoming further involved with PE program, such as experiences in leading competitions, lessons and going out with the children on competitions. 4) Dance CPD 	<p>Upskilling PE Specialist and staff in key areas of PE delivery, such as weaker areas of delivery, for example dance and gym. Also work on questioning and continued update on opportunities for the schools PE program. CPD courses for PE specialist to attend through Active Fusion and other companies in the community. Attending these to upskill knowledge and then broaden the opportunities for the children at school.</p> <p>Building interactive lessons in to the school PE curriculum time table, focus on gymnastics and dance lessons.</p> <p>The cover costs to allow staff to go on the competitions with PE specialist to interact with their children in a different environment outside the class room.</p> <p>School website and social media - photos, videos.</p>	<p>£1050 (£380)</p>	<p>Active Fusion bespoke package up-skills staff and children</p> <p>Teachers are covered to allow them to have more time with children in sporting situations and gain further confidence; works as a whole class team.</p> <p>Photos available to demonstrate child participation in lessons.</p> <p>Children now know how to ask open questions, understand peer assessment and analyse each other's performance during lessons. Children work as coaches and athletes within lessons and at break times. Children regularly reflect on their learning through ICT, discussions with peers and with P.E Specialist, developing meta-cognition which is reinforced across class lessons.</p>	<p>Continue to develop the working relationship between the school, PE specialist and Active Fusion to progress the schools PE ethos and promotion of physical activity/health and well-being.</p> <p>Also continue to include as many staff as possible from each key stage in the PE program both in and out of school.</p> <p>Embed the online 'Real Gym' in to the school's curriculum, staff to understand at foundation and PE specialist how it works and fits in to the children's needs.</p> <p>Continue to work on peer assessment, reflective learning in lessons, after lessons and peer review questionnaires.</p> <p>Continue to work on PE specialist's areas of improvements, such as continued support with orienteering, development of this into the forest school.</p>

				Continue to develop dance teaching and schemes of work in this area.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 24%
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:
Additional achievements: PE specialist and sports coaches to continue to offer a variety of opportunities for our children to take part in sports and physical activities within the curriculum. Experience of lots of different skills and health and fitness activities, whilst having fun.	To continue high quality lesson delivery; focus on the promotion of health, fitness, mental strength, discipline, resilience, respect, self-esteem and confidence to develop the whole child. That then can be transferrable to the class room and at home. 2 X 60 minutes of high quality PE lessons per week for each year group from Foundation to year 6	£4850	High quality lesson delivery. Lesson evidence, photos, videos, school website, social media. Registers of after school clubs, broad range of competitions that the school has attended.	Continue to be involved with the schools' games competition calendar. Further development of lesson delivery by working with other PE professionals and also CPD training will allow even more of a variety of sports and activities in lesson delivery, such tri-golf, archery, handball and tennis. Gain further ideas and knowledge by working with other professionals from other schools and coaching/teaching professionals in PE within the community.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				48%
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>Increase the amount of competitions we attend and therefore give lots of opportunities to our children in primary school sport to access competition at new venues, new environments and meet new people.</p> <p>Offering different competition opportunities with 'The School Games' against other schools in the local community. Opportunities for children in both inter- and intra-school competitions (in lessons). Also the school has been competing regionally in previous so we aim to be as successful this year if not more.</p> <p>Competition for both KS1 and KS2 throughout the school year</p>	<p>Each year group given opportunities. Festivals and competitions for Foundation, KS1 and KS2 throughout the school year for children to experience.</p> <p>This allocation of the Sports' Premium is used to get the children to these competitions by transporting them safely by coach or mini bus. This then leads to the costs of cover for the .E lead who goes with the children. Thus keeping the quality of PE high when Primary PE Sspecialist is out with the children at competitions with staff by bringing in sports coaches who work with PE specialist to cover lessons.</p>	<p>£4150 cover</p> <p>£4850 travel</p> <p>£50 for registration to take part in the school games competitions</p>	<p>Evidence of school's participation in competitions can be seen on the school website, school PE Facebook, Active Fusion website, South Yorkshire Sport website of photos, reports and videos of children's engagement.</p> <p>Impact on children's experiences at school and therefore promoting attendance and engagement.</p> <p>Opening doors and opportunities for children to meet new people, experience new sports/games, learn how to win and lose graciously.</p> <p>Visit new venues and different communities thus increasing their confidence, life skills, team work and positive experiences whilst at Owston Park Primary Academy.</p>	<p>Continue to allow children this positive competitive sporting opportunity through the use of the Sports Premium. This allows the children to meet new people, compete against children from different areas. Taking children out of their comfort zones to improve.</p> <p>Potentially looking at purchasing a mini bus for competition travel arrangements, potentially to save spots premium money in upcoming years. Look at the options of us as an individual school to get a mini bus or liaise with the other schools in our trust.</p>

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: 2020/21		Total fund allocated: £19380 TBC		Date Updated: September 2020		
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					Percentage of total allocation: 36%	
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:		Evidence of impact - what you intend to measure against		
<p>Children to be more aware of Health and fitness and the impact it can have on them. Introducing the “1K a day2 into their daily routine at school.</p> <p>More equipment and storage needed for socially distanced lessons and Active Breaks as no equipment can be shared between bubbles.</p> <p>Continue to raise children’s activity levels during school and in particular at break, lunch times: ‘Active breaks’ both breakfast and lunch time. This will also help support and develop the school’s clubs provision when we Can offer this again to the children, as current situation of Covid19 has put this on hold for the time being.</p>		<p>New equipment to support the “1K a day” daily challenge.</p> <p>Two more playground storage boxes for us to store equipment safely and for our children to use outdoor play equipment at breaks and lunch time. For both playgrounds. (not shared only in bubbles)</p> <p>Provide a variety of fun engaging equipment for the children to use at both morning and lunch breaks. To freshen up the playground leader’s equipment box. More equipment needed due to equipment not been shared and only used in bubbles. Therefore, more equipment needed.</p>		<p>£6930: £1000 for storage containers of playground leader’s equipment for the play grounds for both KS1 and KS2.</p> <p>PE equipment for lessons: £1000:</p> <p>Gymnastic equipment and matts: £330</p> <p>Maintaining the profile of P.E in school as lessons are continued to be delivered as the best we can with socially distanced lessons and no equipment being shared. More equipment bought to support this.</p> <p>Positive impact on breaks as more equipment is available for individual bubbles and for playground leaders program. No sharing of equipment currently.</p>		<p>Sustainability and suggested next steps: <i>(to be completed when reviewed)</i></p> <p>Look to reintroduce breakfast, lunch and after school clubs for our children to engage in once again on a weekly basis. The new equipment will support these clubs and the coaches who deliver.</p> <p>Continue to develop the 1K a day in to the school’s ethos of PE.</p> <p>Look at developing a track within school grounds so the children can access all year round 1K a day can continue through the winter.</p>

<p>Continue to develop the activity levels of classroom based lessons, forest school, orienteering, team building activities and after school clubs for children in both KS1 and KS2. Current restrictions have put this on hold, will re assess in January 2021.</p>	<p>Replenishing equipment such as: New football goals to replace the old ones. New gymnastics matts to replace the old ones.</p> <p>Need more for the children to use during outdoor learning.</p> <p>New playground equipment and more of it to support children being active throughout the day, 30 minutes of activity. Active breaks, breakfast clubs, lunch clubs and after school clubs to promote activity levels of children.</p> <p>Maintenance of equipment: MUGA, TrimTrail, gymnastic equipment and sports hall.</p>	<p>Playground leader's equipment and playground equipment</p> <p>£4600</p> <p>Costs for Astro turfing the canopy rea to allow P.E to be delivered outside during the winter due to Covid19.</p> <p>Looking at the costs of an all-weather outdoor track to be installed so the 1K a day can continue in bad weather conditions.</p> <p>£750 for maintenance of sports equipment and facilities</p>		
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				7%
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:	Sustainability and suggested next steps: <i>(to be completed when reviewed)</i>
<p>Opportunities for children to engage in new activities, high quality PE within their school day, lunch, after school clubs and inter-/intra- school competitions. For example: Yoga and Taekwondo.</p> <p>Active lessons, brain boosting classroom exercises/activities for class teachers to do on a daily/weekly basis.</p> <p>CPD Training for the P.E lead and PE specialist to develop the curriculum. Focus on new activities and different sports for children to engage in.</p> <p>P.E is an incentive as children's engagement within PE lessons is positive and the attendance at PE lessons is fantastic. Whole school attendance positively impacted.</p> <p>P.E Kit allocation for disadvantaged children.</p>	<p>High quality CPD opportunities through local companies and Active Fusion package that we have bought in to this year.</p> <p>Implement Yoga and Taekwondo into the curriculum. P.E specialist, staff to Team teach with specialist coach for half a term. Gives confidence to P.E lead and school staff for future delivery with children.</p> <p>Provide disadvantaged children with a P.E kit to help them feel included in P.E and part of the team during sessions.</p>	<p>£600</p> <p>Active Fusion package (£1400)</p> <p>£400</p>	<p>Evidence of impact - what you intend to measure against</p> <p>PE social media accounts and school website for access to photographs. Assessment of children's progress available. Children's skills have further developed through the resources; this is evident through visual assessment and then seen in the recorded data of children's progress in P.E</p> <p>Recorded evidence of staff CPD and photographs for evidence of team teach sessions with Yoga and Taekwondo specialists. Pupil voice evidence is positive.</p> <p>Data collected of children's activity levels at breaks through the Active Play and school playground leader's programs. Children have a wider knowledge of a number of different skills, health and fitness, nutrition, competitions rules, team work and many others.</p> <p>Boosting children's confidence, self-esteem and happiness at school during P.E lessons.</p>	<p>P.E lead and staff to implement the CPD and team teach sessions in to the P.E curriculum in 2021-2022 after training with professionals. The new activities that the children will experience from the specialist coach will therefore be productive and positive experiences for them. The P.E lead and staff will continue to implement each year.</p> <p>CPD courses and upskilling for staff may be reviewed due to courses not going ahead due to the Covid19.</p> <p>Review the allocation of funding to support disadvantaged children in P.E lessons.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 8%
Intent	Implementation		Impact	
Your Schools 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 you intend to measure against	Sustainability and suggested next steps: <i>(to be completed when reviewed)</i>
<p>Professional development in new P.E activities. Increased confidence, knowledge and skills of PE Specialist, teaching staff in delivery of Yoga and Taekwondo team teaching.</p> <p>Thus upskilling staff in the delivery of PE and sport across school. Giving Children opportunities in different activities that they may not have done, therefore trying something new.</p> <p>Continue to give opportunities for class teachers to be involved further with their children and the PE program, for example: experiences in leading competitions, lessons and going out with the children on competitions. (Covid dependent)</p>	<p>Working with 'ACTIVE FUSION' and developing our staffs CPD with team teaching with specialists over a half term period to then implement this in to the schools PE curriculum on a yearly basis.</p> <p>PE specialist to attend CPD through Active Fusion and other companies in the community. Attendance of this CPD and team teaching will help upskill the knowledge, delivery and broaden the opportunities for the children at school.</p> <p>Building interactive lessons back into the school PE curriculum time table, focus on gymnastics and dance lessons. Due to Covid 19 the interactive lessons not currently being delivered.</p>	<p>£1400 (Active Fusion package)</p>	<p>The Active Fusion bespoke package including up-skilling of staff and children in new activities such as Taekwondo and Yoga gives the children the opportunity to try new things. Also this may progress in to finding something they like doing and want to continue to do out of school. Provide a pathway and develop links.</p> <p>Give staff more opportunities and time with children in different sporting situations and gain further confidence with their own personal development in PE.</p> <p>Photos and evidence recorded of the team teach CPD and new activities that the children are experiencing in Lessons.</p> <p>Monitor children attendance, engagement in lessons with the incorporation of the new activities in P.E lessons.</p>	<p>Review how the CPD and package goes with Active Fusion and look how we can plan for next year with the feedback we get from the CPD and team teach experiences.</p> <p>See how the children take to the new activities and this will influence future activities and the active fusion package.</p> <p>Look at some Dance CPD and training for P.E lead for next year as due to covid19 last year's target of some training has been cancelled.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 25%
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 you intend to measure against	Sustainability and suggested next steps: <i>(to be completed when reviewed)</i>
Additional achievements: PE specialist/sports coach employed to continue to offer a variety of specific specialist opportunities for our children to take part in sports and physical activities within the curriculum. Experience lots of different skills, health and fitness activities, whilst having fun. Areas of specificity is: Kids Fitness, Health and Fitness, SAQ Training, Football, cricket and Rugby.	To deliver high quality lesson delivery; focus on the promotion of health, fitness, mental strength, discipline, resilience, respect, self-esteem and confidence to develop the whole child. That then can be transferrable to the class room and at home. Fitness, Healthy body, healthy mind P.E lessons: 200 hours throughout the academic year: 18 weeks of 1x 60 minutes of specialist fitness session for each class to experience. The delivery of these high quality PE lessons each year group from Foundation to year 6. All to experience lessons.	£4750	Children experience positive high intensity P.E lessons at primary school. Our children are healthy and active. Clubs developed give children extra-curricular and after school opportunities to find something they like and may then join a club. Give children clear pathway through PE and school sport at a young age and help them develop their physical skills as well as social, personal, cognitive, psychological, emotional and aspects of life skills through PE/sports.	Further development of lesson delivery by working with other PE professionals and also CPD training will allow even more of a variety of sports and activities in lesson delivery. Working with companies such as active Fusion and Club Doncaster. Gain further ideas and knowledge by working with other professionals from other schools and coaching/teaching professionals in PE within the community. CPD training days and meetings off P.E professionals across Doncaster.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				24%
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do you intend to measure against</p>	<p>Sustainability and suggested next steps:</p>
<p>Later in the school year we shall hopefully continue the school's games competition program. offering different competition opportunities with 'The School Games' against other schools in the local community for the children to take part in.</p> <p>Opportunities for children in both inter- and intra-school competitions. Due to Covid19 this may not be the case we will look to do intra school competitions for the children to be involved in. (in lessons and bubbles).</p> <p>Hopefully to continue to develop the children's successes at competitions as in previous years. After Christmas we hope to be able to enter teams in the school's games competitions, which can also lead to regional and national finals.</p> <p>These Competition will potentially be for both KS1 and KS2 to access.</p>	<p>Each year group to given opportunities. Festivals and competitions for Foundation, KS1 and KS2 from January onwards (Covid19 dependent)</p> <p>This allocation of the Sports' Premium is used to get the children to these competitions by transporting them safely by coach or mini bus. Cover for the P.E lead lessons is needed as he goes with the children. Thus keeping the quality of PE high when Primary PE Specialist is out with the children at competitions with staff by bringing in high quality sports coaches, thus keeping PE standards high in school.</p> <p>We have a plan B in place for competitions. If no direct competitions with other schools goes ahead we will do competitions with bubbles, record results and have competitions. Competitions would be bubble vs bubble, year vs year and competitions in the key stages.</p>	<p>£2000 cover</p> <p>£2500 travel</p> <p>£50 for registration to take part in the school games competitions</p>	<p>Evidence of school's participation in competitions can be seen on the school website, school PE Facebook, Active Fusion website, South Yorkshire Sport website of photos, reports and videos of children's engagement.</p> <p>Impact on children's experiences at school and therefore contributes to developing a wide range of physical and life skills.</p> <p>Measuring the competitions against last year's performance, through analysis and children's experiences.</p> <p>Opening doors and opportunities for children to meet new people, experience new sports/games, learn how to win and lose graciously.</p> <p>Visit new venues and different communities thus increasing their confidence, life skills, team work and positive experiences whilst at Owston Park Primary Academy.</p>	<p>Continue to be involved with the schools' games competition calendar. (Covid Permitting)</p> <p>Review in January 2021 due to the virus and relocate a section of the Sports Premium into Equipment and playground facilities. Look at the possibility of more storage areas, equipment for the children to use due to not being allowed to share equipment, 1K Day permanent running track and extend canopy???</p> <p>Continue to allocate the money from the sports premium in 2021-22 for competitions for the children to experience throughout they journey through primary school.</p> <p>Children to have positive</p>

			<p>Planning for a Sports day behind closed doors (due to Covid19). Indirect competitions in bubbles and years group will give us results and then competition results like we normally do for sports day each year. Enhance children's planning skills as they can contribute to planning and delivery of the sessions.</p>	<p>competitive sporting experiences and opportunity through the use of the Sports Premium. This allows the children to meet new people, compete against children from different areas. Taking children out of their comfort zones to improve.</p>
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Signed off by	
Head Teacher:	Mrs Vicky Stinson
Date:	September 2020
Subject Leader:	Mr Bradley Johnston
Date:	September 2020
Governor:	Mrs Sue Williams
Date:	September 2020