



# OASIS ACADEMY BLAKENHALE INFANTS

SPORT, FITNESS & SPORT PREMIUM: 2021/2022

***'HEALTHY BODIES, HEALTHY MINDS – PROMISING FUTURES'***



# **SPORT & FITNESS AT OASIS BLAKENHALE**

## **INTRODUCTION**

Our work to drive improvement in fitness and sport has been ongoing since the academic year 2015/2016, through collaboration with reputable sports coaches and our links with regional networks to share good practice. Our vision and aims are set within the context of a drive towards developing fundamental sport/fitness, values, skills and core tasks so they can be developed and mastered by the end of Year 2. This will allow the children to understand not only the physical benefits but moral, social (problem-solving), collaboration, resilience, confidence building and self-esteem that will also benefit their mental well-being.

We have built a culture whereby the positive impact that physical activity, a healthy lifestyle and involvement in sport can have on concentration levels, attendance, self-esteem and behaviour. This is recognised by staff, pupils and the wider community. We have embedded an ethos whereby different sports and enrichment activities can engage all learners across the wider curriculum and support equality and diversity.

Our on-going, unique work in the realm of physical and mental well-being has led to the academy achieving the Sports Premium Award twice and working closely with reputable Universities and the Youth Sports Trust to cascade the positive impact high quality PESSPA can have academically and in all aspects of life.

We are proud of what we do and have an unwavering drive to live out our ethos of:

**‘Healthy Bodies, Healthy Minds – Promising Futures.’**

# FITNESS TESTING

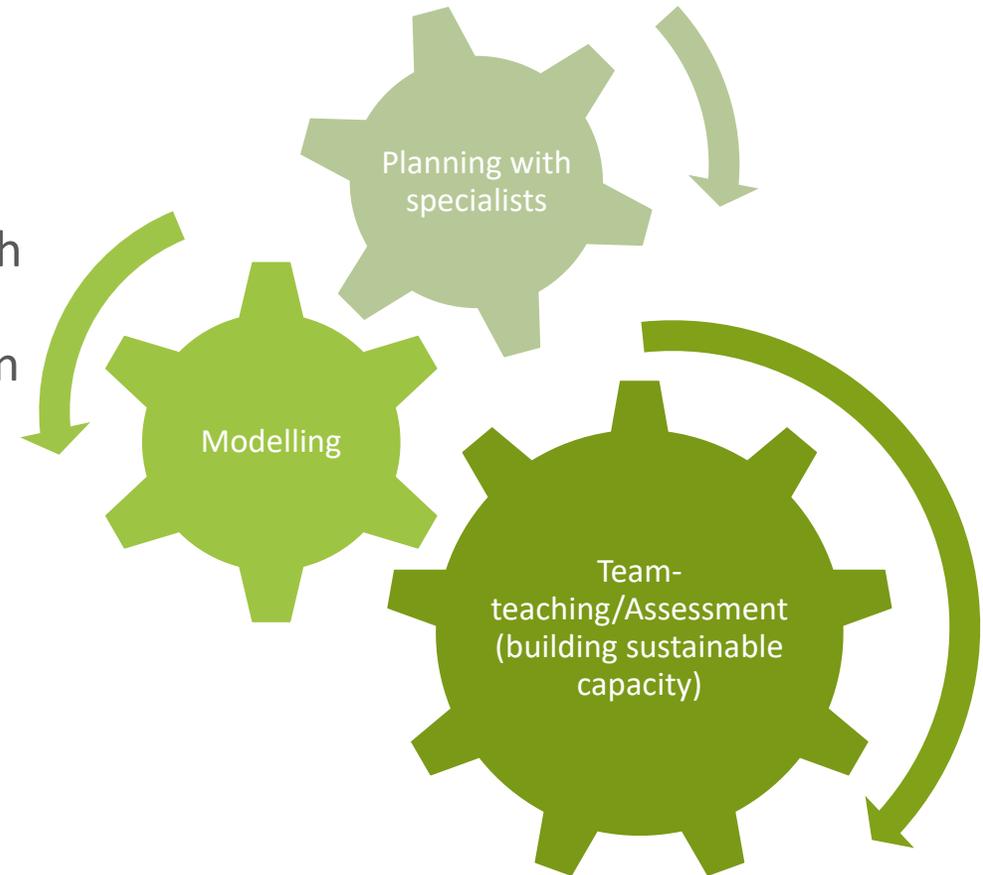
- All pupils from YR to Y2 are base-lined in September.
- Subsequent fitness tests take place throughout the academic year (Sept/Feb/July).
- Based upon outcomes from tests, gifted & talented groups, under-performing groups of children are identified and support/enrichment is provided once a week for 6 weeks.

| Exercise Name          | Total Stu      | Test1  | Test2  | Test3  | Test4 | Distance Travelled |
|------------------------|----------------|--------|--------|--------|-------|--------------------|
| Distance covered       | 30             | 404    | 444    | 506    |       | 25.25%             |
| Get ups                | 30             | 243    | 320    | 355    |       | 46.09%             |
| Hoop jumps             | 30             | 990    | 1312   | 1430   |       | 44.44%             |
| Star jumps/touch floor | 30             | 751    | 967    | 1156   |       | 53.93%             |
| Step Ups               | 30             | 1047   | 1236   | 1419   |       | 35.53%             |
|                        | <b>Total</b>   | 3435   | 4279   | 4866   |       | 41.66%             |
|                        | <b>Average</b> | 114.50 | 142.63 | 162.20 | 0.00  |                    |



# CONTINUING PROFESSIONAL DEVELOPMENT

- At Oasis Blakenhale we value the continuing professional development of all staff. Teachers and teaching support staff participate in all CPD and fitness sessions, leading by example wearing the academy PE uniform.
- Staff discuss, plan and deliver quality sessions with fitness/sport experts, focusing on a specific area each half term. In-house assessments are made in collaboration with academy staff and sports instructors.
- Informal and formal observations by the ALT and sports team experts (educational background).



# SPORT, PE & SOCIAL, EMOTIONAL WELL-BEING AT OASIS BLAKENHALE



## PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE

### PROVISION MAP: PE/SPORT/PATHs

The PATHs® curriculum is a comprehensive program for promoting emotional and social competencies and reducing aggression and behaviour problems in primary school-aged children while simultaneously enhancing the educational process in and out of the classroom. This innovative curriculum is designed to be used by educators in a multi-year, universal prevention model. Although primarily focused on the school and classroom settings, information and activities are also included for use with parents. At Oasis Academy Blakenhale Infants and Junior, we pride ourselves on delivering an innovative curriculum that encompasses the 'whole' child. Our partnership with Fit4Schools, delivering bespoke health and well-being programmes, vastly supports the development of social, emotional and mental health competencies within our pupils.

| Provision                      | Providing Alternative Thinking Strategy (PATHs) Attribute |                     |  |                        |  |  |  |  |                                   |           | Evidence  |
|--------------------------------|---|---------------------|--|------------------------|--|--|--|--|-----------------------------------|-----------|---|
|                                | Self-control  | Self-responsibility | Logical reasoning<br>(articulating: if, then, why, because...) | Managing own behaviour | Setting goals<br>- Personal/<br>Team led | Social problem solving<br>- Prevent and/or resolve problems/<br>conflict | Social problem solving –<br>Stopping and thinking/<br>generating alternative solutions | Social problem solving –<br>Planning, executing and evaluating | Collaboration –<br>Peers & adults | Team-work |   |
| <b>Physical Education (PE)</b> |   |                     |  |                        |  |  |  |  |                                   |           |   |
| Boxing                         | ✓   | ✓                   | ✓  | ✓                      | ✓  |  | ✓  | ✓  | ✓                                 | ✓         | - National Fitness Day<br>- Photographs-a.m. sessions<br>- Case studies<br>- AFL<br>- F4S database outcomes |
| Dance                          | ✓   | ✓                   |  | ✓                      | ✓  | ✓  | ✓  | ✓  | ✓                                 | ✓         |   |
| Movement                       | ✓   | ✓                   |  | ✓                      | ✓  |  |  | ✓  | ✓                                 | ✓         |   |
| Fitness                        | ✓   | ✓                   | ✓  | ✓                      | ✓  |  |  | ✓  | ✓                                 | ✓         |   |
| Gymnastics                     | ✓   | ✓                   |  | ✓                      | ✓  |  |  | ✓  | ✓                                 | ✓         |   |
| <b>Sport</b>                   |   |                     |  |                        |  |  |  |  |                                   |           |   |
| Multi-skills                   | ✓   | ✓                   |  | ✓                      | ✓  | ✓  | ✓  | ✓  | ✓                                 | ✓         | - Photographs-a.m. sessions<br>- Case studies<br>- AFL<br>- F4S database outcomes                           |
| Tag-Rugby                      | ✓   | ✓                   | ✓  | ✓                      | ✓  | ✓  | ✓  | ✓  | ✓                                 | ✓         |   |
| Badminton                      | ✓   | ✓                   | ✓  | ✓                      | ✓  |  | ✓  | ✓  | ✓                                 | ✓         |   |
| <b>Enrichment</b>              |   |                     |  |                        |  |  |  |  |                                   |           |   |
| Running                        | ✓   | ✓                   | ✓  | ✓                      | ✓  |  |  | ✓  | ✓                                 | ✓         | - Competitions<br>- Testimonials<br>- Photographs   |
| G&T Girls                      | ✓   | ✓                   |  | ✓                      | ✓  |  |  | ✓  | ✓                                 | ✓         |   |
| Multi-skills                   | ✓   | ✓                   |  | ✓                      | ✓  |  | ✓  | ✓  | ✓                                 | ✓         |   |
| Football                       | ✓   | ✓                   | ✓  | ✓                      | ✓  | ✓  | ✓  | ✓  | ✓                                 | ✓         |   |

| Ofsted Links<br>(aspects evident in our provision) |   |
|--|---|
| <b>Outstanding</b>                                 | <ul style="list-style-type: none"> <li>■ Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.</li> <li>■ Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.</li> <li>■ Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.</li> <li>■ The school's open culture actively promotes all aspects of pupils' welfare.</li> <li>■ They make informed choices about healthy eating and fitness.</li> </ul> |
| <b>Good</b>  | <ul style="list-style-type: none"> <li>■ They enjoy learning about how to stay healthy and about emotional and mental health.</li> <li>■ Pupils show respect for others' ideas and views.</li> </ul>  |



# SPORT PREMIUM

2021-2022

*'Healthy Bodies, Healthy Minds – Promising Futures'*

# DEPARTMENT FOR EDUCATION – VISION FOR PRIMARY PE & SPORT PREMIUM

## Department for Education Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

The funding has been provided to ensure impact against the following **OBJECTIVE**:

*To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (above) that will live on well beyond the Primary PE and Sport Premium funding.*

**It is expected that schools will see an improvement against the following 5 key indicators:**

1. The engagement of all 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.
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

# SPORT PREMIUM AT OASIS BLAKENHALE

Oasis Academy Blakenhale Infants believes that sport and physical activity are essential to enable children to develop to their full potential. Our aim is to promote healthy lifestyle choices through healthy eating and physical activity to enable children to make healthy choices later in adult life. We are working to develop, support and deliver key aspects of PE and School sport, to enhance health, well-being and competition.

Our aim is to develop a culture and ethos in our academy that nurtures and encourages individualism, confidence and pupils who are self-assured. We strive to instil a culture whereby pupils make informed choices about healthy eating, fitness and their emotional and mental well-being.

# SPORT PREMIUM AT OASIS BLAKENHALE

## Context for Sport Premium Funding: 2021 – 2022

- Sport Premium is an allocation of funds to support development of PE and sport in schools.

Total number of pupils on roll – **237 (Rec-Y2)**

Sport Premium (based on number of children) - **£17, 640**

*Oasis Academy Blakenhale is focused on carrying out an audit of current provision and then planning future training needs to improve P.E., fitness and health provision and broadening the range of activities available for pupils and the wider community.*

# SPORT PREMIUM AT OASIS BLAKENHALE

## Vision

ALL pupils leaving Oasis Blakenhale will be **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport. We will provide a *measurable and sustained improvement* in school PE and sport, *underpinned by high-quality teaching* that *increases participation levels in physical activity*, and leads to *healthier pupils* who are more *engaged across the whole curriculum*.

## Objectives

- **1:** To improve the quality of existing PE teaching through continuing professional development in PE for generalists, so that all primary pupils improve their health, skills and physical literacy, and have broader exposure to a range of sports.
- **2:** To increase participation levels in competitive sport and healthy activity of pupils, and maintain these into adolescence.
- **3:** School community to understand and value the benefits of high quality PE and sport, including its use as a tool for whole school improvement.

## Summary information

**Academy** Oasis Academy Blakenhale Infants

**Academic Year** 2021/22      **Total PE and sport budget** £17,640      **Date of statement** January 2022

### Key achievements to date:

- Irrespective of Covid-19, our pupils participated in daily physical activity during the pandemic, either in-school or via remote learning activities.
- Sports staff created virtual PE lessons for children whilst in national lockdown.
- Staff upskilled in PE delivery - CPD module specific to PE teaching developed and implemented with staff members in each Key Stage, focusing on traditional PE and incorporating fitness modules and tracking heart rate data
- Greater range of after-school clubs (100% uptake with waiting lists)
- Increased fitness levels in pupils impacting positively on cognition and aspects of the wider curriculum
- Gross Motor skills greatly developed.
- No gender bias in any aspect of PE/Games
- Broad health curriculum which is pivotal to the ethos and culture of the academy.
- Academy awarded 'Whole School Improvement Award' Sports Premium, through Sport Birmingham.

### Areas for further improvement and baseline evidence of need:

- To continue to improve the quality of existing PE teaching through continuing professional development in PE for generalists, so that all primary pupils improve their health, skills and physical literacy, and have broader exposure to a range of sports.
- To further increase participation levels in competitive sport and healthy activity of pupils, and maintain these into adolescence.
- To create new initiatives and ideas that can keep children active with current and potentially impending covid restrictions.
- School community to continue to understand and value the benefits of a healthy lifestyle beyond the school environment.

### Meeting national curriculum requirements for swimming and water safety

Please complete all of the below\*:

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N/A

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? N/A

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? N/A

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? N/A

| 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:   |
|---|--|--------------------|---|---|
|   |  |                    |   | 20%   |
| School focus with clarity on intended impact on pupils:   | Actions to achieve:  | Funding allocated: | Evidence and impact:  | Sustainability and suggested next steps:  |
| <p>To promote confidence, self-esteem, balance, mood, behaviour, executive function and memory in all pupils.</p> <p>To provide 3 activity tests per year, providing data analysis on all pupils and sub-groups. This will inform future support for identified groups.</p> | <p>Run fitness &amp; enrichment programme throughout the academic year '21-'22 (Autumn/Spring/Summer 2).</p>                                     | <p>£1, 000</p>     | <ul style="list-style-type: none"> <li>Pupils are engaged in purposeful fitness activities that can be continued at home, with parents/carers.</li> <li>Assessment/database outcomes throughout the year (Sept/Apr/July)</li> <li>Target groups of pupils improve or talent developed.</li> </ul> | <p>OAB bespoke fitness programme becomes embedded in academy/community life</p> <p>Develop testing to challenge further as fitness levels increase.</p> |
| <p>To re-design the dedicated 'zoned' fitness area in the KS1 playground with sports councillors</p>  | <p>Lunchtime zoned areas and hall open for pupils to participate in additional physical activity.</p>  |                    | <ul style="list-style-type: none"> <li>Feedback from pupils, staff and parents</li> </ul>   |   |
| <p>To educate staff/parents and lunchtime supervisors in sustaining and developing the fitness programme outside of PE/Games sessions.</p>  | <p>Half termly open sessions for parents to observe and participate with their children.</p>   | <p>£2, 500</p>     | <ul style="list-style-type: none"> <li>Noticeable improvement in pupils mental and physical agility (inside and outside of the classroom)</li> </ul>  |   |
| <p>To purchase further gross motor equipment and gymnastics resources to support identified pupils/gifted and talented pupils.</p>  | <p>Identify pupils who demonstrate a gift in gymnastics, target through after school and during PE sessions.</p> <p>Replenish EYFS PE stock.</p> |                    | <ul style="list-style-type: none"> <li>KS1 outcomes (July '22)</li> </ul>   |   |

| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement |   |                    |   | Percentage of total allocation:<br>24%  |
|--|---|--------------------|---|---|
| School focus with clarity on intended impact on pupils:  | Actions to achieve:   | Funding allocated: | Evidence and impact:  | Sustainability and suggested next steps:  |
| To have full membership of professional bodies in a wide range of school sports both locally and nationally.       | Participate at a high level in a widening range of sports within local and Oasis clusters | £1, 500            | <ul style="list-style-type: none"> <li>• Pupil feedback</li> <li>• Staff feedback</li> <li>• Parental feedback</li> <li>• Outcome of assessments</li> <li>• Outcome of sports events</li> </ul>   | Plan opportunities for the SLP's to carry out their role to the best of their ability to raise sporting and leadership aspirations for a greater range of pupils. |
| Developing pupil leadership and pupil voice in sport and PE.   | Pupils participate and engage with KS2 Play Leaders                                       | £1,800             | <ul style="list-style-type: none"> <li>• Pupils participating in lunchtime activity sessions</li> <li>• Sports Council participated in how funding has been spent. The council have also supported the behaviour leader in refreshing lunchtime sessions for pupils.</li> </ul> | Succession plan with training Y2 pupils.<br>Parents and pupils across the academy have an informed understanding of healthy food choices.                         |
| To promote physical activity and health through parental workshops focusing on healthy eating.                     | Deliver a series of healthy eating workshops for parents/children via the academy Hub.    | £1, 000            |   | To further promote a sustained, healthy lifestyle, beyond childhood.  |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |  |                    |  | Percentage of total allocation:   |
|---|--|--------------------|--|---|
|   |  |                    |  | 17%   |
| School focus with clarity on intended impact on pupils:   | Actions to achieve:  | Funding allocated: | Evidence and impact:   | Sustainability and suggested next steps:  |
| <p>To further 'up-skill' all staff in how to teach P.E./games effectively, incorporating fitness modules.</p> <p>To ensure the quality of teaching and learning in P.E./Sports is in-line with school target of 100% teaching good or better.</p> | <p>Specialist in-house P.E./Sport professionals employed to work with and alongside all teaching staff (Teachers &amp; TA's)</p> | <p>£3, 000</p>     | <ul style="list-style-type: none"> <li>• Staff audit</li> <li>• Pupil/Staff feedback</li> <li>• Lesson observation outcomes</li> <li>• Pupil's learning behaviours improved (PE and the wider curriculum)</li> <li>• Increase in staff confidence when teaching PE – continue to audit (dance/fitness are developmental areas for staff).</li> </ul> | <p>Increased fitness levels with no gaps between subgroups.</p> <p>Confident and creative PE practitioners to be used to support other academies within the region.</p> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |  |                    |  | Percentage of total allocation:  |
|---|--|--------------------|--|--|
|   |  |                    |  | 28%  |
| School focus with clarity on intended impact on pupils:   | Actions to achieve:  | Funding allocated: | Evidence and impact:   | Sustainability and suggested next steps:   |
| <p>Additional achievements:</p> <p>Continue to provide wider opportunities for pupils to experience a variety of sports through Friday enrichment programme (transport costs).</p> <p>Opportunity to discover raw and emerging talent in a variety of sports.</p> | <p>Pupils to have the opportunity to experience: Golf, boxing, tennis and team-building on and off-site.</p> <p>Broader experience of a range of sports and activities offered to all pupils.</p> <p>Sports Council to act as pupil voice in order to support what new sports and activities can be experienced.</p> | <p>£5, 000</p>     | <ul style="list-style-type: none"> <li>• Pupil feedback – 100% positive</li> <li>• Photographs</li> <li>• Observation/assessment of skill improvement over time</li> <li>• Staff feedback</li> </ul> | <p>Sponsor identified children in order for them to develop/hone their talent and skill.</p> <p>Ensure enrichment remains a key focus in order to enhance the wider curriculum and support learning in other subjects.</p> |

## Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:

**13%**

| School focus with clarity on intended impact on pupils:   | Actions to achieve:  | Funding allocated: | Evidence and impact:   | Sustainability and suggested next steps:  |
|---|--|--------------------|--|---|
| <p>Encouraging and developing an interest in sports outside of the curriculum.</p> <p>Enabling all pupils, the opportunity to compete in competitive sport at the academy in a wider context.</p> <p>All pupils able to access high quality sporting competitions</p> <p>No barriers for any child to actively compete in events.</p> | <p>Further increase participation in competitive sport through partially subsidising the 'OAB Oasis Regional Sports Challenge.'</p> <p>Opportunities through Sports Cluster group (including SEND programme).</p> <p>Provide transport for all pupils to competitions at no cost to parents.</p> | <p>£2, 340</p>     | <ul style="list-style-type: none"> <li>• Cluster KS1 events in autumn term.</li> <li>• Pupil feedback</li> <li>• Photographs</li> <li>• Outcome of events</li> <li>• Staff feedback</li> </ul> | <p>Develop regional and national partnerships including links already made with BCU.</p> <p>Participate in a wide range of competitive sports beyond the traditional.</p> |