



Sports Premium 21/22

At Waddington All-Saints Academy, the school received funding of £ 19060.

There is a roll over from the academic year 20/21 of £4510.62

Total funding for 21/22: £23,570.62

Objectives of the sports funding

- 1: Engagement of all pupils in regular physical activity**
- 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**

Expenditure for 2021/22:

<u>Summary of how the funding for 2021/22 was spent</u>	
PE sports specialist Teacher to upskill teachers (Premier Education)	£6650
Dance specialist to upskill teachers	£6507
Health Curriculum (Premier Education)	£3500
Year 5/6 top up swimming	£1914
Growth Mindset BMX	£784
Wow experiences KS1 – Skipping	£400
WOW experiences Year 4/5 – Fencing	£175
WOW experiences Year 3	£410
Cross Curricular Orienteering	£1557.80
Competitions including transport to interschool events and competitions	£300
Equipment and resources	£272.82



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Bikeability Level 1 for Year 3 and 4 children during academic year 22/23	£1100
Total	£23,570.62

Evaluation of the use of the Primary PE and Sports Premium 2021/22.



Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none">• Profile of PE and sport has been raised across the school as a tool for whole school improvement.• Curriculum covers all areas of the PE curriculum and is balanced. It has been rewritten to include traditional and non-traditional sports. This ensured the children have a wider experience.• Broader experience of a range of sports and activities offered to all pupils as part of the curriculum and improved extra-curricular offer.• 60 extra-curricular clubs ran this year by school staff and external providers.• Increased confidence, knowledge and skills of all staff in teaching PE and Sport. Delivery has been provided by specialists in areas of need to upskill teachers, including the opportunity for mentoring, team teaching and observing.• GetSet4PE embedded into our curriculum upskilling the teachers and supporting the high quality provision of PE across school.• Coaching by experts has also had an impact upon participation levels, improved self-esteem, confidence and well-being of pupils.• Additional provision provided for pupils in Year 5 and 6 who are unable to swim 25m to develop competence and confidence within the water, through restructuring of current provision.• Provision of specific sports opportunities for children with SEN and those from disadvantaged backgrounds• Sports Leaders developed to build up skills and build confidence in children leading sport and PE.• Daily Mile incorporated into each year group's week. The children have personal targets to try and beat their score in KS2.	<ul style="list-style-type: none">• Develop physically active lessons across the curriculum linked to the statement above.• Better use of parent volunteers, cluster working with PE Coordinators to enabled money saving through sharing transport to events etc.• Further opportunities for B, C & D teams in a range of sports.• Provide a wider variety of school teams such as netball and hockey.• Continued coaching and modelling of lessons with new staff and refining existing staff's practice.• CPD for new starters and staff who we identify as most suitable.• Further visits from professionals and role models from their field to inspire and promote opportunities in sports and fields children may not have previously chosen.• To support children who have not had the opportunity to meet the national curriculum KS2 expectation of swimming 25m.• To liaise with SGO to upskill new Year 5 Sports Leaders and identify interschool competitions that we can enter as a school.• To increase the volume of interschool competitions competed in by each year group.• To promote physical activity and active travel through increasing the Bikeability courses to children in Year 3 and Year 4.• To build links with local sports clubs so that children have further access to external clubs.• To provide new exciting and engaging opportunities for all children to experience a wider range of sports and activities.•



<ul style="list-style-type: none">• The engagement of the majority pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.• PE and sport within school shared regularly on the school's social media• Personal best targets set within most PE lessons.• Interclass competitions participated in by all children at least 6 times a year.• Each year group has had access to external competition.• School football team participating in local league and friendly arranged for girls teams.• Cross-Curricular orienteering purchased and utilised as a way to include physical activity across the curriculum in Key Stage 2.	
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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? 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 2022.	62%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	38%



What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	38%
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/No 9% of budget

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: 21/22		Total fund allocated: £23,570.62		Date Updated: July 22	
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					Percentage of total allocation: 11%
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:
All children to participate in up to 30 minutes of physical activity daily.	<p>'Active Blast' to be part of our policies. Teachers to use the Daily Mile, Get Set 4 PE and other resources identified to engage children with the recommended physical activity each day.</p> <p>Cross Curricular Orienteering to be implemented in KS2. Maths and English lessons to be included into core curriculum incorporating physical activity using orienteering resources.</p>	£1557.80	<p>Children in school are able to actively discuss how physical activity is promoted and delivered in school. They understand the benefits of physical activity and can verbalise that it not only helps the physical health but the mental health and learning too.</p> <p>Orienteering apart of KS2 curriculum as a taught skill so that the resources can be used further cross curricular. Classes in KS2 using orienteering in lessons such as maths, grammar and geography.</p>	<p>Continuation of daily physical activity each day across year groups. This will be a variation of active learning, daily mile runs, Getset4PE active bursts and others deemed suitable by teaching staff.</p> <p>Orienteering to be taught in Year 3 so that they skills can continued to be used as the approach Year 5 and 6.</p>	

	Bikeability Level 1 course booked for 22/23 for Year groups 3 and 4 to improve riding competence and promote daily physical activity	£1100	TBC at the end of academic year 22/23	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				14%
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:
To increase the physical and mental well-being of children across school.	Health curriculum to be delivered for each year group (6 sessions each)	£3500	All year groups from 1-6 received a term of this scheme. The children were able to link physical activity and PSHE with the Health curriculum and understand key benefits to maintaining health. Children were able to share how their understanding has developed and what changes they have or are intended to make as a result of the curriculum.	Continues promotion of health through PE, PSHE and Science lessons.
To increase the amount of extra curricular clubs on offer in the academic year 21/22	Re planning of our extra curricular school offer. Teachers to lead 2 clubs a year focusing on quality and varied clubs. External providers to supply clubs throughout the year.		All teaching staff led 2 extra curricular sessions this year. This was added to by external providers and non-teaching staff meaning 60 clubs were held after school. 161 children attended at	Review of clubs success and children's questionnaire responses to help formulate next year's offer. Lunch time extra-curricular



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External clubs led by specialists including Deanos Football academy, Premier education and dance.

Development of Sports Leaders in year 5.

least 1 club this year.

clubs to be offered to children who may not be available to attend after school clubs.



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				56%
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:
All staff to work with a specialist coach or provider each term to upskill staff.	Use of local specialists in core PE lessons alongside teaching staff to deliver high quality PE to all children and upskill teachers.	£13,157	Children receive ongoing high quality PE in school. Staff are upskilled and feel more confident in deliver of PE across a broad range of topics. 3 ECT staff have had access to high quality support for 2/3 terms this upskilling them in delivering high quality PE.	Teachers to take an even more active role next year in the teaching of PE with the support of Premier Education. A gradual release model of coach to teacher over a 6 week term.
Identify areas of development with staff (including new starters) and target CPD to support.	Staff questionnaires issued to identify areas staff feel they need some support. Identify CPD to support.		Staff trained in using gym apparatus in the hall meaning children have access to wider resources and equipment when participating in gymnastics.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				9%
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	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:



consolidate through practice:				
Children to experience new sports and activities from specialists within their field	WOW experiences across school including 'skipping' for years Fs 1 and 2, BMX experience for year 6, Fencing for years 4 and 5 and year 3 skateboarding.	£2169	Children's voice showed that these experiences were memorable when meeting with children to discuss PE at various times through the year. When asked what PE they had completed, each of the WOW experiences was mentioned.	Where WOW experiences have been a success, aim to find local clubs and links for children to pursue out of school. Introduce children to further activities and WOW experiences in 21/22.



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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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:
Each year group to participate in inter school competition involving a range of sports and activities. Children to be taught skills relevant to these building up to competition.	Football league to be joined for year 5/6. Each year group to participate in one interschool competitions through the School Games Partnership.	£300	Over 30 children represented the school in matches and football leagues. The children competed against local schools in their football leagues with clear progress made in performances and results. The girl's team convincingly won their game and the number of children wanting to participate far outweighed the places available. Years 1 – 4 participated in interschool cricket competitions out school. The children were able to apply new skills to these competitions as well as return with further skills to be developed.	Working with SGO, identify competitions at the beginning of the year so that each year group participates in a school Games arranged event. Develop links with other Lead Academy schools to compete against each in multiple events across the year.



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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	