



WADDINGTON  
REDWOOD  
A PRIORY ACADEMY

## Impact of the Sport Premium Funding Report- end of 2019-20

One overall aim of the allocation of funding for this year was to begin achieving self-sustaining improvement in the quality of Redwood's PE and sport. This was with a view to the eventual possible end of the current level of funding. Therefore, as well as ensuring that the funding was allocated in line with the 5 key indicators, the long-lasting impact of the money was also considered.

Allocated funding to each area below allowed Redwood to achieve the School Games GOLD Award for a third consecutive year. However, due to the coronavirus epidemic, the award was 'put on pause' this year, with Redwood retaining their previous Gold Award status until we are notified further. The award has a range of criteria which align with each of the 5 key indicators of the Sports Premium, and the impact of the work we did up until the end of March this academic year can still be evidenced as seen below.

### **1. The engagement of all pupils in regular physical activity- kick-starting healthy active lifestyles.**

A large proportion of this year's funding was spent on maintaining the quantity and broadening the variety of extra-curricular clubs available to both KS1 and KS2. The funding has paid for two Tennis Clubs, two Multi-sports Clubs run throughout the year by Mr Housam (qualified PE teacher), and two Dance Clubs (one for KS1 and one for KS2), which this year included Cheerleading, Street Dance, Ballet and Dance Fitness.

By providing such an array of options for the children (in addition to a broader range of clubs run by school staff), a culture of participation in the activities on offer has been maintained within school: this is the case across all year groups.

All of the clubs, aside from Tennis, had a high uptake (between 75% and 100% of spaces available, many being consistently over-subscribed). To encourage participation at Tennis next year, having the club available on school premises will be explored; otherwise this will be reduced to once per week.

When compared to the last academic year (65%, 168/260, of children had attended one club or more from 2018-19), this year that figure was lower with 44% (125/283) having attended one or more clubs due to the fact that clubs could only run up until March. When data at this stage is compared to that of previous years, Redwood was on course to maintain a similar percentage to last year and certainly be well above that required for the School Games Gold Award mark (50%). This is encouraging as due to finding a more affordable club provider in Mr Housam,

we were on course to reduce our spending in this area this year. Due to clubs not running from April-July, there is a large carry-forward of money set aside for clubs next year.

Bearing the above statistics in mind, it is reasonable to suggest that Redwood maintained a culture of being regularly active after school up until March, however, it will likely take considerable time, effort and finance next year to reach similar levels of club participation during the next academic year due to the effects and restrictions of the pandemic.

The coaching/teaching at clubs provided has also been maintained through employing a qualified tennis coach, qualified dance instructors for all Dance clubs and a qualified primary PE teacher for the two Multi-sports Clubs, resulting in a high level of skills being transferred to children. These have also maintained the links with local coaches and the other clubs that they run.

The distribution of clubs over the week has been maintained too: an average of two sports clubs have been available on every day of the week throughout the year, providing plenty of opportunities for children to participate in a vast variety of different sports, equipment and activities, and in indoor, outdoor and off-site activities.

A large proportion of the sports premium funding was also allocated towards developing a better quality of purpose-built active spaces on and around the playground. Initially, playground markings were explored, but due to the quality of the majority of our playground surface (and therefore questions over the sustainability of any markings put down) it was decided that a better use of the money was to construct a timber-fenced MUGA (Multi Use Games Area) to allow children to play ball games during break and lunchtimes, as well as creating a useful games area for use in PE and after-school clubs too. Due to previous improvements focussing on KS1 children, this has been built on the KS2 side of the playground in order for it to be primarily used by them from September 2020.

Further improvements had been planned, which was why £17,000 was budgeted for, but the timelines for these projects was effected when covid guidelines affected allowing unnecessary visitors onto school grounds, meaning that consultations with contractors took far longer than anticipated. The money budgeted here is being carried forward for similar purposes including the construction of a running track and new outdoor climbing apparatus in 2020-21.

A further £600 was budgeted to pay for a day of workshops from Fit4Kids focussing on converting to and maintaining a healthy diet and active lifestyle, but this had also been planned in for the summer terms and could not happen. If possible, this will go ahead in 2020-21. Similarly, the water sports day visit for Y6 children could not happen.

## **2. The profile of PE and sport being raised across the school as a tool for whole school improvement.**

The high uptake of the clubs available was achieved through advertising their availability on sports-club letters, newsletters, Twitter, assemblies and on the school website. A board displaying the pictures of each team that represented the school at competitions was also used to raise the profile of each of these events, instilling pride in representing Redwood. Most teams were also celebrated in our Friday celebration assemblies.

A Sports Crew made up of six Year 6 children has also been maintained and their involvement increased to develop the child-led direction of PE and sport in our school, and to raise the profile of all of the sport which goes on. This

group organised games for younger children every lunchtime up until March very effectively; they directed what some of the money allocated to equipment should be spent on (new badminton equipment, new netballs and new indoor sports); and they led different active activities during break times on the school playground during Anti-Bullying Week to promote collaborative activities. Baseball caps were purchased for each of the crew to make them more recognisable: raising their profile within school.

New sports kit was purchased to raise the profile of PE and sport across school as we didn't have enough sports kit for B and C teams at competitions. Only shirts were purchased as black shorts are already part of school PE kit attire, with 22 of these purchased in varying sizes, as well as a complete cross-country kit. This will all be printed/embroidered next year with our school name and logo. This was budgeted for this year but could not be completed due to closures of local businesses over lockdown. Similarly, the hoodies will also be purchased next year as part of a carry-over of budget into 2020-21.

### **3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.**

Having seen increased PE teaching standards across the school as a result of the Synergy CPD support which had been paid for in the three previous years, it was decided that continuing this particular PE CPD support was not necessary this year. Making the Sports Premium grant sustainable beyond the point of the funding ceasing was an important consideration of receiving this support from the beginning.

An up-to-date copy of the AFPE Safe Practice in Sport was purchased to enable staff to check their understanding of health and safety aspects of PE.

All teaching staff and some TA staff were given the opportunity to attend sports competitions (thereby gaining experience of how to run and organise competitions, their associated rules and also a better appreciation of our standards when compared to other schools) with teams from school or attended training in an area of sport. The money set aside to pay for supply cover for each teacher and for transport to competitions allowed this to happen. Due to covid, only half of the travel budget was actually used.

Before it was cancelled, I had planned, and set aside funds as subject leader, to attend the day-long Lincolnshire PE conference to upskill me in a range of highly-relevant topics and to enable me to network with other local PE subject leaders. This has been postponed until next year due to covid restrictions.

### **4. Broader experience of a range of sports and activities offered to all pupils.**

As mentioned under the first key indicator, a broad range of extra-curricular clubs have been offered this year at Redwood. Under key indicator 5, it can also be seen that children have experienced a broad range of sports through competitions too.

Many items of equipment have been purchased to increase the range of sports and activities available to all children. The focus was on purchasing items to supplement our current inventory to ensure that we had enough equipment for whole-class sets within each area taught and that each set had options for effective differentiation (badminton nets, badminton rackets, multi-skill balls, sportshall athletics equipment, netballs, basketballs, table tennis balls, table tennis in-class desk nets, balance bikes, high jump bar and mat, yoga mats and soft balls).

Equipment and resources have been restocked/replaced for use on the playground and field at breaktimes too: different-sized hula-hoops, nerf vortex throwers, balls and several sets of goal posts.

Bikeability training was budgeted for all Y5 pupils, but this was scheduled for the summer term and could not happen due to covid restrictions. Instead, all of next year's Y5 and Y6 pupils have been booked into Bikeability, and this will be budgeted for in 2020-21, for the summer term.

Two laptops and a flipchart were also purchased in order that teachers could show slides, demonstration videos and dance warm-ups in the large hall for lessons and clubs; to make lesson intentions and teaching points more explicit through note and diagram recording; and also to allow the subject leader to collate data, observe lessons and fulfil other aspects of PE SL role effectively.

## 5. Increased participation in competitive sport.

The number and variety of inter-school sports tournaments attended this year had been planned to be maintained, based on the money budgeted for transport and supply cover for staff, particularly in KS1. However, another result of covid was that the majority of competitions did not happen as these are scheduled for the summer term.

Compared to the 100% of KS2 children having the opportunity to represent Redwood at one or more inter-school competitions in 2018-19, 72% of these year groups had done so by March 2020. This percentage decreases to 43% (123/283) when including KS1 and EYFS as none of their competitions had taken place by March. In 2018-19, this was 80% by the end of the school year. As with club percentages, in the circumstances, these percentages are understandably lower, but also at the level expected for March of an academic year.

Up until March, Redwood still participated in many different (girls and mixed) football competitions, matches and tournaments; an athletics competition; a tag-rugby and many multi-sports festivals; and a series of cross-country events too. At many of these events, we were also been able to send more than one team to participate: we have sent 2 'B teams' and a 2 'C teams'. Furthermore, more KS1 and Reception competitions were made available this year too (even though they could not eventually happen due to lockdown): with all children scheduled to participate in at least one inter-school festival such as cricket.

The participation of both girls and boys in sport within school continues to be no different, partly due to the girls-only clubs and competitions run and attended.

## 6. Other Aspects to Develop

Swimming is an important skill and can encourage a healthy and active lifestyle. All Local Authority schools must provide swimming instruction either in key stage 1 or key stage 2 and Redwood adheres to this directive. The programme of study for PE sets out the expectation that pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

However, our swimming lessons always take place annually in the summer terms and therefore did not take place in 2019-20. Therefore there is no reliable data which we can use to report on the percentage of Year 6 pupils who could swim competently, confidently and proficiently over a distance of at least 25 metres when they left Redwood at the end of the 2019/20 academic year. In the 2018-29 academic year, our percentage had been 98% with 44/45 students achieving this.

Mr Stuart Silk  
Physical Education Subject Leader  
1<sup>st</sup> September 2020

