



WADDINGTON
REDWOOD
A PRIORY ACADEMY

Impact of the Sports Premium Funding 2018-19

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 second consecutive year. The award has a range of criteria which align with each of the 5 key indicators of the Sports Premium.

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 again paid for two Tennis Clubs, two Synergy Sports Multi-sports Clubs to run throughout the year, and two Street Dance Clubs (one for KS1 and one for KS2).

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 have had high uptake (between 75% and 100% of spaces available, many being over-subscribed). When compared to the last academic year (75%, 190/253, of children had attended one club or more from 2017-18), this year, that figure has been maintained at a level far above that required for the School Games Gold Award mark (50%) with 65% (168/260) having attended one or more clubs, but with far more children attending multiple clubs again. Due to there being three fewer paid-for clubs available to the children, a slight drop in attendees was always likely to be the case. The spread of attendees at clubs has however become more evenly distributed across all year groups.

Bearing the above statistics in mind, it is reasonable to suggest that Redwood now maintained a culture of being regularly active after school.

The coaching/teaching at clubs provided has also been maintained through employing a qualified tennis coach, qualified dance instructors for both Street Dance clubs and two specialist sports coaches 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 creating an active outdoor area, including active space and a permanent climbing apparatus. This is now available to KS1 children as an extension to both of the Year 2 classrooms, providing a purpose-built active space within school which can be accessed within lessons and during break times. The height, style and size of the wooden apparatus also allows children in Year 2 to develop their core and upper-body strength and coordination- an area of their physical development which had been restricted due to a lack of tall climbing apparatus in school until now.

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 reorganised our Sports Day events to provide a more enjoyable and active range of events; they directed what some of the money allocated to equipment should be spent on (Nerf throwers, new cricket equipment and three-legged race ties); 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.

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

Synergy staff were paid for from the budget to improve staff pedagogy and subject knowledge in teaching particular sports and skills, as well as working on the various aspects of the outstanding PE lesson framework, which had previously been distributed during a staff meeting. Staff were asked to direct their own CPD to their own particular areas of weakness. Teachers were informed at the beginning of the year that this would be the last year of whole-year support from Synergy, with a view to more targeted occasional support being implemented going forward. From discussions held with staff at the end of the previous year, it was decided that one more year of support in this way would be enough as most staff were almost at the point of feeling confident in teaching the demands of their year group's curriculum. Making the Sports Premium grant sustainable beyond the point of the funding ceasing was an important consideration of receiving this support from the beginning. Establishing a base-line assessment using the newly-purchased MAPs assessment system was also an additional focus of the CPD this year. Teachers taught with an increasingly teacher-led approach from the beginning to the end of a unit of PE (eg gymnastics with Year 6 in Summer 1); Synergy slowly transferred the teaching of the sport and skills across to teachers. This was evident from regular discussions with Synergy Coaches as well as from feedback paragraphs collected from teachers receiving the CPD. These highlighted that teachers had improved confidence and

understanding of how to most effectively teach the various skills involved. The style of CPD also allowed it to be tailored to the level of understanding and areas of development of each teacher as the Coaches were engaged in regular conversation with each member of staff throughout.

An up-to-date copy of the AFPE Safe Practice in Sport was also 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 in addition to the Synergy CPD. The money set aside to pay for supply cover for each teacher and for transport to competitions allowed this to happen.

Finally, as subject leader, attending the day-long Lincolnshire PE conference upskilled me in a range of highly-relevant topics: from evidencing and sustaining the use of the sports premium, to analysing best practice of developing whole-school programmes through hearing of examples from flagship schools. It also enabled me to network with other local PE subject leaders.

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

As mentioned under the first key indicator, a broader range of extra-curricular clubs have been offered this year at Redwood. The Synergy CPD focusses which staff have had developed will allow us to maintain the broad the range of sports and activities which are taught within PE lessons going forward too. 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. Through purchasing better-differentiated and a greater quantity of equipment (dodgeballs, hockey sticks, three-legged ties, softball catching gloves, netball bibs and nerf throwers), less confident children and more of a class at one time can access a broader range of sports equipment more easily. Equipment and resources have been restocked/replaced too: hula-hoops, kwik-cricket stumps, floats for the swimming pool and spot markers.

5. Increased participation in competitive sport.

The number and variety of inter-school sports tournaments attended this year has been increased, based on the money budgeted for transport and supply cover for staff, particularly in Years 3 and 4.

One hundred percent of Year 3, 4 and 6 children had the opportunity to represent Redwood at one or more inter-school competitions this year. Across KS2, 80% of children attended at least one inter-school competition this year.

An ethos of everyone being given the chance to represent the school has been maintained and particularly developed at the lower end of Key Stage 2 also through this use of the funding; more able children have also been given more opportunities to compete against more similarly capable opponents from other schools more often too: Skegness girls football county finals, Lincoln City half-time cup semi-finals and the Synergy football league final.

We have participated in many different (girls and mixed) football competitions, matches and tournaments; different cricket competitions; a tri-golf tournament; a hockey competition; an athletics competition; a netball tournament; a tag-rugby and many multi-sports festivals; a tennis tournament; and a series of cross-country events. At many of these events, we have also been able to send more than one team to participate: we have sent 5 'B teams' and 2 'C teams'- we only managed to send 2 'B teams' last year. Furthermore, more Lower Key Stage 2 competitions were

made available this year too: more multi-sports events, football matches and tournaments, cross-country competitions, a tri-golf competition and a tennis tournament.

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.

98% (44/45) of our Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left Redwood at the end of the 2018/19 academic year.

Mr Stuart Silk
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