

The background is a solid blue color with several overlapping, semi-transparent, curved shapes in various shades of blue, creating a modern, abstract design.

Sports Premium Report

Sports Premium Report 2021-2022

Co-op Academy Oakwood

Academic Year	2021-2022
Total fund allocated	£19,570 (Spend on plan £21,700)
Date updated	July 2021

Key achievements to date (2020-21)

- Pupils were able to access PE sessions throughout the pandemic.
- All government guidance was followed to allow for a range of sporting activities for all pupils.
- Sporting clubs were run and offered to all pupils in Year 1 to Year 6
- The PE curriculum has been developed to ensure that pupils have access to a range of sports.
- Mental health and wellbeing was a big focus in school.

Areas for further improvement and baseline evidence of need:

- Pupil fitness levels decreased during lockdown periods and levels of fitness still need to be improved.
- Swimming did not take place for any pupils due to the closure of the local pool to become a testing site. .
- Planned catch up swimming for those who missed it in the academic year 2019/2020 did not take place either.

National curriculum requirements for swimming and water safety

What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	19%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	19%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	50%
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- Primary PE and Sport Premium grant was planned to be used to provide additional provision for swimming. However due to the pandemic and closure of the local swimming pool this did not take place.

Key indicator 1

58%

All pupils take part in regular physical activity to increase fitness and wellbeing levels.

Percentage of total allocation

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Further develop the physical activity offer during non-curriculum times (e.g. break and lunch times)	<p>Sport coaches offer games, activities and experiences during break and lunch times.</p> <p>Pupils to be made aware of the activities, games and experiences on offer.</p> <p>Purchase of activities, games and experiences to use during non-contact times.</p>	£12,500	<p>After school sports were offered to Year 1 to 6 throughout the year.</p> <p>Impact: more pupils accessed after school clubs than in the previous academic year.</p> <p>Investment in physical activity resources was made for break and lunchtimes.</p> <p>Impact: more pupils are physically active during break and lunch times.</p> <p>Sports coaches used at breaks, lunches and after school clubs to develop the physical activity offer for the academy.</p> <p>Impact: more games and physical activity accessed</p>	<p>More investment in resources to further develop the activity offer during non-curriculum times and increase the variation of games and activities on offer.</p> <p>Sports coaches to be funded to develop the physical activity offer for the academy during non-curriculum times.</p>

		<p>by pupils during these times.</p> <p>Co-op Young leaders programme has been delivered and disseminated to 30 pupils within the academy. These pupils are now play leaders and encourage physical activity during breaks and lunch.</p> <p>Impact: more games and physical activity accessed by pupils during these times.</p>	
<p>Develop the principles of 'Movement Play' (Sharon Tredgett/EYFS team) within EY PE and playtime sessions.</p>	<p>School staff and sports coaches incorporate the key principles from the EYFS training on 'Movement Play' into EY PE sessions/ playtime activities.</p>	<p>Movement play principles have been developed in the EYFS unit.</p> <p>Impact: Gross motor skills is the best performing area within the current reception cohort. 88% of pupils reaching re</p>	<p>Continue to develop gross motor skills within EYFS.</p> <p>Continued investment in resources to further develop the Gross Motor skills of the pupils.</p>

<p>External services to be used to supplement the after school club offer to pupils e.g. gymnastics coach.</p>	<p>External services to be appointed to run after school clubs. After school clubs which cover a wide range of sports are offered to all pupils.</p>	<p>PE partner services accessed to develop after school offer. American football, archery, dodgeball, football, rugby</p> <p>Inter-school tournaments arranged and attended by Key Stage 2 classes including: Dodgeball, football and rugby.</p> <p>Impact: more pupils accessed after school clubs than in the previous academic year.</p>	<p>Continue to purchase the services of PE Partner to develop after school clubs and inter-school tournaments.</p>
<p>Outside sporting agencies are invited in to run assemblies and taster days so pupils have a greater knowledge of sports available to them.</p>	<p>Assemblies are arranged so sporting groups can share their sport with the pupils. Community out of school clubs are invited to share information with pupils and families.</p>	<p>Taster days arranged for archery and American Football. Impact: pupils have knowledge of more sports.</p>	<p>Fund and seek links to outside sporting agencies Invite agencies in to run assemblies and taster days so pupils have a greater knowledge of sports available to them</p>

Key indicator 2

9%

Raise the profile of PE and sport across the academy through the development of the PE curriculum

Percentage of total allocation

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Continue to consolidate the PE curriculum	<p>Meet with KH to revise medium term plans. Further intent statement for PE</p> <p>Ensure that a range of sports and experiences are available to all pupils. Have a core offer of sports that pupils experience during curriculum PE. Supplement the core offer of sports through the use of outside agencies so pupils experience new and different sports.</p>	£2000	<p>New PE curriculum scheme of learning purchased to develop and consolidate the PE curriculum.</p> <p>PE intent statement developed and written.</p> <p>Impact: PE curriculum offer is well sequenced, progressive and has full coverage of the National Curriculum.</p>	<p>Work with JB Trust Curriculum Director to develop PE curriculum and offer.</p>

<p>PE week in Summer term</p>	<p>PE week in Summer term where pupils have access to sports not covered in the PE curriculum. External agencies run taster days and activities for the pupils. Assemblies are arranged so sporting groups can share their sport with the pupils. Community out of school clubs are invited to share information with pupils and families.</p>	<p>Sports Days and Tennis Festival organised in the Summer term. Impact: pupils developed knowledge of different sporting activities. Pupils were more activities during the sports days and tennis festival.</p>	<p>In Summer 2023 another Sports Week is to be arranged.</p>
<p>Wellbeing weeks at the end of each term</p>	<p>Link PE and PSHE to develop the wellbeing of pupils and staff. Work with Impact North counsellor to develop the wellbeing of pupils. PSHE to disseminate a range of resources from the Anna Freud centre. PE and fitness resources to be shared by sports coaches and PE leader.</p>	<p>Wellbeing weeks were established. Mindmate resources were used to develop pupils' knowledge of mental health and wellbeing and how to seek support. Impact: pupils are able to talk about mental health and wellbeing and are able to say how to improve this as well as how to seek support.</p>	<p>Continue to develop wellbeing weeks in 2022/2023</p>

Key indicator 3

9%

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

Percentage of total allocation

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Sports coaches teach model lessons with teachers.	Sports coaches timetabled to work with teachers and the wider staff team. Dedicated improvement and development time. Coaching from SLT on how best to model.	£2000	Model lessons taught by sports coaches with teachers and school staff. Impact: confidence in delivering PE sessions increased.	Model lessons to continue in 2022/2023
External training in staff meeting	External support from Trust to deliver PE training.		Unable to facilitate in 2021/2022	Seek training to further develop PE teaching and learning across the staff team for 2022/2023.
Develop PE curriculum	Meet with KH to revise medium term plans. Further intent statement for PE Ensure that a range of sports and experiences are available to all pupils. Have a core offer of sports that pupils		New PE curriculum scheme of learning purchased to develop and consolidate the PE curriculum. PE intent statement developed and written.	Work with JB Trust Curriculum Director to develop PE curriculum and offer.

experience during curriculum PE. Supplement the core offer of sports through the use of outside agencies so pupils experience new and different sports.

Impact: PE curriculum offer is well sequenced, progressive and has full coverage of the National Curriculum.

Key indicator 4

15%

Provide additional provision for swimming that is over and above the national curriculum requirements

Percentage of total allocation

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Pupils can swim with more competence and confidence over a distance of 25 metres.	Hire of 'Pools to Schools' from Elite sport Pupils have intensive sessions on a 1:12 ratio for 30 per day for two weeks (300 hours of swimming per pupil) MITIE variation to complete before session begins. Risk assessment for pupils.	Around £3200	Unable to hire 'Pools to Schools'. However, additional intensive swimming lessons were purchased for pupils in Key Stage 2 at a local swimming pool. Impact: pupils' confidence in the water increased. More pupils were able to swim over a distance of 25 metres.	Year 3 and Year 4 pupils to access weekly swimming lessons in 2022/2023
Pupils can use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.	See above	See above	Additional intensive swimming lessons were purchased for pupils in Key Stage 2 at a local swimming pool. Impact: pupils' confidence in the water increased. More pupils were able to swim over a distance of 25 metres.	Year 3 and Year 4 pupils to access weekly swimming lessons in 2022/2023

Key indicator 5

9%

Increased participation in competitive sport

Percentage of total allocation

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Tennis tournament and festival	Organise the annual tennis festival. Arrange prizes and ensure equipment is available to all.	£2000	Sports Days and Tennis Festival organised in the Summer term. Impact: pupils developed knowledge of different sporting activities. Pupils were more active during the sports days and tennis festival.	In Summer 2023 another Sports Week is to be arranged.
Inter-school sports matches	Sports coaches regularly review the upcoming events available and develop links with local schools to organise matches/events.		PE partner services accessed to develop after school offer. American football, archery, dodgeball, football, rugby Inter-school tournaments arranged and attended by Key Stage 2 classes including: Dodgeball, football and rugby.	Continue to purchase the services of PE Partner to develop after school clubs and inter-school tournaments.

		<p>Impact: more pupils accessed after school clubs than in the previous academic year.</p>	
<p>Inter-house academy sports competitions</p>	<p>Sports coaches and PE leader to arrange inter-academy sports competitions - one per half term during wellbeing week.</p>	<p>PE partner services accessed to develop after school offer. American football, archery, dodgeball, football, rugby Inter-school tournaments arranged and attended by Key Stage 2 classes including: Dodgeball, football and rugby.</p> <p>Impact: more pupils accessed after school clubs than in the previous academic year.</p>	<p>Continue to develop inter-house academy sports competitions</p>
<p>Sign-post pupils to further opportunities to access competitive sport outside of school.</p>	<p>External agencies run taster days and activities for the pupils. Assemblies are arranged so sporting groups can share their sport with the pupils. Community out of school clubs are invited to share information with pupils and families.</p>	<p>Taster days arranged for archery and American Football. Impact: pupils have knowledge of more sports.</p>	<p>Fund and seek links to outside sporting agencies Invite agencies in to run assemblies and taster days so pupils have a greater knowledge of sports available to them</p>

