

Woodside Academy Sports Premium

2021-2022

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● Reconfigured PE provision by dedicating specialist teacher to lead teaching of PE across the whole school and extending the range of sports offered as part of the statutory entitlement. ● Developed pupil confidence levels and opportunities for children to learn and engage in a competitive environment. ● Enabled pupils to access a variety of sports taught by experts and piloted partnerships with developed pathways to outside sporting agencies. ● Built self-esteem, confidence and improved the general well-being of pupils through physical activity. ● Install outdoor sensory swing to encourage physical activity and to promote self-regulation of sensory and emotional needs associated with ASD: Summer 2019 ● Implemented Daily Mile across outdoor playground space ● Trialled use of sensory pathways in specific locations across the school 	<ul style="list-style-type: none"> ● Maintain Rebound therapy certification for a range of staff ● Support children’s sensory regulation and awareness through provision an additional sensory circuit space to include indoor swing ● Set-up and enhance EYFS-KS1 soft play area to promote development of fine and gross motor skills and social interaction and communication ● Further development of fitness offer across the school

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?	36%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	0% children tend to be competent in their individually preferred stroke.

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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?	Additional swimming has not been provided in 21-22

*Schools may wish to provide this information in April, just before the publication deadline.

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 students today and for the future.

Academic Year: 2021-2022		Total fund allocated:£16000 Total expenditure July 2022: £16, 617		Date Updated: Reviewed July 2022	
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: 93%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
Enhanced resourcing of indoor physical environments for EYFS & KS1 children to include elements of physical activity enabling them to develop awareness and management of their sensory needs and regulation	Indoor soft play equipment Indoor sensory swing & sensory circuit.	14, 835:00	Installed Spring 1 2022 Installation complete Summer 1 2022. Provision has been expanded to facilitate rich play, language acquisition and interaction opportunities. Early routines of independence, shared attention and play are promoted. The resource is favoured by children and supports the overall positive school experience essential for young children with additional needs. The EYFSsensory circuit room has also expanded provision across the school and enables children to begin to identify and self-regulate their emotional state in order for learning to take place.	Soft Play provision to be tailored to support curriculum themes where appropriate. Children can now readily access concrete resources to support their development ; physical, emotional, communication, social. Continued Maintenance of equipment and resources .	
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement					
Percentage of allocation: 7%					

School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Rebound therapy reaccreditation for 9 staff.		£1782:00	<p>Rebound therapy has been successful with children and those leading sessions since it was first introduced at Woodside in September 2019.</p> <p>Aside from huge enjoyment shown by children over time, they have clearly developed confidence and skills.</p> <p>Rebound therapy promotes a range of physical and developmental improvements including, balance, strength, eye-contact, body awareness, social awareness, trust in self and others, confidence, height and depth perception, numeracy and communication.</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport. Please also refer to KPI 1.				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding Allocated	Evidence and impact:	Sustainability and suggested next steps:
Relevant staff trained to support the use of sensory circuit and intensive interaction in the EYFS-KS1 enhanced provision	CPD sessions for relevant staff in Intensive Interaction, sensory circuits and meeting sensory needs	Within school budget a	Staff develop a greater understanding of early child development so that they can effectively promote communication, interaction and independence,	Staff know the children well and can adapt language and learning activities to promote further development. Staff understand that sensory needs must be met in order for individual children to be able to play and learn.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. DETAIL BELOW FOR IMPLEMENTATION				Percentage of allocation: N/A
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding Allocated 21-22	Evidence and impact:	Sustainability and suggested next steps:
Rebound Therapy	Implemented through timetable and via a range of staff .	0	Resumption of Rebound sessions September 2021- children and young people benefit greatly from this intervention. Staff recertified in July 2022	School confidently able to continue to offer RT.
Key indicator 5: Increased participation in competitive sport Percentage of allocation: Due to further and continued disruptions to education in 22-23; it has not yet been possible to reinstate Woodside's competitive Sports Programme. This will be prioritised for 22-23 when the annual cycle of competitions will be more consistently on offer.				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding Allocated	Evidence and impact:	Sustainability and suggested next steps:

<p><i>Increase the range of external competitive sports and students participation, including the proportion of Pupil Premium students</i></p>	<p><i>Annual subscription and participation in Special school football league. Transport and staff cover to events Purchase of football team kits and boots</i></p>	<p><i>0</i></p>	<p><i>Photographs and medals capturing pupils' participation, enjoyment and achievements. Improved relationships between peers. Woodside has had positive feedback regarding sportsmanship of players which has been recognized by other organisations</i></p>	<p><i>Continue participation in the various events. Broaden the range of events in which the school participates</i></p>
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