



Old Hall Drive Academy Sport Premium Plan 2021- 2022

Amount of Grant Received –£19570

Date: July 2021 – 2022 reviewed

Area of Focus	Evidence	Action Plan	Effective Use of the Funding	Funding Breakdown	Impact
<i>Including the 7 key factors to be assessed by Ofsted</i>	Sign-posts to our sources of evidence	Based on our review, key actions identified to improve our provision	Summary of how our funding has been used to support delivery of our Action Plan, including effective uses identified by Ofsted*	How much spent on each area	The difference it will make/has made
<p><i>Participation rates in such activities as games, dance, gymnastics, swimming and athletics.</i></p> <p><i>Curriculum</i></p>	<p>School's own data/ registers</p> <p>WOT PE Curriculum breakdown overview.</p>	<p>Continue assessment of the quality of our curriculum including:</p> <ul style="list-style-type: none"> ● Quality of teaching and learning (Lesson planning and observation) <ul style="list-style-type: none"> ● Monitoring the PE scheme and lessons to highlight effectiveness. ● Assessment through termly pupil voice. ● Access to and quality of facilities/resources ● Provision made for those gifted in PE <ul style="list-style-type: none"> ● Staff Audits & CPD 	<ul style="list-style-type: none"> ● Employing enrichment officers to aid Old Hall Drive Academy staff to work alongside teachers to help support children's involvement in sport and help boost attendance and behaviours within school. ● To Increase the use of our MUGA during PE lessons. ● To develop the range of sporting opportunities following the WOT curriculum overview 	<p>£6010</p> <p>£10,000</p>	<ul style="list-style-type: none"> ● Increased pupil participation <ul style="list-style-type: none"> ● Enhanced, inclusive curriculum provision ● More confident and competent staff / pupils ● Increased capacity and sustainability ● Positive attitudes to health and well-being through PE ● Positive impact on whole school improvement / behaviour. ● Teacher confidence will develop through CPD and liaising closely with subject leaders in school. ● Opportunities for staff to develop CPD through PE portal videos.



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			<p>covering all strands of PE.</p> <ul style="list-style-type: none"> ● Using enrichment officers to deliver activities in before school clubs, lunchtime clubs, after school clubs and curriculum support. ● Trust PE Lead to liaise with Curriculum lead around staff CPD opportunities. ● Additional places for children on swimming program who have not met the 25M standard in year 4. ● Progressive sports employed to facilitate lunch times and afters schools on a Monday/Tuesday and Wednesday 		<ul style="list-style-type: none"> ● Improved confidence of children in swimming and water safety. ● Move towards increasing accountability of PE. ● Increased physical and mental health benefits for all children. <p>The majority of this target has been reached. Clubs have been organised and implemented by staff and outside agencies which have been regular. In orange, most teachers are starting to develop their confidence in delivering lessons to children through the use of planning and the online portal for them to use. In regards to the other orange objective, enrichment officers are offering support to challenging children through the use of sport.</p>
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<i>Including the</i>	Sign-posts to		Summary of what our funding has been used for,		The difference it will make/has made



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7 key factors to be assessed by Ofsted	our sources of evidence	Based on our review, key actions identified to improve our provision	including effective uses identified by Ofsted*	How much spent on each area	
Extra-Curricular	<ul style="list-style-type: none"> ● After school registers ● Pupil Voice data ● Staff audit of individual classes ● extra-curricular activities, <ul style="list-style-type: none"> ● Targeted groups from teacher assessment 	<p>Review the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none"> ● Range of activities to be monitored on an annual basis. ● Ensure the enhancement and extension of our curriculum provision <ul style="list-style-type: none"> ● Inclusion ● The time of day when activities are offered ● Access to facilities (on-site/off-site) ● Links to additional sites. <ul style="list-style-type: none"> ● Pupil needs/interests (Pupil Voice) ● Partnerships and links with clubs expanded <ul style="list-style-type: none"> ● Talent provision ● Use of local clubs to promote community links. 	<ul style="list-style-type: none"> ● Building a MUGA to host PE lessons, lunch time competitions, before/after school clubs. Host inter school competitions and School Games. ● Employing enrichment officers to provide extra-curricular opportunities to children during lunch times, before school and after school. ● Training current staff to engage in extracurricular program. ● Developing staff confidence to deliver extra – curricular activities across the week. ● Progressive sports employed to facilitate lunch times and afters schools on a 	<p>£4,275</p> <p>£1,500</p>	<ul style="list-style-type: none"> ● Enhanced, extended, inclusive extra-curricular provision ● Enhanced quality of delivery of activities. Increased staffing capacity and sustainability for clubs <ul style="list-style-type: none"> ● Improved standards ● Positive attitudes to health and well-being ● Improved behaviour and attendance and reduction of low-level disruption ● Showing a positive impact of attendance within school <ul style="list-style-type: none"> ● Clearer talent pathways <ul style="list-style-type: none"> ● Increased school-community links ● Tackling childhood obesity and inactivity. ● Increased participation in competitive sporting opportunities. ● Increasing and widening the variety of sporting



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			Monday/Tuesday and Wednesday		<p>opportunities and variety of sports offered by the school.</p> <ul style="list-style-type: none"> • High level coaching for development in skills for children accessing the lunch time and after school clubs. <p>With the removal of restrictions we have been able to implement clubs provided by staff and outside agencies which have been brilliant in increasing the participation in extra-curricular clubs, before, during and after school which have driven high standards and health benefits. In regards to the orange targets, clearer pathways need to be made to direct children to interested sports. There has been no evidence to suggest whether the sporting opportunities have increased attendance or had an impact on behaviour.</p>
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<p style="text-align: center;">Participation and success in competitive school sports</p>	<ul style="list-style-type: none"> ● Schools own data/ registers ● SGO ● Calendar of events / fixture lists 	<ul style="list-style-type: none"> ● Clear and active calendar of events set out for the year for competition ● Regularly engage with Manchester Active Schools/School games/ Youth Sports Trust portal. <ul style="list-style-type: none"> ● Engage more staff/parents/volunteers. ● Continue to grow the number of staff attending competitive sports competitions. ● Further develop existing links with Cedar Mount Academy PE department through cluster meetings. ● Increase the range of inter schools / Trust competitions on offer for pupils. ● Achieving success in SGO events at city wide level. 	<ul style="list-style-type: none"> ● School mini buses to transport children. ● Sports Premium to pay £2,000 towards annual amount of minibus ● Children to take part in sporting competitions as well as working with other schools from local area. ● Trust PE leads to host competitions/clubs working with SGO as well as allow other schools to host on the MUGA. ● Trust PE leads to develop further competition opportunities at regional level. ● PE leads to organise sports day which uses high school students to lead 	<p>£2,000 – towards £7,541 annual fee</p> <p>£1,100</p> <p>£1200</p> <p>Additional staff £21600</p>	<ul style="list-style-type: none"> ● Increased pupil participation <ul style="list-style-type: none"> ● Extended provision ● Improved positive attitudes to health and well-being and PESS <ul style="list-style-type: none"> ● Links with other schools ● Intra / inter school competitions. ● Collaborative PE with Seymour Road Academy and Briscoe Lane e.g. competitions, Wise Owl Trust Teams. ● Links with other local schools. <ul style="list-style-type: none"> ● Links made with high schools supporting Young Leaders. ● Support Application towards School Games Gold Mark. ● Wider variety of competitive events being targeted for children. ● Attendance at citywide and regional level increase.



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		<ul style="list-style-type: none"> ● Children to increase participation in school games competitions. ● Old Hall Drive to host 3 competitions on the MUGA linking with the SGO. ● Hosting and attending Trust wide competitions. 			<ul style="list-style-type: none"> ● Developing physically and mentally healthy children. Majority of targets have not been met. Sporting competitions and links with other schools have not happened due to COVID and schools restrictions on visitors and visiting other areas. Towards the end of the year, links were made with Cedar Mount for young sports leaders but cancelled due to term ending.
<p><i>How inclusive the physical education curriculum is</i></p>	<ul style="list-style-type: none"> ● Curriculum plan <ul style="list-style-type: none"> ● Long, medium and short-term plans created by WOT Trust PE Leads. ● PE coordinator and peer observations 	<p>Review the quality of our curriculum including:</p> <ul style="list-style-type: none"> ● Accessibility of all the activities – differentiation applied where applicable. ● Use of TA's to support learning ● Quality of teaching and learning <ul style="list-style-type: none"> ● Staff Professional Learning (PL) <ul style="list-style-type: none"> ● Access to facilities/resources 	<ul style="list-style-type: none"> ● Training for teachers from PE leadership and professionally qualified sports coaches updated for 2021-2022 ● Additional staff to deliver range of inclusive sports on a half termly basis. ● Opportunities for Pupil Premium children to access lunch time clubs and extra-curricular clubs. ● Enrichment officer to provide breakfast, 	£450 per session.	<ul style="list-style-type: none"> ● Monitor new inclusive curriculum which inspires and engages all pupils linked to creative curriculum. <ul style="list-style-type: none"> ● More confident staff ● Enhanced quality of teaching and learning ● Increased capacity and sustainability ● To support delivery of sport to staff. ● Clear pathway for children with traditionally low levels of activity.



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		<ul style="list-style-type: none">● Check equipment (Staff Audit) to ensure it meets the needs of our pupils and review regularly.● Ensure PE policy on inclusion is being followed by staff through differentiation in planning.	<p>lunchtime and after school clubs on 4 separate days.</p> <ul style="list-style-type: none">● Staff to deliver specific clubs targeted at children with low participation and inactivity.● Staff to attend CPD events delivered by external providers and Trust PE leads.● Staff to attend Trust led CPD opportunities.		<ul style="list-style-type: none">● Staff to develop subject knowledge in curriculum specific areas (Gymnastics, Dance, Games and OAA).● Staff to develop knowledge on how to deliver effective PE and differentiation within lessons. <p>PE Leads have had the opportunity on occasions to witness what is happening in PE lessons and offer their advice to the delivery. Staff have also been able to improve their subject knowledge with the planning and online portal to use. Orange targets have started but need to be continued in order to become green. The more staff deliver lessons to the children the more they will become confident in the different sports.</p>
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<p style="text-align: center;"><i>Including the 7 key factors to be assessed by Ofsted</i></p>	<p style="text-align: center;">Sign-posts to our sources of evidence</p>	<p style="text-align: center;">Based on our review, key actions identified to improve our provision</p>	<p style="text-align: center;">Summary of what our funding has been used for, including effective uses identified by Ofsted*</p>	<p style="text-align: center;">How much spent on each area</p>	<p style="text-align: center;">The difference it will make/has made</p>
<p style="text-align: center;"><i>The range of provisional and alternative sporting activities</i></p>	<ul style="list-style-type: none"> ● Curricular and extra-curricular plans ● Registers of participation 	<p style="text-align: center;">Continue to Review the quality of our extra-curricular provision including:</p> <ul style="list-style-type: none"> ● Act on feedback provided during 2020-2021 ● Improve the range of activities offered <ul style="list-style-type: none"> ● Inclusion ● The promotion of active, healthy lifestyles through education and sport. <ul style="list-style-type: none"> ● Quality and qualifications of staff providing the activity ● The time of day when activities are offered 	<p>Buying into local, existing sports networks:</p> <ul style="list-style-type: none"> ● Employing additional staff to Wise Owl Trust and enrichment officers to work alongside teachers to help support children’s involvement in sport and help boost attendance within school. ● Paying for transport and access to indoor/outdoor leisure and recreational facilities – Mini bus ● Linking with further clubs and organisations in the community to offer a range of sporting opportunities. 	<p>Commando Joes Progressive sports £12,000</p> <p>£2,000 – towards annual</p>	<ul style="list-style-type: none"> ● Extended, alternative provision ● Engaged or re-engaged disaffected pupils. <ul style="list-style-type: none"> ● More confident and competent staff ● Enhanced quality of delivery of activities ● Increased staffing capacity and sustainability <ul style="list-style-type: none"> ● Improved standards ● Positive attitudes to health and well-being ● Continued improvements to behaviour and attendance ● Increased school-community links <ul style="list-style-type: none"> ● Children to make links to external activities



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		<ul style="list-style-type: none"> ● Access to facilities (on-site/off-site) ● Partnerships and links with clubs ● Staff Professional Learning (PL) ● Children to engage in outdoor activities ● Make community links to OAA centres and organisations. 	<ul style="list-style-type: none"> ● Linking with Greater Manchester Transport to develop healthy active lifestyles to school. ● Giving children a range of OAA opportunities. ● Attended Taekwondo championships with select children to experience and promote enagagment. 		<ul style="list-style-type: none"> ● Children developed skills connected to adventure / outdoor adventure activities. <ul style="list-style-type: none"> ● Providing a broader and more inclusive range of activities for all children. ● Children to take part in OAA sports and activities. <p>Targets in green due to being accomplished. Children and staff are supported by enrichment officers and outside agencies to monitor and improve behaviour and attitudes by these children. Alternative provision by these too, with a variety of sports/activities provided. Orange targets not met but have started to be implemented across school. During term time, children have visited or been visited by other agencies to promote links. OAA activities been experienced by some but all pupils, going orienteering at dovestones is one example.</p>



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<i>Partnership work on physical education with other schools and other local partners.</i>	<ul style="list-style-type: none"> ● Membership of networks <ul style="list-style-type: none"> ● School/ Subject Action Plans/ minutes ● Attendance at PE Forums ● Governors' minutes/ reports ● Growth of local sports clubs linked to school. 	<ul style="list-style-type: none"> ● Continue to review our partnerships and membership of networks ● Identify and grow new possible partnerships ● Continue to develop Wise Owl Trust partnership. ● Enhanced calendar for 'Wise Owl Sports' intra school competitions to be held each half term. ● Children to compete with other schools within the trust as well as schools from the local area connected to Wise Owl Trust. Working towards 10 inter school competitions hosted by OHDA. 	<p>Buying into local, existing sports networks:</p> <ul style="list-style-type: none"> ● Children to take part in sporting competitions as well as working with other schools from local area. ● Children to take part in sports at Regional events venues ● Out of school cluster meetings with local feeder high schools. ● Linking with Greater Manchester Transport Association to develop effective travel to school. ● Linking with local communities for strong community links. 	<p>£10,000</p> <p>£2500</p> <p>£1200</p>	<ul style="list-style-type: none"> ● Enhanced quality of provision ● Increased pupil participation in competitive activities Increased range of opportunities ● The sharing of best practice ● Increased pupil awareness of opportunities available in the community <ul style="list-style-type: none"> ● Collaborating PE with Seymour Road and Briscoe Lane e.g. competitions, Wise Owl Trust Teams. ● Links with other local schools. ● Links made with high schools supporting Young Leaders. ● Long term planning with Cedar Mount Academy PE department to prepare year



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		<ul style="list-style-type: none"> ● Children to work cooperatively with other schools within the trust to compete at Sports City. ● Continue to promote the growth of local sporting clubs for children to attend out of school hours. ● Working with cluster schools through local high school PE department (Cedar Mount Academy) ● Developing sports leaders from Local High schools to mentor and deliver sporting opportunities for KS2. ● Engage in bike ability, scoot fit training and walk to school schemes. 			<p style="color: red;">5/6 children to transition to high school.</p> <ul style="list-style-type: none"> ● Preparing children for the transition to high school. ● Developing sustained active travel for children to school, using bikes, scooters and on foot. ● Developing sporting habits for life through attending community sports clubs. <p>The majority of these targets were not met. Having visitors and competitions were not feasible due to limitations. For the green targets which were met, children were allowed to visit some events and competitions towards the back end of the school year. Sporting company (progressive sports) were employed towards the back end of the year to offer morning/lunchtimes/after school clubs.</p>
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<p><i>Review the impact that the funding has had on other factors.</i></p>	<ul style="list-style-type: none"> ● Used afPE Framework for Review to generate PESS Action Plan ● Staff PL Record ● Lesson observations ● Pupil voice ● Attendance data (curriculum and extra-curricular) ● Staff questionnaire 	<ul style="list-style-type: none"> ● On-going review of provision for each of the following areas: <ul style="list-style-type: none"> ▪ <i>Achievement</i> ▪ <i>Quality of Teaching</i> ▪ <i>Behaviour and Safety</i> ▪ <i>Leadership and Management</i> ▪ <i>Quality of the curriculum</i> ● On-going review of impact on Professional Learning for PE and Sport 	<ul style="list-style-type: none"> ● Trust leads to develop strategy for continued professional learning of all staff. ● Training and monitoring of staff skills and needs to be conducted termly to identify strengths and weaknesses. ● Staff questionnaire to highlight and focus strengths and weaknesses in delivery of PE. ● Targeted training for those staff members with specific areas of weakness or interest. 		<ul style="list-style-type: none"> ● Will help to identify the added value of the funding <ul style="list-style-type: none"> ● Will enhance the effectiveness of the funding spend through clear identification of needs ● Achievement of School Games Gold Mark. <ul style="list-style-type: none"> ● A confident and encouraging environment for staff to develop and improve PE curriculum knowledge. <p style="background-color: yellow;">School council have had input on what they would like to change at school to impact things that have occurred. Pupil voice has also guided decisions for clubs. Staff have been given a curriculum to follow and online portal to support learning further.</p>



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<i>Links with other subjects that contribute to pupils' overall achievement and their greater spiritual, moral, social and cultural skills (SMSC)</i>	<ul style="list-style-type: none"> ● Whole School Plan/SEF ● PE Subject Plan ● Whole school (WOT) policies and overview/ PE policies 	<ul style="list-style-type: none"> ● Review the contribution of PESS to whole school priorities ● Ensure vision for PESS is developed to reflect contribution to SMSC ● Meet with other Subject Co-ordinators and share the contribution PESS can make across the curriculum <ul style="list-style-type: none"> ● Other Subject Co-ordinators to identify how their subject areas can contribute to learning in PE – Using WOT Overviews. ● Share effective practice <ul style="list-style-type: none"> ● Ensure professional learning opportunities are provided as required to up skill staff 	<p>Using mini buses to support children in engaging in activities outside of the school environment.</p> <p>P.E is more fluent throughout the school – clear links to creative curriculum.</p> <p>Employing PE leads to increase the overall standard of PE subject knowledge in teachers.</p> <p>Employing enrichment officers to assist in developing the rounded individual.</p>	<p>£2,000 – towards annual payment of £7,541</p> <p style="text-align: center;">£3500</p>	<ul style="list-style-type: none"> ● Whole school targets met more effectively ● Academic achievement enhanced ● Pupils understand the value of PESS to their learning across the school ● Staff across the school can start to make the links across subjects and themes including PE <ul style="list-style-type: none"> ● Pupil concentration, commitment, self-esteem and behaviour enhanced ● Positive behaviour and a sense of fair play enhanced <ul style="list-style-type: none"> ● Inclusive sports and activities provided on site including Blindfold football and boccia.



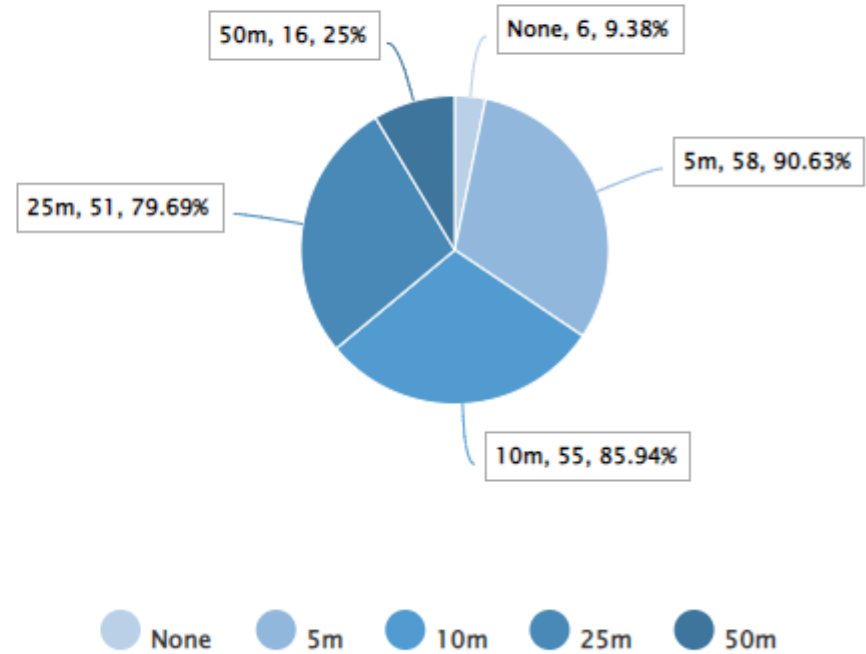
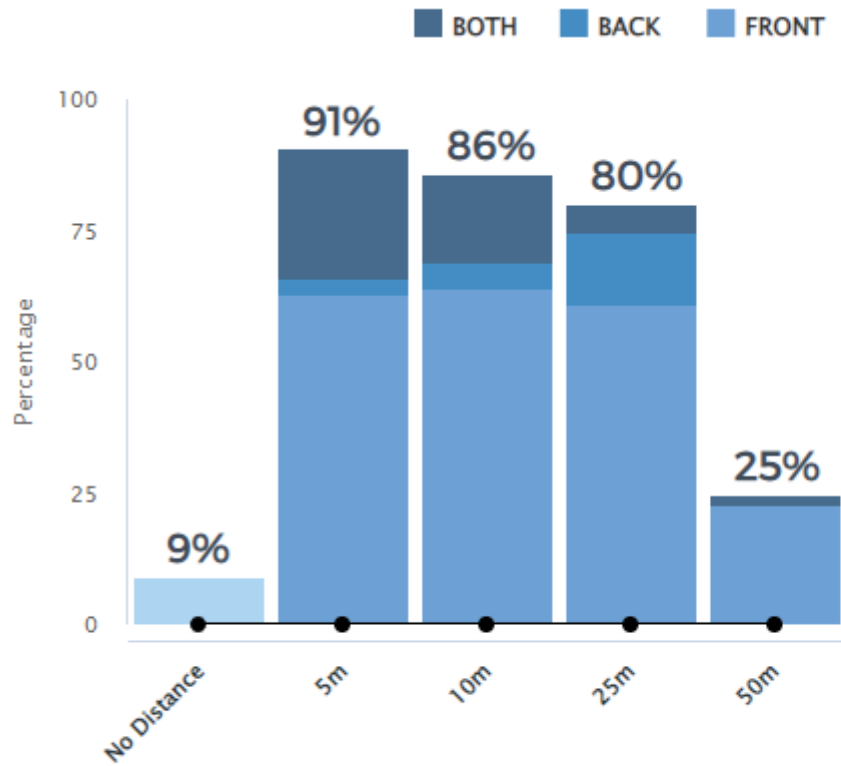
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		<ul style="list-style-type: none">• Identify the positive impact that PESS has on:<ul style="list-style-type: none">▪ Academic achievement▪ Behaviour and safety<ul style="list-style-type: none">▪ Attendance▪ Health and well-being<ul style="list-style-type: none">▪ SMSC			
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Data provided for current year 4 children at Old Hall Drive based on their achievements at the end of the year 2021-2022.

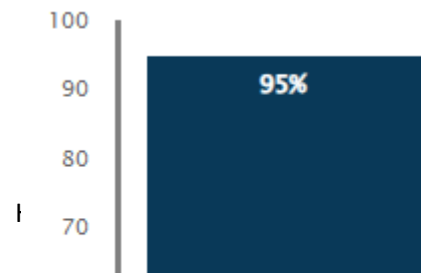


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Star fish award:

- Move for a distance of 5m – front, back and sideways





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- Move into a stretched, floating position and return to standing
- Rotation, front to back and back to front and regain upright

Shark Award:

- Perform help position
- Tread water for 30 seconds
- Climb out without using steps
- Answer 3 questions on water safety

Whale award:

- 10m front crawl
- 10m back stroke
- 10m breast stroke

The data below shows the percentage of children that have successfully completed the given criteria.





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