**Primary PE & Sport funding**

At Winnington Park Primary School we are utilising the Primary PE & Sport Premium funding to improve the quality and breadth of our PE & Sport provision through continually developing teaching and learning in PE, encouraging our pupils to adopt healthy active lifestyles and to take part in a wide range of sports and physical activities including more competitive school sport.

Our school will develop or add to the PE, physical activity and sport activities that we already offer and build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

**Total underspend carried forward from 2020/2021 £ 0**

**+ New grant for this academic year 2021/2022 £ 18636**

**= Total available for 2021/22 to be spent by 31st July 2022 £ 18636**

|  |
| --- |
| ***Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development*** |

Please note: Although there has been considerable disruption throughout 2020 & 2021 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

|  |  |
| --- | --- |
| Key achievements to date until July 2021: | Areas for further improvement and baseline evidence of need: |
| * 3 years of consecutive gold sports mark
* Complete PE purchased and embedded across school. Knowledge and skills updated to be in line with Complete PE.
* All children were bought a skipping rope and took part in skipping challenges through the #EveryChildSkips programme. Children used their skipping ropes at play times and lunch times as well as during the school day.
* The installation of the playground gym equipment and trim trail has seen an increase in activity across all key stages.
* Leaders gathered pupil voice and planned out the installation of the gym equipment and trim trail.
* Year 5 will receive Phys Kids training next academic year.
* Children using golden mile track and lines effectively during the school day for breaks and play times.
 | * To ensure that all teaching staff use coaches as CPD.
* Access to progression of knowledge and skills available to staff to guide planning.
* Continue with Complete PE
* Plan out clubs for competitions
* Identify children most affected by COVID (activity levels)
* Aim for fourth gold award
* More staff to take teams to competitions to raise awareness of competitive level
* Fully engage with VRSSP

 • Sports leaders to plan out their intra competitions  |

|  |  |
| --- | --- |
| ***Key indicator 1:*** *The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school* | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | **Impact** | **Sustainability** |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding Allocated | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| * providing targeted activities or support to involve and encourage the least active children
* encouraging active play during break times and lunchtimes
* establishing, extending or funding attendance of school sports clubs and activities and holiday clubs, or broadening the variety offered
* adopting a daily activity programme e.g active mile/golden mile/daily mile/smile for a mile or #EveryChildSkips
* raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2 - every child should leave primary school able to swim
* advocating active travel to increase activity levels before school (as well as reducing road traffic at drop-off/pick-up times)
 | *We have received training regarding the recommended 60 active minutes from Youth Sport Trust & Vale Royal School Sport Partnership. The training has included sharing best practice in the active schools agenda through local case studies.**We have used the Active School Planner to create Heatmaps covering all classes and a range of target groups (including the least active, gender groups, disadvantaged etc).* *The actions being taken to tackle the issues presented are targeted groups at lunch at play times.*  *Our school has engaged in Vale Royal School Sport Partnership Subject Leaders Active Schools Training in order to develop actions for the areas identified by our Active School Planner Heat Maps.*1. We have taken up the opportunity to offer whole staff ‘Active Schools’ training delivered by Vale Royal SSP to increase staff motivation, confidence and competence to incorporate more physical activity across the whole school day.
2. *We are using 5-a-day fitness to provide children with a fun way to be active, to provide active breaks across the timetable or to bring focus to groups during lesson times*
3. *We consult pupils (e.g. through the School Games Activity Survey on Koboca) about what extra-curricular activity they would take part in and strive to include this in our offer in order to reach our priority groups*
4. *Our school runs a recreational running programme called Golden Mile where pupils run or walk laps of our designated track*
5. *We have delivered a recreational skipping programme call #EveryChildSkips to improve fitnees, coordination and confidence across all school groups*
6. *We have developed PhysKids Play Leader roles who create activities to make lunchtimes more active. Our midday assistants have attended training to help them develop more activity at lunchtimes and to support our PhysKids Playleaders.*
7. *We have engaged with the British Cycling balance biking programme Ready Set Set, Big Pedal and Bikeability training to improve pupils skills and confidence and support them and their families take up more active travel to and from school*.
8. *Our school has focused on supporting social reconnection with outdoor learning as part of our COVID Recovery Curriculum and have placed physical activity at the centre of this work.*
9. *We took part in National School Sport Week designed to encourage engagement and celebrate physical activity across the whole school*
 | £  | *Impact seen will in the first instance include sharing of the training with all staff and their response in identifying opportunities to incorporate more physical activity into the school day.* *Further impact will be dependent on the actions taken following analysis of the Heatmaps – some localised and some across the whole school.* 1. *Timetables kept for each year group. Allocated slots for each year group and 5 a day for each class.*
2. *Registers kept for children attending targeted group sessions.*
3. *Pupils enjoy Golden Mile/ as it enables them to continually strive for personal best distances whilst some systems offer the opportunity to contribute to their class and school distances.*
4. *All children have a skipping rope for the #EveryChildSkips programme. Used regularly.*
5. *Children identified for break and lunch time support and registers kept for these groups. (Multi-sports, rugby)*
6. *45/52 Y5 children achieved Level 2 Bikeability.*

 | Surveys to identify least active children and then target groups and activities to suit.Physical activity groups to continue at lunch time with different focus.  |

|  |  |
| --- | --- |
| **Key indicator 2:** The profile of PE, School Sport & Physical Activity being raised across the school as a tool for whole school improvement | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | **Impact** | **Sustainability** |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding Allocated | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| * actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as ‘sports leader’ or peer-mentoring schemes)
* embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching
* using physical activity and/or school sport as the vehicle for meeting some of the school priorities as identified in the whole school development plan e.g. increasing confidence in girls through active storytelling
* we use the key opportunities in the sporting calendar to raise the profile of e.g. sport, British Values and international collaboration and to foster greater engagement in all pupils in school
 | 1. We ensure our PE Subject Leader has appropriate support to develop our PE & School Sport offer and lead our teachers effectively. Our PE Subject Leader will attend regular training and receive focused support from Vale Royal School Sport Partnership & Youth Sport Trust trainers.
2. Welcome an athlete role-model to school to inspire our pupils to increase their participation in PE & School Sport.
3. Staff have attended training which focuses on increasing attainment across the curriculum through physical activity in order to maximise the opportunities for our pupils to be physically active
4. Staff have attended Active Schools workshops which show the benefits and demonstrate the ways to incorporate greater amounts of physical activity within the school day.

*We are included in the Youth Sport Trust’s ‘My Personal Best’ programme which involves training our staff to adopt the explicit teaching of life skills such as co-operation, resilience and responsibility through Physical Education. This learning will also be transferred into other lessons, their life in school and to their wider lives.**We attended our local Commonwealth Games Celebration Event to participate in a variety of CWG sports, centred on eth values of Humanity, Destiny & Equality. We took part in our local Schools Baton Relay and made a pledge to support the legacy of the games.*  | £ | * *Gold school games mark achieved*
* *52 Year 5 children trained in Phys Kids and an activity timetable up and running for KS1 children.*
* *Full use of 5 a day website*
* *Sports leaders engaged and actively involved in school sport.*
* *Encourage less active pupils to engage in a healthy active lifestyle*
* *Teaching staff taking a more active role in PE and school sport and in supporting the healthy lifestyles of our pupils’*
* *To improve teachers confidence in delivering PE*
1. *Gold school games mark achieved for fourth consecutive year.*
 | Y6 phys kids to continue in autumn term whilst Y5 children are trained up to take over in spring term. |

|  |  |
| --- | --- |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | **Impact** | **Sustainability** |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding Allocated | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| * providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school
* hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils - teachers should learn from coaches the necessary skills to be able to teach these new sports and physical activities effectively
 | *We ensure our teachers have quality training specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE.**All our staff attend Early Years (centred on the YST Health Movers programme), KS1 training (centred on the YST TOP Start research and resource), KS2 Training (centred on the YST TOP Sport resource), Inclusion training and Health & Safety training.**Teachers who have attended training in recent years are able to access ‘Next Steps’ training which will help them develop their practice further.**Our school has the support of a specialist PE teacher (our PE & School Sport Coordinator) who co-delivers PE lessons with staff who have identified that they would benefit from additional support.**Our staff attend training in the FA Primary Teachers Award, Shooting Stars Active Play through Storytelling & After School Club training provided by the Football Association.**Our staff are engaged with the Royal Opera House/Royal Ballet ‘Create: Dance’ training programme which will see increased confidence, competence and a wider range of resources in school to support the teaching of dance.**Our school plans PE development priorities based on the criteria of the Youth Sport Trust Quality Mark and will apply for a QM in 2021/22.**Our staff have continued to engage in professional development in PE, School Sport and Physical Activity including:** *Applying for the YST Quality Mark*
* *PESS Premium for Governors Training*
* *Leading High-Quality Teaching and Learning across the School*
* *Leading Achievement in PE*
* *Creating the Best PE Provision for our Learners*
* *Preparing for a ‘Deep Dive’*
* *Assessment in PE*
* *Recruiting & working with coaches*
* *FA Active Play through Storytelling & AS Clubs*
* *Teach Active English & Maths Workshop*

*Our lunchtime supervisors received training from our PE & School Sport Coordinator to help them support the delivery of more active games, activities and competitions.* | £ | *All staff have reported a positive impact of training through evaluations. The evaluations of KS1, KS2 & PESSCo support show teachers have brought about improvements in:* * *Ability to support KS1 staff in planning and teaching progressive sessions focussed on the identified next steps of each child.*
* *Lots of good ideas to help deliver the curriculum more effectively.*
* *The course provided new ideas and approach to planning and delivering PE and what to look for to assess children and identify their needs.*
* *The start to move gives a different view on how to teach key stage 1 PE, leading to increased confidence when delivering P.E.*
* *More ideas about how to enable the children to make progress through the skills.*
* *The training had an excellent balance of hands on and discussion*
* *I really enjoy working with colleagues from other schools*
* *Highly effective in introducing the STEP differentiation process*
* *Trying out the games and activities for myself, to feel what it is like to be a pupil in a PE situation.*
* *More confident in teaching more advanced skills*
* *Instant feedback and use of physical education vocabulary*
* *Improved PE lessons and pupils engagement with lessons*
* *Knowing in greater detail what is required during a PE session*
* *Improve differentiation within the lesson*
* *Lots of short activities to keep children engaged*
* *Improved confidence in delivery of dance*
* *More confident in own ability to teach skills in PE and in helping less able children make good progress through better teaching*
* *Much more organised and challenging lessons with a clear objective.*
* *Much better understanding of the skills progression and also trouble shooting early barriers to success in P.E.*
* *Enhanced questioning*
 | Sending appropriate staff to appropriate courses after staff survey to identify areas of need. |

|  |  |
| --- | --- |
| **Key indicator 4:** Broader experience of a range of sports and physical activities offered to all pupils | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | **Impact** | **Sustainability** |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding Allocated | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| * introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities
* partnering with other schools to run sports and physical activities and clubs
* providing more and broadening the variety of extra-curricular physical activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations
 | *We aim to provide a broader range of sports and activities to engage all children. This means that we will seek the views of our children before developing programmes such as extra-curricular clubs to ensure that they are in an activity which maximises engagement of all groups, at a time/venue which best engages those we want to engage and are rewarding to take part in.**Our PE curriculum is designed to engage all learners and ensure they have the skills and confidence to take part in a wide range of activities.* *School staff are trained to create activities in PE and extra-curricular activity which meet the needs of every learner in order to support their progress.* *Our offer is inclusive, ensuring equal opportunity is presented to all groups and also includes a range of disability and adapted sports such as Boccia and New Age Kurling*We have used PE, School Sport & Physical Actvity as part of our recovery curriculum for students and have used lessons to build confidence, fitness and skills. We have used the COVID-Impacts Physical Activity Directory and/or School Games Active Recovery Hub to ensure we use a range of activities to support young people returning to school with both physical and emotional impacts of the pandemic.We have followed the ‘Celebrate’, ‘Aspire’ & ‘Inspire’ grouping for School Games to ensure we are better able to engage a wider range of children in competitive and non-competitive activities.We have engaged with our local ‘Every Child Skips’ programme to support a wider group of young people to improve their fitness, coordination and confidence.  | £ | Focus group identified and targeted – timetable has been put into place and regular registers taken. Improved behaviour seen and uptake of physical activity outside at lunch and play times. *Quotes from children attending:* | To continue to access VRSSP competitions (aspire, inspire, celebrate) to continue to raise % of children accessing competition.  |

|  |  |
| --- | --- |
| **Key indicator 5:** Increased participation in competitive sport | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | **Impact** | **Sustainability** |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding Allocated | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| * increasing and actively encouraging pupils’ participation in the School Games
* organising more sport competitions or tournaments within the school
* coordinating and entering more sport competitions or tournaments across the local area, including those run by sporting organisations
 | 1. *Teachers attend a range of sport specific training courses to help us broaden the range of competitions we provide for our children. Our staff will attend training focused on the School Games formats for intra and inter school competition*
2. *We take part in a wide variety of competitive sports both within school and against other schools. By planning a range of intra-school competitions which can be accessed by all groups in school, selecting pupils and teams to take part in local inter-school competitions against other schools (both within the local cluster and across the Vale Royal School Sport Partnership), we aim to be fully involved in the School Games and other schools’ competitions*
3. *Our school takes part in an annual School Games Festival which takes place to celebrate National School Sport Week. We engage with a wide-range of festivals and events which cater for many different children, this year this focused on Commonwealth Games sports & football to utilise the impact of the UEFA Womens Euros.*
4. *We annually apply for a School Games Mark award and strategically plan to develop our offer of competitive sport in line with the criteria (for example by involving a group of young people in the planning of our involvement in the School Games through our SSOC or by increasing the number of sporting events we enter)*
5. We have followed the ‘Celebrate’, ‘Aspire’ & ‘Inspire’ grouping for School Games to ensure we are better able to engage a wider range of children in competitive and non-competitive activities.
 | £ | 1. *Staff attended VRSSP CPD*
2. *57% of KS2 children represented school at competitions this year.*
3. *Gold Sports Mark achieved*
4. *Intra-sport:* Athletics, Cricket, Dodgeball, New Age Kurling, Multi-Skills Festival
5. *Inter-sport:*Cricket, Football, Hockey, Basketball, Multi-Skills Festival, Orienteering, Tennis, Dodgeball, Athletics, Rugby Union, Golf, Netball
 |  |

|  |  |
| --- | --- |
| **Meeting national curriculum requirements for swimming and water safety** | **Please complete all of the below\*:**  |
| N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.**Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even****if they do not fully meet the first two requirements of the NC programme of study.** |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?**N.B.** Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022.Please see note above. | 83 % |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?Please see note above. |  83 % |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 90 % |
| 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? | YesSchool purchased mobile pool for catch up swimming   |

\*Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school.

|  |
| --- |
| Signed off by |
| Head Teacher: |  Rob Cole |
| Date: | 20.7.22 |
| Subject Leader: | Catherine Ford & Chloe Evans |
| Date: | 20.7.22 |

