**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 2021/2022 £0**

**+ New grant for this academic year 2022/2023 £18,564**

**= Total available for 2022/23 to be spent by 31st July 2023 £18,564**

|  |
| --- |
| ***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 2023: | Areas for further improvement and baseline evidence of need: |
| * Achieved platinum school games award. * Increased use of coaches for CPD for teaching staff. Area of need identified through staff voice as a result of a change in the coverage in each year group. * Complete PE purchased and embedded across school. Knowledge and skills updated to be in line with Complete PE. * Identified least active children and provided additional physical activities during lunch times. * Children have received coaching prior to competitive events to increase confidence and support team building. * Increased participation in extra-curricular clubs and competitions. * All children have been bought a skipping rope and took part in skipping challenges through the #EveryChildSkips programme. Children used their skipping ropes at specified times during the day. * Year 6 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. | * All Key Stage 2 children to represent the school at a competitive event. * Continue with Complete PE * Continue to plan out clubs for competitions * Teaching staff to consistently support children at competitive events. * Continue to identify children who are less active and provide additional physical opportunities during the school day. * Fully engage with VRSSP * Year 6 to lead Phys Kids sessions every break and lunch time. * To ensure that the newly implemented sports coverage continues to be taught across the school. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***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: |
| 30% |
| **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).*   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 will ensure every child has the opportunity to get involved in extra-curricular activity whether at lunchtimes, playtimes or in after-school clubs.* 4. *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.* 5. *Our Yoga and other health related lunchtime clubs across the school encouraged children to take up physical activities and maintain healthy lifestyles.* 6. *Our school runs a recreational running programme called Golden Mile where pupils run or walk laps of our designated track.* 7. *We have delivered a recreational skipping programme call #EveryChildSkips to improve fitnees, coordination and confidence across all school groups* 8. *We have engaged with the British Cycling balance biking programme Ready Set Set, Big Pedal AND/OR Bikeability training to improve pupils skills and confidence and support them and their families take up more active travel to and from school*. 9. *We took part in National School Sport Week designed to encourage engagement and celebrate physical activity across the whole school* | £5500 | *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. *Increased opportunities for physical activity throughout the day provided in all year groups e.g. skipping, 5 a day, golden mile.* 2. *Targeted group attending extra sessions. Registers kept of children attending targeted lunch time clubs. Active breaks timetabled in lessons.* 3. *An increase in the number of clubs and the range of activities provided during the school day and after school including: yoga, keep-fit, rugby, football, multi-sports, netball, rounders and dodgeball.* 4. *Surveys completed by children in KS1 and KS2. Organised clubs and sports coverage based on the response from the children.* 5. *Pupil voice showed an increase in positive attitudes for the majority of children. Improvement in behaviours noted across the school, both during lesson time and free time.* 6. *Pupils enjoy Golden Mile as it enables them to have a physical break to refocus in lessons and enjoy striving for personal best distances.* 7. *Classes enjoy supporting each other with skipping, developing their skipping skills and striving for personal bests. Children enjoy skipping sessions as a way to refocus during their lessons.* 8. *75% of the Year 5 cohort attended likeability sessions (those who did not attend did not have access to a bike). 100% of the children who attended passed the course.* 9. *Over 50% of children in KS2 represented the school at external sporting events during National School Sports Week. Every child in the school took park in the school’s sports day.* | *Arrange bike ability and balance bike ability.*  *Continue to provide a range of clubs to all age groups.* |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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: |
| 2% |
| **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 have pledged to offer equality of opportunity in football and complete the annual ‘Equal Access Survey’ in support of this intent. We took part in/applied to take part in the Cheshire & Warrington ‘Let Girls Play’ Festival to further engage a specific group of girls.* | £300 | * + *Subject leaders attended subject leader training through VRSSP. As a result of the training, subject leaders’ confidence in the role increased due to being new to the role. A staff member attended swimming teacher training to support with swimming teaching across the school. Teachers received CPD in the form of coaches, increasing their confidence in the delivery of PE.*   + *Local footballer attended school to deliver assemblies to inspire children. Feedback taken from teachers showed children were extremely positive about the visit and getting involved in more sports.*   + *Feedback from staff showed lunchtime clubs and additional sports activities resulted in improvement in engagement and behaviour in the classroom. CPD provided by coaches enabled staff to deliver high quality lessons.*   + *Achieved Platinum Sports Mark for 2023/2024.* | *Train new Phys Kids leaders.*  *Identify leaders for PESS leadership.*  *Organise athlete role-model visit.* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 32% |
| **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 school plans PE development priorities based on the criteria of the Youth Sport Trust Quality Mark and will apply for a QM in 2022/23.*  *Our staff have continued to engage in professional development in PE, School Sport and Physical Activity including:*   * *Applying for the YST Quality Mark* * *Leading High-Quality Teaching and Learning across the School* * *My Personal Best Workshop* * *Assessment in PE*   *Our lunchtime supervisors received training to help them support the delivery of more active games, activities and competitions* | £6000 | *All staff have reported a positive impact of training (and the use of Complete PE) 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 scheme of work has provided new ideas and approach to planning and delivering PE and what to look for to assess children and identify their needs.* * *More ideas about how to enable the children to make progress through the skills.* * *The activities are brilliant and offer different, fun and enjoyable activities that can be linked to all areas of PE.* * *Trying out the games and activities for ourselves, to feel what it is like to be a pupil in a PE situation.* * *More confident in teaching more advanced skills* * *Improved PE lessons and pupils engagement with lessons* * *Knowing in greater detail what is required during a PE session* * *Lots of short activities to keep children engaged* * *Improved confidence in delivery of basketball, cricket, tag rugby and football.* * *Deeper thinking about steps to develop basic skills for KS1.* * *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* * *It has been extremely valuable to observe a specialist PE teacher* * *Staff found co-delivery really useful.* * *Staff feedback showed improved confidence in the delivery of a range of skills and sports.* | *Continue with use of Complete PE and high quality coaches.* | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 4:** Broader experience of a range of sports and physical activities offered to all pupils | | | | Percentage of total allocation: |
| 5% |
| **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 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. | £1000 | Target groups have been identified for lunchtime clubs including: health related activities to support those less active, yoga to support those less active, multi-sports to support behaviour. A range of additional clubs have been offered to all children across both key stages.  There has been a clear increase in the number of children attending clubs at lunchtimes and after school. Clubs chosen based on feedback gathered during pupil voice.  All coaches in school had the minimum requirements issued by the PESS. | *Continue to identify target groups in line with school needs.*  *Continue to offer a range of clubs/ extra-curricular activities.* | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 7% |
| **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.* 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 and have achieved Platinum award.* 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. | £1300 | * *Number of staff have been supported with CPD through coaches and team-teaching. 75% of teachers received this support.* * *Attended majority of events hosted by the cluster and PESSCo, this can be evidenced through our Platinum Games Mark Application.* * *Attended and won the Northwich Mini Football League.* * *We have attended the following events through the SSP offer: Running, , Football, Sportshall Athletics, Netball, Hockey, Rugby, Basketball, Cricket, Tennis, Golf, Athletics, Gymnastics, Orienteering & Bowls* | *CPD for 25% of staff did not receive in previous year.*  *Attend Boccia and New Age Kurling.* |

|  |  |
| --- | --- |
| **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 2023.  Please see note above. | 82% |
| 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. | 88% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 88% |
| 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? | Yes/**No** |

\*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: |  |
| Date: |  |
| Subject Leader: |  |
| Date: |  |
| Governor: |  |
| Date: |  |

