**Primary PE & Sport funding**

At Winnington Park Primary and Nursery 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.

£17874

The full amount of PE & Sport Premium received for 2019/20 is

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***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: |
| Engagement of all pupils in regular physical activity. | 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 will ensure every child has the opportunity to get involved in extra-curricular activity whether at lunchtimes, playtimes or in after-school clubs  Our school runs a recreational running programme called Golden Mile for a Mile where pupils run or walk laps of our designated track  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.  We have engaged with the British Cycling balance biking programme Bikeability training to improve pupils skills and confidence and support them and their families take up more active travel to and from school.  All children have been invited to be involved in extra-curricular and level 2 competition activities.  Throughout school closure our school has continued to promote physical activity with it’s school community, reinforcing the message that children should take part in 60 minutes of moderate/vigorous activity each day.  We have shared challenges each day to support the #StayHomeStayActive & #StayInWorkOut campaigns and have promoted the use of 5-a-day fitness, Go Noodle, Cosmic Yoga, Joe Wicks Workouts etc  For children in school we have maintained regular daily activity and shared this activity to inspire further engagement of those at home  We took part in 14 National School Sport Week at Home Challenges designed to encourage engagement in the whole family | £1000 | There is an increased number of activities offered as part of the PE curriculum or activities & sports offered as part of the extra-curricular programme.  Children are engaged with running/walking the Golden Mile and do so at least twice a week.  Children who have been taking part in the 5 a day fitness have shown they are more engaged in Maths and English and children who were less active are now showing greater stamina.  A NOTE REGARDING THE USE OF COACHES –  In order to fulfil the minimum H&S policy/insurance requirements, coaches should have the following qualifications for deployment in schools:   * A minimum of UK Coaching Certificate Level 2 in the sport/activity they are delivering (or level 1 for assistant coaches who work under the direct supervision of a teacher or Level 2 coach who leads the session)   A minimum of £5 million cover for professional and public liability   * Safeguarding training within the last three years * Emergency First Aid training within the last 3 years * An enhanced DBS (Disclosure and Barring Service) check in line with the school policy   By following these policies/requirements we would expect to see extra-curricular sessions which are safe and entirely suited to the needs of the participants. Impact here can be measured via attendance registers and participant surveys.  *Children have engaged with online material during the Coronavirus closure. Children who were in school had their own PE bag and sports equipment which enabled them to be active during all sessions which were outside, including break and lunch time.* | Continue to provide G&T children with academic opportunities.  To track current Y5 swimming progress to identify those at risk of not achieving expected standard.  Sports Leaders to plan out their intra competitions  Complete a pupil voice in Autumn term. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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: |
| To raise the profile of PE and Sport being raised across the school as a tool for whole school improvement.  To develop young leaders. | | 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 in Maths and English through physical activity in order to maximise the opportunities for our pupils to be physically active 4. Staff have attended Active Curriculum workshops which show the benefits and demonstrate the ways to incorporate greater amounts of physical activity within the school day. 5. 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. 6. Our school has supported a daily challenge programme to promote regular physical activity throughout COVID and has taken part in a cluster assembly led by an athlete mentor which referenced the strategies they use to keep themselves well in terms of both of physical and mental wellbeing. 7. Sports leaders to lead lunch time activities – oversea rotas and management of behaviour. 8. Children from The Grange to work with 6 classes to develop young leaders. |  | * *We received the Virtual Schools Games Mark.* * *Full use of 5 a day website with children engaging in the programme.* * *KS2 pupils are enjoying the responsibility of Sports Leaders.* * *All children are encouraged to take part in PE and Sports activities.* * *Teaching staff taking a more active role in PE and school sport and in supporting the healthy lifestyles of our pupils’* * *Teachers said they feel more confident in teaching PE after watching coaching sessions.* | To train Y5 children in Phys Kids.  To develop new sports leaders for next year and meet regularly.  To continue to work with leaders from The Grange. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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: | |
| To increase knowledge and skill of all staff in teaching Sport and PE. | We ensure our teachers have quality training specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE.  We have identified areas of weakness and used this to provide training for staff.  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.  To ensure that all PE teaching resources are up to date.  To work alongside other coaches to increase teaching confidence.  Our staff have continued to engage in professional development n PE, School Sport and Physical Activity throughout COVID-19, including:   * Applying for the YST Quality Mark * PESS Premium for Governors Training * The Power of an Active School * The Power of a Well School * Leading High-Quality Teaching and Learning across the School * Leading Achievement in PE * Creating the Best PE Provision for our Learners * My Personal Best Workshop * Preparing for a ‘Deep Dive’ * Assessment in PE * FA Active Play through Storytelling & AS Clubs * Using QuadKids Athletics as a competition across your school * YST Weekly Webinars * Teach Active English & Maths Webinars * AfPE Webinars * FA Physical Education Team Webinars | £2000 | *Members of staff have undertaken online training during the coronavirus school closures.*  <https://valeroyalssp.wufoo.eu/forms/vrssp-autumn-training/>  <https://valeroyalssp.wufoo.eu/forms/vrssp-spring-training/> or  <https://valeroyalssp.wufoo.eu/forms/vrssp-summer-training/>  *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.* * *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. My class have loved it so far!* * *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* * *I now tailor my assessment, teaching and planning cycle to support the attainment of skills outlined in the ELGs and beyond.* * *Better degree of AFL throughout my lessons in order to help the children progress.* * *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.* * *More confidence in the ability to teach dance and use of ICT* * *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* * *I now expect to be able to build more progressive PE lessons* * *Found this co-delivery really useful and my ‘challenging’ class really enjoyed all aspects of it!* * *From the training I received I now feel when I teach an area of PE my pupils knowledge, understanding, skills and progress is much more secure and is having an impact on their learning.* | To ensure that all teaching staff use coaches as CPD.  Access to progression of knowledge and skills available to guide planning. | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 4:** Broader experience of a range of sports and 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: | |
| Increase participation rates in after school clubs.  Broader experience of a range of sports and activities offered to all pupils. | 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.  To provide a broader range of extracurricular opportunities with fully subsidised prices lead by coaches (tennis, general fitness, football, gymnastics, dance and cricket.  Free after school clubs for all children run by staff.  Specialist coaches to be employed to deliver after school clubs to children.  Specialist clubs to be opened to the least active / PP children.  Throughout COVID-19 our pupils have been able to continue to engage in a wide range of inclusive physical activities through the daily challenge programme. We have used our PE curriculum as part of our recovery curriculum for returning students or for vulnerable children/those of key worker and have used lessons to build confidence and reinforce social distancing messages. | £5000 | More children attending after school clubs, including football and cricket.  Coaches have been employed to deliver extracurricular sessions.  Children engaging with competitions within school and across Cheshire West.  A NOTE REGARDING THE USE OF COACHES –  In order to fulfil the minimum H&S policy/insurance requirements, coaches should have the following qualifications for deployment in schools:   * A minimum of UK Coaching Certificate Level 2 in the sport/activity they are delivering (or level 1 for assistant coaches who work under the direct supervision of a teacher or Level 2 coach who leads the session)   A minimum of £5 million cover for professional and public liability   * Safeguarding training within the last three years * Emergency First Aid training within the last 3 years * An enhanced DBS (Disclosure and Barring Service) check in line with the school policy   By following these policies/requirements we would expect to see extra-curricular sessions which are safe and entirely suited to the needs of the participants. Impact here can be measured via attendance registers and participant surveys. | More staff to run after school clubs moving forward.  Plan out clubs for 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: |
| To increase participation and success in competitive school sports. | 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. 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) 4. Throughout COVID-19 our school has been able to engage with the programme of daily challenges, National School Sport Week at Home and also the county Virtual School Games, all of which aimed to reflect the competition programme familiar to our children. Each activity has focused on achieving a personal best in order to promote resilience, determination, self-belief and to build confidence. 5. To take opportunities to train young leaders in specific activities. 6. Plan a range of intra competitions (level 1) which can be accessed by all KS2 children. 7. To enter more level 2 competitions and select more children and teams to take part in local competitions against other schools. 8. To increase pupils’ participation in national school games competition 9. Get membership to the Youth Sports Trust. 10. We will undergo an annual audit and plan our provision in line with the accepted best practices. This will include us applying for our forth Gold School Games Mark Award for participation in competitive school sport. | £2000 | 1. We have increased participation in competitions both in school and level 1 competitions for KS2. 2. We received the School Games Mark ‘Virtual’ Award during the coronavirus school closure. |  |

|  |  |
| --- | --- |
| **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? | 93% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 93% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 93% |
| 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? | Year 6 children have had access to Top Up Swimming.  The G&T swimmers also had opportunity to access a swimming gala. |

\*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: |  |

