

Planning focus for the Primary PE and Sport Premium

Woodstone Community
Primary School

Review July 2024

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2024.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£17,810
How much (if any) do you intend to carry over from this total fund into 2024/25?	£0
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£17,810

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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 then transfer to the pool when school swimming restarts.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2024.</p> <p>Please see note above</p>	90%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	75%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	90%
<p>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?</p>	No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2023/24		Total fund allocated: £17,810		Date Updated: 8 th July 2024	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					91.43%
Intent	Implementation		Impact		
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:
<p>*All class have 2 hours curriculum PE every week: one lesson indoors, one outdoors where possible</p> <p>*All classes (Rec-Y6) have a 6-week block of swimming lessons per year</p> <p>*Extra-curricular sports clubs are provided at lunchtime and after school</p> <p>*Purchase sports equipment and sports kit to ensure adequate provision for lessons, clubs, lunch times and competitions/festivals</p> <p>*Sports festivals & events entered to provide opportunities for competition with other schools and children of the same/similar ability (inspire, develop, excel)</p>	<p>*2 hours of curriculum PE each week for all classes, including indoor and outdoor activities</p> <p>*All children (Rec-Y6) receive a 6-week block of high-quality swimming lessons</p> <p>*A variety of sports clubs are run at lunchtime and after school with provision to cover all year groups</p> <p>*New equipment is purchased/used to ensure and improve provision in classes, clubs, lunch times and for competitions/festivals</p> <p>*Enter sporting events and festivals (competitive and introductory) – NWLSSP provided, school led</p>		<p>NWLSSP sign up £6,905.00</p> <p>Travel costs: £1,674.73</p> <p>Equipment: £5,538.27</p> <p>Pool Hire: 2,166.00</p>	<p>*All children had 2 hours of high-quality curriculum PE every week (indoor/outdoor) including blocks taught by specialist SSP coach</p> <p>*All classes attended a 6-week block of high-quality swimming lessons (Reception 5 weeks) and improved their skills, confidence and water safety knowledge</p> <p>*Extra-curricular clubs run: cross country (KS1 & 2), football, tag rugby, cricket, hockey, Bee netball</p> <p>*All children had access to activities of their choices every lunchtime (football, basketball, dodgeball, skipping, balance skills, rounders etc)</p>	<p>*Ensure all classes continue to have 2 hours of high-quality curriculum PE every week</p> <p>*6-week block of high-quality swimming lessons booked for Reception, Years 2, 4 and 6</p> <p>*A range of sports are offered through timetabled extra-curricular club provision</p> <p>*Timetabled sports and activities continue, providing all children with the opportunity to be active at lunchtime</p> <p>*Old/damaged equipment is replaced as required. Additional kit is purchased for cross country and non-football/rugby events/competitions.</p>

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<p>*Forest School activity sessions for all classes – 5-week block per year</p> <p>*4 Primary Ambassadors trained for leading and supporting sports sessions (and representing School at events)</p> <p>*Play Coaches trained for leading and supporting sport and activity sessions at lunchtimes</p>	<p>*Timetable Forest School sessions into the classes curriculum and PE lessons to ensure equal and appropriate opportunities for all children to develop physical and problems solving skills in an outdoor learning environment</p> <p>*4 Year 6 children chosen and receive training to be Primary Ambassadors</p> <p>*Year 5 children attend a Sports Coach training session and plan a selection of activities suitable for lunchtimes</p>		<p>*Equipment purchased to enhance provision in PE lessons, clubs and at lunchtimes (incl multi-media equip for introducing & modelling, supporting and recording/assessing performance)</p> <p>*Each class had their own footballs provided for break and lunchtimes play</p> <p>*Children in both Key Stages took part in events, festivals and competitions throughout the year</p> <p>*Every child provided with opportunity to experience a new sport/given links to external clubs (Years 1 & 2 Multi-sports as well as KS competitions and festivals)</p> <p>*All classes received Forest School sessions to provide active learning in an outdoor environment</p> <p>*Primary Ambassadors trained and led sporting competitions within their class and at lunchtime. Represented School at the Awards Evening and helped to run events at the Area Athletics</p> <p>*Year 5 children prepared and ran a series of different sporting activities throughout the year, engaging children in both KS1 and KS2.</p>	<p>*Children across both key stages have the chance to take part/compete in a wider range of events at their level of ability (inspire, develop, excel)</p> <p>*Forest School curriculum provision is maintained across the school for each year group</p> <p>*Primary Ambassadors are chosen and trained again</p> <p>*Year 5 receive training for the Play Coach award and lead activities at lunchtime throughout the year</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
Intent	Implementation		Impact	
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:
<p>*PE noticeboard to show when clubs are running and to celebrate success of school teams and individuals</p> <p>*PE/sports news shared on the School's fortnightly newsletter</p> <p>*PE/sports news shared on the School's internal television monitors</p> <p>*Sports success in inter-school competitions and events celebrated in assemblies</p> <p>*iPads are used to take and share photos of children in action</p> <p>*Children have the opportunity to lead activities in PE their lessons and at extra-curricular clubs</p> <p>*Active travel promoted to all years</p> <p>*End of year Sports Days for each key stage</p>	<p>*Keep noticeboard up-to-date with relevant information, photos, etc displayed throughout the year</p> <p>*Ensure that all sports activities are covered in newsletters and on-line assemblies</p> <p>*Assemblies, newsletters and school TV monitors lead on ways to promote active travel to school – walking, cycling, scootering</p> <p>*iPads used to show demonstrations and success before, during and after lessons for quick feedback on performance</p> <p>*All children are given the opportunity to lead sessions or skills in lessons and extra-curricular clubs when they feel confident to</p> <p>*Sports Days for each key stage held (parents invited to watch)</p>		<p>*A variety of sports clubs run each week/term and registers show they are well attended</p> <p>*Participants and others in school can see evidence of success on the noticeboard, in newsletters, assemblies and on TV monitors</p> <p>*Children reported enjoyment and self-esteem were boosted by sporting success</p> <p>*Children in both key stages competed in a variety of inter-school events</p> <p>*Children were inspired by 'role model' older pupils to participate and some now have ambition to lead in the future</p> <p>*End of year Sports Days for each key stage successfully run and attended by parents</p>	<p>*Noticeboard and TV monitors are up-to-date with news/photos</p> <p>*Newsletters report on and promote participation/success</p> <p>*iPads are used effectively to update website and social media where appropriate</p> <p>*Sports success is celebrated in assemblies</p> <p>*iPads are used to reflect on performance in lessons and provide opportunity for self-evaluation</p> <p>*Children have greater skills & confidence when competing in and leading sports events, including PE lessons & clubs</p>

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
0%

Intent	Implementation		Impact	
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:
<p>*3 PLT training sessions with SSP per year/feedback shared with other staff</p> <p>*SSP coach provides specialist coaching for all classes and teachers/Tas for 2 half-term blocks of lessons over the academic year</p> <p>*SSP coach provides specialist coaching in extra-curricular clubs</p> <p>*PE lessons are well planned and effective to ensure all children have the opportunity to advance their skills</p> <p>*Wider range of lessons/skills taught as teacher skills/confidence enables them to teach more sports/skills</p> <p>*CPD opportunities provided by SSP and taken up for key skills across 1 or</p>	<p>*3 PLT sessions attended and relevant details and feedback shared with other teachers</p> <p>*CPD and coach support are provided for all staff teachers and Tas</p> <p>*Children receive specialist coaching and teachers/Tas receive CPD coaching and support across different sports/activities in PE lessons and extra-curricular club sessions</p> <p>*Lesson plans are shared between SSP coach, teachers and Tas to support provision and skill development for all</p> <p>*Resources and equipment are</p>		<p>*PLT training sessions attended and new/relevant information and skills shared with all staff</p> <p>*Staff feel more confident when teaching a range of skills, sports and lessons as a result of receiving high quality CPD</p> <p>*Children enjoyed the opportunities to experience high quality coaching in PE lessons and extra-curricular club sessions (Years 4, 5 & 6)</p>	<p>*maintain level of coaching CDP support from SSP next year</p> <p>*1 x sports/games specific CPD training session timetabled in and provided by SSP</p> <p>*Timetable extra-curricular club sessions to provide additional 30 minutes of activity AND to prepare for competition opportunities and participation</p> <p>*All staff given the opportunity to lead/be involved with PE lessons and clubs/events</p>

2 sports *Timetable extra-curricular club sessions to provide additional 30 minutes of activity AND to prepare for competition opportunities and participation	bought/available to support a wider range of activities			
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<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i>				Percentage of total allocation:
<i>Intent</i>	<i>Implementation</i>		<i>Impact</i>	0.84%
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:
Additional achievements: *Non-active children are identified and encouraged to join school clubs/attend events *Children have the opportunities to experience a range of activities and sports in PE lessons, clubs and competitions and festivals *All children offered the chance to lead skills/volunteer to support others in PE lessons and club sessions *Children can attend Woody's Wrap Around Care Club which provides a wide range of sports and physical activities	*Register of non-active children updated as they attend clubs or events *Children in all year groups have the opportunity to try something not usually provided in PE *Children experience high quality, specialist teaching *Lessons with specialist coaching timetabled to accommodate all classes throughout the year *Before and after school sports and physical activity provision available for all in Woody's	Club Activ8 membership: £150.00	*All children had the opportunities to experience new sports in both PE lessons and extra-curricular clubs *Activities were chosen to suit a wide range of abilities, including for those with physical disabilities *Woody's sessions well attended *Extra-curricular clubs run for all children *Children had the opportunity to lead and volunteer to help with sports provision for others in school and at the Area Athletics	*Children of all abilities have the opportunity to participate in a variety of different activities *Previously non-active children encouraged to participate in a variety of sports *Primary Ambassadors and Play Coaches to run inclusive Level 1 competitions based on new/different sports *All children offered the chance to lead skills/volunteer to support others in PE lessons and club sessions

<p>*Extra-curricular sports clubs to provide opportunity and specialist training for all children as well as intra school competition</p> <p>*Children from Years 4, 5 & 6 taken to help with on-the-day organisation at the Area Athletics event</p> <p>*Year 4 children help at Sports Day</p> <p>*Club Activ8 membership provided for all children</p> <p>*Alternative sports session for a KS2 class</p>	<p>*Extra-curricular clubs advertised and promoted on noticeboards and in assemblies</p> <p>*Years 4, 5 & 6 children have the opportunity to be involved in the running of a large, multi-school competition</p> <p>*Alternative sports session timetabled for summer 2024</p>		<p>(28 schools attended)</p> <p>*Year 4 children worked brilliantly to support others and help with equipment changes at Sports Day</p> <p>*Year 4 really enjoyed a Flag Football session (alternative sport)</p>	<p>*Provision of intra and inter-school events and competitions for all abilities</p> <p>*Children selected to help at the Area Athletics in June 2025</p> <p>*Alternative sports session booked again for a different year group</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	7.73%
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:
Children had the opportunity to take part and/or compete in: <u>KS1</u> (inter-school) Multi-skills (festival) Multi-sports (festival) <u>KS2</u> (inter-school) Kirby Shield Football (Excel competition) Rose Bowl Football (Excel competition) Girls Football (Inspire festival) Girls football (Excel competition) Tag Rugby (Excel competition) Tag Rugby (Inspire festival) Dodgeball (Excel competition and Inspire festival) Indoor athletics (Excel competition) Basketball (Excel competition) Swimming galas (Excel competition) Orienteering (Excel competition) Quick sticks (Excel competitions x2) Girls' Dynamo cricket (Development competition) Mixed Dynamo cricket (Excel competition) Unity Netball (competition) Bee Netball (Excel competition) Area Athletics (Excel competition)	*Competitions and festivals are entered and teams/participants selected *Children who hadn't represented school before encouraged to take part in training and attend events *Children receive in-class and extra-curricular pre-event training and coaching *Children experience trying a new sport or set of skills in a non-competitive environment *Children experience appropriate level competition, learning how to win and lose in a sporting manner *Participation and success are celebrated in assemblies, newsletters and TV monitors *Up-take of non-active children is monitored and success celebrated	Travel costs: £1,376.00	*Children across all key stages attended sports events suitable to their ability and experience *Children who had never represented school in a competition before did so and enjoyed the opportunity/experience *Children competed competitively and fairly across a range of sports *2 Girls Football teams entered leagues (Years 5/6 & 3/4) * <u>Events success:</u> Bee Netball – Coalville winners Area Athletics – 2 silver medals Unity Cross-Country – Team winners: Years 1/2 and 5/6 Boys Individual winners: 6 gold, 3 silver, 5 bronze Unity Swimming Gala – 1 gold, 7 silver and 1 bronze medals Quick sticks - Years 5/6 and 3/4 quarter-finalists Mixed Dynamo Cricket – Ashby runners up	*Ensure that at least 2 teams participate in all SSP events entered *Ensure Unity competitions are entered and promoted to all year groups/abilities *Provide opportunities for more staff to be involved with club provision/event support *Open links with more outside clubs to widen the provision of opportunity for all children to try new or previously experienced sports *Ensure inclusive sports competitions are entered to provide opportunities for all abilities *Continue to monitor the up-take and participation rates of non-sports children ensuring that all have the opportunity and support to take part

Signed off by	
Head Teacher:	Patrick Mullins
Date:	
Subject Leader:	Susie Williams
Date:	
Governor:	Scott Young (Chair)
Date:	