



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department for Education

Created by



This template can be used for multiple purposes

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the intent, implementation and Impact of any spend as examined within the Education Inspection framework.

It is important that your grant is used effectively and based on school need.

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

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSRA activities that your school already offers.

Primary PE & Sport funding

At Witton Church Walk 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 2022/2023	£0
+ New grant for this academic year 2023/2024	£18215
= Total available for 2021/22 to be spent by 31st July 2024	£ 18215

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

Key achievements to date until July 2024:

- All Year 5/6 children have been swimming throughout the year with well over half of them achieving expected levels. We have the highest number of children to pass than in previous years.
- Being part of the Northwich Mini League football competition
- Running club – completed ‘Race for Life’
- Active lunchtime with music for children
- My Happy Mind supporting physical and mental wellbeing
- Continued positive feedback from the implementation of Complete PE to support our curriculum. The curriculum has been changed and adapted to suit the needs of our children.
- Many more girls are playing football during break and lunch times during our ‘girls only’ football day.
- More classes are consistently running the Golden Mile each day to add to active school day.
- More KS2 children are engaged in 30 active minutes with more opportunities during the day to be active. (active lessons, golden mile,

Areas for further improvement and baseline evidence of need:

- Evaluate the impact of music at playtimes and lunch times on children’s behaviour, levels of activity and on their general wellbeing.
- Continue to monitor the use of the outdoor gym to see which children are choosing to access it and how we can encourage/target others to participate. Could the gym be opened before and after school for extra opportunities for physical activity?
- Continuing to increase the participation in sports for girls and the range of sports they access – particular focus on the girl’s football team with training opportunities in the summer term, and the opportunity to play both friendly and competitive matches against other schools.
- Evaluate how effective our swimming teaching is – has our new approach ensured more children are able to swim 25m by the end of KS2?
- Monitor the use of our new Orienteering course – how much more activity is this adding to the children’s day? Is this adding more activity to other areas of the curriculum?

<p>activities during lunch and break times). Teachers using information from staff meeting.</p> <ul style="list-style-type: none"> • Many cluster events have been attended • New Orienteering course has been designed and installed on our school grounds giving many more opportunities for active lessons across the curriculum (as well as use in PE lessons) 	
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Key indicator 1: The engagement of <u>all</u> 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	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding Allocated</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> • 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 • 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 	<p>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. The actions being taken to tackle the issues presented are:</p> <ol style="list-style-type: none"> 1) 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 2) We will ensure every child has the opportunity to get involved in extra-curricular activity whether at lunchtimes, playtimes or in after-school clubs. This has included opportunities for extra physical activity. 	<p>£3380 (VR Partnership)</p>	<p>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.</p> <ol style="list-style-type: none"> 1) Most children start the day with physical activities, which encourages regular exercise, enjoyment of PE and a healthy mind. These include 5-a day, Go Noodle or The Golden Mile. 2) It is clear that the behaviour of all children is better when playtimes are more structured and there is opportunity for guided games 	<p>Is there another time in the day when an extra session of 5-a-day or Go Noodle could be done? Are we making the most of all the time during our school day?</p> <p>We have designed a timetable for the use of the equipment to ensure all children have the chance to access it.</p> <p>Climbing equipment should also be incorporated in PE lessons as part of a warm up or in the main part of the lesson.</p>

<p>school (as well as reducing road traffic at drop-off/pick-up times)</p>	<p>3) 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.</p> <p>4) We have taken part in competitions at our local high school against other primary schools in our local area. WE have increased our participation in competitions against other schools this academic year.</p> <p>5) We have had high levels of engagement in our outdoor gym which has provided all children with the opportunity to do extra physical exercise throughout the school day.</p>		<p>and physical activity. The use of the gym provides extra opportunity for more physical activity and movement. When children return their minds are active and they are ready to engage in their learning. Play leader member of staff is available every lunchtime to ensure that the children are fully engaged in active playtimes and that there are a variety of pupil lead sports and games available. This has a fantastic impact on the activity levels of children and helps with the skills in different sports. Resources have recently been audited and new things bought to make sure all games can be played properly.</p>	
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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	Funding Allocated	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<ul style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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. Our Play Leaders encourage children who are reluctant to join in with games and physical activity. They listen to their thoughts and ideas to see what would get them participating. Year 3/ 4 play leaders had help and encouragement to support active play times this year. We will undergo an annual audit and plan our provision in line with the accepted best practice, which will include us applying for the School Games Kite Mark. 	<p>£3380 (VR Partnership)</p>	<p>Children are able to develop other skills in sport such as leadership, cooperation and sportsmanship as well as helping to change attitudes around being more active and the effects of this on our bodies during their Intrasport sessions.</p> <p>Increased participation in activities resulting in more active play time for the majority of our pupils.</p>	<p>Holding staff to account in prioritising the organisation of SSP activities to ensure children have the opportunity to compete against other schools.</p> <p>Termly Intrasport competitions throughout the year. These will be added in the school calendar at the start</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: %
Intent	Implementation	Funding Allocated	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:
<ul style="list-style-type: none"> providing staff with professional development, mentoring, 	We ensure our teachers have quality training specific to their age phase which	£ £3380 (VR Partnership)	Shared leadership in school allows us to share ideas and work collaboratively to	INSET days will be planned for other areas

<p>appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school</p> <ul style="list-style-type: none"> Book in Vale royal School Sport Partnership courses for teachers based on confidence surveys and observations. 	<p>develops exciting, progressive and inclusive teaching and learning in PE.</p> <p>Our school plans PE development priorities based on the criteria of the Youth Sport Trust Quality Mark and will apply for a QM in 2023/24.</p> <p>Our staff have continued to engage in professional development in PE, School Sport and Physical Activity by applying for the YST Quality Mark</p> <p>Our lunchtime supervisors received training from our PE & School Sport Coordinator to help them support the delivery of more active games, activities and competitions.</p> <p>4) Shared leadership of Physical Education in our school ensures that there is always somebody present in school to run trip, organise events and ensure the smooth running of PE across school.</p> <p>5) Purchase of new PE curriculum to ensure all staff are aware of small steps of progression and the children build upon these skills therefore increasing the amount of children reaching ARE</p>		<p>ensure the best possible outcomes for PE across our school.</p> <p>Feedback from our new curriculum Complete PE has been positive with progression being clear from reception to Year 6. Teachers have changed and adapted lessons to suit the needs and abilities of the children in their class. If teachers needed more content in their lessons they have doubled up sessions to make sure children maximise the use of their hourly PE lesson.</p>	<p>of the physical education curriculum. A questionnaire will be sent to staff to see if there are any areas of the curriculum which they feel they would like more support with.</p> <p>The curriculum will continue to be closely monitoring and we will see an increased percentage of children at age related expectation.</p> <p>A questionnaire will be sent to all parents to find out which children attend sport clubs outside of school.</p>
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<p>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</p>			<p>Percentage of total allocation:</p> <p style="text-align: right;">%</p>
<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>	<p>Sustainability</p>

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:
<ul style="list-style-type: none"> • 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. • Give the children and their families an opportunity to tell us what activities they would like to try. 	<p>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. This will be facilitated by our Sports Council as they lead the pupil voice and create questionnaires to gain such information.</p> <p>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.</p> <p>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.</p> <p>Our offer is inclusive, ensuring equal opportunity is presented to all groups. We have used PE, School Sport & Physical Activity as part of our recovery curriculum for students and have used lessons to build confidence, fitness and skills.</p> <p>Children have enjoyed using our outdoor gym which has provided children with lots more time and opportunity to do physical activity throughout the day. We will look to extend the time which this is available to children – could it be used during an after</p>		<p>We will ensure after school clubs suit the interests of all children to make sure full participation of clubs. Specific groups can be targeted for example pupil premium and girls.</p> <p>A questionnaire will be given to both children and their families to see which clubs they would like on offer.</p> <p>With extra physical equipment outside children have more opportunities during the school day to be active and practice different skills.</p> <p>Use Kobocca to collect data about what activities the children would like to do.</p>	<p>Making links with external sports facilities and clubs in the local community. A questionnaire will be sent to all families to identify which children play for sports clubs outside of school. Encourage children to bring in their celebrations from external clubs they attend therefore encouraging others to participate in these clubs.</p>

	school club or used by children before school to maximise its use. Climbing equipment.			
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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:
<ul style="list-style-type: none"> 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 To further develop participation in competitive sport in the next academic year by using our Family Support 	<ol style="list-style-type: none"> 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 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) 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. 	<p>£3380 (VR Partnership)</p> <p>£179 business car insurance for staff cars</p> <p>£471 FWS</p>	<p>Children understand how it feels to play competitive sports against other schools.</p> <p>We have attended a higher number of tournaments and festivals this year to give as many children as possible the opportunity to take part/compete.</p> <p>By taking our family support worker to events and competitions it means that more children are able to attend. Children who need more support to access such events feel able to go with the support of our FSW. The wellbeing of all children is supported.</p> <p>With more staff members on the school business insurance it means more children can be taken to events, competitions and fixtures.</p>	We will aim to achieve the Gold School Games Mark

Worker to accompany children to events	4) Our school take part in the Northwich Mini League which is a series of football matches against the primary schools in our local area. The children have to attend all training sessions to earn a place on the school team.			
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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? 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.	73%
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.	73%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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:	

