**Primary PE & Sport funding**

At Winsford High Street 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** **£20,540**

**= Total available for 2022/23 to be spent by 31st July 2023** **£20,540**

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| ***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*** |

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| Key achievements to date until July 2023: | Areas for further improvement and baseline evidence of need: |
| * We have trained more teachers for swimming, so we are able to meet the needs of the school (being near open water, three-form entry school). * Attended every local cluster competition held at Winsford Academy. * We have liaised with the British Dodgeball Association to enter two teams into the County Finals and progressed to the regional finals, offering children a broader range of experiences and competitions. * More staff have been trained to drive the school’s minibus. |  |

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| **Key indicator 1:** 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 | *We ensure our teachers have quality training specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE.*  *Teachers who have attended training in recent years are able to access ‘Next Steps’ training which will help them develop their practice further.*  *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. (CS, HJ)*  *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* * *Preparing for a ‘Deep Dive’* * *Assessment in PE* * *FA Active Play through Storytelling & AS Clubs* | £1058 – Swim teacher training & minibus training  £130 for British Dodgeball Association membership to attend competitions and CPD | SK, HJ, LR, AW – swim teacher training  LJ, OF – ECT PE training  SK – PE Ofsted training and British dodgeball association training  Minibus driver course  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 * 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 * 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. * 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. * ECTs have commented on how informative the training was and how it helped them think outside of the box. | *Continue to develop CPD with staff, train further swim teachers if necessary.* | |

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| ***Key indicator 2:*** *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 * 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 school's agenda through local case studies.  FOR SCHOOLS TO PERSONALISE –   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 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. 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. 5. 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. 6. 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.   1. Timetable shows when PE lessons are taking place. 2. % increase in participation in extra-curricular clubs are a source of impact much valued by inspection teams but schools can also quote an increase in the number of clubs and the range of activities 3. *Schools should track participation levels in C4L clubs through club registers etc. Given the way many schools have approached recruitment for Change 4 Life Sports Clubs, they may be able to cross-reference impact here based on the target group (whole school improvement – Key Indicator 2). For example, many clubs have seen similarities between cohorts of the least active and Pupil Premium and have therefore got evidence relating to PP which can support impact here – e.g. attendance, punctuality, behaviour, progress, attainment. Previous inspections have demonstrated that Ofsted have highly valued such evidence.* 4. *Impact here can be evidenced by numbers trained/training registers and by tracking the increases in time spent participating in structured physical activity via break-time participation of pupils (via registers or termly sampling)* 5. *Where you have information on the number of children regularly engaging in school, the activities you’ve used to meet the needs of those targeted and the impact on the prioritised areas* 6. *Participation data/Social media/analytic data can be used to support your impact statements here* | *Train middays or hire in staff to support during lunchtimes to encourage higher engagement of pupils in regular physical activity and encourage different games.* |

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| **Key indicator 3:** 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 to maximise the opportunities for our pupils to be physically active 4. The profile of Dodgeball in KS2 has been raised after the team attended competitions with the British Dodgeball Association. 5. SLT recognise the link between PE and attainment in school and ensure that the PE timetable is being adhered to. School engagement has increased, especially this year with the number of clubs and competitions that have been attended. 6. Groups of children, such as more vulnerable Year 6 pupils were identified as children that could benefit from attendance to extracurricular sports clubs.   We are included in the Shooting Stars Active Play through Storytelling & After School Club training provided by the Football Association. This training course and supporting resources have been developed to support ‘the beginner girl’ aged 5 to 8 in developing their physical literacy, confidence and speaking & listening skills through the medium of creative play and storytelling. It is expected that through the programme, these girls will grow in confidence which will lead to them becoming more physically active in the playground and engaging in a wider range of activities. We have pledged to offer equality of opportunity in football and complete the annual ‘Equal Access Survey’ in support of this intent. We attended the Cheshire & Warrington ‘Shooting Stars’ Conference and used the training available to improve the provision and further engage less confident girls.  We used and created a range of resources in CMHW which focused on physical activity and the role it plays in supporting mental and emotional wellbeing. | £3,400 – VRSSP & SSS Limited | 1. *Impact can be demonstrated by quoting the number of attendances at Subject Leader training. Evaluations for this training showed Subject Leaders expected to see the following impact back in school:*  * *Achieved Platinum School Games Mark* * *Introduce Phys Kids to school* * *Making sure we implement change for life club* * *Full use of 5 a day website* * *Engage KS2 pupils as Sport leaders,* * *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. *Pupils all thoroughly enjoyed the new variety of events this year, in particular dodgeball and found the discipline required ‘intense’ and the engagement with the dodgeball code to be ‘new and exciting’.* 2. *Schools could cite some of the impact by way of changing delivery strategies or the groups engaged and their performance improvements* | High Street should continue with the VRSSP membership.  Follow up on the PhysKids training with Kady from the Academy to train the new Year 6 cohort to be Play Leaders. This should be done in conjunction with the behaviour lead to improve behaviour at playtimes and lunchtimes. |

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| **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:  Follow up on the training for Circus Skills and deliver whole staff training on how to diversify gymnastics lessons by incorporating circus skills and rhythmic gymnastics into the curriculum. In the same way we have raised the profile of Dodgeball this year, next year we should focus on offering a broader range of gymnastics activities and lessons in school. This could also engage groups such as girls that aren’t typically engaged in after school clubs. | |
| * 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 Activity as part of our recovery curriculum for students and have used lessons to build confidence, fitness and skills.  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.  At High Street, in each year in KS2, the children will swim for a term. | £400 supply for SM for dodgeball tournaments  £8495 - Swimming in addition to NC | *Impact here will be seen as increased attainment of the pupils, increased number of activities offered as part of the PE curriculum or activities & sports offered as part of the extra-curricular programme (to include breakfast, break and lunchtimes as well as after school activities).*  *Schools may want to quote % increase in sign up to activities and % retention at these (in order to demonstrate that behaviour is changing in the targeted groups)*   * *Circus skills workshop for Year 3* * *ARC! Course for Year 4* |  | |

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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: |
| * 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*   *FOR SCHOOLS TO PERSONALISE –*   1. *Our school takes part in 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 sports & activities to engage all young people as we as celebrating the upcoming Women’s FIFA World Cup.* 2. *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)* 3. 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. *Schools can demonstrate impact by quoting the number of staff attending training so far this academic year. Schools can further evidence impact of this type of support where the quality of delivery has improved in school, new content has been introduced into curriculum PE or where they have entered a competition which they wouldn’t have done before. Sources of evidence for these may be through observation/monitoring records, long & medium-term plans, attendance registers for extra-curricular clubs or team sheets/fixture lists.* 2. *Schools here can capture impact by tracking the increase in participation & success in competitive school sports (this could be across the whole school or in targeted groups) – this should initially be evidenced through participation at Cluster competitions (e.g. Girls’ Football, Sportshall Athletics etc) and those Partnership competitions open to all schools (e.g. mixed football, gymnastics etc) but where possible should include partnership and county finals* 3. *Impact here would be as above* 4. *Schools should publish their most recent School Games Mark level as evidence of impact here and where progress through the levels can be shown, this too should be included. Engagement in a wider range of events is also a good way to show commitment to this indicator. Can you share whether you achieved the School Games Mark?* 5. *Schools can cite the number or range of events they have attended, the groups involved (included the least active population) and the manner of engagement e.g. through a MegaFest approach rather than competition*   *Can you school list the events they have taken part in, either at personal best, intra or inter school level? The SSP offer has been: Running, Skipping, Football, Dodgeball, Athletics (Indoor & Outdoor), Netball, Hockey, Rugby, Basketball, Boccia, New Age Kurling, Cricket, Tennis, Golf, Gymnastics, Problem Solving & Orienteering* | Enter more teams with the British Dodgeball Association.  High Street should continue it’s high level of participation in competitions within our cluster. As mentioned before, we should also seek to diversify and enter gymnastics competitions next year. |

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| **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. | 60% |
| 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. | 53% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 66% |
| 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.

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| Signed off by | |
| Head Teacher: |  |
| Date: | 10.07.23 |
| Subject Leader: | Syme Kaur, Hetty James |
| Date: |  |
| Governor: |  |
| Date: |  |

