



# 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 PESSPA activities that your school already offers.

**The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).**

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not



necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

## Review of last year's spend and key achievements (2022/2023)

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

Activity/Action	Impact	Comments
<p>To ensure all children are participating in two hours a week of high-quality PE by focusing on teacher training.</p> <p>To ensure that all pupils will be active on average 60 minutes a day, 7 days a week.</p> <p>Increase the number and range of activities and clubs on offer.</p> <p>Raise the profile of PE and sport across the school, to support whole school improvement by focusing on celebrating PE, PA and SS, as well as challenging attendance.</p> <p>Ensure All pupils' will be exposed to new areas of activity</p> <p>Increase the number of pupils participating in an increased range of competitive opportunities.</p>	<p>Staff Confidence date rose from 80% to 100% of staff feel confident in teaching all areas of the curriculum.</p> <p>The quality of physical Education increased from 80% to 100% of all lessons being delivered were high quality.</p> <p>Pupil voice using the 'Physical Activity &amp; Wellbeing' survey showed an increase from 65% of pupils identifying themselves as Active or Very Active, to 80%.</p> <p>Pupil attainment data continued to rise from 43% of FS and 55% of KS1 and 43% of KS2 achieving ARE, to 60% of FS, 65% of KS1 and 71% of KS2 achieving ARE.</p> <p>80% of pupils to achieve an average of 60 minutes a day 7 days a week.</p> <p>75% of pupils have been celebrated in our assemblies.</p> <p>2021/22 45% of pupils were regularly late to school. This has reduced to 30% in July 2023 thanks to new fitness club.</p> <p>50% of KS1 and 80% of KS2 have taken part in an Inter-school event or competition, designed to match their confidence competence and motivation.</p>	<p>For 2023/24, some of our focuses will be:</p> <p>Continue to off staff CPD so that staff feel confident to enjoy delivering high quality PE. This will also ensure a further increase in pupil attainment and enjoyment of PE.</p> <p>Provide even more opportunities for pupils to get active in school to ensure as many pupils as possible can achieve 60 minutes a day 7 days a week of physical activity, with an emphasis on taking part in 30 minutes of physical activity every day in school.</p> <p>Continue to develop our competition provision to ensure all children who engage gain positive experiences.</p> <p>Continue to support whole school improvement through PE, PA and SS.</p> <p>Develop pupil voice further to ensure all children can access meaningful opportunities at school and across our area.</p> <p>Review equality of opportunity across curriculum PE and the wider physical activity offer.</p> <p>Consider the new Physical Literacy consensus statement and any implications for our curricular/extra-curricular provision.</p>

## Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p><i>To ensure all children are participating in <b>two hours a week of high-quality PE</b> by focusing on teacher training, curriculum evaluation:</i></p> <ul style="list-style-type: none"> <li>• <i>Quality of teaching and learning in Physical Education will be developed through bespoke staff CPD for all class teachers. Support for PE leader included.</i></li> <li>• <i>Book in Vale Royal School Sport Partnership courses for teachers based on confidence surveys and observations.</i></li> <li>• <i>Create CPD timetable for co-delivery CPD delivered by our PE &amp; School Sport Coordinator based on confidence surveys and observations.</i></li> <li>• <i>Access Subject Leadership workshops and teacher courses/support offered by Vale Royal School Sport Partnership.</i></li> <li>• <i>PE resources updated to enable high quality teaching to take place.</i></li> <li>• <i>Use the insight from our ‘Physical Activity &amp; Wellbeing’ survey results to inform curriculum updates.</i></li> <li>• <i>Use the new Physical Literacy consensus statement to consider the purpose &amp; intent of our curriculum and whether this is matched to implementation.</i></li> </ul>	<p><i>All class teachers as we build confidence and competence.</i></p> <p><i>Every pupil as they access two hours of HQPE every week.</i></p>	<p><b>Key Indicator 1</b> By upskilling staff, we can ensure that all pupils will receive 2 hours of high-quality physical education every week.</p> <p><b>Key Indicator 1 and 3</b> 100% of pupils will be developed in their physical, cognitive, social and emotional learning, therefore improving attainment data in PE and across the school.</p> <p><b>Key Indicator 2</b> Pupils will be inspired through PE to be more active, therefore supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.</p> <p>By using pupil voice more consistently across our school we can ensure that the curriculum better meets the needs of our learners, driving both engagement and progress.</p>	<p>Staff Confidence in September 2023 shows that 80% of teachers feel confident in teaching all areas of PE. We predict that by July 2024, 100% of staff we feel confident in teaching all areas of the curriculum.</p> <p>July 2023, Lesson observation feedback showed that 100% of lessons were ‘high quality’. By July 2024 we predict that all teachers will have been trained and that 100% of all lessons being delivered will be ‘high quality’.</p> <p>Pupil voice data in September 2023 shows that 85% of pupils feel that PE is always fun. By July 2024, we predict that this will increase to 100%.</p> <p>Pupil attainment data continued to rise from 43% of FS and 55% of KS1 and 43% of KS2 achieving ARE, to 60% of FS, 65% of KS1 and 71% of KS2 achieving ARE.</p> <p><b>Sustainability:</b> Staff will all be confident and competent. Continued CPD can come from sharing good practice in school and using Vale Royal School Sport Partnership courses and PE &amp; School Sport Coordinator co-delivery support.</p>	<p>£9,000 Multiflex</p>

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p><b>To ensure that all pupils will be active on average 60 minutes a day, 7 days a week.</b></p> <ul style="list-style-type: none"> <li>• Increase the number and range of activities and clubs on offer, reflecting pupil voice preferences of the less active groups in school (Pupil Led Games, dodgeball, games, dance. Parent and child fitness club.)</li> <li>• Implementation of new extra-curricular timetable, ensuring balance for gender equality.</li> <li>• Develop provision for physical activity at lunchtime by increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors and year 6 playleaders.</li> <li>• Review activity levels across the school day with teachers, considering feedback from pupil voice, and direct staff towards training and resources provided by VRSSP.</li> <li>• Year 6 sports leaders and lunchtime supervisors trained in Playground Games.</li> <li>• Equipment and resources to be bought for facilitation of activity with playleaders and independent active play.</li> <li>• Use leadership ideas from School Sport Organising Crew &amp; Vale Royal Primary Leadership Academy participants.</li> </ul>	<p><i>Every pupil as they access further opportunities throughout the week to get active.</i></p>	<p><b>Key Indicator 2</b> Pupils will have more opportunities to be active, therefore supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.</p> <p><b>Key Indicator 3</b> Improved behaviour at lunchtimes therefore supporting whole school improvement.</p> <p><b>Key Indicator 4</b> Offer a broader and more equal experience of a range of sports and physical activities to all pupils.</p>	<p>In 2022-2023 55% of FS/KS1 and 67% of KS2 attended extra-curricular clubs at school. Through the addition of new clubs, we predict that by July 2024, 66% of FS/KS1 and 70% of KS2 will be attending extra-curricular sports clubs</p> <p>By July 2024 we predict that 80% of children will be choosing to be physically active across a typical week at lunchtime on the back of new equipment and the playleaders active play activities.</p> <p>Taking into account the lunchtime and extra-curricular additions, on top of activity outside of school: In 2022/2023, only 60% of all pupils were active for 60 minutes a day, 7 days a week on average. By July 2024, we are going to challenge 70% of pupils to achieve an average of 60 minutes a day 7 days a week.</p> <p><b>Sustainability:</b> Now they are trained, midday assistants to continue to provide the training to the next cohort of year 6 playleaders to allow for suitability. Continue to provide high quality extra-curricular clubs that are parent paid and therefore do not require any funding or teacher led and so free to attend.</p>	<p><b>£3,640</b> extra curricular activities.</p> <p>Mini stars</p> <p>Mundo Footballing school</p>

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Raise the profile of PE and sport across the school, to support whole school improvement by:</p> <ul style="list-style-type: none"> <li>• Celebrate and assess the whole child through Physical Education ensuring strong personal development.</li> <li>• Continue celebrations by introducing PE and School sport to Celebration assembly every term/half-term to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved.</li> <li>• Promote physical activity outside of school and celebrate.</li> <li>• Challenge attendance through the addition of new parent club. The parent club will focus on encouraging parents to value school, as well as PA. 9am club to ensure pupils are in and parents can then access free fitness classes.</li> </ul>	<p><i>All staff members including lunchtime staff.</i></p> <p><i>Every pupil.</i></p>	<p><b>Key Indicator 1 and 3</b> By celebrating Physical Education, Physical Activity and School Sport, we are encouraging more pupils to enjoy movement and physical activity.</p> <p>90% of pupils will be developed in their physical, cognitive, social and emotional learning, therefore improving attainment data in PE and across the school.</p> <p><b>Key Indicator 3</b> By improving attendance, we are targeting a whole school priority.</p> <p><b>Key Indicator 2</b> Pupils will be inspired to be more active, therefore supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.</p>	<p>See PE attainment data (whole child) in Key Indicator 1.</p> <p>We predict that by July 2024, 50% of pupils will have been celebrated in our assemblies. This will be a celebration of the whole child – physical, cognitive, social or emotional learning.</p> <p>The notice boards/newsletter are full of information about matches/clubs/results and pupils are keen to get involved.</p> <p>By raising the profile of PE, Physical Activity and School sport, by July 2024 we are going to challenge 80% of all pupils to achieve an average of 60 minutes a day 7 days a week. See data above in KI2.</p> <p>2022/23 30% of pupils were regularly late to school. Through the addition of this new club parent club, we expect to reduce this to 20% by July 2024.</p> <p><b>Sustainability:</b> Continuing to report and celebrate pupil success in assembly has no long term cost and is part of the whole school drive to ensure PE and School Sport are central to the lives of all pupils.</p> <p>Fitness club will start to have a small cost to parents attending once the uptake and value in club is established.</p>	<p>Calculated above.</p>

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Offer a broader and more equal experience of a range of sports and physical activities to all pupils by:</p> <ul style="list-style-type: none"> <li>Continuing to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved: <i>Extra-curricular – Dodgeball, Dance, Netball, Football, Multi Skills, fitness. Additional workshops on offer – curriculum time to engage all pupils – Dance, climbing, and Every Child Skips.</i></li> <li>Focus particularly on those pupils identified as semi-active/not active in our pupil voice survey, who do not take up additional extra-curricular opportunities.</li> </ul>	<p><i>Every pupil as they access further opportunities throughout the week to get active.</i></p>	<p><b>Key Indicator 4</b> Offer a broader and more equal experience of a range of sports and physical activities to all pupils.</p> <p><b>Key Indicator 2</b> Pupils will be inspired to be more active, therefore supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.</p>	<p>Children had the opportunity to participate in cricket during P.E lessons, lunch and after school.</p> <p>Children also had to opportunity to learn Judo skills both as part of the curriculum intent and during lunch and after school.</p> <p><b>Sustainability:</b> Continue to use pupil voice and liaise with families to ascertain the clubs and activities that are pupils want to be attending. Continue to provide high quality extra-curricular clubs that are parent paid and therefore do not require any funding or teacher led and so free to attend.</p>	<p>£1,977</p> <p>Cheshire cricket</p> <p>Judo Education</p>

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p><b>Increase the number of pupils participating in an increased range of competitive opportunities.</b></p> <ul style="list-style-type: none"> <li>• Intra: Continue to drive effective house system for engaging in competition in lesson time. This means there can be an in-class competition for all classes at the end of the unit. (Focus on personal development (key life skills) through competition, bespoke to pupils needs.)</li> <li>• Inter: Engage with an increased number of Inter competitions for both KS1 and KS2.</li> <li>• Team fixtures/friendly competitions and School Games competitions.</li> <li>• Review participation to ensure event entries match our pupils motivation, competence and confidence (via Celebrate, Aspire &amp; Inspire categories) and provide equal opportunities for boys and girls.</li> </ul>	<p><i>All pupils have access to competition.</i></p>	<p><b>Key Indicator 5</b> Increase participation in competitive sport.</p> <p><b>Key Indicator 2</b> Pupils will be inspired through to be more active, therefore supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.</p>	<p>2022/23, 90% of children in KS2 competed in 2 Intra level 1 competitions. (Sports day and house cricket). 90% of KS1 competed in 1 Intra level 1 competition, (Sports day).</p> <p>By July 2024 this will increase through more competitions in lesson time by celebrating learning at the end of a unit. We predict that 50% of KS1 will access 2 competitions and 50% of KS2 2 competitions. Competition intent based on success via demonstration of specific life skills and values.</p> <p>2022/23, 30% of KS1 took part in an Inter competition and 55% of KS2 participated in 3 Inter competitions (football, cricket, orienteering).</p> <p>By July 2024, we predict that 90% of KS1 and 90% of KS2 will take part in a level 2 Inter competition.</p> <p><b>Sustainability:</b> Competition will be imbedded as a normal element of learning through continued access to house competitions in class/lesson time at the end of units. Complete PE supports this set up and guides teachers.</p>	<p>£2,952.68</p> <p>School sport partnership</p> <p>School sport delivery services</p>



## Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
<p>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 school.</p> <p>Hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils. Teachers will learn from coaches the necessary skills to be able to teach these new sports and physical activities effectively.</p>	<p>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 (centered on the YST Health Movers programme), KS1 training (centered on the YST TOP Start research and resource), KS2 Training (centered on the YST TOP Sport resource), Inclusion training and Health &amp; Safety training.</p> <p>Teachers who have attended training in recent years are able to access 'Next Steps' training which will help them develop their practice further.</p> <p>Our school has the support of a specialist PE teacher (our PE &amp; School Sport Coordinator) who co-delivers PE lessons with staff who have identified that they would benefit from additional support.</p> <p>Our school plans PE development priorities based on the criteria of the Youth Sport Trust Quality Mark.</p> <p>Our staff have continued to engage in professional development in PE, School Sport and Physical Activity including:</p> <ul style="list-style-type: none"> <li>• The Power of an Active School</li> <li>• The Power of a Well School</li> <li>• Leading High-Quality Teaching and Learning across the School</li> <li>• Leading Achievement in PE</li> <li>• Creating the Best PE Provision for our Learners</li> </ul>	<p>100% of teaching staff have received quality CPD this year and have all reported a positive impact of training through evaluations. All staff have recorded positive experiences and outcomes following support given.</p> <p>Staff will all be confident and delivering good or better PE lessons.</p> <ul style="list-style-type: none"> <li>• Ability to support KS1 staff in planning and teaching progressive sessions focussed on the identified next steps of each child.</li> <li>• Gave lots of good ideas to help deliver the curriculum more effectively.</li> <li>• The courses provided new ideas and approach to planning and delivering PE and what to look for to assess children and identify their needs.</li> <li>• More ideas about how to enable the children to make progress through the skills.</li> <li>• Knowing in greater detail what is required during a PE session.</li> </ul>

- |  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"><li>• My Personal Best Workshop</li><li>• Preparing for a 'Deep Dive'</li><li>• Assessment in PE</li><li>• Recruiting &amp; working with coaches</li><li>• FA Active Play through Storytelling &amp; AS Clubs</li><li>• Teach Active English &amp; Maths Workshop</li></ul> |  |
|--|---|--|

<p>Providing targeted activities or support to involve and encourage the least active children.</p> <p>Encouraging active play during break times and lunchtimes.</p> <p>Establishing, extending or funding attendance of school sports clubs and activities and holiday clubs, or broadening the variety offered.</p> <p>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.</p> <p>Advocating active travel to increase activity levels before school (as well as reducing road traffic at drop-off/pick-up times).</p>	<p>We have received training regarding the recommended 60 active minutes from Youth Sport Trust &amp; Vale Royal School Sport Partnership. The training has included sharing best practice in the active school's agenda through local case studies.</p> <p>Our school has engaged in Vale Royal School Sport Partnership Subject Leaders Active Schools Training in order to develop actions for the areas identified by our Active School Planner Heat Maps.</p> <p>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.</p> <p>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</p> <p>We ensure every child has the opportunity to get involved in extra-curricular activity whether at lunchtimes, playtimes or in after-school clubs.</p> <p>We consult pupils (e.g., through the School Games Activity Survey on Kobacca) 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.</p> <p>We have developed Phys Kids Play Leader roles who create activities to make lunchtimes more active. This is completed by our year 6 children.</p> <p>We have engaged with the British Cycling balance biking programme Ready Set Se and Big Pedal training</p>	<p>After-school clubs are available for all children and participation in extra-curricular clubs has increased. We have active clubs at different times of the day: Breakfast Club, Multi-Sports Lunchtime Club and after-school too. This means that more children are able to be physically active. 70% of our KS2 cohort are accessing active after-school clubs and 80% of our KS2 cohort access clubs at lunchtime.</p> <p>13 KS2 children have been trained as Phys Kids/Play Leaders and contribute towards active playtimes by organising activities. They attended a celebration at the Winsford Academy at the end of the year.</p> <p>All classes take part in active learning through Active Maths &amp; English, as evidenced through Twitter. Active maths lessons were enjoyed by pupils, as noted in pupil voice.</p> <p>All children at school took part in National School Sports Week, including intra-school competitions. Our Sports' Day fostered the intent of encouraging children to participate in competition.</p> <p>Swimming outcomes have improved this year (77% compared to 68% last year).</p> <p>Free holiday clubs have been offered to all children. Our Pastoral Manager contacts and personally invites disadvantaged children and children with SEN.</p>
---	---	---

to improve pupils' skills and confidence and support them and their families take up more active travel to and from school.

We took part in National School Sport Week designed to encourage engagement and celebrate physical activity across the whole school.

All children in KS2 (and Year 2) accessed swimming lessons this year as part of their PE curriculum.

We have created a buddy system where our Year 5 and 6 children play actively with our nursery and reception children during lunch time.

<p>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).</p> <p>Embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching.</p> <p>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.</p> <p>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.</p>	<p>We ensure our PE Subject Leader has appropriate support to develop our PE &amp; 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 &amp; Youth Sport Trust trainers.</p> <p>We welcome an athlete role-model to school to inspire our pupils to increase their participation in PE &amp; School Sport.</p> <p>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.</p> <p>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. Staff have also attended a British Values staff meeting, which summarised how PE &amp; School Sport link to each British Value.</p> <p>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. We used this format when delivering our whole school Sports' Day.</p> <p>We used and created a range of resources in Children's Mental Health Week which focused on physical activity and the role it plays in supporting mental and emotional wellbeing.</p>	<p>The bulletin each week gives information about clubs and activities, and as a result, pupils are keen to get involved. The bulletin also shares success from inter-school competitions and celebrates involvement. Certificates and awards are always presented in Family Assemblies.</p> <p>Complete PE membership is sustainably priced and SLT can continue to fund this beyond the funding.</p> <p>KS2 pupils are engaged as Play Leaders, taking on a leadership responsibility and improving their personal development. Each class has nominated Sports' Ambassadors (linked to democracy) which support pupil voice.</p> <p>Emma Holmes from the Great British sprinting team came to inspire our children and talk about all of her achievements, she trained on Knights Grange (where our children play) which was inspiring for the children to see and hear.</p> <p>8 of our year 3 and 4 boys competed in a football tournament at Winsford Academy.</p> <p>12 of our Year 5 and 6 boys and girls competed in a cross-country competition at Winsford Academy.</p> <p>We achieved the Platinum School Games Mark award for our commitment to providing opportunities for our children.</p>
--	---	--

<p>Introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities.</p>	<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.</p>	<p>Continued involvement with VRSSP as training partner.</p>
<p>Partnering with other schools (The Winsford Academy) to run sports and physical activities and clubs.</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>Train more staff to be ASA accredited swimming assistants.</p>
<p>Providing more and broadening the variety of extra-curricular physical activities after school, delivered by the school or other local sports organisations.</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>Use the Kobacca Active Survey to plan desired clubs for children.</p>
	<p>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.</p>	<p>Continue to organise events with local schools to broaden the activities and opportunities offered.</p>
	<p>We have used PE, School Sport &amp; Physical Activity as part of our recovery curriculum for students and have used lessons to build confidence, fitness and skills.</p>	<p>The impact of our Complete PE subscription is that all teachers have access to excellent resources with clear explanations and opportunities for CPD. Teachers are supported through Complete PE in planning progressive sessions which has in turn resulted in higher quality PE teaching.</p>
	<p>We have followed the 'Celebrate', 'Aspire' &amp; '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>	<p>Pupil voice demonstrates that part of children's enjoyment of PE is due to the wide range of sports and activities we offer. The curriculum design also means that two different sports are taught each week, which the children report enjoying. Because of the range of skills children are taught, they enjoy attending various sports competitions at local schools.</p>
	<p>Children have collaborated with other local schools (Darnhall, high street and Wharton) in active opportunities.</p>	<p>67% of our children attended an active after-school club last year and it has increased to 70% this year.</p>

<p>Increasing and actively encouraging pupils' participation in the School Games.</p> <p>Organising more sport competitions or tournaments within the school.</p> <p>Co-ordinating and entering more sport competitions or tournaments across the local area, including those run by sporting organisations.</p>	<p>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.</p> <p>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.</p> <p>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 &amp; activities to engage all young people as we as celebrating the upcoming Women's FIFA World Cup.</p> <p>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).</p> <p>We have followed the 'Celebrate', 'Aspire' &amp; '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>	<p>Competition will be embedded as a normal element of learning at level 1 stage (in house competitions) through continued access to house competitions in class/lesson time through the Complete PE SOW. This will bear no cost if the SSP funding stops.</p> <p>Access to level 2 (School Games) competitions will be more successful if we can implement transport strategies or attend more local competitions.</p> <p>Continue working with VRSSP as a commitment to competitive sport.</p> <p>We took part in competitions throughout the year and have entered competitions we may not have been able to enter previously. Children have had the opportunity to practice before competitions due to our greater breadth of clubs.</p> <p>We have also been able to include all children in intra-school competitions, where whole classes have taken part in the competition.</p> <p>We have ensured that the least active population are also taking part in competitive sports, and with the personal best format of the competitions, all children have been more engaged in competitions (celebrate).</p> <p>We have received the School Games Mark to acknowledge our contribution to school sport.</p> <p>The 'Celebrate', 'Aspire' and 'Inspire' grouping for School Games has meant that a larger portion of children have been invited to take part in extra-curricular sporting events and have also experienced a higher level of success.</p>
--	--	--

## Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	77%	<i>This year our percentage for year 6 is higher than previous years, this current year 6 class is small consisting of 13 children which has made it easier and better for the children as they have had more focused time. This current year 6 cohort have been learning to swim since year 3.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	62%	<i>With regards to a range of strokes and this percentage most of our children can swim 25 meters but have struggled to perfect individual strokes. I think this is down to time and the number of lessons they receive.</i>



<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>38%</p>	<p><i>We have 5 children out of 13 who could self-rescue confidently. These are the children who can also swim a range of strokes, are confidently in the deep end of the swimming pool and can swim with no issues or aids.</i></p>
<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>Yes/No</p>	<p>This academic year our year 3,4,5 and 6 children have been provided with swimming lessons.</p> <p>We haven't provided any extra sessions for our children this year.</p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	<p>Currently our children receive swimming lessons from trained staff members at our local swimming baths.</p>

Signed off by:

Head Teacher:	<i>Sara Albiston</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Holly Wetherall</i>
Date:	25.07.2024