



Whitmore  
Park  
Primary School

*Be the best you can be!*



# PE & Sport Premium Report



## Academic Year 2022 -23

## **Background:**

The Government has provided funding until 2024 to provide new, substantial primary school sport funding. This funding is being jointly provided by the Department for Education, Health and Culture, Media and Sport, and will see money going directly to primary school Headteachers to spend on improving the quality of sport and PE for all their children.

The sport funding can only be spent on sport and PE provision in schools. OFSTED will play a significant role in ensuring that schools target this funding in areas which will lead to clear outcomes in raising standards and opportunities in PE and school sport for all pupils throughout the Primary Phase. All schools receive a lump sum of £16,000 plus an additional £10 per pupil. We are proud of the PE curriculum and sporting opportunities that we have on offer at Whitmore Park Primary School. We believe that the purpose of Physical Education is to inspire and motivate all pupils to be active in their lives, enabling them to become physically confident. The importance of living a healthy lifestyle and taking regular exercise needs to be encouraged, alongside the teaching of key fundamental skills. We believe that pupils should have opportunities to apply the skills they have learnt in competitive situations, either within teams or individually. As a result, key values, including teamwork, resilience, determination, and fair play, can be taught and promoted in an active way. We believe these key values are vital for pupils' development because lots of these are transferable skills, which can be applied to wider life experiences. Furthermore, we believe that PE plays a fundamental role in educating the whole student. Research supports the importance of movement in educating both mind and body. It also helps the pupils to make informed choices and understand the value of leading a physically active lifestyle. The benefits of physical education can affect both academic learning and physical activity patterns. The healthy, physically active pupil is more likely to be academically motivated, alert, and successful. In the early years and primary years, active play may be positively related to motor abilities and cognitive development. We believe that quality physical education teaching is essential in developing motor skills, physical fitness and understanding of concepts that foster lifelong healthy lifestyles.

At Whitmore Park Primary School, we ensure that pupils receive the highest quality of teaching during their PE sessions. We strive to improve the pupil's ability and skills in sport as well as having a significant impact on the overall fitness and well-being of pupils. We aim for all pupils to develop positive attitudes towards physical activity ensuring all lessons are accessible by providing a range of different activities to challenge every pupil. We believe in challenging ourselves to always strive to be our best and use our talents to their full potential; we endeavour to instil this personal challenge in our pupils.

## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£13,717
Total amount allocated for 2022/23	£21,250
How much (if any) do you intend to carry over from this total fund into 2023/24?	£2,552.29
Total amount allocated for 2023/24	£21,370
Total amount of funding for 2023/24 to be reported on by 31st July 2024	£23,992.29

## Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p><b>N.B.</b> Complete this section as best you can. 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><b>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</b></p>	<p>Record not attended assessment 4%</p> <p>Aquarius 1 (not confident) 8%</p> <p>Aquarius 2 (basic frontcrawl) 42%</p> <p>Aquarius 5/6 (confident 10m) 18%</p> <p>National Curriculum 25m 27%</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><b>N.B.</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.</p> <p>Please see note above</p>	27%
<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>	50%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	75%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	Yes, targeted group were in Aquarius 1 but because of the extra sessions a

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high percentage progressed to Aquarius 2 this was a 10% increase, we also saw an increase of 7% for the 25m range.

## 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:	Date Updated:	
Key indicator 1: Increase confidence, knowledge, and skills of all staff in teaching PE and sport				Percentage of total allocation: %
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
<i>To help support our new ECT's and new staff to the school, our P.E Teacher and Lead will meet with year groups to outline the structure of P.E Lessons and outcome which need to be driven as part of the skills P.E document.</i>	<i>P.E Team met with Year groups during their PPA and attention non directed time with the school day, to discuss planning and implantation.</i>	£	<i>All ECT and staff understood our structure of lesson and how we resource our lessons.</i>	<ul style="list-style-type: none"> <li><i>Continue to develop ECT confidence knowledge and skill in teaching P.E.</i></li> <li><i>Ensuring all teachers have CPD opportunities to ensure their confidence knowledge and skill in teaching P.E. Target groups will be identified.</i></li> <li><i>PE Lead to monitor P.E lessons to look at the quality of provision and identify training needs of staff.</i></li> <li><i>Identify external providers top support with CPD opportunities.</i></li> </ul>

<b>Key indicator 2:</b> The engagement of all 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: <b>38%</b>
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
<i>To increase the offer of sporting clubs during lunchtime and afterschool, this includes a wider range of sport clubs that our pupils can access more frequently.</i>	<i>Sports Apprentice to support the delivery of more afterschool clubs offer during term time, this would be them leading with the support of P.E Staff, and working with smaller group sessions, to increase inclusivity of club offer for pupils.</i>	<i>£7597.42</i>	<i>During the academic year 22/23 we ran 24 clubs with a total of 379 pupils attending those clubs on a weekly basis. Clubs ranged from Dance Clubs with themes to engage a wider audience such a park our to basketball sessions.</i>	<ul style="list-style-type: none"> <li><i>To sustain the quality of the lunchtime provision.</i></li> <li><i>Enhance the offer for after school clubs. Target approach with SEND and Pupil Premium.</i></li> </ul>

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Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2.5%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
<i>To support the awareness of the benefit of physical activity and the positive impact this can have on a national/city wide status.</i>	<i>As a school to be more activate with city wide events such as the city-wide marathon.</i>	<i>£10 – Coventry Mile.</i>	<i>As a school we had 31 children from reception to year 6 take part in the city-wide Children’s Mile. All participants took part to raise money for a local children charity and Team Coventry trip to South Korea to take part in the Youth Games.</i>	<ul style="list-style-type: none"> <li><i>Seek opportunities to participant in a wider of variety of City-wide events.</i></li> </ul>

<i>Looking at more cross curriculum initiative to help encourage pupils to be more physical active and engage them as a physical stimulus.</i>	<i>To look at a range of different initiatives to improve cross curriculum engagement with core subjects.</i>	<i>£400 – Outdoor Education Orienteering program.</i>	<i>Course has been set up within the large grounds within our school. As well as the usage during P.E for the main orienteering activities, Year 6 used this for practice questions for SAT preparation within Math's and English.</i>	<ul style="list-style-type: none"> <li>• Renewal of course signage, replace of orienteering cards.</li> <li>• Refreshing staff training and training for new staff.</li> <li>• To promote more of a cross curriculum learning i.e. phonics.</li> </ul>
<i>To celebrate success within Sports Day as a school, to reward achievement and recognise participant and effort as a school community.</i>	<i>To create a cohesive Sports Day reward system, that identifies and rewards success, but also recognize the participation and effort of all our pupils within a sport context and major school event.</i>	<i>£133.40</i>	<i>As a School Community we celebrated Sports Day with a carousel of events. Each year group had their own sports day but were put into 6 teams within their year group. Teams were named after Coventry Sport Hero's, to celebrate the many professional athletes we have from our city across a range of sports. Each team earnt points for their team across all year groups. The teams which finished in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> place got medals. All children received a certificate for</i>	<ul style="list-style-type: none"> <li>• Continue to develop the sports days with the completeive element, to help engage more parents in being part of the day. All staff and new ECT understand the aim and approach of the Sports Day, and aid their skill set through training.</li> </ul>

			<p>participating in their year group sports day. The feedback from parents was positive, and they liked the element of competition and also that pupils were rewarded for their success within each individual race and as part of our school community.</p>	
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<b>Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils</b>				Percentage of total allocation: <b>22.3%</b>
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
<i>To enhance lunchtime and playtime opportunities for physically activity for pupils from all key stages. To increase opportunities for pupils to interact in a safe environment with a in formal structure. Identified the school staff, to support these engagements. To create opportunities for pupils to build friendship, resilience and to learn the important skills to play safely with each other while we recover from the COVID 19 pandemic.</i>	<ul style="list-style-type: none"> <li><i>To purchase a range of different forms of play time equipment, that caters for different needs of pupils, not just traditional sports equipment.</i></li> <li><i>Work closely with lunchtime staff to train and support their use of this equipment. To identify games that pupils can play while using</i></li> </ul>	<i>£3548.45 – range of equipment.</i>	<p><i>We implanted the criteria set out in the previous section. A sample of pupils said that they were more engaged and active during playtimes and lunchtimes.</i></p> <p><i>Lunchtime staff noticed the children seemed to be more happy and able to create more positive friendship, where disagreements occurred children were able to resolve their differences. With the introduce of nontraditional games</i></p>	<ul style="list-style-type: none"> <li><i>More training for staff on traditional playground games to engage pupils at breaktime (No equipment needed).</i></li> <li><i>Distribution of breaktime equipment boxes to engage children in physical activity.</i></li> </ul>

	<p><i>the equipment safely.</i></p> <ul style="list-style-type: none"> <li><i>Teaching staff to be supported in showcasing positive games to help bring out the characteristics of friendship and resilience.</i></li> </ul>		<p><i>we have seen an improvement in pupils socializing skills. As a result, there have been less behavior incident during lunchtimes and playtimes.</i></p>	<ul style="list-style-type: none"> <li><i>Training new lunchtime staff and playmakers to help support activity engagement.</i></li> </ul>
<p><i>To offer a broad range of more outdoor experience for pupils who do not get the chance in Year 5 &amp; 6 to take part in residential trips which the schools offer and are staying within school during those trips.</i></p>	<p><i>To work with an outside agency to provide meaningful outdoor activity which have purpose of activates to build resilience and character experience for pupils staying at school.</i></p>	<p><i>£1190.00 – Elite Sports Development</i></p>	<p><i>88 pupils from Year 5&amp;6 took part in an outdoor activity onsite at school. The range activates included:</i></p> <ul style="list-style-type: none"> <li><i>Climbing Wall</i></li> <li><i>Archery</i></li> <li><i>Teambuilding Games</i></li> </ul> <p><i>The sample of pupils that were spoken to, felt the activities were relevant and enjoyable.</i></p>	<ul style="list-style-type: none"> <li><i>To look to offer this to the whole school as part of enrichment, if this be during school time or after school.</i></li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6.5%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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><i>To increase the offer of participation and competitive sports for pupils across the school from Key Stage 1 to Key Stage 2, with an emphasis on inclusive sports for pupils with SEND who not have the chance to represent the school.</i></p> <p><i>To work closely with our network of schools to help support the growth of participation of our pupils within sport.</i></p>	<p><i>To enter the School Games, offer for competitions for Coventry West.</i></p> <p><i>To enter the Coventry Primary Schools Association competitions for Football.</i></p> <p><i>To work with our school network to create opportunities for pupils across the network to represent their school from all key stages.</i></p> <p><i>To identify the gaps of potential opportunities for pupils to represent their school in a range of sports.</i></p>	<p><i>£375 – School Games Fee.</i></p> <p><i>£25 – Coventry Primary School Association.</i></p> <p><i>£45 – Gum Shields for NFL Flag team.</i></p> <p><i>£18.98 – Footballs</i></p> <p><i>£29.81 – Netball bibs</i></p> <p><i>£110 – Football Kits.</i></p>	<p><i>We entered a range of sport competitions with the School Games program where we had a total of 108 pupils from our school take part in a range of sports such as:</i></p> <ul style="list-style-type: none"> <li><i>• Year 5&amp;6 Tag Rugby</i></li> <li><i>• Year 4 &amp; 5 Values Dodgeball</i></li> <li><i>• Year 3&amp;4 Girls Football Festive</i></li> <li><i>• Year 5&amp;6 Sports Hall Athletics</i></li> <li><i>• Year 6 Rowing &amp; Inclusive Rowing</i></li> <li><i>• Year 3&amp;4 Gymnastics Competition</i></li> <li><i>• Key Stage 1 Gymnastics Competition</i></li> <li><i>• Year 4 Inclusive Orienteering</i></li> </ul> <p><i>As part of the Aspire Network we met on a regular basis to discuss good practice and created opportunities for our pupils to represent our schools within network competitions. We had 50 pupils participate in several competitions. They included:</i></p>	

			<ul style="list-style-type: none"> <li>• Year 3&amp;4 Inclusive Orienteering</li> <li>• Year 5&amp;6 Netball Festival</li> <li>• Year 1&amp;2 Multi Sports</li> </ul> <p>Our School Football Teams for both girls and boys took part in the Coventry Sport Association Football League. To support this, we worked closely with President Kennedy Secondary School to help access training facilities. Most of the pupils attending were from Year 5&amp;6 which also supported secondary transition. We had a total of 30 pupils rotate through this team structure.</p> <p>We took part in competitions ran by major professional clubs and organization. We work closely with Sky Blues in the Community and entered teams within their girls' schools' competitions.</p> <p>We also participated in the NFL Flag and took part in the Coventry Festival; we had 10 pupils from Year 5&amp;6 take part.</p>	
To help prepare our Sport Hall Athletics team we will purchase equipment to help pupils prepare for the competition and the structure of how the event runs.	Purchase of a range of equipment and organize a morning club training to support the pupils in preparing to participate.	<p>£249.99 Sports Hall Athletics Tunnels</p> <p>£521.70 – Eveque Run Pak</p>	<p>We organized and ran six morning clubs, where participants attended to practice the format for the competition, we had a total of 26 pupils attend these sessions, we also gave them breakfast after the club. The feedback from Year 6 teachers, indicated that morning clubs benefitted the pupils, as they demonstrated higher level of concentration.</p>	

			During the competition we won our local heat and came 3 <sup>rd</sup> in the city-wide event.	
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	