



### Evidencing the Impact of the PE and Sport Premium Grant:

(2014-17) How well is the funding being used to improve the quality and breadth of PE provision, including increasing participation in PE and sport so that all pupils will adopt healthy life-styles and reach the performance levels they are capable of?

(2017-2020) How well the school has used the funding to make additional and sustainable improvements to the quality of PE and Sport they offer by:

- Developing or adding to the PE and Sport activities on offer

Building capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in later years

Grant total:  
£19,219

Last Updated  
March 2019

#### School Principles for PE and Sport Premium Grant Spend

*We ensure that teaching and learning opportunities in PE are high quality, meeting the needs of all pupils so they may achieve their potential. We provide a broad PE curriculum including key elements such as gymnastics and dance, and an ever widening games curriculum including lacrosse, basketball, hockey, to enable the pupils to learn through invasion games etc.*

*Sport Premium funding is allocated and targeted based on needs analysis which identifies priority classes, groups or individuals who will benefit from intervention in PE and Sport. Limited funding and resources means that not all children will be in receipt of sport premium interventions at one time. In addition we offer after school clubs for gymnastics, football and dance. We offer lunchtime benchball, dodgeball and dance, We have an external P.E specialist to deliver lessons and CPD.*

#### Web Link(s) to School Sport Premium Statements:

<http://www.westwoodpark.org.uk/information/funding>

Review and reflect on key achievements to date:

Westwood Park has made significant and sustainable improvements in both PE curriculum provision and involvement in extra-curricular activities through carefully considered spending of the grant. The subject has a high profile in the school and the Head teacher pro-actively supports the subject. Gaining 4 School Games Silver Marks in a row is testament to this consistency of approach. Of key importance is the PE team that sets the strategy and offers our pupils appropriate and enriching opportunities. Our achievements when competing against other schools can be measured

by how we compete, and that the standard of our teams has risen year on year. The challenge is to now embed good practice in the curriculum and to ensure actions rated as amber make progress to green.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	62%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	53%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	42%
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?	No

- Key Priorities: (Objectives of the funding)**
1. Health and Well-Being
  2. Raising the profile of PE and sport for whole school improvement
  3. Professional Development in PE
  4. Increasing the range of sports and activities on offer.
  5. Competitive Sport.
  6. Working with other schools.

- RAG rated progress:**
- **Red** - needs addressing
  - **Amber** - addressing but further improvement needed
  - **Green** - achieving consistently

**Key Priority 1 Health and Well-Being**  
*To improve pupils' health, wellbeing and educational outcomes through engagement in regular physical activity*

Ofsted Factor: a greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils' health

Actions and	Evidence		Outcomes, Impact and sustainability	Progress (RAG)
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strategies				Baseline 16-17	17-18	18-19	19-20
<p><i>Link with Lancashire Cricket Club re healthy living – lungs, heart etc. Advice about the dangers of dangerous/illegal substances.</i></p> <p><i>Counsellor for identified children.</i></p> <p><i>Kickstart – identified small group and individual provision.</i></p> <p><i>(Linked to) Global Policing - anti-social/social behaviour</i></p> <p><i>(Linked to) Crucial Crew</i></p>	<p><i>Pupil knowledge (Evidence in pupil writing).</i></p> <p><i>Pupil discussion</i></p> <p><i>Parental feedback</i></p> <p><i>Counsellor feedback</i></p>		<p><i>Improved knowledge of healthy living.</i></p> <p><i>Development of team work - pupil relationships.</i></p> <p> </p> <p><i>Reduction in behaviour logs.</i></p>				
Introduction of Personal Challenge	Data collection/record of progress	nil	Pupils are set and work towards personal fitness challenges.				
<p><b>Key Priority 2 Raising the profile of PE and sport</b></p> <p><i>To use PE, School Sport and Physical Activity to impact on whole school priorities</i></p>							
<p>Ofsted factors: how much more inclusive the physical education curriculum has become; the improvement in partnership work on physical education with other schools and other local partners; links with other subjects that contribute to pupils' overall achievement and their greater spiritual, moral social and cultural skills</p>							
Actions and strategies	Evidence		Outcomes, Impact and sustainability	Progress (RAG)			
				Baseline 16-17	17-18	18-19	19-20

<i>For example: Encourage children receiving pupil premium to participate in physical activity and sporting programmes.</i>	<i>Pupils identified Attendance registers</i>		<i>PE, physical activity and school sport successfully target pupil premium children to become engaged in school sports programmes</i>				
<i>Kickstart</i>	<i>Cpoms</i>		Reduction in lunchtime incidents.				
<i>Half termly cluster events</i>	<i>Attendance/certificates.</i>		Interaction with pupils from other schools. Enjoyment of competition. Increased competitive attitude.				
<i>Rugby coaching Quidditch Competition</i>	<i>Pupil participation Photos Timetable</i>		Increased pupil engagement. Female role model (rugby World Cup Winner). Quidditch – links with Literacy				
To offer a wide variety of extra curricular sports clubs which change half termly and yearly.	Entry into wider range of sporting competitions		Raised attendance levels due to variety and range of clubs. High percentage of children involved in extra curricular activities. Pathway into Level 2 competition.				
<b>Key Priority 3 Professional Development in PE</b> <i>To increase confidence, knowledge and skills of all staff in teaching PE and sport so that the quality of teaching and diversity of the curriculum allows all pupils to make regular and sustained progress</i>							
<b>Ofsted Factor:</b> how much more inclusive the physical education curriculum has become; growth in the range of provisional and alternative sporting activities							
Actions and strategies	Evidence		Outcomes, Impact and sustainability	Progress (RAG)			
				Baseline 16-17	17-18	18-19	19-20
In house CPD provided by Sports	Lesson observations Teacher surveys		The quality of all PE lessons is good or outstanding.				

Development.	Staff professional learning Using expert advice to evaluate strengths and weaknesses in PE. Observation by line manager.		Staff are aware of personal strengths and weaknesses.				
Attendance at Annual P.E. Conference / SSP membership	Regularly updated on changes to curriculum/ Sport Premium.		Pathway to competitions. Constantly updated on changes to P.E. and school sport. CPD Knowledge and learning from PLT/Conference days shared with staff/PE coaches. New initiatives introduced – Personal challenges, brain activities (eg. learning times tables whilst doing exercise/star jumps).				
To maintain the Silver Kitemark and prepare for the Gold award.	4 successful Silver Kitemark applications in a row. A consideration of the extra elements required for Gold award.		Community awareness of our sporting achievements and successes. Consideration the elements required to achieving the Gold Award.				
To increase levels of participation in physical activities at lunchtimes through Playground Leaders.	Lunchtime club participation levels.		Year 5 pupils are trained on the delivery of Playground Leaders sessions. Continuous to ensure Year 5 class can lead these clubs every year.				
<b>Key Priority 4 Increasing the range of sports and activities on offer</b> <i>To provide a broad and balanced curriculum and increase opportunities for participation, including for SEND pupils, in a range of extra-curricular activities</i>							
Ofsted factor: the increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics; the growth in the range of provisional and alternative sporting activities							
Actions and strategies	Evidence		Outcomes, Impact and sustainability	Progress (RAG)			
				Baseline	17-18	18-19	19-20

				16-17			
To use staff and local coaches/clubs to deliver sessions to pupils.	Extra curricular clubs calendar Website		Increased levels of attendance at after school clubs. Links/pathways to local clubs. Increased participation at a variety of competitions.				
To offer a wide variety of extra curricular sports clubs which change half termly and yearly.	Website Club registers Participation at competitions.		Raised attendance levels due to variety and range of clubs. High percentage of children involved in extra curricular activities. Pathway into Level 2 competition.				
To continue to refresh and add to our range of sporting equipment.	P.E. stock check Invoices		Opportunities to use new and safe equipment and to experience new sports.				

### Key Priority 5 Competitive Sport

*To increase participation in competitive sport*

Ofsted factor: the increase and success in competitive school sports

Actions and strategies	Evidence		Outcomes, Impact and sustainability	Progress (RAG)			
				Baseline 16-17	17-18	18-19	19-20
To increase participation in competitions by taking B and C teams to events and/or younger year groups.	Photographs Website Cluster competitions/leagues /Level 2/3 competitions.		A high number of children are able to represent the school. More children competing in Level 2 competitions.				
To set personal sporting challenges through the P.E.	Attendance register Data uploaded Progress measured		Children are set and will work towards Personal Challenges through using the Bleep test scheme. Progress will be measured over a whole school				

Challenge Day.			year.				
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