



Evidencing the Impact of the PE and Sport Premium Grant:

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?

How well the school has used the funding to make additional and sustainable improvements to the quality of PE and Sport 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:
£18,370

Last Updated
September 2021

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, dance, running and multi-sports on a rolling programme . We offer lunchtime bench ball, dodge ball 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 and then Gold 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? (2019 – Covid)	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 over and above the national curriculum requirements. Have you used it in this way?	No

<p>Key Priorities: (Objectives of the funding)</p> <ol style="list-style-type: none"> 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. 	<p>RAG rated progress:</p> <ul style="list-style-type: none"> • Red - needs addressing • Amber - addressing but further improvement needed • Green - achieving consistently
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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 strategies	Evidence		Outcomes, Impact and sustainability	Progress (RAG)			
				18-19	19-20	20-21	21-22
<p>Link with Lancashire Cricket Club re healthy living – lungs, heart etc. Advice about the dangers of dangerous/illegal substances.</p> <p>Counsellor for identified children.</p> <p>Kickstart – identified small group and individual provision.</p> <p>(Linked to) Resilience Project Y6 – healthy life styles, communication, being a team etc.</p> <p>(Linked to) Crucial Crew</p>	<p>Pupil knowledge (Evidence in pupil writing).</p> <p>Pupil discussion</p> <p>Parental feedback</p> <p>Counsellor feedback</p>		<p>Improved knowledge of healthy living.</p> <p>Development of team work - pupil relationships.</p> <p>Reduction in behaviour logs.</p>				
Introduction of Personal Challenge	Data collection/record of progress	nil	Pupils are set and work towards personal fitness challenges.				
<p>Key Priority 2 Raising the profile of PE and sport</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	Evidence		Outcomes, Impact and sustainability	Progress (RAG)			

strategies				18-19	19-20	20-21	21-22
<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/SEND children to become engaged in school sports programmes</i>				
<i>Kickstart</i>	<i>Cpoms</i>		Reduction in lunchtime incidents.				
<i>Half termly cluster events - affected by Covid but planned.</i>	<i>Attendance/certificates.</i>		Interaction with pupils from other schools. Enjoyment of competition. Increased competitive attitude.				
<i>Rugby coaching Lacrosse coaching Cricket coaching West African Dance Quidditch</i>	<i>Pupil participation Photos Timetable</i>		Increased pupil engagement. Inclusion Links to Literacy				
To offer a wide variety of extra curricular sports clubs which change half termly and yearly. We hope to focus on improving opportunities for KS1.	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.				

Key Priority 3 Professional Development in PE

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

Ofsted Factor: 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)			
				18-19	19-20	20-21	21-22
In house CPD provided by Sports Development.	Lesson observations Teacher surveys Staff professional learning Using expert advice to evaluate strengths and weaknesses in PE. Observation by line manager.		The quality of all PE lessons is good or outstanding. 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 Gold Kite mark.	4 successful Silver Kitemark applications in a row, then Gold.		Community awareness of our sporting achievements and successes. Developing a sense of Pride through fair play.				
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.				
Key Priority 4 Increasing the range of sports and activities on offer							
<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)			
				18-19	19-20	20-21	21-22
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)			
				18-19	19-20	20-21	21-22
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. Challenge Day.	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 year.				
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