Westover Green Community School & Autism Centre

PE and Sports Premium Report

Academic Year: **2023-2024**	Total fund allocated:£19940	Date Updated: **July 2024**

Carry forward: £0

Total spend for 2022-2023:

Key achievements to date:	**Areas for further improvement and baseline evidence of need:**
• Use of newly purchased outdoor equipment and resources, which have enabled and encouraged children to be active for at least 15 minutes of activity per day. Increased physical activity in pupils during active break times. PE/sports voice involved in the organisation and collation of resources and activities. • Children are taking part in 2 sessions of activity a week. Increased teacher confidence, knowledge and skills in REAL PE, enabling the delivery of REAL PE for 1 of those PE sessions in the week. This provides high quality lessons that can be monitored and evaluated within the aims of the school scheme. • Most children have continued to respond positively and enthusiastically to a range of active resources and equipment, purchased for use in PE lessons and during outdoor/break activities. Increased activity and improved behaviour at break times. • Dance club involved in school production at Mcmillan Theatre and a range of "outside school" events. • A range of equipment/activity alternatives available for use- Ultimate Frisbee, Tchoukball, Trigolf . • KS2 offering some alternative sport specific lessons. • Effective swimming programme established.	**Our school focus through the year is to continue to encourage and facilitate children in being active during breaks, and to deliver the REAL PE scheme effectively throughout the school.** **Pupil voice questionnaires, teacher surveys and curriculum monitoring have helped to identify our areas of focus:** • **Further raise the profile of PE and sport in school and across the school,** Continue to audit, assess/monitor resources used/taken for active break times and PE. Continue to provide quality resources to maintain quality delivery of PE. **Continue to manage and facilitate PE/Sports voice in the organisation and development of breaktime resources and activities. Develop respectful behaviours in sport and PE; towards each other and equipment.** • **Increase confidence ,knowledge and skills of all staff-** teaching Gym and Dance.School training for REAL GYM. • **Promote a broader range of sports and activities** -Teach a range of new sports in the curriculum. Identify ideas and activities for use with Outdoor Adventurous Activities(with a possibility of using school forest school site). • Provide opportunities for children to learn about healthy eating/food nutrition and relate this to PE, sport and healthy living.

	• Provide technical resources to ensure all staff have access to REAL PE online learning platform, in order to teach.

Meeting national curriculum requirements for swimming and water safety	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	78%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	78%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	78%
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

Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 25%
School focus with clarity on intended impact on pupils:	**Actions to achieve (implementation):**	**Funding allocated:**	**Evidence and impact:**	**Sustainability and suggested next steps:**
To provide a range of resources and activities during times out of class (break ,lunch, after school). Children being involved in organised lunch	• Allocate new equipment and maintain existing equipment. Provide new resources/ ideas. • Replace/add to trampolines. • Monitor the impact of the resources through observations ,quotes and pupil feedback. • Encourage effective use of 30 minute active breaktimes daily and support with practical/new ideas. Support	£3000 Purchase break time/lunchtime equipment	**The following evidence supports that there has been increased physical activity, and that the profile of PE at our school is good and is valued by staff and children, also helping to promote positive behaviours:** Pupil Voice / Sports leaders have had an active role in organising, collecting and reviewing the resources and equipment alongside myself. Their responses have been positive and their feedback and staff	Including PE pupil voice representatives in lunch activities. Costing of playground markings to promote golden/daily mile. .

clubs and creating and participating in activities during unstructured times.	and facilitate with resources and assemblies to promote this. • Provide financial support for dance club- enabling the purchase of uniform, music and performing rights for school production.	£2284.98	observations identifies that children have more and better access to equipment and most are taking part in physical activity in a safe and positive manner. There has also been fewer recorded negative behaviour incidents during break and lunch times. It is evident from my observations that more children are now able to use resources to initiate games independently. Some equipment has been identified as not being robust enough for such use and this is an area to look at for future purchases. There is a high uptake of trampolines during break and lunch, and are also used to support regulation during the school day. Purchase of smaller trampettes have proved positive for some identified children with SEN needs. All children interviewed have shared positive responses in relation to Music and Movement, using sound system on a Friday and this attracts on average 40 children each week. Equipment trolleys have been a daily part of breaks and lunchtimes, and this is now a positive part of the daily routine, which children assign to and create active pursuits independently. I have lead a termly assembly which introduces resources and how to use them. Dance club has run throughout the year, averaging 30 members, sometimes more. They have been part of 2 school performances at the McMillan Theatre,Bridgwater, 2 school based performances, 2 performances at the town Food Festival and other performances including fetes, festivals and a stars night. They rehearse weekly and sometimes have additional practice on top of this. There	Using zones to promote a range of activity. .

			has been a great response from our school and wider community. This is a well-established club ,which is always well subscribed to and often has a reserve list.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 31%
School focus with clarity on intended impact on pupils:	**Actions to achieve:**	**Funding allocated:**	**Evidence and impact:**	**Sustainability and suggested next steps:**
To provide opportunities and enthuse children to engage in a wide range of physical/ health related activities. A range of PE ,sport and healthy lifestyle successes are shared within and outside of school.	• Raise profile of physical activity opportunities on the play equipment by sharing information regularly with the school community. Include photographs and quotes in school newsletters. • Coordinate and lead pupil voice group. • Audit of equipment to be completed every term and gaps in equipment to be filled. • When identifying missing/damaged items, replace, where applicable to ensure high-quality PE and effective running of clubs . • Purchase of new equipment to raise the profile of PE and Sport across the school: in class and during extra-curricular clubs. • Identify new resources that need to be added to support new REAL GYM scheme • To purchase high-quality sports equipment and resources. Use assemblies to develop an educated and respectful attitude towards equipment.	£3000 Replenish PE lesson resources/REAL PE equipment.	**The following evidence supports that there has been increased physical activity, and that the profile of PE at our school is good and is valued by staff and children, also helping to promote positive and healthy lifestyles and behaviours. There is also increased staff confidence, knowledge and skills:** I have lead at least 1 termly assembly, often alongside my sports pupil voice, to share news about new equipment and activity ideas. Children are keen to be part of the pupil voice group(supporting this), and enthusiastic to be part of the PE pupil voice team. It has been used as a reward/incentive for children in school and has positive status across both key stages. REAL GYM lessons have been introduced and an additional unit of gym added, due to the positive feedback from teachers and children. All children in gym lessons were observed to be active. A range of good quality resources has been consistently used in school, during PE lessons-	Work alongside staff to provide extracurricular activities. More regular meetings and reviews with pupil voice. Work alongside supporting colleague to enable us to regularly contribute to assemblies, provide ideas/articles for the newsletters and regularly update the Sports Premium website page.

			promoting inclusion, quality, and respect throughout	
To promote and pursue healthy living and healthy lifestyles	• Purchase equipment to provide children with opportunities to create nutritious and healthy foods and learn about food groups and healthy eating.	£2000	2 members of staff ran a cookery club after school for - KS1 members. They explored a range of healthy eating foods, looking at food groups and where foods come from. KS2 classes have utilised the new area to deliver the DT component of cookery from the new Futura curriculum scheme, which has given every child in KS2 and opportunity to take part in healthy eating and cooking activities.	Continue to promote use of cooking equipment/ cookery zone for healthy lifestyles and eating.
To ensure pupils in year 6 have reached the appropriate standard for the end of KS2 in swimming. To promote the importance of correct kit/uniform	• Liaise with SASP(Quantock Lodge) pool to facilitate swimming sessions. Provide kit and lesson funding for identified children if necessary. • Continue to build a swimming kit resource for those who need it. • Purchase supply of PE uniform and junior kit. • Continue to provide hour swimming sessions for KS2. • Identify any cohorts that may need additional sessions. Provide for booster sessions.	£651 £2914	Across KS2, 18 children have consistently accessed swimming (**who would of previously not accessed due to no kit**), with the provision of swimming kit, which is then collected and washed for them. In the current Y3 cohort, out of 60 children, 40 in week 1 were identified as non-swimmers, most who had no water confidence because they had never been in a swimming pool. When in the pool for the first time they either refused to move, or walked a width. After their 6wks + addition al week booster, all children were either swimming a distance ranging between 2 ,5, 10,20,25m, and if not yet developed a swim stroke, they were using a woggle to	Continue to develop a range of sizes, and perhaps consider cohort kits to make more accessible. Continue with hourly lessons throughout KS2 and assess new Y3 cohort in WK 1 to identify barriers to learner and initial confidence levels.

			support them with travelling in water.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 12%
School focus with clarity on intended impact on pupils:	**Actions to achieve:**	**Funding allocated:**	**Evidence and impact:**	**Sustainability and suggested next steps:**
To support the implementation and delivery of REAL PE, ensuring high quality Pe lessons. To monitor the outcome, looking for children who are confident and competent in the fundamental skills and personal learning skills. REAL PE will provide a consistent delivery and assessment of PE	• Continue to support and identify training for REAL PE in school. Purchase 3 years legacy support. • Provide targeted training for REAL PE. • Staff implement REAL PE at least once a week using the REAL PE scheme. • Coordinator monitor implementation of scheme. • Deliver teacher meetings that support with use of resources and REAL PE platform(specifically GYM). • Identify new resources that need to be added to support new REAL GYM scheme • Possibility of additional equipment/storage space needed to support Gymnastics. • Purchase laptop for sports hall to enable all staff to access the REAL PE learning platform.	£ 2034 £500	**The following evidence supports that there has been increased physical activity, and that the profile of PE at our school is good and is valued by staff and children, also helping to promote positive and healthy lifestyles and behaviours. There is also increased staff confidence, knowledge and skills:** PE coordinator has observed that 12/14 classes are receiving 1 lesson of REAL PE delivered by class teacher. This has been monitored through teaching observations and Learning platform access. Lessons have been structured and consistent throughout the school. Most teachers have shared that they are more confident in delivering PE and have a good understanding of what the fundamental movement skills are. Children interviewed were able to confidently share the objective of their lessons and the key skills they were working on. Good quality PE lessons are being delivered	Continue to embed REAL PE,REAL gym and introduce REAL dance and suitable supporting materials. Introduce young leader activities/zones at lunch time (supported by pupil voice). Play leaders could also support with formulation and introduction of Golden Mile incentive. .

Leadership and Management Support for PE.	• PE leader to attend any relevant courses to ensure that qualifications are up-to date, including the annual PE conference. • Maintain communications, monitor findings and information to staff cohort. • Implement new strategies and ideas in school to impact positively on physical activity. • Review impact of new strategies. • Enable staff to lead, organise and support events, fixtures and have access to CPD opportunities. • Regular release time for PE lead to monitor subject and feedback.		PE lead unable to attend PE conference , due to staff changes, but was able to meet with development officer for REAL PE, to advise on Gymnastics and discuss areas of need for future consideration. PE lead has been able to observe/monitor at least 1 lesson a month, as well as interviewing the children from ks2 classes. Lessons observed have been structured and time has been used effectively. Children have been active and practising specific fundamental skills identified in the lesson plan. Progress has been seen in and across lessons, with teachers being able to identify specific skills where progress has been made and those where further practice has been required.	

Key indicator 4: Broader experience of a range of sports and activities offered to pupils				**Percentage of total allocation:** 26%
School focus with clarity on intended impact on pupils:	**Actions to achieve:**	**Funding allocated:**	**Evidence and impact:**	**Sustainability and suggested next steps:**
To offer a diverse range of activities, through the use of alternative range of resources/provisions	• Introduce music/speaker system in upcoming year, after guidance from tech support re music download access. Investigate possibility of "child friendly" speaker/sound system that can be used on a regular basis • Continue to develop new sports activities into PE curriculum: Frisbee, Tag rugby, Cricket,Tchouckball,Tri Golf	£500	**The following evidence supports that there has been increased physical activity, and that the profile of PE at our school is good and is valued by staff and children, also helping to promote positive and healthy lifestyles and behaviours. There is also increased staff confidence, knowledge and skills:** Interview feedback from children has been overwhelming in relation to music and	Consider most effective use of playgrounds and explore the idea of creating zones. Oversee the maintenance and organization of PE/sport and active break resources.

To support children financially to take part in organised alternative outdoor education via residential experience	• Link cookery activities to healthy living/PE and sport. • Provide financial assistance for Y6 residential visit to Charterhouse	£5000	dance on the field. One child in his interview called it "fun Friday" because she loved the lunch break so much. Pe lead has observed dance/music sessions and it is clear it targets a diverse section of children ; mixed ages, genders, cultures - often providing opportunities for those who would not otherwise join in with team sport aspects or games. Tag rugby and frisbee has successfully used in some classes across KS2. In year 5 it was a positive introduction and allowed some children ,with specific behavioural needs/barriers to learning, to excel in lessons. Only 5 children not attending Charterhouse Residential visit. None of these are due to financial barriers.	Possibility of introducing new sports through extra-curricular clubs, which could then feed in PE ie Trigolf,Tchoukball

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 7%
School focus with clarity on intended impact on pupils:	**Actions to achieve:**	**Funding allocated**	**Evidence and impact:**	**Sustainability and suggested next steps:**
To introduce the notion of competition: Against self Within Class Within cohorts To develop the required personal and social skills necessary to take part in competition	• Provide ideas ie The Bridgwater Way challenge, personal bests. Use the notion of personal bests within REAL PE. • Intra sports day. Suitable sound/speaker system and update of sports day equipment. • Use of REAL PE and use of competing within this.	£1500	Personal bests/individual targets have been evident in some PE lessons and it has created a positive learning environment that reinforces, physical repetition and practice of skills. It has had a significant impact for all, and especially upon many of the learners who find Pe challenging because they are competing against themselves. Both key stage 1 and key stage 2 sports days were well attended by friends and family, with well over 200 adults in attendance. Feedback from parents was positive, and the speaker was successfully used to host and run this. Whole school celebrated in intra house assembly and presentation of trophy. There is a growing understanding in school, that success is celebrated, and this is often due to team efforts. It is also widely acknowledged by children and staff, that attitudes and effort are as important as outcomes and these are celebrated too. This has helped to develop a caring and inclusive attitude in our learners.	Look at alternative possibilities for intra sport competitions.

Total Committed: (100%)	Balance Remaining : £0 .
Total spent: £19.940	