Westover Green Community School & Autism Centre

PE and Sports Premium Report

Academic Year: **2024-2025**	Total fund allocated: £19, 500	Date Updated: **2024 - 2025**

Carry forward: £0

Key achievements to date:	**Areas for further improvement and baseline evidence of need:**
• PE/sports voice involved in the organisation and collation of resources and activities. Increased independent activities at break and lunch. • 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. • Lunch time and break time activities has resulted in increased activity and improved behaviour at break times. • Dance club involved in numerous dance productions both inside and outside of school, including an annual performance at the local theatre. • A range of equipment/activity alternatives available for use- Ultimate Frisbee, Tchoukball, Trigolf. • Effective swimming programme established for KS2. • REAL GYM introduced whole school.	**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:** • **Children engaging in regular physical activity** Use playground and outside space to effectively support a range of activities. • **Further raise the profile of PE and sport in school and across the school.** • Introduce roles for Sport leaders/pupil voice. Continue with fortnightly review meetings and develop playground roles, to enable children to lead and support an activity. • Develop respectful behaviours in sport and PE; towards each other and equipment. • **Increase confidence , knowledge and skills of all staff** • Introducing REAL DANCE and dance in general, throughout the school. • Monitor use of Jasmine platform and lesson delivery. • **Promote a broader range of sports and healthy activities** • Incorporate a range of active movement opportunities through extra-curricular and intra class opportunities. Provide opportunities for children to learn about healthy eating/food nutrition ,within the curriculum, and relate this to PE, sport and healthy living. • **Increased participation in competitive sport.** • Organised intra class activities.

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?	81%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	81%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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: 5.3%**
School focus with clarity on intended impact on pupils:	**Actions to achieve (implementation):**	**Funding allocated:**	**Evidence and impact:**	**Sustainability and suggested next steps:**
To introduce alternative break and lunchtime zones, alongside sport leaders, to engage more children, in activities.	Introduce dance/song of the week to KS2 classes and provide music during breaks and lunch to practice. More regular meetings and reviews with pupil voice to assess activities provided. Including PE pupil voice representatives in lunch activities. 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. Consider most effective use of playgrounds and explore the idea of creating zones.	Sound system purchased £500	• Increased activity at lunchtime through the use of the sound system for 30% of Years 2 – 6 – impact on wellbeing and positive playtimes giving an alternative to movement and activity. This has been particularly impactful for girls.	Costing of playground markings to promote golden/daily mile. Using zones to promote a range of activity.
Purchase resources for use at lunchtime to encourage activity.	Additional trolleys and lunchtime equipment has been purchased and distributed by sports leaders to increase regular physical activity.	£529.68	• Additional equipment for recreational times has increased activity of the children	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				**Percentage of total allocation: 58.4%**
School focus with clarity on intended impact on pupils:	**Actions to achieve:**	**Funding allocated:**	**Evidence and impact:**	**Sustainability and suggested next steps:**

To provide forest school opportunities for children to engage in a wider range of physical/health related activities. Share a range of successes linked to PE, sport and healthy lifestyle within and outside of school. Improve knowledge of healthy foods and healthy eating.	Forest school lead employed (2 days a week) to work with identified children in forest school and outdoor learning areas, to promote positive attitudes and alternative activities which promote physical activity, alongside improving mental health and behaviours. PE lead and extra-curricular coordinator ensure that successes are shared via the website, school newsletter and in assemblies. Monitor use of recently purchased cooking and food prep utilities.	£10,936.01 £456	• Increased activity for children with SEND and disadvantaged – 25% of pupils. • Coordination development – both fine and gross motor. • Reduction in suspensions and improved attendance for individual pupils following intervention. • Improvement in general well-being and mental health. • Cooking club successfully ran for the full academic year for years 1 and 2. • Design Technology (Food) lessons were able to be taught as a whole class due to the new resources.	Continue with the forest school lead – increase to 5 days a week due to the successes of 2024 – 2025. Some of this will be funded through PE Premium and some through Pupil Premium funds. The cooking resources will continue to be used for the same purposes during 2025 - 2026

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				**Percentage of total allocation: 11.5%**
School focus with clarity on intended impact on pupils:	**Actions to achieve:**	**Funding allocated:**	**Evidence and impact:**	**Sustainability and suggested next steps:**
Ensure continued use of REAL PE, focussing on recently introduced aspect of REAL GYM and introduce ideas for dance to provide a broader PE curriculum. Provide effective swimming curriculum.	PE leads to share ideas in teacher meetings. Continue to embed REAL PE,REAL gym and introduce REAL dance and suitable supporting materials. PE leads to observe and monitor lessons. PE leads to monitor and liaise with swimming coaches and teaching staff. Continue to develop a range of kit sizes, and perhaps consider cohort kits to make more accessible. Continue with hourly lessons throughout KS2 and assess new Y3 cohort	£0 £2235.31	• REAL Gym has been consistently adopted by all year groups. This has broadened our PE curriculum. • Improved confidence due to longer sessions of swimming. • All children in years 3 - 6 access a block of approximately 10 swimming lessons each year with many children	• Continue to use the platform for REAL Gym and REAL PE. Introduce REAL Dance 2025 - 2026 .

	in WK 1 to identify barriers to learning and initial confidence levels		exceeding national curriculum expectations. • 100% of the year 6 cohort could perform safe self-rescue in different water-based situations? This is a 22% increase on the previous year.	

Key indicator 4: Broader experience of a range of sports and activities offered to pupils				**Percentage of total allocation: 4.3%**
School focus with clarity on intended impact on pupils:	**Actions to achieve:**	**Funding allocated:**	**Evidence and impact:**	**Sustainability and suggested next steps:**
A wider variety of extra-curricular clubs will be offered.	New joint PE lead has responsibility for extra-curricular clubs. Staff will be asked to run clubs again – one per year at lunchtime or after school. Aim is for 3 new clubs to be offered this year. PE leads work alongside staff to provide extracurricular activities. PE leads oversee the maintenance and organization of resources.	NA	Just Dance Club ran successfully and was enjoyed by children in KS2. Rounders club for Year 6 was well attended.	An inset day has been allocated to disaggregate time for staff running a club in 2025 – 2026.
Skipping workshop to re-launch skipping initiative for broader experiences and activities at lunchtimes.	Plan skipping workshop day for all year groups through 'Dan the skipping man. Advertise on class notice boards. Share success in school newsletter.	£843	• The skipping workshop had longer lasting impact as many children continued to practice the skills learnt at lunchtime. This led to an increase in physical activity by giving pupils a broader experience.	• Purchase skipping ropes to use at lunchtime so that skills are not lost.

Key indicator 5: Increased participation in competitive sport				**Percentage of total allocation: 20.5%**
School focus with clarity on intended impact on pupils:	**Actions to achieve:**	**Funding allocated**	**Evidence and impact:**	**Sustainability and suggested next steps:**
Introduce inter-house (intra) competitions for all year groups.	6 inter house competitions will take place – one per half term. Premier Sport coaches will run the sport side of the competitions. Points will be allocated based on the School Games Values of passion, self-belief,	£4000	• Dates on school calendar and pictures on website and school newsletter. Results announced in celebration assemblies. • Attendance data was higher on interhouse competition days.	PE leads in school will run the competition next year if it proves successful. There will be cover implications, but no coach costs, so the competition will be sustainable.

To develop the required personal and social skills necessary to take part in competition.	determination, teamwork, respect and honesty. All classes to follow real PE where the principles of social and personal skills are a golden thread. This enables all children to improve these skills and learn how to conduct themselves during a competition.		• Pupil voice evidences that these competitions were enjoyed, • Children were able to replicate games at lunchtimes e.g. handball is now regularly played which they learnt in the interhouse competitions.	

Total Committed: (100%)	**Balance Remaining : £0** .
Total spent: £19,500	