

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

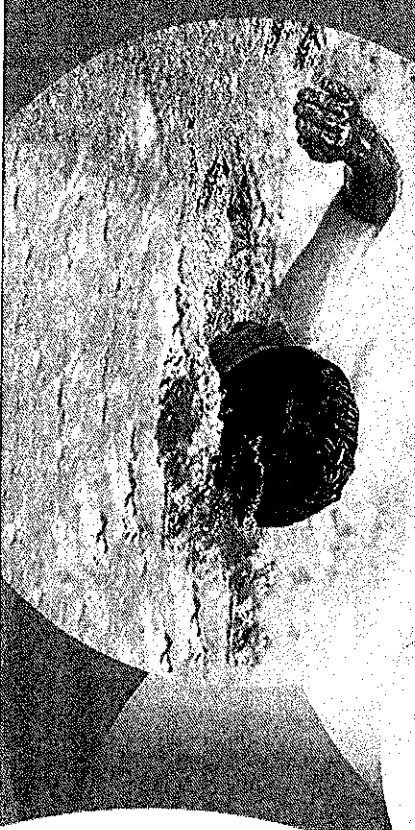
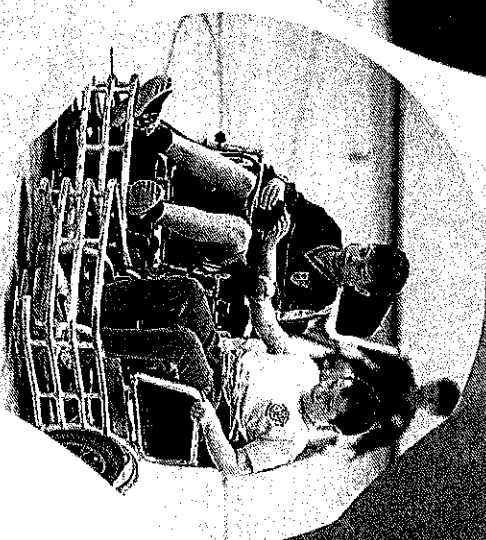
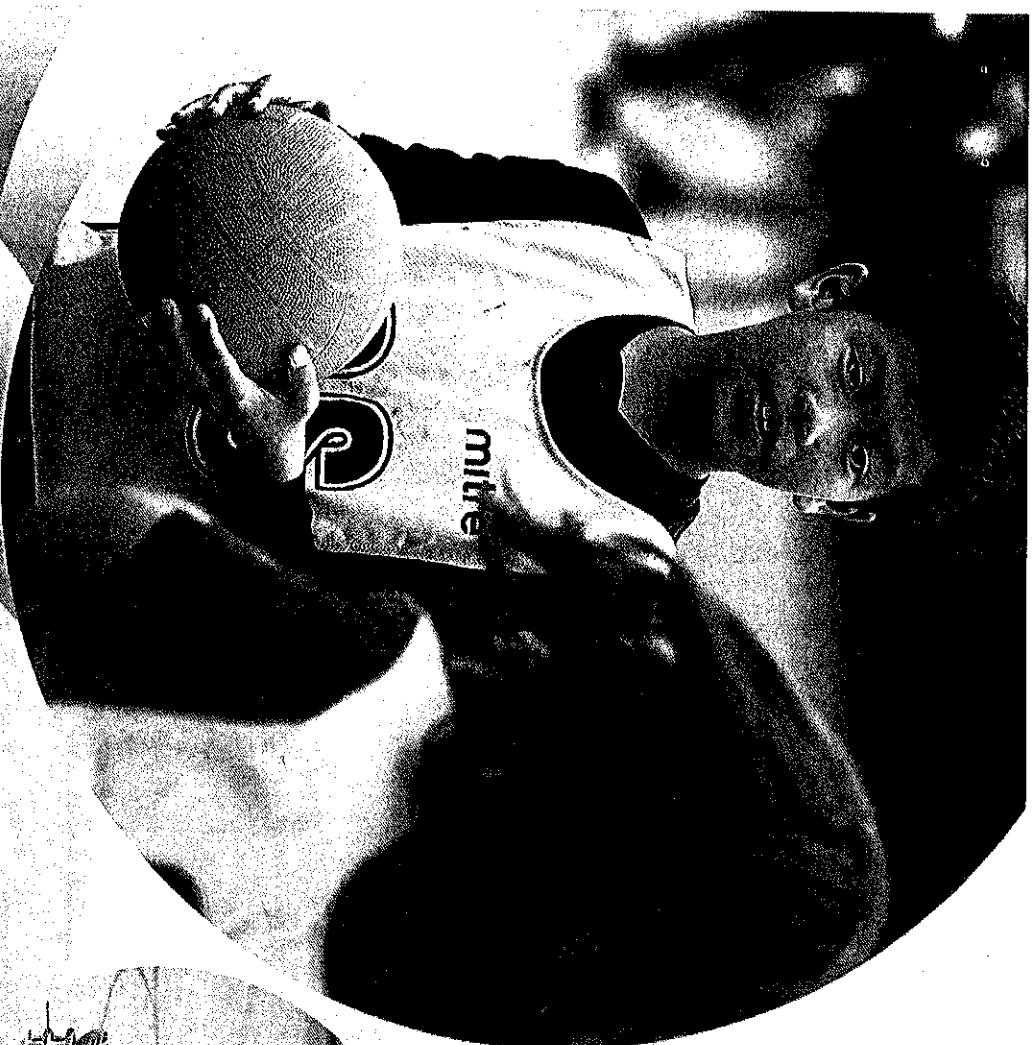
Whingate Primary School
PE School Development Plan
For 2023 - 2024

Commissioned by



Department
for Education

Created by



Details with regard to funding
Please complete the table below.

Total amount carried over from 2022/23	£1,646.01
Total amount allocated for 2022/23	£21,102.01
How much (if any) do you intend to carry over from this total fund into 2024/25?	£1,000 TBC (+£869.46 refund)
Total amount allocated for 2023/24	£19,456
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024	£21,102.01

Swimming Data

Please report on your Swimming Data below.

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?	82%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?	43%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	56%
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

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: 2023/2024	Total fund allocated: £21,102.01 Provisional Budget Allocated: £21,030	Date Updated: July 24	Percentage of total allocation: 18.5% - 3846 (projected)
Key indicator 1: The engagement of <u>all</u> 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			
Intent	Implementation	Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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?:
Children to be able to access a range of fully functioning equipment that will engage, enhance and improve children's physical capabilities.	<ul style="list-style-type: none"> - Regular check PE cupboards to ensure that they are accessible and tidy. - Ensure staff alert a member of the team if any equipment needs replacing/ we do not have enough of/ do not have the correct equipment for units. - Regularly check stock levels and replenish equipment as necessary. - Book The Bikes College for servicing of balance bikes in July. - Any Balance Bikes that are damaged, are to be returned to the Bikes College for 	2533.94 Extra to be added (on invoice and order) £350 shed/bike rack £1000 - bikes/repairs/helmets Total - £3883.94	Teachers are able to access equipment quickly and easily, which has meant that more of the sessions are spent on children being active and learning skills. It also improves teachers' attitude towards the delivery of PE which has a positive impact on the children. Equipment being regularly checked and replenished. Teachers have enough equipment for all children to be active in sessions, increasing engagement and interest of all children. Children feel ready to learn when they have the correct kit, as well as supporting the children in
This will work alongside the Long Term Plan and expectations of 2hrs of PE a week in school – already set up.			PE cupboards to be regularly checked and tidied. Equipment to be replaced when needed. Spare kit to be replenished when needed.

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	fixing.		understanding the importance of health and safety and personal hygiene. Prizes awarded to winning classes from sports week to engage all children in additional physical activity in school (Run to Paris) Parents able to purchase PE kits from the school office (not for profit)	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
Percentage of total allocation: 13% - £2803				
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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:
Children to be able to access/ be chosen to access a lunchtime club once a week. Alongside this, we aim that all children are able to access equipment that supports the skills they are learning through the curriculum during breaks and lunches.	<ul style="list-style-type: none"> - Book Premier Education to cover lunchtime clubs. - Ensure that there is adequate equipment available at break times and lunchtimes. - Replenish and replace equipment where needed. 	£2803	Children to use knowledge or new activities from lunchtime clubs to play new games together. Children are provided with skills and equipment to make sure they can choose to access this.	Premier education lunchtime club to focus on training up Y5 children are sports leaders.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
Percentage of total allocation: 24%				
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?:	next steps:
All staff to be confident in what they are teaching and know where to access support if needed. As well as Subject Leaders to be experts in their field to enable them to support staff to teach and assess PE in school.	<ul style="list-style-type: none"> - Subject leader days with well schools - Leeds Rhinos partnership - Premier sports delivering CPD sessions for less confident staff - Fred perry partnership with tennis (for sept 24) 	£5106	The children learning skills rather than sports means that the children are more confident using skills in day-to-day life. Confidence for all children to learn, practise and use new skills. Better application of skills in sport for older children, which then means they can focus on the rules of sport in Y6 and KS3 onwards. Experienced and confident teachers have enabled children to complete a varied range of skills to a higher standard.	To continue to plan and review CPD support for teachers that are new to school, new to teaching PE and PE subject leaders to be highly trained in their subject area so they are best placed to train and support others'. To continue working with companies with whom good relationships have been built to ensure quality control.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Inte nt	Implementati on		Impa ct	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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:
All children to be exposed to a range of skills through sessions that are not taught during taught curriculum PE and increase the opportunities for children being active. Children are provided with skills and equipment to make sure they can choose to access this.	<ul style="list-style-type: none"> - Skipping festivals for Y2 and Y4. - Children to attend events at local sports grounds. - Christmas dance festival for all children in school. - School sports week - Premier sports and dance workshops - Afterschool clubs 	£1792	Children had really positive experiences outside of their taught sessions where they learnt new skills and have had new experiences. Children were excited and given determination that sport can be a vocation as well as a hobby. Afterschool clubs were well	More whole school experiences, exploring a range of skills and linking to other areas of the curriculum where appropriate.
		Percentage of total allocation:		
		£1792 8.5%		

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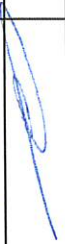
	<ul style="list-style-type: none"> - OAA activities for Y4 & 6 children not attending residential – Mission out - X4 afterschool clubs. 		<p>attended and a range of clubs offered: dance, athletics, boys' football, girls' football, flag football, archery, basketball and gymnastics.</p> <p>Various activities were planned throughout the year: skipping festivals in Y2 and Y4, Christmas Dance Festival, School Sports Week and OAA activities for Y4 and Y6.</p> <p>Children are encouraged to be active throughout the school day, this has a good impact for health and emotional health and wellbeing.</p> <p>All Y1 children can use a balance bike.</p>	
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Key Indicator 5: Increased participation in competitive sport

Percentage of total allocation:

29% 6165

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p> <p>We are to regularly attend external sporting competitions. Children to understand what competitive sport is and be able to regularly take part. Good relationships to be built with affiliating sports partnerships and schools within our family of schools' cluster.</p>	<ul style="list-style-type: none"> - Partnership with West Leeds schools - children attending numerous events locally each half term - Leeds well schools for children to attend city wide events (including a range of SEN) - Purchasing new sports kits for the children to attend competitions - using community minibuses at a reduced cost. - Booking of transport for events - that cannot realistically be accessed on foot. - New sports competition kit with Whingate logos. - Sports Day medals/ trophies to be purchased for FS, KS1 and KS2. 	£6165	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Children enjoyed and have a good relationship with competitive sport. Children feel more confident in competitive sport as they can practise and train together. Children felt part of a team. Children felt pride when they represent our school.</p> <p>The school having good strong links within the local area, which made the children feel part of the community.</p> <p>Whingate were seen regularly at sports events and training within the SSP, so are known as a school that promote PESSPA.</p> <p>A wide range of children accessing intra school events (including groups eg SEND and girls)</p> <p>Children have attended the most inter school competitions on record as a school.</p> <p>Children across school have been able to enjoy a range of competitive sports locally including Dodgeball, Netball, Football, Multiskills and skipping.</p>	<p>To continue to regularly attend SSP events.</p> <p>To arrange competitive events on site.</p> <p>Ensure that throughout the year, there is an afterschool club for competitive competitions that are coming up.</p>

Signed off by	
Head Teacher:	CAROL MISS LONEY
Date:	19.07.24
Subject Leader:	Samantha Barker
Date:	19.7.24
Governor:	 E. Lewis.
Date:	19/07/24