

# PE and School Sport Development Plan 2024/25

## Woodend

Key achievements to date until November 2024:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>● Large variety of clubs.</li> <li>● Utilized pupil voice.</li> <li>● New equipment led to increased confidence teaching new activities in staff.</li> <li>● Lesson walks and observations - All ECTs seen and fed back to.</li> <li>● Taster sessions OHM - lunch clubs offered.</li> </ul>	<ul style="list-style-type: none"> <li>● Entry to competitions.</li> <li>● CPD - development of HLTA confidence delivering PE.</li> <li>● SGM - Aiming for Gold.</li> </ul>

### Details with regard to funding:

Total amount carried over from 2023/2024	£0
Total amount allocated for 2024/25	£19,280
Total amount of funding for 2024/25. Ideally should be spent and reported on by 31st July 2025.	£19,280

### Swimming Data:

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. <b>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  <b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2023.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	%
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?	Yes/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: 2024/2025	Total funding: £19,280 Funding allocated to date: £645	Date Updated: 26/11/24		
Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.				
Intent	Implementation	Spend	Impact	Sustainability
<p>To increase the number of pupils engaging in physical activity.</p> <p>To support all young people to realise their potential in PE and school sport.</p> <p>To further develop holistic learning skills which can be transferred to everything children do.</p>	<ul style="list-style-type: none"> <li>▪ Jasmine Licence</li> <li>▪ Access 1-2-1 curriculum support and/or staff inset with a specialist PE teacher.</li> </ul> <p><u>PE Lead CPD Curriculum mapping</u> Day: Tuesday Date: 4th June 2024 Time: 9:00am - 11:00am Staff: Keegan Mifsud Delivered by Willow Tree SSP</p>	<p>£645</p> <p>Part of WTSSP £4700</p>	<ul style="list-style-type: none"> <li>▪ Using Impact reports to gauge the success of the support provided.</li> <li>▪ Pupil post questionnaire to gauge attitudes towards learning in Physical Education.</li> <li>▪ Lesson observations and learning walks.</li> </ul> <p>Reviewed PE Curriculum in line with National Curriculum requirements to include all required topic areas. Holistic learning objectives on curriculum map for consistency across indoor and outdoor.</p>	<p>Teachers gain confidence to deliver high quality PE lessons.</p> <p>Teachers sharing good practice with staff who feel they need further support.</p>

	<p><u>Support/activity</u> Real PE Jasmine Inset Day: Monday Date: 29th April Time: 4:00pm-5:00pm Delivered by: Willow Tree SSP</p>	<p>Part of WTSSP £4700</p>	<p>9 staff members attended the inset based on the Real PE Jasmine platform. The teachers were taken through how to use the platform and all of its features, including the options to see which equipment was needed in a lesson or an alternative activity that may be used instead of the original. All of those in attendance stated that the learning outcomes were clear and were satisfied with the delivery of the inset. All staff shared that they felt there would be an impact on their individual or school practice as a result of attending the inset. Some staff members shared that they felt the Real PE platform had become clearer and it was helpful to receive the support.</p> <p>Further support was delivered through 8 modeled lessons from EYFS up to Year 6. 100% of staff said it made them feel confident in their ability to deliver their new PE scheme - Complete PE.</p>	
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**Key indicator 2: The engagement of all pupils in regular physical activity.**

Intent	Implementation	Spend	Impact	Sustainability
<p>To increase the amount of time pupils spend physically active during the school day.</p>	<ul style="list-style-type: none"> <li>▪ Have a method of tracking physical activity across the school eg. Active School Planner.</li> <li>▪ Planned approach to 60 Active Minutes.</li> </ul> <p>SMSAs set out equipment at lunch.</p> <ul style="list-style-type: none"> <li>▪ Delivery of 30 active minutes to 30% of KS2 and tracking their 30 minutes uptake beyond school.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Physical Activity tracking tool.</li> <li>▪ Introduce new steps to improve activity within school.</li> </ul> <p>Equipment set out at lunch and games started by staff. These are continued by the children.</p> <p>Pupil voice completed. 25% of students go to a club outside of school.</p>	<p>Continue to action steps previously undertaken.</p>

**Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement.**

Intent	Implementation	Spend	Impact	Sustainability
<p>To raise aspirations and celebrate pupil's achievements through their participation and success in The School Games.</p>	<ul style="list-style-type: none"> <li>▪ Promote The School Games and the intent to parents and the local community through newsletters, invitations to achievement assemblies, letters home and on the school website.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Through the use of newsletters, letters home and school website the school will celebrate pupil's achievements.</li> </ul> <p>Newsletter goes out weekly.</p>	<p>Continue to promote through newsletters. Letters home and on the school website.</p>

			Display board with SG values displayed at the front of school. Competitions are mentioned in assemblies.	
Pupils feel valued by having a voice and influencing provision of sport and physical activity in school.	<ul style="list-style-type: none"> <li>▪ Maintain a School Sport Organising Committee / Crew.</li> <li>▪ Clear process to engage and glean young people's views on school sport and physical activity.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Using meeting minutes and actions carried out by the Organising Committee/Crew.</li> </ul> <p>No games crew yet. School council arranged a fundraiser which led to new equipment being purchased.</p>	Maintain a School Sport Organising Committee / Crew to raise pupil confidence in expressing their views in a forum that assists school policies/structures.
To further develop inspiring, accessible and meaningful inclusive School Games activity to support all young people to engage and make progress.	<ul style="list-style-type: none"> <li>▪ To complete School Games Inclusive Health-check to identify further improvement to action.</li> <li>▪ Demonstrate a commitment to physical literacy through the school offer.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Complete School Games Inclusive Health-check that allows children of all abilities to access School Games activity.</li> </ul>	Maintain the School Games Inclusive Health-check and identify areas of development to action.
<p>Pupils further develop leadership skills which can be transferred to everything they do.</p> <p>Develop physical, social and emotional well-being of young people.</p>	<ul style="list-style-type: none"> <li>▪ Provide opportunities for pupils to lead, manage and officiate in School Games activity.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Registers of leadership responsibility.</li> <li>▪ Sports day plans.</li> <li>▪ Intra-school competition.</li> </ul> <ul style="list-style-type: none"> <li>▪ Pupil voice, including vulnerable and SEND pupils.</li> <li>▪ School staff feedback.</li> </ul>	Maintain pupil's leading, managing and officiating and increase where possible.

	<p><u>FA Shooting Stars Training</u>  Day: Tuesday  Date: 30th January  Time: 4.00 – 5.15pm  Delivered by: Willow Tree SSP</p> <ul style="list-style-type: none"> <li>▪ Ensure the group includes a diverse range of pupils from across the school eg: vulnerable, SEND pupils.</li> <li>▪ Identify pupils who would benefit from engaging in events held at secondary schools for transition support.</li> </ul>	Free	3 pupils attended the young leaders training session for the FA Shooting Stars programme. This training has given them the input to return to school and lead these activities at lunch time or support a member of staff in delivering the programme as extra-curricular.	
Pupils are provided the opportunity to learn to lead through curriculum PE as part of the lesson structure.	<ul style="list-style-type: none"> <li>▪ Use of real PE</li> </ul>	Part of £645	<ul style="list-style-type: none"> <li>▪ Use lesson plans, impact reports of pupils.</li> </ul>	PE coordinator upskilled to support classroom teachers to embed Get Set for PE as part of the PE National Curriculum.

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.**

Intent	Implementation	Spend	Impact	Sustainability
<p>To further develop the range of activities offered to provide pupils with a wide range of experiences.</p>	<ul style="list-style-type: none"> <li>PE and playground equipment to be purchased to enhance delivery of the PE curriculum.</li> </ul>	<p>Free through fundraiser.</p>	<p>New skipping ropes, frisbee and Bags of balls.</p>	
<p>To increase the participation levels of pupils in extra-curricular sporting activity every week.</p> <p>To identify and have ongoing provision that targets young people for who physical activity levels are low.</p>	<ul style="list-style-type: none"> <li>Enable KS2 pupil's (including those least active) provision to participate in extra-curricular sporting activity ensuring there is a clear intent linked to the offer.</li> </ul>		<ul style="list-style-type: none"> <li>Records of attendance and participation.</li> <li>Percentage of pupils who attend a community sports club after engaging in an extra-curricular club on site.</li> </ul> <p>Pre competition prep done at lunchtime and after school.</p>	
<p>Pupils are provided a range of opportunities in sport and physical activity in the local community.</p>	<ul style="list-style-type: none"> <li>Establish club links where the link is a signposting function (posters/assemblies etc.) and providing taster sessions on site or actively engaging pupils as a partner host.</li> </ul>		<ul style="list-style-type: none"> <li>Records of the sign-posted club links in school and the taster sessions offered on site.</li> </ul>	
<p>Pupils are exposed to specialist sports coaches to enhance their skill set and sporting opportunities.</p>	<ul style="list-style-type: none"> <li>Utilise sports coaches to support school sport activity linked to a School Games intent.</li> </ul>		<ul style="list-style-type: none"> <li>Pre and post feedback from pupils following a scheme of work.</li> </ul>	

			<ul style="list-style-type: none"> <li>Registers of attendance and sports offered.</li> <li>Registers of participants who subsequently represent school at competitions.</li> </ul> <p>ELM Karate coaches come in to run after school sessions.</p> <p>ELM deliver football and tennis sessions during lunch and after school.</p>	
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**Key indicator 5: Increased participation in competitive sport.**

<b>Intent</b>	<b>Implementation</b>	<b>Spend</b>	<b>Impact</b>	<b>Sustainability</b>
To further develop School Games values (Honesty, Determination, Passion, Respect, Self-Belief and Teamwork) in pupils through healthy, meaningful inter-school competition, including Willow Tree School Sports Partnership competitions.	<ul style="list-style-type: none"> <li>Plan and deliver intra-school competitions (including Personal Best Challenges) with clearly defined intents for each.</li> <li>Identify and target pupils who would benefit most from intra competition and evidence their engagement.</li> <li>Provide opportunities for pupils to practice and prepare ahead of inter-school events.</li> </ul>		<ul style="list-style-type: none"> <li>Lesson plans of Real PE curriculum delivery.</li> <li>Records/registers of pupil's participation in personal challenge/digital competition.</li> <li>Data available from the scoresheets submitted and/or team sheets</li> </ul>	<p>Maintain attendance of inter-school competitions with WTSSP.</p> <p>Pupil's success and enjoyment in competitions celebrated in school assemblies to engage and encourage others.</p>

