

West End Primary School
Primary P.E. & Sport Grant Report 2022 – 2023

Primary P.E. & Sport Grant Awarded	
Total number of pupils eligible (Years 1-6)	202
Lump sum	£16,000
Amount received per pupil (£10 x 202)	£2020
Total amount of PPSG received for 2020-21 academic year	£18,020
Amount carried forward from previous academic year	£676.45
Total budget	£18,696.45
Amount allocated by 31 st July 2023	£18,696.45
Remaining balance:	£0.00

Short Breakdown of Spending Allocation (£18,696.45)	
School Sports Partnership membership including 1 full day per week specialist P.E. delivery including extra-curricular club.	£11,200.00
Real PE membership from Create Development	£1,795.00
Catch-up swimming lessons at Ashington Leisure Centre	£500.00
Coach travel to/from swimming lessons	£840.00
Swimming contributions from parents	-£80.00
4 'Didicars', balance bikes, balance logs and a set of, 'ActivZigZag' balance boards for Nursery	£683.14
Outdoor play resources for active playtimes including ankle skips, tag bands, hoops, tail balls, tennis equipment, catch-up holders and shuttlecocks.	£322.21
Tag Rugby bands	£70.00
Coach hire to/from sporting competitions & festivals	£1,100.00
Play balls, beanbags and all-purpose holdalls to replenish curriculum resources.	£177.71
School Sport Organising Crew (pupil voice) allocation tbc.	£1,200.00
Allocated amount for indoor tramlines	£888.39

Record of PPSG spending by item/project 2022 - 2023

School Sports Partnership membership including 1 full day per week specialist P.E. delivery including extra-curricular club. £11,200

<u>Objective</u>	<u>Breakdown</u>	<u>Who To</u>	<u>Planned Outcomes</u>	<u>Impact</u>
Provide additional opportunities to improve core skills (agility, balance, co-ordination) in pupils starting from an early age.	<ul style="list-style-type: none"> - Provide extra-curricular opportunities across KS1 and KS2 and any competitions or festivals that are available. - P.E. Lead will continue to liaise with staff to plan curriculum time, linking with the Active 60 agenda. 	<ul style="list-style-type: none"> KS1 KS2 KS1 KS2 	<ul style="list-style-type: none"> • Ensuring an even better, active and healthy start to school life. • Enhancing pupils' physical literacy. • Links to whole school growth mindset drive. • Increased confidence in children's own ability. • Providing pupils with high quality teaching delivery. • Inspiring, 'hard to reach' children who would not normally volunteer to join a sporting opportunity. 	<ul style="list-style-type: none"> - Many resources sent out to school to further improve quality of CPD. - In school SSP delivery included lunchtime and after school and they were well attended and received. - Active lessons across both key stages have been witnessed and evidenced by the P.E. Lead.
Secure a fixture network to increase intra and inter school competition.	<ul style="list-style-type: none"> - Inter school quadkids (athletics) tournament set up with two girls and two boys teams representing the school in Y4 and in Y6. - Inter school gymnastics squad set up in Y3 and Y4 with all members representing the school in inter school competition. - Inter school netball competition set up in Y4 and Y6 with two teams from each year taking part. - Inter school football competition set up in Y5 with popular football club members taking part. - Current, highly successful style of sports day used and organised. Intra school competition held in all year groups. 	<ul style="list-style-type: none"> Y4 Y6 Y3 Y4 Y4 Y6 Y5 Whole School 	<ul style="list-style-type: none"> • Providing pupils with broader experiences in P.E. • Provide new life experiences for children. • Develop a love for a new sport. • Foster teamwork, communication and sportsmanship in children. 	<ul style="list-style-type: none"> - All available competitions were accessed by West End taking multiple teams when offered. - The Y4 athletics teams qualified for county finals, placing 2nd in the region. - The gymnastics squad qualified for county finals, placing 2nd in the region. - Y5 placed joint 1st their football competition, only missing out on goal difference. - Sports Day sessions went ahead with parents being able to spectate and were received very well by parents. The whole school took part in key stage sessions and recorded scores centrally to determine a winning house.

<p>Sustain maximum possible entry places to sporting events</p>	<p>- Continue to ensure maximum (100%) capacity in teams and clubs by offering additional places to children in other year groups where possible. - Managing resources to send more than one team to competitions and events where possible. - Continue to access all available competitions across our programme. - Continue promoting local junior teams and the benefits of joining one. - Linking sport, Olympic and Paralympic values and children's role models in sport all together to generate increased enthusiasm.</p>	<p>KS1 KS2</p> <p>KS2</p> <p>Whole School</p> <p>KS1 KS2</p> <p>KS1 KS2</p>	<ul style="list-style-type: none"> • Enrichment. • Develop a love for a new sport. • Continuing Olympic and Paralympic values. • Stronger links to local clubs and centres. • Greater sense of local community within children. 	<p>- All available competitions were accessed. - We entered two teams at the gymnastics competition, in the form of an, 'A team' and a, 'B team'. This was also the case in the athletics competitions (Y4 & Y6) as well as the netball events (Y4 & Y6) as well. We were only able to send one team to the football competition. We had record numbers of children from every year group access the PEAK school games in Bedlington and dwarfed numbers of children attending from other schools. This was very well received by school, organisers and parents alike and strengthened the childrens' perception of community as well as their whole school as a team as well. - Olympic and Paralympic values continue to relate directly to our whole school ethos around growth mindset.</p>
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<p>Promote a greater up-take of physical activity.</p>	<p>- Access to an extra-curricular school club in <u>all</u> half terms through school sport programme teacher:</p> <ul style="list-style-type: none"> * Multi-skills club * Dodgeball club * Gymnastics club (x2) * Football club * Indoor games club * Change 4 Life / Wellbeing lunchtime club <p>- Access to a Change 4 Life / Wellbeing lunchtime club for targeted children who were at risk of not receiving 30 minutes of moderate/vigorous physical activity each day <u>at home</u> as per the Active60 agenda.</p> <p>- Access to UKS2 School Sport Organising Crew training.</p> <p>- Access to Y5 team building event.</p> <p>- Access to Y1 Multi-skills festival.</p> <p>- Access to Y2 Multi-skills festival.</p> <p>- Access to Key Steps Gymnastics event.</p> <p>- Access to County Finals events.</p> <p>- Promoting local junior teams and the benefits of joining one. Maintain links with local sport clubs.</p>	<p>Y1 Y2 Y3 & Y4 Y5 Y6 Whole School</p> <p>Whole School</p> <p>UKS2</p> <p>Y5</p> <p>Y1</p> <p>Y2</p> <p>LKS2</p> <p>Y3, 4 and 6</p> <p>Whole School</p>	<ul style="list-style-type: none"> • Increased participation in after school clubs. • Providing pupils with broader experiences in P.E. • Providing high quality, specialist teaching. • Stronger links to local clubs and centres. • Greater sense of local community within children. • Promoting healthy lifestyles and the benefits that come with one. 	<p>- Clubs were very well attended and proved to be very popular amongst the children. In the cases of football and gymnastics, provided the necessary teaching for later successes in competitions.</p> <p>- All targeted children attended lunchtime sessions and these were well received. Notably many children who attended later accessed sporting events and fixtures in athletics, football and netball highlighting greater self-esteem, an improved sense of value in physical activity coming from the children themselves and much broader experiences being accessed directly by children who were previously seen as less active.</p> <p>- All available festivals and events were accessed by West End and these built on prior teaching and also helped to promote links with local clubs and facilities as well as helping to promote a healthier lifestyle.</p> <p>- Active Northumberland remains a positive link between school and local clubs and facilities which we continue to promote.</p>
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<p>Ensure high quality participation and involvement with all children.</p>	<p>- School sport programme teacher to work in <u>all</u> year groups during P.E. lessons over the course of the academic year.</p> <p>- Teaching staff observe and discuss experiences with school sport programme teacher.</p> <p>- Work closely with teaching staff on CPD offering opportunities as applicable, fostering high quality teaching to all year groups.</p>	<p>Whole School</p> <p>Whole School</p> <p>Whole School</p>	<ul style="list-style-type: none"> • Provide pupils with broader experiences in P.E. • Providing high quality, specialist teaching. • Increased subject knowledge and confidence among teaching staff. 	<p>- SSP teacher delivered multiple units of work across the entire school including in EYFS.</p> <p>- Through direct feedback, all staff felt buoyed after observing and participating during specialist SSP delivery. They welcomed the opportunity to liaise and discuss theory, strategy and technique when teaching P.E.</p> <p>- SSP teacher regularly provided CPD through delivery but also through updates and relevant documentation which was shared as necessary including whole school staff meeting time.</p>
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<p>Support primary P.E. curriculum development.</p>	<p>- School sport programme teacher to work in <u>all</u> year groups during P.E. lessons. - Class teachers observe and discuss experiences with school sport programme teacher using lesson plans provided. - Liaise as appropriate to assist during school sports day events. - Liaise with P.E. lead to plan and organise curriculum focus for upcoming terms and the following academic year. - Offer P.E. CPD opportunities to staff. - Reinforce cross-curricular links to other areas of the school's curriculum, especially healthy eating, looking after our bodies and maintaining healthy lifestyles as per the Active60 agenda.</p>	<p>Whole School Whole School Whole School Whole School Whole School</p>	<ul style="list-style-type: none"> • Provide pupils with broader experiences in P.E. • Providing high quality, specialist teaching. • Increased confidence in teachers own subject knowledge. • Planned opportunities for games, sport, dance, gymnastics, OAA, inter-school competition and intra-school competition. • Fostering children's happiness and well-being. • Increasing children's self-awareness. 	<p>- SSP teacher delivered multiple units of work across the entire school including in EYFS. - As mentioned above, all staff were buoyed after observing and participating during SSP delivery and units of work were tailored to match areas of perceived weakness among teaching staff. - Sports Day events went ahead very successfully, ran in key stage groups with points awarded for completing track and field events as usual. - SSP teacher continues to be in constant dialogue regarding ongoing planning. Planning is shared between teaching and non-teaching staff in each year group as appropriate. - SSP teacher regularly provided CPD through delivery but also through updates and relevant documentation which was shared as necessary including whole school staff meeting time. - Dance remains very cross-curricular throughout the school and all year groups have been witnessed teaching the physical effects of exercise upon the body and the huge benefits that a healthy lifestyle brings.</p>
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Extra (catch-up) Swimming Lessons In KS2				£1,260.00
Swimming delivery at Ashington Leisure Centre				£500.00
Transport to and from Ashington Leisure Centre (Coopers Tourmaster Travel)				£840.00
Swimming contributions from parents				-£80.00
<u>Objective</u>	<u>Breakdown</u>	<u>Who To</u>	<u>Planned Outcomes</u>	<u>Impact</u>
<p>Support children in their swimming development.</p> <p>Support children on their journey to swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Support children in learning a range of strokes effectively and to perform safe rescue techniques as appropriate in their level of development.</p>	<p>- Liaise with Active Northumberland's swimming lead to organise an academic year's worth of swimming sessions.</p> <p>- Liaise with Head Teacher to decide on the year groups who will attend swimming sessions, based on varying levels of pool confidence across KS2.</p> <p>- Monitor the progress of all KS2 children and plan for, 'catch-up' sessions as necessary.</p> <p>- Identify those children that have not yet met the required standard for KS2 swimming (see planned outcomes).</p>	<p>KS2</p> <p>KS2</p> <p>KS2</p> <p>KS2</p>	<ul style="list-style-type: none"> Children become more water-confident. Children benefit physically by becoming stronger and have improved stamina. Children discover a new sport that they enjoy after being nervous about swimming in the first place and/or never having experienced going to the swimming pool before their first school lesson. As many children as possible meet or exceed the three national requirements standard for swimming by the end of KS2 (Year 6) which are: <ul style="list-style-type: none"> To swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively. To perform a safe self-rescue in different water based situations. 	<p>- A whole year of swimming was delivered including extra, 'catch-up' sessions for those who had not been able to swim 25m by Year 6. The school's business manager arranged transport to and from the venue and the school received contributions from some parents to supplement rising travel costs.</p> <p>- The P.E. lead continues to discuss planned groups with the Head Teacher.</p> <p>- Using assessment data from swimming instructors and KS2 who staff inform the P.E. lead, those children who are struggling are given additional opportunities. 68% of Year 6 children achieved 25m by the end of the year and of the 9 Year 6 children that attended regular, 'catch-up' sessions, 7 of those met the goal highlighting the impact of this spending.</p> <p>Additionally, in the current Y5 cohort, 26/52 (50%) have already met this standard ahead of Y6.</p> <p>- Current Y4 (September 2023's Y5) will be targeted for next academic year and all children will receive at least 4 half terms of delivery (or less if they exceed expectations). Those who still by then cannot swim 25m will be given, 'catch-up' lessons along with the current Y5 (soon to be Y6 children) who also have not met this milestone.</p>

General PE Resources				£569.92
Outdoor play resources for active playtimes including ankle skips, tag bands, hoops, tail balls, tennis equipment, catch-up holders and shuttlecocks.				£322.21
Tag Rugby bands				£70.00
Play balls, beanbags and all-purpose holdalls to replenish curriculum resources.				£177.71
<u>Objective</u>	<u>Breakdown</u>	<u>Who To</u>	<u>Planned Outcomes</u>	<u>Impact</u>
Continuing to meet the, 'Active 30' target for all schools.	<ul style="list-style-type: none"> - Health & wellbeing, coupled with an increased focus on mental health and mindfulness to be a regular focus throughout the school in the wake of COVID-19 - Staff to continue providing active breaks during curriculum time as well as promoting The Daily Mile each day. - Heat maps showing the most (and least) active times of our school day created and submitted as part of Gold School Games Award. 	<ul style="list-style-type: none"> Whole school Whole school Selected year groups 	<ul style="list-style-type: none"> • Increased fitness and physical stamina. • Increased motivation and self-esteem. • Increased mental health and sense of wellbeing. • Increased concentration and focus in classroom time. • A positive effect on attainment data. 	<ul style="list-style-type: none"> - All teaching staff are involved in the teaching of the importance of mental health. This has clear links with PSHEe but children are also directly taught about the huge, positive benefits of fresh air, playing with friends and enjoying exercise and how this massively helps to maintain positive mental health and wellbeing too. - All children in school take part in a Daily Mile each day which links with the above. - The School Games mark for 2022-2023 was, gold for the fourth successive year and we remain the only school in Bedlington to hold this level of success.
Continuing to achieve a minimum of 30 minutes of moderate to vigorous activity each day despite being restricted by social distancing measures.in the wake of COVID-19.	<ul style="list-style-type: none"> - Children to access regular active breaks, outdoor play and a full entitlement of P.E. time – a minimum of 2hrs each week. - More time outside to play and be physically active including use of the full yard after the new hall has been built and use of the climbing wall once more. 	<ul style="list-style-type: none"> Whole school Whole school 	<ul style="list-style-type: none"> • Boosted sense of wellbeing and a positive difference to mental health. • Maintaining strong levels of fitness and stamina. • More equipment per pupil to use than normal. 	<ul style="list-style-type: none"> - All outdoor space was timetabled to achieve a minimum of 2 hours of P.E. for all children at school and additional outdoor learning / play time as well. - Children have enjoyed a minimum of 45mins each day outside to play which does not include P.E. time. Year group, 'bubbles' have been dismantled and with so many more children busy and active at the same time, instances of poor behaviour have been extremely rare.

Real PE membership from Create Development				£1,795.00
Objective	Breakdown	Who To	Planned Outcomes	Impact
Offer more opportunities for those children who are less active and/or have low confidence in PE.	<ul style="list-style-type: none"> - A focus on the whole child so that every pupil feels included, valued, challenged and has the chance to succeed in every lesson, in-line with the philosophy of our school. - In a move away from simply teaching skills, the fundamental aspects of movement are introduced and later imbedded in each unit of work. - Social, emotional mental wellbeing placed at the heart of lessons in a move away from just physical outcomes. 	<p>Whole School</p> <p>Whole School</p> <p>Whole School</p>	<ul style="list-style-type: none"> • Every child, regardless of pre-conceptions, skill-level, confidence, background, gender, weight or culture has the same opportunity to achieve success within every single PE lesson. • Increased levels of confidence and self-esteem in children. • Increased levels of physical activity with greatly reduced sedentary time in lessons. • Increased stamina and strength. 	<ul style="list-style-type: none"> - Staff from all year groups have praised Real PE and have welcomed the shift in philosophy to include the whole child. - Children who were seen as, 'strong' in PE or, 'very able' have enjoyed the same chance of success as those who previously struggled due to the levels of differentiation in-built into each activity. - Children at all skill levels offered appropriate challenge and have felt buoyed as a result. - Pupil voice surveys from every year group in 2022-23 have shown a clear pattern in that children are happy, active and included in PE lessons. "The lessons repeat to help you improve your skills and I always have a good go and try my best". "Practising lots of times helps me to learn and understand things. I really enjoy it".
Support teaching staff in their delivery of exciting and engaging lessons with the confidence over time to deliver outstanding outcomes for all children.	<ul style="list-style-type: none"> - In the first year of using Real PE, staff will receive a whole day of CPD lead by a Real PE consultant who has been recommended by the PE lead teacher after delivering training to PE leads in the area. PE lead teacher will assist the rest of the teaching staff with their integration and familiarity of the resource so that it can be delivered with some familiarity. - During management time, PE lead to visit year groups and engage with children and staff, assessing the ongoing delivery of Real PE and its effectiveness. PE lead to offer support and guidance as necessary to teaching staff. 	<p>Whole School</p> <p>Whole School</p>	<ul style="list-style-type: none"> • Increased levels of confidence in teaching staff due to the intuitive design of the resource, its lesson structure and that every movement has a video demonstration provided. • Familiarity of skills being taught by staff due to the design of the resource and ongoing CPD provided. 	<ul style="list-style-type: none"> - The staff welcomed the Real PE training led by Lesley Doughty as it matched the school's philosophy seamlessly in that we value the whole child and are driven in the pursuit of each child feeling successful as a result of being effectively challenged and motivated to be the best that they can be. The staff were very enthused by how open-ended lessons were and how easy it was to offer challenge/support as necessary to learners. The PE Lead has been available for support since. - During management time, the PE lead visited staff from all year groups who all responded very positively about Real PE and how well it was working, especially how much of a difference they had seen in the children.

4 'Didicars', balance bikes, balance logs and a set of, 'ActivZigZag' balance boards for Nursery				£683.14
Objective	Breakdown	Who To	Planned Outcomes	Impact
Offer more opportunities for children to independently challenge themselves whilst gaining core strength, balance, co-ordination and gross motor skills.	<p>- Various resources purchased to inspire challenge and risk-taking in the children as they negotiate indoor and outdoor learning environments.</p> <p>- Resources targeted to improve initial gross motor skills, co-ordination, balance and core strength in EYFS children.</p> <p>- Staff will model how to use resources and over time the children will gain in confidence to the point at which they will select and use resources for a given purpose and challenge themselves to achieve success.</p>	<p>Nursery</p> <p>Nursery</p> <p>Nursery</p>	<ul style="list-style-type: none"> • Children to be motivated to create routes and courses with balance boards outside after seeing staff model them. • Children to take risks by placing some further apart than others requiring a jump rather than a step from one to another. This will further aid the targeted skills. • Children to use their collaboration skills to make routes together, traverse routes with a partner or in a team and also to design and discuss their work. 	<p>- The nursery children planned ahead and decided where to put the balance boards within the garden either making a shape or as a more complex, free-form obstacle course. Using varying distance between each board, the children have learnt to add risk and challenge for greater success independently.</p> <p>- By the summer, almost all children can now travel from board to board without any adult intervention highlighting much improved balance, co-ordination, strength and gross motor skills. This is vital progress on their journey to ultimately being able to sit in a chair and write comfortably.</p> <p>- The balance bikes were a very useful resource for targeting quick decision-making and reactions as the children travelled in and out of each other, avoiding collisions. This progressed to Didi Cars which needed more core strength to push/pull another child. This shoulder movement as well as steering the cars themselves, builds up strength that they will eventually need for sustained writing later in their school journey.</p> <p>- The balance logs have been used indoors to great use as the children have demonstrated early teamwork skills by taking turns and working together to create a route from one to another. This has also helped to reinforce cooperation and the development of early language.</p>

PE Lead Summary

In what has now been the fourth successive year that West End has held the gold school games mark – the only school in Bedlington to stand on such a level, we can look back proudly on what has been a very positive year. Competitive successes in athletics, football, multi-skills and gymnastics will be remembered fondly and the children immensely enjoyed experiencing the standard of a county-level final. We have further improved the quality of physical opportunities in EYFS, enhancing the provision for those children. The numbers show the impact of top-up swimming lessons and how those children who attended benefitted by achieving a life skill by the end of their time in primary school. Staff have felt buoyed by accessing Real PE on a weekly basis and how it is built on a philosophy that matches our own; they have seen tangible differences in the children and have seen the benefits in moving towards a non-sport specific series of lessons in which the taught skills can be applied in a raft of different ways which further benefits the learner. Finally receiving a whole day of specialist teaching each week as well as extra-curricular sessions has been superb value in our spending of the grant compared to previously receiving 0.5 days for a slightly smaller cost. Staff from every year group have commented on Mr Brown's positive, nurturing manner with the children, the very high quality of teaching delivery on show and how regularly he supported staff by providing ongoing support and guidance as appropriate.

Objectives For 2023 - 2024

As PE lead, it is necessary to push for as many opportunities for our children in PE and school sport as we can offer. Therefore during the current academic year, the topic of how many available events there are to access and how the number has decreased needed to be challenged. It is encouraging to now see that for 2023-24 we have been offered more than in 2022-23 which is very well received as it will therefore be that more children will taste inter-school competition, friendly skill-based competition or to experience sport festivals that can inspire them to pursue a new sport. 2023 has been the first year in which the government announced funding for two years of a primary PE and school sport grant rather than just one which is very well received. It allows us to plan ahead wisely on the topic of spending and with management, staff and children including a very vocal school sport organising crew all pulling in the same direction, the future continues to be bright. In swimming, we will continue to aim for as many children as possible to achieve 25m by the end of their time in primary school and identifying children to target for extra support and delivery will be ongoing.

Mr G. Allison – PE Lead