# Woodlands Park Primary School

## PE and school sport premium funding 2024-2025 report

**Information about the grant**

The government has been providing additional funding to improve provision of physical education (PE) and sport in primary schools since September 2013. This funding - provided jointly by the Departments for Education, Health and Culture, Media and Sport – has been allocated to primary school head teachers. This funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools. Purpose of funding

Schools must spend the additional funding on improving their provision of PE and sport, but schools have been given the freedom to choose how they do this.

We must use the funding to make additional and sustainable improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) on offer to pupils.

This means we will use the premium to:

- To develop or add to the PESSPA already in place in school
- To make improvements now for future pupils

**The 5 key indicators where improvements should be seen are:**

1. The engagement of all pupils in regular physical activity, aiming for 30 minutes a day within school time.

2. The profile of PE and sport is raised across the school as a tool for whole school improvement.

3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.

4. Broader experience of a range of sports and activities offered to all pupils.

5. Increased participation in competitive sport.

**The National Curriculum aims are for all children:**

- To be physically active, working towards a target of 30 minutes activity during and after the school day (excluding general play times)
- To excel in a broad range of activities
- To engage in competition
- To lead a healthy lifestyle

The Government recognises the numerous benefits that physical activity brings to children's physical, mental and emotional wellbeing. Children who are physically active are happier, more resilient and more trusting of their peers. They also acknowledge the wider benefits of daily activity such as improved behaviour and enhanced academic achievement.

Our school received **£17510** this academic year to help us develop or add to our PE, physical activity and school sport.

It is important that the enhancements we make are sustainable for our current pupils and pupils joining in future years.

There are **5 key indicators** to follow, and here's how we funded them:

| Key Indicator | Actual Spend | Details | Impact |
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| 1. Increasing engagement of all pupils in regular physical activity and sporting activities | £6376.62 | • Purchasing playground equipment<br>• Before school clubs<br>• After school clubs | • This has increased physical activity levels for all pupils, improved social interaction and reduced low level behaviours in break/lunchtimes.<br>• Before and after school clubs have offered structured opportunities for pupils to start and end their day with |

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| | | • Active leader employed at break and lunchtimes | physical activity. These clubs have additional engagement for less active and disadvantaged pupils.<br>• The active leader has brought structure and energy to unstructured times, supporting inclusive games and targeted engagement for all and specific groups. |
| 2. The Profile of PE and Sport Is Raised Across the School as a Tool for Whole-School Improvement | £45.23 | • More intra-school competitions<br>• Celebrations of sporting achievements outside of school<br>• Trophy and stickers for intra-school competitions | • The increase in intra-school competitions has provided all pupils with regular, inclusive opportunities to experience the excitement of competitive sport in a supportive environment.<br>• Celebrating sporting achievements outside of school has helped raise the profile of sport within the wider school community and inspired other pupils to pursue physical activity beyond the curriculum. It has promoted self-esteem, pride, and a culture of recognition for all forms of physical effort and success. |
| 3. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities | £ 3514.13 | • CPD inter-school development<br>• CPD Online training/resource development<br>• CPD external coaches supporting confidence and competence<br>• Subscription to a structured PE scheme<br>• Sports equipment to enable quality PE lessons | • Inter-school CPD development has provided valuable opportunities for PE lead to collaborate, share best practices, and stay current with curriculum developments, leading to improved teaching quality and curriculum enrichment.<br>• External coaches have worked alongside staff, offering team teaching and model lessons that have directly improved teacher subject knowledge and delivery confidence in specific sports and activities.<br>• A subscription to a structured PE scheme has supported consistent lesson sequencing, progression, and assessment across year groups, ensuring all pupils receive a broad and balanced PE curriculum.<br>• Investment in high-quality sports equipment has enabled teachers to deliver safe, engaging, and varied PE lessons with appropriate resources that support skill development and inclusion for all learners. |

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| 4. Broader Experience of a Range of Sports and Physical Activities Offered to All Pupils | £1326.65 | • Inclusive sports equipment<br>• Equipment for extra-curricular clubs<br>• Sports coaching to provide different sport exposure<br>• Top up swimming sessions | • The purchase of inclusive sports equipment has enabled pupils with varying needs and abilities to fully participate in PE and play.<br>• Providing equipment for extra-curricular clubs such as yoga/fitness has expanded the range of before and after-school activity opportunities especially among pupils who may not engage in traditional team sports.<br>• Top-up swimming sessions have supported pupils not meeting national curriculum swimming requirements in core lessons. These sessions have improved water confidence, stroke technique, and water safety skills. |
| 5. Increasing engagement of all pupils in regular physical activity and sporting activities | £1956.01 | • Travel to sporting events<br>• Staffing to cover sporting events out of school hours<br>• Entry to local school games competitions | • Travel to sporting events has enabled pupils to take part in inter-school competitions by removing transport barriers, fostering teamwork, confidence, and a sense of school pride.<br>• Staffing to cover sporting events out of school hours has allowed pupils to participate, including those in after-school fixtures. It has ensured safe supervision and encouraged good engagement from pupils and families.<br>• Entry into local School Games competitions has provided pupils with opportunities to experience structured competition, develop sportsmanship, and represent their school in a variety of disciplines. It has also helped build resilience, cooperation, and a stronger connection to the wider school sport community. |

| **% children meeting the swimming and water safety national curriculum requirements** | |
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| What percentage of current Y6 pupils swim competently and proficiently over a distance of at least 25 metres? | 55% |

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| What percentage of current Year 6 pupils are able to use a range of strokes effectively: front crawl, backstroke and breaststroke? | 35% |
| What percentage of current Year 6 pupils are able to perform safe self-rescue in water-based situations? | 95% |

**Sustainability**

The investment in high-quality PE equipment supports long-term sustainability by providing durable resources that enhance both curriculum PE and extracurricular activities. The equipment is accessible to all staff and pupils, ensuring continued use across year groups and future cohorts. It also enables staff to deliver a broader, more engaging range of physical activities without ongoing external costs, supporting independent and lasting improvements to the school's physical education provision. We will continue to update and invest into the next academic year to ensure children have access to a range of quality equipment.

Further developing the Play Leaders programme ensures long-term impact by embedding pupil-led activity into the school culture. By training more Play Leaders and equipping them with the skills to engage a wider range of children, especially those less active, the school fosters peer-to-peer leadership and independence. This low-cost, high-impact approach promotes sustained physical activity during unstructured times and builds leadership capacity across year groups, ensuring continued benefits year after year without relying on external support.

The investment into a more diverse range of playground equipment and the development of ensuring all lunchtime staff can take on the role of 'active leader' to run structured physical activities at break and lunchtimes supports sustainable, long-term improvements in pupil activity levels and wellbeing. By embedding this role into the daily routine, the school ensures consistent delivery of inclusive, purposeful activities that engage all pupils—particularly those less likely to participate in traditional sports. Upskilling all staff will reduce reliance on external provision in the future.

Building stronger links with local sports clubs supports long-term sustainability by creating clear pathways for pupils to continue their sporting journey beyond the school setting. These partnerships encourage lifelong participation in physical activity by connecting children with community opportunities, skilled coaching, and regular training. Strengthened club links also promote continuity of skill development, broaden access to a wider range of sports, and help embed a culture of physical activity that extends into pupils' lives outside of school.

Ongoing investment in a structured PE scheme ensures long-term consistency, quality, and progression in PE delivery across the school. The scheme supports staff with clear planning, assessment tools, and curriculum coverage, reducing reliance on external providers. By embedding this resource into everyday teaching practice, we are building internal staff capacity and confidence, ensuring high-quality PE lessons can be sustained over time and benefit future cohorts.

**Areas for Improvement in 25-26**

- Ensure every child is represented in intra-school competitions regularly throughout the school year
- Increase the number of children accessing inter-school competitions
- Increase the number of children attending physical activity clubs by building links with high quality PE club providers
- Increased focus on staff CPD to ensure they all have the confidence and skill set to teach high-quality PE lessons
- Increase the % of children reaching end of KS2 swimming expectations
- Further develop the use of EYFS play leaders into KS1 and KS2 playgrounds