
PE & Sports Premium Report

Woodberry Down Primary School

September 2024

-  Kindness
-  Focus
-  Creativity
-  Responsibility
-  Collaboration



School	Woodberry Down Community Primary School	Headteacher	Mr Derek Hewie	Date	September 2024
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The Department for Education is spending over £450 million on improving physical education and sport in primary schools. The funding was first issued for the academic year 2013/14. The funding is allocated directly to primary schools. New Wave Federation Schools believe that physical education is an essential part of a child’s educational development. We aim to develop a balanced program offering a variety of activities to enhance skills in physical education. Positive participation in physical education will improve pupil fitness and overall health, enable pupils to develop self-esteem, teamwork and positive attitudes in P.E.

We aim to:

- Engage pupils in regular physical activity
- Raise the profile of sports and physical education
- Develop confidence, skills and knowledge
- Celebrate sporting achievements
- Promote fair play and respect
- Educate children to improve health and wellbeing
- Provide quality opportunities for children outside of school time
- Use technology to redefine PE lessons

Support for review and reflection - considering the five key indicators from DfE, what development needs are priorities for your setting and your students now and why? Use the space below to reflect on previous spend, identify current needs and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Over the course of the 2023-2024 there was increased participation in competitive inter-school championships such as athletics and football including a wide range of extra-curricular activities for pupils across the school. • A broad range of sporting activities offered to all pupils in activities and events such as: tennis, basketball, hockey, table tennis, badminton, mixed football, multiskills, golf, cross-country, netball, orienteering, indoor cricket, gymnastics and dance. • There was also a significant drive to increase participation in sporting activities for our pupils in the EYFS with events such as: grass track cycling and quadkids athletics. • Many activities were provided, in part because of our partnerships with Young Hackney, School Games, Hackney Tennis, Hackney Cycle League, Hackney Sustainable Travel, Capital Kids Cricket, Arsenal Football Club, Lawn Tennis Association and Hackney District Athletics Association. 	<ul style="list-style-type: none"> • Opportunities for staff professional development and fitness. • Monitoring of sports and physical education lessons. • Further develop pupil voice to identify barriers to participation for reluctant children and to act accordingly to reduce those barriers. • Continue to increase the breadth of competitive sporting opportunities offered to children including Federation sports days. • Further widen the range of sporting activities on offer to the pupils of Woodberry Down. • Continue to improve links with other schools and sporting bodies. • Ensuring children understand the importance of physical

- We have significantly Improved accessibility for children with disabilities and SEND by providing opportunities in SEN Paralympics, Panathlon No Limits, Inclusive Sports, Aquathlon inclusion sports festivals, so that we can continue to participate in sessions aimed at encouraging SEND pupils into competitive sports.
- Additional PE sessions have been introduced for SEND children.
- The use of Playground Friends as sporting leaders and role-models for others across the school has been highly effective in encouraging pupils to become active and improving higher levels of pupil confidence and self esteem.
- The development of fundamental movement skills with opportunities for competitive and cooperative physical activity for children during their Nursery and Reception years.
- There has been a significant Increase in pupil participation in wide-ranging, external sporting activities such as TAG rugby, bikeability and long distance running which occur outside of school hours.
- Children are more actively involved in adult and pupil-led, structured sporting activities each play and lunch time including football, basketball, table tennis, king ball and volleyball.

health to their mental well-being.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	90%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	70%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	75%
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 five key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2024/25

Total fund allocated: £19,850

Date Updated: September 2024

Key indicator 1: The engagement of all pupils in regular physical activity

Percentage of total allocation:

85%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Further develop the capacity of sports coaches to deepen the breadth of sporting activities provided for all children, but especially KS1, during lunchtime play. Develop opportunities for sports coaches to support teachers and additional adults through joint planning, observations and coaching and mentoring. Sporting role models and sports ambassadors provide a wider range of physical activities at lunch time to develop a passion for sport and exercise (gymnastics, dance, yoga). Ensure physical exercise and education is child led by providing opportunities for the Learning Council to suggest games and equipment to use during lessons and during lunch time play. Greater emphasis on early intervention in EYFS to develop positive attitudes to sport, health 	<ul style="list-style-type: none"> Develop and train children as playground friends and sporting role models to further encourage their peers to participate in a range of physical activities. Lead sport coach to develop a high quality programme of CPD for sports coaches and staff to ensure high-quality play activities which are accessible to all children every lunch-time and play-time and during PE lessons which are taught by teachers and additional adults. Increase quantity of pupil voice to inform purchasing of new equipment and playground resources. Develop a Playground Friend rota for Reception and KS1 for a wider range of games to be played which a pupil led. Coaches to identify and target children who are reluctant to 	<p>£11,000 lunchtime sports coach provision.</p> <p>£6,845 Equipment and playground resources.</p>	<ul style="list-style-type: none"> All staff, including lunchtime supervisors, are trained in how to engage children in physical activities during morning and lunchtime play. A wide range of sporting activities are offered at playtimes with specialist activities for Reception and Key Stage 1 children, to ensure that all children are active for more than 30 minutes a day. Pupil voice shows that the majority of children partake in team games such as football, table tennis, basketball and king ball, led by trained support staff and other pupils during playtime and lunchtime play. Sports coaches are strong role models for all 	<ul style="list-style-type: none"> Further develop the role of playground friends through training and resourcing to encourage participation in a wider range of physical activities during break and lunchtimes. Gain more detailed pupil voice, through surveys and the Learning Council actions regarding specific games and equipment that could increase motivation and participation. Increase the

<p>and exercise.</p> <ul style="list-style-type: none"> Ensure the playground is a safe and nurturing environment for all children to play and develop physical and mental wellbeing. 	<p>participate in physical activity during EYFS.</p> <ul style="list-style-type: none"> Specific Reception focused games to encourage early physical play-time activity The playground environment needs to be resourced and organised in a way to allow the wellbeing of all pupils to flourish. Zoned areas will allow for physical activities but also calming activities for children to regulate and manage their emotions. 		<p>children modeling the impact of regular physical activity for the children.</p> <ul style="list-style-type: none"> Playtimes are much calmer, there are significantly fewer behavior issues and medical incidents due to the organised environment of the outdoor provision. 	<p>percentage of premium spending on equipment and allow pupil voice to guide the needs of pupils within the outdoor provisions.</p>
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<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation:</p>
				<p>7%</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Upcoming sports events to be discussed in school assemblies to generate excitement around future sporting competitions. Displays introducing sports role models, results board to share the outcomes of competitive sports matches and celebrate sporting achievements. Increase parental engagement and develop a positive attitude to physical education and wellbeing. Use of iPad to further deepen understanding of physical performance and raise the profile of PE within the school and local community. 	<ul style="list-style-type: none"> Dedicated section in assembly to promote upcoming sporting events and to celebrate sporting achievements. Photos and digital content are published on newsletters and websites for all sporting events. Sports coaches to design and run a PE coffee morning to develop parents' understanding of the benefits of PE in our curriculum and continued support of wellbeing for members of the local community. 	<p>£1500 on hardware of software to develop the use of technology in sport.</p>	<ul style="list-style-type: none"> Parental feedback highlights an understanding of the importance of the PE curriculum. Pupil and parent voice indicates awareness of sporting achievements. Pupils use iPad to record competitive school fixtures and PE lessons. Pupils acquire an in-depth understanding of technique and sport specific tactics. Stakeholder feedback is positive relating to the 	<ul style="list-style-type: none"> Add a specific section into parent surveys on sports provision and impact. Playground Friends and sports ambassadors to promote, report and share school achievements. Sports media team to develop content to share information

<ul style="list-style-type: none"> • Class teachers continue to recognise sporting achievement during the weekly celebration assembly, linked to school value of the week. • Celebrations to be communicated via the school's newsletter and website continue to raise the profile of PE in the school. 	<ul style="list-style-type: none"> • Sports coaches to invite parents into school to participate in a Woodberry Down PE lesson with their children. • Develop a sports media team to record, commentate and report on school sporting events. • Use of technology in year 5 and 6 to analyse technique and principles of specific sports. 		<p>impact of coffee mornings and the improved fitness and wellbeing encouraged and developed by the school.</p> <ul style="list-style-type: none"> • Parents are proud to see media content of their children being celebrated for successes within physical education on the school communication platforms 	<p>about school sports events on the school communication platforms and during assemblies.</p> <ul style="list-style-type: none"> • Sustained projects using technology within year 5 and 6 showcasing the benefits of living a healthy lifestyle to be shared with the wider school community.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Lead sports coach to design and run staff CPD for staff to upskill teaching staff. • Greater emphasis on PE coaches supporting during PE lessons taught by teachers and HLTAs through team teaching. • Sports coaches to strategically plan where to support teacher-led PE lessons. • Lead coach to attend Federation wide meetings to share good practice, further develop action 	<ul style="list-style-type: none"> • Sports coaches to design a skills audit to gain a baseline understanding of teachers' knowledge of the PE curriculum. • Lead sports coach to set dates and agenda for cluster meetings. • Federation coaches to provide further support and team teaching for staff. • Lead sports coach to design a monitoring and observation 	£505 cover allocation to allow for team teaching opportunities.	<ul style="list-style-type: none"> • All staff deliver high quality PE lessons which challenge children of different levels and encourage the development of whole school 'Yes to Success' values: kindness, focus, creativity, responsibility and collaboration. • The inclusion of digital technology in PE lessons to support children to 	<ul style="list-style-type: none"> • Coaching and mentoring workshops for sports coaches to develop their ability to support staff. • Lead sports coach to identify any staff who need further support and provide

<p>plans and ensure strong provision for all pupils in the wider school community.</p>	<p>cycle for PE.</p>		<p>record and compare performances and develop a better understanding of sport specific techniques.</p> <ul style="list-style-type: none"> Teaching assistants, teachers and HLTAs have a better understanding of how to support and encourage pupils to engage in physical activity during morning and afternoon play. 	<p>appropriate support – with planning, through team teaching, via coaching.</p> <ul style="list-style-type: none"> Further professional learning opportunities for staff who would like to further develop their understanding of PE. Develop PE subject leader networks with colleagues at other schools to encourage the sharing of good practice and strengthen opportunities for collaborative and competitive sporting activities and events.
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 0%</p>
<p>School focus on with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

<ul style="list-style-type: none"> ● Offer a wider range of activities both within and outside the curriculum in order to increase pupils involvement ● Track and monitor participation in sports clubs and events building in a termly review and a list of leadership actions for the upcoming term ● Create a sports science team within the year 5 and 6 To deepen the sport and physical exercise by exploring sports biomechanics, physiology and performance analysis ● Introduce a wider range of wellbeing and physical activities at lunchtime such as meditation and yoga ● Increase participation of pupils with identified SEND in physical activity by ensuring coaches are aware of needs and how to adapt lessons to provide the children will full participation ● Encourage pupils to improve their skills, times, distances etc so those pupils who are not competitive or engaging in physical activities have greater motivation to challenge themselves. 	<ul style="list-style-type: none"> ● Audit of PE equipment to find out what resources we have and need at school ● Use pupil voice to identify interest in a range of different afterschool activities ● Lead sports coaches and SLT to monitor delivery of lunchtime and afterschool clubs ● Continue to make use of local organisations who offer free high quality coaching e.g. the Year 5 tennis programme linked to Finsbury Park ● PE coaches to liaise with SENCO to identify pupils' specific needs and understand how to support these pupils during lessons ● Develop links with the West Reservoir to introduce a range of different water sports opportunities for pupils ● Introduce pupils to the weekly mile in the KS2 playground (1600m in the KS2 playground 	<p>None, no additional costs are incurred as funding is secured locally</p>	<ul style="list-style-type: none"> ● Pupil and parent voice shows that the children enjoy participating in a wide range of activities during playtime and afterschool ● Year 1 & Reception Yoga sessions ● SEND pupils compete in sports tournaments to reduce barriers to sport ● A higher number of children participate in physical activities after school 	<ul style="list-style-type: none"> ● Ensure that a broad range of activities are offered by encouraging pupils and parents to suggest activities and afterschool clubs ● Develop links with local sporting clubs and bodies e.g. athletics associations linked to Finsbury Park ● Develop after school provision to include a wider range of activities such as (dance, orienteering, boxing)
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<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation: 0%</p>
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Inter- school competitions for elite athletes in all three schools to compete at a higher standard • The school's Physical Education Subject Leader to attend specialist training to develop fine motor skills of children with additional needs ensuring all children can access competitive sports. • Expand range of activities available as extra-curricular clubs to encourage pupils to more involved • Signpost families to opportunities outside of school to engage in further activities 	<ul style="list-style-type: none"> • Develop inter school events and competitive sports fixtures • Develop a close partnership with local sports clubs to ensure pupils have access to competitive activities outside of school hours • Promote school's competitive sports through school website and social media • Dedicated section in assembly to promote upcoming sporting events and to celebrate sporting achievements • Tweets, photos on newsletter and website of all events 	None	<ul style="list-style-type: none"> • Pupil voice shows that a range of pupils (EAL, SEN, disadvantaged) speak positively about competitive sport • SEND pupils compete in sports tournaments to reduce barriers to sport • Pupils demonstrate characteristics like resilience, teamwork and leadership attributed to competitive sport • Higher numbers of pupils compete in a range of sporting events outside of school 	<ul style="list-style-type: none"> • Sports coach to liaise with other schools and build network and cluster opportunities • Further broaden pupils' range of opportunities to include even more activities not covered within the curriculum especially adventurous activities