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**West Heath**



Primary School

**Physical Education**

Primary PE and Sports Premium 2024-2025



**Review of last year’s spend and key achievements (2023/2024)**

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| **Activity/Action**  *Wider Opportunities – Dance Squad attended Birmingham Rockets fixture and performed during the half time shows. Our dance team won our regional event and made it to the national finals. The dance team finished 16th overall nationally and this is the highest achievement we have had at our school.*  *Increased confidence, knowledge and skills of all staff in teaching PE and school sport: Swimming provision making an impact*  *Parent Stay and play Events, parental engagement events, sports week, swimming gala and sports competition.*  *Swimming Gala*  *Swimming Data / Pupil Progress* | **Impact**  30 children engaged in a sport that was previously not as prevalent on the curriculum. Pupils had the chance to perform and showcase their talents. Pupils were exposed to professional sport in a professional environment.  Parents engaged with the school, with basketball and dance and with community links.  Our current year 6 cohort have been our highest attaining cohort since pre covid-19 pandemic. Pupils can swim further; they are more proficient in the water and have better personal survival skills. Staff training has increased the confidence and knowledge of teachers delivering swimming. Swimming structure ensures pupils are stretched and challenged further.  We have hosted numerous stay and play events for parents and pupils from EYFS - Year 6. With over 40% of pupils attending with their parents. We have hosted and attended over 60 sports fixture/trips over the academic year. Pupils have had an amazing amount of opportunities to develop their social and cultural capital.  We attended two swimming gala’s over the academic year. Over 40 pupils had the opportunity to represent our school swimming competitively against other schools. The event was hosted and organized by West Heath Primary School.  Our current cohort of year 6 swimmers is the best we have ever had. By amending our swimming timetable, we have created a longer block of work for years 5 into year 6 increasing coverage and impacting pupil progress. | **Comments**  We have formed strong links with Birmingham Rockets, Kings Norton Tennis Club and Birmingham City Football Club to provide wider opportunities for our pupils. Alongside this we have provided a wide range of sports trips to watch professional athletes to help inspire our children. Our dance squad reached the nationals finals and got the chance to perform at the half time show for Birmingham Rockets.  57% of our children can swim 25 meters and 39% of these pupils could complete 25m+ which is our best statistic post covid. We are seeing significant swimming progress with the children, and this is through to further staff CPD, timetable changes and parental engagement.  All parental opportunities have helped us to have great success in building and developing our relationships with children and parents. We have created a great community ethos.  The Swimming Gala was a great success and enabled our children to develop their cultural capital. For some pupils this was the first time they were able to represent our school.  We have changed our timetable to ensure that in the summer term year 5 are in the pool. This ensures that when they come back in year 6 for the autumn term, they go swimming. This provides pupils with a 24-week block (2 x 12 weeks). |

**Key priorities and Planning**

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| Planned Expenditure 2024/2025 | |
| Total Sports Premium Funding | £19,541 |

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| **Key Action** | Develop our annual Sports Week | | **Percentage of the total allocation** | 31% |
| **Action – what are you planning to do** | **Who does this action impact?** | **Key indicator to meet** | **Impacts and how sustainability will be achieved?** | **Cost linked to the action** |
| Sports Week competitions with athlete workshops, showcase events, parental workshops, intra school competitions. | * Continuing to develop all staff (CPD) through the use of external sport specific specialists. * Embed levels of parental engagement. * Provide enriching opportunities for pupils to represent the school. * Enrich curriculum offer with wider educational. experiences. * Profile PE across the whole school/community. | Key indicator 1 – Embed staff confidence, knowledge and skills of all staff in teaching PE and Sport.  Key Indicator 2 – To develop a growth mindset for an active and healthy lifestyle. This will help to build social and cultural capital.  Key Indicator 3 – PE is used as a catalyst for the whole school. Staff and pupils are provided with wider opportunities. By using external providers staff will have the chance to work skilled professional to upskill their own practice.  Key indicator 4: Sustain and grow the range of sporting activities offered.  Key Indicator 5 – Increase mass  participation in competitive sport. | All staff to develop and embed their planning and delivery of sports week. This will ensure high quality practice through strong knowledge and understanding of PE, School Sport and Physical Activity.  Pupils will understand the mindset of an athlete and learn how to overcome adversity within sport.  Whole school sports week: A whole school focus on sports to continue our legacy to inspire our children. Pupils will have the chance to take part in workshops, phase competitions and create their own opening and closing ceremony.  Pupils will play sport or take part in activities that are not always on the PE curriculum to enrich their experience of PESSPA  Differentiated competition giving all pupil  the chance to play, compete, participate and win.  Sustainability: This is an annual event on the West Heath Calendar and will remain that way. This year we wish to use it to engage parents, external providers and community  groups. | Equipment,  Athletes/Mascots. Workshops, Decorations, External providers,  Legacy.  £5,000 |
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| **Key Action** | Ensure all staff receive CPD around PESSPA. | | **Percentage of the total allocation** | 25% |
| **Action – what are you planning to do** | **Who does this action impact?** | **Key indicator to meet** | **Impacts and how sustainability will be achieved?** | **Cost linked to the action** |
| Embedding staff CPD for School Sport and Physical Activity to increase children’s participation.  A planned rolling programe have CPD in areas development.  Teacher will be upskilled in areas that they feel are needed. This will help to build knowledge, skills and confidence in delivering better practice. | Embedding staff knowledge to maintain a high level of teaching in areas of PESSPA that are relevant to their role, skills and interests. | Key Indicator 1: Sustained confidence, knowledge, and skills of all staff in teaching PE, sport and play.  Key Indicator 2: To help develop and encourage an active and health lifestyle. | Primary teachers are confident in delivering PE, School Sport and Physical Activity.  Teachers to lead their own extra/co-curricular clubs to. To ask staff what areas of training they feel they still require ensuring the best practice is provided. To keep lessons active and help embed knowledge with both staff & pupils.  Continuing to meet our school aims:   * Children understand the importance of being physically active and living a happy, healthy life. * Children’s cultural capital & social capital is developed through a wide range of opportunities, trips and visits and believe anything is possible (SDP 2024/25).   Sustainability: Staff have the knowledge, skills and confidence to deliver high quality PESSPA practice. | £4,000 for teachers to undertake CPD.  Basketball (Birmingham Rockets), Cricket (Chance to Shine),  Bikeability,  Tennis (LTA Teacher Training),  Royal Ballet,  Martial Arts,  In-house staff training |



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| **Key Action** | Develop at Outdoor Adventure Week | | **Percentage of the total allocation** | 31% |
| **Action – what are you planning to do** | **Who does this action impact?** | **Key indicator to meet** | **Impacts and how sustainability will be achieved?** | **Cost linked to the action** |
| Continue to develop a whole school Outdoor Adventure programme that is sustainable. | To provide children with wider opportunities to build self-confidence, teamwork and communication.  Pupils from REC- Year 6 will take part in an outdoor adventure programme:  REC, Year 1 & 2 will be onsite as part as their lessons.  Year 3 – Umberslade Adventure Park  Year 4 – Blackwell Court  Year 5 – Ackers  Year 6 – Residential  Pupils will be exposed to risk taking, team building, communication and problem solving to build social and cultural capital. | Key Indicator 1: To ensure that staff are upskilled to create a sustainable program.  Key indicator 2: Continuing to develop and embed a broad range of sports and activities offered to all pupils. | Staff will have the relevant knowledge to be able to facilitate an Outdoor Adventurous Program. This will provide children with problem solving, team building, risk evaluation skills and enable teachers to see pupils in a different context.  Pupils face new challenges and overcome fears as a team to improve their growth mindset and build their social capital.  Values education aligning to our school value; in particular collaboration, resilience and determination.  The school continues to embed a broader range of PESSPA, providing wider enrichment opportunities.  To further develop relationships between staff and pupils. This will enable strategies that staff can use in their future teaching to encourage personal development, teamwork and social skills to enhance their social capital. | £5,000  Equipment, Facility Rental, Workshops, External provider fees, Trips and visits costs |

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| **Key Action** | Increase community engagement | | **Percentage of the total allocation** | 13% |
| **Action – what are you planning to do** | **Who does this action impact?** | **Key indicator to meet** | **Impacts and how sustainability will be achieved?** | **Cost linked to the action** |
| Grow and develop the community programs to provide wider opportunities. | Sustain and increase parental engagement in school life.  Continue to use the power of PE, School Sport and Physical Activity to engage the wider community.  Continue to work with pupils and parents by using;   * Workshops * Stay and Plays * Sports Fair * Sports Week   to show the value of sport. This will create a legacy in which parents and pupils will lead an active and healthy lifestyle as they see the benefits of participating in sport.  Develop connections built with parents and pupils to enable greater opportunities.  Grow and sustain West Heath Community program. | Key indicator 1 – Ensure staff are skilled to facilitate wider opportunities.  Key Indicator 2 – Use PE as a school driver to maintain an active and healthy lifestyle.  Key Indicator 3 – Use the power of PE and sport as a catalyst for parental interactions.  Key indicator 4: Enhance the offers that our curriculum provides to our pupils.  Key Indicator 5 – Increase participation in intra & inter competitions. | Sustaining and creating links within the community to work with highly skilled professionals in their area of expertise.  Creating events such as: stay and play, intra/ inter competitions, parent workshops, extra/co-curricular activities will help to grow the profile of PE in the community. This will continue develop staff knowledge of PESSPA and building active relationships with parents.  Stay and play events, sports weeks, parent workshops, competition and fixtures, extra- curricular activities, wider enrichment opportunities and showcase events will be planned, prepared and delivered by teaching staff. This will develop staff knowledge of PESSPA and building active relationships with parents. The profile of PE will be enhanced to all stakeholders (pupils, staff, parents, governors, community).  Sustaining community links will help to provide pupils with a wider range of opportunities that will enhance their physical literacy.  Parents will have exposure to the PE curriculum and the wider opportunities pupils are being offered.    Continuing to develop competitions,  through festivals, inclusive events, alternative sports, B/C teams and Kings Norton primary sports & Football provision.  The opportunities we are creating are inspiring pupils to enjoy sport and physical activity. Thus, leading them to understand the importance of being physically active and leading a happy and healthy life style. | Signage and Advertising, Equipment and materials,  External providers, External agency support.  £2,520 |



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| **Key Action** | Develop cultural capital and wider educational experiences. | | **Percentage of the total allocation** | 6% |
| **Action – what are you planning to do** | **Who does this action impact?** | **Key indicator to meet** | **Impacts and how sustainability will be achieved?** | **Cost linked to the action** |
| Create a sustainable leadership program that helps our children to develop their social and cultural capital. | Social & Cultural capital is improved  Continue to develop pupil’s wider skills through leadership and by taking wider roles and responsibilities.  Leaders will help to support inter/intra competitions.  Engagement in PESSPA increases.  Increase in the number of educational visits.  Increase in the number of G&T opportunities.  Increase in the number of Intra and inter school competitions.  Lunch time activities are enhanced and more can be offered. | Key indicator 1 – Increase confidence, knowledge and skills of all staff to help build and sustain a leadership program.  Key Indicator 2 - Pupils are provide with the opportunities to build relationships within school and the local community.  Key Indicator 3 – The profile of PE and sport is raised across the whole school. This helps to embed our school ethos and aims.  Key Indicator 4 – Increase participation in competitive sport due to the leadership program. | Staff are confident in delivering a leadership program that creates role models and leaders throughout school. This will ensure the school aims are met.   * Children are empowered to become respected citizens who make valuable contributions to social capital. (SDP 2024/25).   Continue to build sustainable club links to help provide different pathways into sport for pupils.  Develop a sports council and sport leaders who will be role models to all pupils and the community. Pupils have helped with Intra/inter competitions and festivals to inspire other pupils.  Pupils have positive memories and experiences of PESSPA inspiring lifelong participation.  Pupils are offered more sports fixture, trips and competition to help engage pupils in sports. | £2,500  Inter school  Competitions (KNSP),  Intra School Competitions,  Staff training,  Travel and Transport, Tickets and on costs, Equipment,  Trips and visits, Kit,  External providers |

**Key achievements 2024-2025**

Showcase of the key achievements West Heath Primary School has made with their Primary PE and sport premium spending.

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| **Activity/Action** | **Impact** | **Comments** |
| Grow and develop the community programs in our school. This will help to build cultural capital for our children and provide greater opportunities.  Create a sustainable Outdoor Adventure program that will help children to develop and understand the wider world.  Continue to confidence, knowledge and skills develop our staff in PESSPA.    Providing greater leadership opportunities to our children to help grow social and cultural capital. | We now have a greater number of children engaged in a sport. We are seeing an increased number of children joining sports clubs and this is creating a healthy and active lifestyle for our children. Parents are engaged more with the school community and want to support their child. This has provided children with opportunities to see and work with professional athletes.  Pupils have been further exposed to outdoor learning and for some of our children this was a very new and unique experience. This has allowed them to work on their social development and build their cultural capital. The planned tasks enable our children to grow in confidence, evaluate risk, develop their communication techniques and problem-solving skills.  Ensuring all staff have received CPD in specific sports, active learning and healthy lifestyles thus enhancing the children’s opportunity to learn and live an active and healthy lifestyle.  Training our staff has helped to develop their confidence, knowledge and skills to aid the delivery of extra/co-curricular clubs, sports trips and sports fixtures.  Using our leadership program pupils have had the exposure to understand, practice and develop their leadership skills. Our leaders have helped in intra & Inter competition to run events and activities to help our school and the local community. |  |

**Swimming Data**

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

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| **Question** | **Stats:** | **Further context**  **Relative to local challenges** |
| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 meters? | 57% | 57% - Could swim 25 meters. 39% of these pupils could complete 25m+  All pupils could swim without aids.  23% of pupils achieved between 10-20 meters.  The remaining 18% still made progress, but this was limited for several reasons, SEND, new to school, mindset.  4% were non swimmers, both with SEND. One had a physical disability and was supported in the pool by an adult. |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | Front Crawl: 65% Backstroke: 74% Breaststroke: 33% | Pupils are taught front crawl and backstroke first. When they are proficient in those strokes they move to deep water. They are taught to swim in deeper water, taught personal survival and then taught breaststroke. We have designed our provision that way. We have had more pupils in this cohort demonstrating a proficient breaststroke and more pupils excelling at personal survival than ever before. |

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| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | 57% | All pupils are taught personal survival relative to their swimming ability. For safety we do not take non swimmers in deep water, so they learn shallow water personal survival techniques. Those pupils who are confident in deep water learn personal survival techniques in deep water. Only these pupils make up our 57% even though all pupils learn personal survival relative to their swimming ability. |
| If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this? | Yes | Catch up swimming is aimed at those pupils that are between 10-20m; pupils who may meet the expected levels with further intervention. Pupils that are still non- swimmers or 0-5 meters have experienced a 30 week intensive block of swimming and will not reach expected standard even with catch up swim. The parents of these pupils are informed. Pupils who are proficient swimmers and can achieve 25 or 25+ meters are invited to our annual swimming gala to stretch and challenge them further. |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | Yes | We have used some of our Primary PE and sports premium to provide additional CPD and staff training. The aim is to improve the knowledge and skills of the team that deliver swimming. There is a particular focus on engaging non swimmers, strategies and techniques for developing early swimming and water safety. |

Signed off by:

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| Head Teacher: | *Mrs. Michelle Hooper* |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | *Mr. Adam Hooper (Assistant Head of Personal Development) Mr. Reiss Barker (PE Subject Lead)*  *Mrs. Barker (Finance Officer)* |
| Governor: | *Mr. Thomas Brett (PE Governor)* |
| Date: |  |

**West Heath Primary School Swimming Data 2023/2024**

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| **Swimming Data 2023-2024 (Year 6)** | | | | | | |
|  | **Front Crawl** | **Backstroke** | **Breast Stroke** | **Personal Survival** | **Overall Performance**  **(Swimming Gala Team)** | **25m** |
| **Exceeding (4)** | 16% | 14% | 5% | 53% | 12% | 39% |
| **Expected (3)** | 49% | 60% | 28% | 4% | 28% | 18% |
| **Working Towards (2)** | 14% | 7% | 30% | 16% | 35% | 23% |
| **Working Below (1)** | 18% | 14% | 33% | 22% | 21% | 18% |
| **Non-Swimmers (0)** | 4% | 4% | 4% | 4% | 4% | 4% |
| \* One pupil had a major operation on his leg and was in recovery. He was able to take part in swimming this academic year but missed all of year 5 swimming lesson he made good relative progress.  \* Pupils made fantastic progress, pupils' confidence in the water grew. In Front crawl, Backstroke and personal survival we saw some outstanding performances.  \* Year 6 pupils attended swimming in the Summer term 2022/2023 and returned to the pool in Autumn 2023/2024. This made a big difference to pupil progress and enabled us to cover more than we had before; personal survival and breaststroke we taught in more depth.  \* One pupil with cerebral palsy attended swimming. She was assisted in the pool by the head teacher, phase leader and SENDco. Although her strokes were unrecognizable, her water confidence, muscular strength, and general ability in the water developed greatly.  \* One pupil was unable to attend swimming. We explored avenues and liaised with parents when looking for ways to get him in the pool but decided it was not in his best interest.  \* Some pupils demonstrated outstanding levels of performance, with some pupils exceeding expectations in certain strokes and in the distance they could swim. | | | | | | |