

**Review of last year’s spend and key achievements (2022/2023)**

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| **Activity/Action** | **Impact** | **Comments** |
| Through further staff training, develop the confidence, knowledge, and skills of PE teaching staff. Increase capacity in our PESSPA strategy and provide staff training to increase the range of extra-curricular opportunities including intra/inter competitions and wider enrichment. | PE Staff and External Providers trained to use the PE knowledge and skills tracker, curriculum map, and assessment tool.  Using PE professionals/teachers to teach PE and provide PESSPA CPD for all members of staff, maintain our high standing of PE delivery.  All pupils have a minimum of 2 hours of high-quality physical education each week.  Provided a range of extra-curricular opportunities identified through the pupil’s voice. Extra- curricular activities that are increasingly led by teachers to upskill staff and to complement the curriculum. | Skill and knowledge trackers and curriculum map being used effectively. Assessment database effective in identifying trends and recording pupil progress. Opportunities to apply understanding still need developing.  PE Team confident in the delivery of Physical Education using the Head, Heart Hand Approach. All staff more confident in the delivery of PESSPA.  Minimum of 2 extra-curricular clubs Monday, Thursday, Friday.  Competition Tuesday an Wellbeing Wednesday (Stay and play Introduced)  Staff explore their passions and interest. |
| Broader Experience of a range of sports and play-based activities offered to pupils at lunchtime. | Improved self regulation and social interaction.  Pupils develop physical literacy and skill development whilst exploring their personal, sporting interests.  Pupils have the option to read books that have a sporting emphasis supporting the whole school | Pupil learn through play.  Pupils explore their passions and interests and become more expert in that activities through repeated practice and play.  PESSPA supporting whole school reading initiatives. |



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| Increased participation in intra and inter-school sports competitions. | Increased level of competition (Intra and inter). Raise standards of teaching and learning.  Increased parental engagement.  Gifted and talented pathway for high-performing pupils.  Increased levels of participation.  Increased number of sporting experiences and opportunities to see live sporting events.  Number of children taking a active part in the daily mile increases.  Greater network with local school and local sporting networks. | More children give the opportunity to take part in competitions and festivals.  Broader range of experiences that enhance or curriculum off.  More participation = more parents engaged.  G&T pupils signposted (gymnastics and football particular strengths)  Participation numbers in opportunities that enrich or curriculum offer have increased.  Badminton, Cricket, Football, Basketball, Dance  All pupils at West Heath take part in the Daily Mile, everyday.  Established links through KNDSP |
| Increase the range of sports and the number of pupils engaging in extra-curricular activities. | Increase levels of participation in extra-curricular activities.  Increased engagement, support and interaction with parents and the local community.  Pupils develop physical literacy and social skills whilst exploring their personal, sporting interests.  Enrichment opportunities that enhance the curriculum offer.  Registers will show engagement in a diverse range | <50% of pupils attend an extra curricular activity.  Sports week, Stay and play event, parent work shops well attended.  More practice = better outcomes. G&T  Dance, Basketball, Athletics, Badminton, Gymnastics.  Pupil voice guides our extra curricular offer. |

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|  | of extra-curricular opportunities and good levels of participation.  Parent showcase events following dance, singing, gymnastics blocks of work and parents welcomed to watch their children compete and perform at the end of games based activities | Sports week, Stay and play, Gymnastics/Dance Showcases, Workshops, Assemblies, Competitions/fixtures/festivals. |
| Upgrade and replace existing outdoor sports equipment, kits and facilities. Develop the outdoor environment and facilities to make each space meaningful and capable of impacting physical learning and opportunities | Outdoor environment becomes meaningful and purposeful in all areas.  Ball mastery: developing coordination skills and physical literacy from an early developmental age.  Equipment is safe and meets safe practice in Physical Education expectations.  Children have a better understanding of where they are at and what they need to do to improve in physical education. | Outside spaces more defined, pupils know what physical activities they can access in each area: Go Karts, Astro Turf, Dance/Music/Art, Basketball, Tennis.  1 racket/ball/mat per child to ensure maximum contact time with equipment and practice  Sports Safe checked equipment repaired or replaced where appropriate.  Display boards (Values, knowledge and skill organizers) show pupils what they are learning and are expected to learn in PE. |

**Key priorities and Planning**

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| Planned Expenditure 2023/2024 | |
| Total Sports Premium Funding | £19,520.00 |

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| **Key Action** | Develop our annual Sports Week | | **Percentage of the total allocation** | 26% |
| **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  Whole school sports week with intra school competition, external agency workshops, visits from athletes,  showcase events and parental engagement | * Upskill all staff (CPD) through the use of external sport specific specialists. * Raise levels of parental engagement. * Expose all pupils to intra school competition. * Enrich curriculum offer with wider educational experiences. * Profile PE across the whole school/community. | Key indicator 1 – Increase confidence, knowledge and skills of all staff in teaching PE and Sport.  Key Indicator 2 – Engagement of all pupil in regular physical activity,  Key Indicator 3 – The profile  of PE and sport is raised across the whole school as a tool for whole school improvement  Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.  Key Indicator 5 – Increase  participation in competitive sport. | All staff engaged in the planning and delivery of sports week developing their knowledge and understanding of PE, School Sport and Physical Activity.  Whole school sports week: A Fun Run, Phase Competitions, Workshops, Showcase event, Opening and closing ceremonies.  PE profiled for all invested stakeholders.  Pupils, Staff, Parents, Governors, Community.  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, Facility Rental, Athletes/Mascots. Workshops, Decorations, External providers.  £5,000 |
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| **Key Action** | Ensure all staff receive CPD around PESSPA. | | **Percentage of the total allocation** | 20% |
| **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** |
| CPD for staff in School Sport and Physical Activity to increase children’s participation. | Ensure staff are upskilled in areas of PESSPA that are relevant to their role, skills and interests. | Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.  Key Indicator 2: Engagement of all pupils in regular physical activity | Primary teachers more confident delivering PE, School Sport and Physical Activity.  Teachers explore their passions and interests supporting pupils to undertake extra activities inside and outside of school.  Where skills gaps are identified, appropriate training put in place to increase knowledge and confidence. Where skill or engagement gaps are identified in pupils, staff attend appropriate training to broaden our curricular/extra curricular offer. Lesson at West Heath primary School are active.  We meet our school aims ensuring.   * Children understand the importance of being physically active ad living a happy, healthy life. * Children’s cultural capital is developed through a wide range of opportunities, trips and visits and believe anything is possible (SDP 2023/24).   Sustainably: Staff have more knowledge and skill, children have more opportunities. | £4,000 for teachers to undertake CPD.  Drumba,  Basketball (Birmingham Rockets), Cricket (Chance to Shine),  Bikeability, Swimming,  Tennis (LTA Teacher Training), Orienteering,  Lego Therapy, Maths Mastery, Active Learning Strategy, Boxing,  In-house staff training |



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| **Key Action** | Develop at Outdoor Adventure Week | | **Percentage of the total allocation** | 15% |
| **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** |
| Outdoor Adventure Week | To develop character building, a growth mindset, encourage self- regulation and to give pupils real life experiences that relate to our values education.  Ensure all elements of our ambitious curriculum design are experienced, achieved, and assessed. | Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.  Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. | Increase confidence, knowledge and skills of staff and pupils working in outdoor environments and in OAA activities.  Pupils develop an emotional resilience, understand growth mindset and develop their character.  A broader PE curriculum, providing wider enrichment opportunities.  Values education aligning to our school value; in particular collaboration, resilience and determination.  To allow teachers to see pupils in a different context. To develop strategies that they can use in their future teaching to encourage personal development, teamwork and social skills.  Sustainability: Children will develop life skills. Teachers will develop a greater understating of the whole child and strategies they can use when teaching  outdoors or developing pupils SMSC. | £3,000  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** |
| Increase community engagement by developing a parent partnership model | Increase level of parental engagement in school life.  Use the power of PE, School Sport and Physical Activity to engage the wider community.  To showcase PE to parents and encourage them to buy into the whole school ethos.  Build home/school communications.  West Heath Primary becomes a community hub. | Key indicator 1 – Increase confidence, knowledge and skills of all staff in teaching PE and Sport.  Key Indicator 2 – Engagement of all pupil in regular physical activity.  Key Indicator 3 – The profile of PE and sport is raised across the whole school as a tool for whole school improvement  Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.  Key Indicator 5 – Increase participation in competitive sport. | 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 more parental events we put on the more pupils get the chance to play, practice and perform. This will developing their physical literacy and levels of physical activity.  The profile and importance of PE will be realized by all invested stakeholders because all parties will have more exposure to it (pupils, staff, parents, governors, community)  Parent events will showcase and broaden our curriculum offer. Activities that are not prevalent on the PE curriculum can be explored through more events.  We aim to invite more pupils to more  competitions through festivals, inclusive events, alternative sports and B/C teams. By | Facility Rental, Signage and Advertising, Hospitality, Equipment and materials,  External providers, External agency support.  £2,520 |



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|  |  |  | offering a wider range of intra and inter school competitions. This will create links with a wider range of parents.  For parents to have a better understanding of our ethos and for us to have a better understanding of what they would like from our PESSPA offer. Ultimately building relationships and targeting support.  Sustainability: Further build on the relationships with parents. Increased communication through parents experience events. Relationships built with parents through PESSPA should improve  home/school communications now and for the school life of their child. Creating a even greater sense of community. |  |

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| **Key Action** | Develop cultural capital and wider educational experiences. | | **Percentage of the total allocation** | 26% |
| **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** |
| Increase opportunities to build cultural capital through wider opportunities, trips, visits and event | Cultural capital is improved.  Wider skills through leadership and by taking wider roles and responsibilities.  Participation numbers in extracurricular activities further increase.  Engagement in PESSPA increases.  Wider range of curricular and extra curricular activities.  Greater network of schools, external providers and like- minded people – building partnerships, sharing skills, knowledge and experiences.  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.  Catch up swimming and staff training.  Lunch time activities | Key indicator 1 – Increase confidence, knowledge and skills of all staff in teaching PE and Sport.  Key Indicator 2 – Engagement of all pupil in regular physical activity,  Key Indicator 3 – The profile of PE and sport is raised across the whole school as a  tool for whole school  improvement  Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.  Key Indicator 5 – Increase participation in competitive sport. | We meet our school aims ensuring.   * Children understand the importance of being physically active ad living a happy, healthy life. * Children’s cultural capital is developed through a wide range of opportunities, trips and visits and believe anything is possible (SDP 2023/24).   Equipment is repaired, replaced and replenished to ensure we meet health and safety regulations. To provide our pupils  with the tools and resources they need to  access PE and play  Teaching water safety and swimming and as a result improved % of pupil’s attainment in PE.  Sustainable club links developed, increasing the % of pupils that take part in physical activity outside of school.  Pupils have positive memories and experiences of PESSPA inspiring lifelong participation.  The % of pupils that s engage in Extra Curricular activities increases.  The % of pupils that s engage in inter and intra school competition increases. | £5,000  Swimming gala’s, Catch up swim, Staff training,  Travel and Transport, Tickets and on costs, Facility rental, Equipment,  Trips and visits, Kit,  External providers |

**Key achievements 2023-2024**

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** |
| Wider Opportunities – Dance Squad attended Birmingham Rockets fixture and performed during the half time shows.  Increased confidence, knowledge and skills of all staff in teaching PE and school sport: Swimming provision making an impact  Parent Stay and Play Events  Swimming Gala  Swimming Data / Pupil Progress | 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 2 stay and play events for parents and pupils from EYFS - Year 2. With over 40% of pupils attending with their parents.  Swimming gala on the school sport calendar. 30 pupils swimming competitively against other schools on a Saturday evening. Event 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. |  |

**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 metres? | 57% | 57% - Could swim 25 metres. 39% of these pupils could complete 25m+  All pupils could swim without aids.  23% of pupils achieved between 10-20 metres.  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: | *September 2023* |