

## **Primary PE and Sport Premium Report 2024 - 2025**

### **Review of last year's key achievements**

- We affiliated to the West Berks Sports Network again this academic year. This enabled us to engage in a range of sporting activities and competitions including competitive sports with other West Berks schools during the year – wallball, target multiskills, netball, football, tennis, cricket, speed stacking, dodgeball, archery, touch rugby, trigolf
- We also affiliated to the NDSFA (Newbury & District Schools Football Association) this academic year. This enabled us to engage in wider competitive football opportunities with schools and teams outside of the LA as well as West Berks.
- We targeted girls only events such as football and dodgeball this year.
- We participated in our NDSFA league matches for our Y5/6 football team
- We hosted a KS1 cricket event for the West Berks Sports Network
- We developed and improved our PE curriculum by widening the range of sports planned and taught – boccia, speed stacking, skipping, dodgeball
- We purchased additional resources for physical activity at lunchtimes. This enabled ALL children to be physically active at lunchtimes, participating in a range of skills/games base activities. This supported our priority for increasing the engagement of SEND and disadvantaged pupils in sport and physical activity
- Senior Sports leader disseminated CPD to support the teaching of agility/warm ups across the school to teaching staff
- Senior Sports leaders completed monitoring and evaluation activities to establish impact of this CPD
- Senior Sports leader supported planning across the school – focusing on planned progressions and differentiation and the clarity of pitch across 3 different age ranges/phases as well as agility/warm up activities.
- Senior Sports leader completed joint planning with staff to develop the quality of planning for specific sports such as boccia and invasion games
- We purchased new equipment to enable us to continue to provide the full range of sports detailed in our PE curriculum/extra-curricular activities
- We embedded our existing young sports leader programme this year – The Willows Sports Crew – widening the range and age of children involved.
- We continue to identify children who are exceptionally able/talented in sport/PE and include them on the school's G & T register. Senior sports leader has supported staff to implement curriculum opportunities to meet their needs
- We also qualified for the district finals at Braywick Manor and represented West Berkshire in the speed stacking event against teams from other unitary authorities

We achieved our Gold Sports Mark in this academic year – our third consecutive GOLD Sports Mark. We were external validated for this award and the following feedback was given as a result of this external validation process

### Mark Validation: Summary of visit



School Name:	The Willows Primary School	Type of School:	Primary school with KS2 of 130 - 499 students
Award:	Gold	Date of visit:	13 <sup>th</sup> June, 2025

#### **Introduction:**

The Sport Industry Research Centre at Sheffield Hallam University has been contracted by Youth Sport Trust to conduct an independent validation on 250 schools covering 225 SGO areas for the 2024/25 academic year. As part of our validation visits and calls, we have been asked to make recommendations regarding improving the Mark criteria for future years and therefore the criteria for this year is again subject to changes based on the feedback we receive, and the validations completed. The Willows Primary School provided evidence of meeting or exceeding the required criteria in order to achieve the Gold School Games Mark. The key School Games Mark criteria relating to the Gold award are highlighted below and a green / red score has been made in relation to the evidence seen or discussed with the validation team.

#### **Scoring Key**

Green	Red
Yes - Clear evidence provided	No - Little, no or incorrect evidence

Prerequisites		
Worked with your SGO on at least one of the School Games outcomes this academic year	All	
60 Active Minutes		
1. You are delivering 30 active minutes for 50% (30% for special schools and PRUs) of your school population and are tracking their 30-minute take-up (or not) beyond school.	Gold	
2. You are aware of your least active pupils and have planned provision to target and increase their regular daily physical activity levels.	Gold	
Inclusion		
3. Your extra-curriculum offer provide equal opportunities for young people regardless of gender? (amended offer based on student voice, supported staff to deliver)	Gold	
4. You have put in place a CPD plan which aligns to your staff needs in terms of their confidence and competence to include all young people in your offer.	Gold	
Physical Literacy and Positive Experiences		
5. We adopt a physical literacy informed approach to our offer e.g. understanding the thoughts, feelings, and experiences of our young people.	Gold	
6. We consistently create participation experiences that focus on how pupils move, connect, think, and feel, helping them understand and develop their own relationship with movement and physical activity to find value, enjoyment and meaning.	Gold	
Culture		
7. We share with all parents our competition intent and ask the same of other external providers engaging and delivering within with your school.	Gold	
Youth engagement		
8. We have a formal structure to engage our young people through Sports Leaders, School Games Crews or Committees and use them to support our offer.	Gold	

Scale and reach		
We have participated in sports at an inter-school level as provided by our SGO.	Gold	
Curriculum		
10. Our physical education curriculum offer provides equal opportunities for young people regardless of gender.	Gold	
11. We have identified those young people that would benefit most from some transition support, and do we have an offer that focuses specifically on those young people as developed with our SGO.	Gold	

### *Comments*

The Willows Primary School was awarded the Gold School Games Mark award following the validation call. The school demonstrated a commitment to providing an inclusive PE and school sport offer. Areas of the application highlighted where the school was offering a strong sports programme, including:

1. School has targeted play and lunchtimes activities with set sports and activities that the TAs run with guide sheets. Active Travel is formalised via the Living Streets Wow tracker and Park and Stride is promoted alongside a rewards system. There is a broad extra-curricular offer after school every day.
2. Least active young people are identified from the tracking via registers, and then targeted, and the sign-ups show where demand is for certain sports. Student and parent voice is collected for sport and physical activity, and the school also review the take-up and delivery. There are a range of clubs from those leading into Inter competitions, and the more participation/social sessions, with an aim that every child has the opportunity to go to something across the year, and some activities from events are brought back into school to share the opportunity to those that could not go. This also maps into the curriculum.
3. The extracurricular timetable offers a broad range of sessions which cater for different needs. Clubs are open to all, and some clubs are preparation for fixtures, and some are for participation. Student voice links into this development of the offer. Some Intra clubs link to Inter, and student voice is prominent. The school works closely with their SGO so that opportunities can be maximised, clubs replicate the SGO offer, the ensure the 'right' children are accessing different events, and they host some Inter competitions.
4. Equality and fairness are school values; therefore they understand that inclusion and belonging is vital, and the role that School Games can play, and this was evident throughout the meeting.
5. School understands the range of 'intent' through School Games with mixed ability and fun sessions offered, through to the competitive fixtures. The SGO creates clear pathways into the inter-level events, and this is shared with all schools, so that positive experiences can be maximised. School has seen an increase in demand from girls for football and signed up to female only/female first events through the SGO. Competitions are advertised as mixed and school ensures all children are included. The Sport Crew also has equal representation. Clubs are also thought through especially in upper KS2. The school also has an equal access FA award, and the girls FA programme has been very helpful to do this.
6. A range of CPD is offered in school based on performance management and staff need, and this links to what is in the curriculum, which is reviewed annually, with CPD then planned in and tracked. Staff also have support from Lewis to develop the base of skills, and plan, develop, deliver, team teaching opportunities and this allows school to address any areas of need or development, which is reviewed.
7. The school understands physical literacy, and the curriculum has been reviewed across the sports offered. The links with physical activity are also delivered through the curriculum and the relationship with health benefits, and lots of examples were provided about how physical literacy is embedded into school life.

8. School communicates with parents via texts, letters home to those that are going, and clubs go to all parents so they can book via the website, plus regular newsletter, sports reports promoting the experience, values etc. The website also updates sports opportunities, and Instagram is used to post and promote School Games activities which link into the partnership. Governors also get regular updates.
9. School has a sport crew, done on application, with 2 children from each class assisting the staff with planning & delivery, with meetings once a half term to gather feedback and discuss things related to sport. There are student-led ideas for clubs, and this is a valuable part of student voice. They also facilitate activity on the playground and help with equipment, including helping those on the 'buddy bench'. They also work with the SGO on some delivery of events and the SGO works with them during the year.
10. For transition, school has worked with secondaries to model how they might find sessions at secondary, and secondary school standards. And they share information with secondaries for those that might have confidence issues with PE. School accesses secondary sites for some of the Inter competitions, to help familiarise themselves with the site and the staff and leaders that run the competitions. The SGO also supports taster day activities and is a familiar face and supports the 3-day summer school option.

### **Review of last year's spend**

Total grant funding for this year - £19,050

Carry forward from last year - £1250.37

Total funding - £20,300.37

Our school has spent some of its PE and sport premium grant on CPD

- CPD external training courses - £50
- CPD internal learning and development - £3653
- CPD inter-school development sessions - £3653
- CPD online training / resource development - £3149.05

**Total school spending on CPD 10505.05**

Our school has spent some of its PE and sport premium grant on internal activities

- School based extra-curricular opportunities - £1826.50
- Internal sports competitions - £1826.50

**Total school spending on internal activities - £3653**

Our school has spent some of its PE and sport premium grant on external activities

- Activities organised by School Games organiser network - £6050
- Other inter-school sports competitions - £50

**Total school spending on external activities - £6100**

Total CPD category spend - £10505.05

Total internal category spend - £3653

Total external category spend - £6100

**Total spent of PE and sports premium - £20258.05**

### **Positive Impact of Spending**

- Increasing all staff's confidence, knowledge and skills in teaching PE and sport
- increasing engagement of all pupils in regular physical activity and sport
- raising the profile of PE and sport across the school to support whole school improvement
- offering a broader and more equal experience of a range of sports and physical activities to all pupils
- increasing participation in competitive sport
- An increase in pupils' attainment in PE
- An increase in pupils' physical activity levels
- An increase in the number of pupils participating in school sport
- An increase in staff completing training and CPD - increasing teachers' confidence and competence in teaching PE and school sport
- ensuring that the improvements made are sustainable

### **Opportunities in sport**

- Training or CPD to support inclusive PE sport and physical activity provision
- Supporting participation in extra-curricular opportunities or competitions
- Peer to peer led activity

### **Providing or improving opportunities in sport and physical activities for disadvantaged pupils**

- Subsidised sport and physical activity clubs for disadvantaged pupils,
- Stronger parental engagement and support for parents re: extra-curricular and holiday sports/physical activity provision
- Peer to peer led activity

### **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

**The school does not have an on-site swimming pool. Swimming lessons are provided by qualified swimming coaches employed by the local leisure centre**

What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	<b>36%</b>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	<b>50%</b>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	<b>30%</b>