



# Woodston Primary School



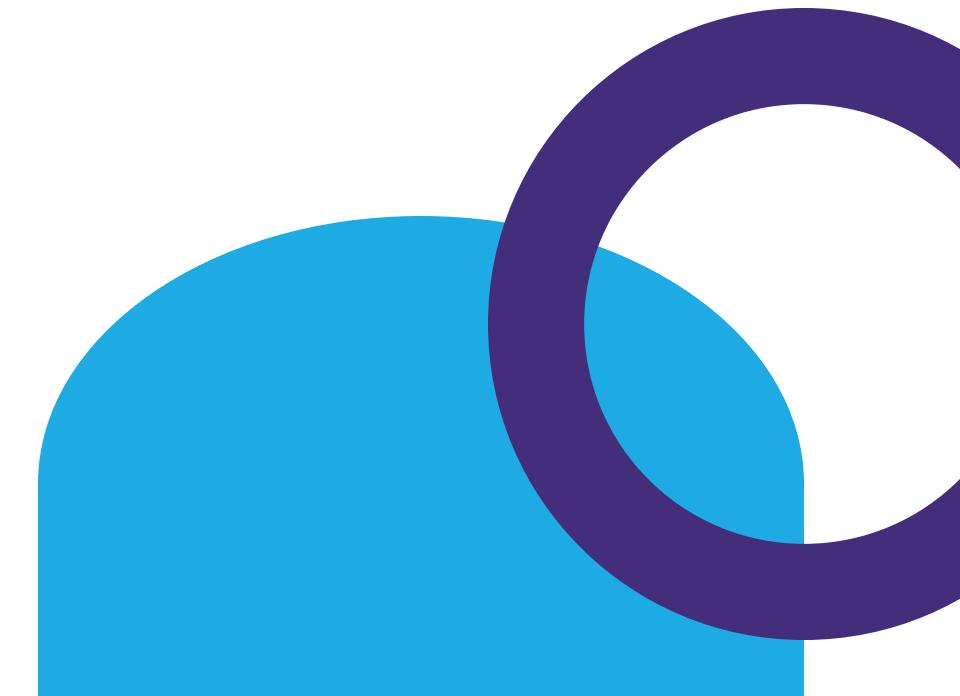
Evidencing the Impact of the  
Primary PE and Sport Premium  
2024/25

## Funding Available for 2024-25

Total Funding for 2024-25

**£21, 010**

**£ 21,010 spent as of 14.7.25**



## PE Lead Self-Review (Tracking & Monitoring)

PESSPA Safe Practice

- Action Plan Delivery-

Budget (Including any Underspend)

### Action Plan

Are you on track to deliver your Actions contained in your Action Plan?	End of Term 1	End of Term 3	End of Term 5
	YES	YES	YES



# Swimming Data

What percentage of your current Year 6 cohort swim competently, confidently, and proficiently over a distance of at least 25 metres?	41% as of 14.7.25 35/85 children
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	41%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	41%
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?	Currently no – no space at swimming pools

# Action Planning and Budget Tracking

Academic Year: 2024/25

**Total fund (Including any Underspend):**

Date Updated: 14.7.25

# Action Planning and Budget Tracking

Academic Year: 2024/25

Total fund (Including any Underspend):

Date Updated: 14/7/25

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: %
Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed:	Sustainability and suggested next steps:
Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity	<b>Strategic Approach with focus on well-being</b> <ul style="list-style-type: none"> <li>PE Lead has introduced a new scheme of work which has units based on health related fitness and has elements reflected within Relationships and health education (RHE) Curriculum for primary aged pupils.</li> <li>Develop links with and support whole-school priorities e.g. healthy eating and children's understanding between engagement in healthy physical activity programmes and the importance of healthy eating</li> <li>More adult led activities at lunchtime which engages more children every break and lunchtime.</li> </ul>	£399	<p>Cross reference made to new HRE Curriculum with staff employing physical activity / well-being activities from the Plan to support their work with HRE</p> <p>Staff feel confident with new planning scheme and praise the ease of teaching from the plans</p> <p>All CPD taken place</p> <p>New Competition Programme in place (within-school and OWN Trust) – mini boys football league</p> <p>Increased Inter-House competition opportunities – house competitions at the end of a unit</p> <p>Participation Registers</p> <p>In-school training taken place</p> <p>Discussions with staff and children</p>	<p>Continue to work with Peplanning.org – children have engaged well with this and seem to be enjoying all areas of PE.</p> <p>PE leads within the Trust will collaborate annually to plan and deliver a range of competitions.</p> <p>PE lead will continue to work with external providers to offer competitions and opportunities for all children including those with SEND.</p>
	<b>Competition, Leadership and Team-Building Opportunities</b> <ul style="list-style-type: none"> <li>This would involve developing competitive opportunities for children of all abilities to support the development of the whole child.</li> <li>Develop internal competitive opportunities to enhance the PE curriculum offer.</li> <li>Competition organized within OWN trust to develop a wider offering of competitive opportunities.</li> <li>Entered football (boys and girls) and netball (Mixed) leagues.</li> <li>Entered first Netball competition</li> </ul>		<p>Improved confidence in teaching good and outstanding PE lessons</p> <p>Clear understanding of how to plan and deliver PE lessons that develop children's thinking skills whilst they are moving</p> <p>Greater understanding of how PE &amp; Sport Premium can support achievement of whole-school priorities and outcomes for children</p> <p>Greater understanding of role competition can play in development of whole child</p> <p>Sustainability - PE Lead (s) upskilled to lead on and deliver competition programme</p> <p>Sustainability – Teaching Staff able to deliver competitive sport / physical activity with their children in lessons</p>	<p>Continue to work within the OWN Trust offering a wider range of competitive opportunities</p> <p>Continue to develop curriculum to offer more development for the children</p> <p>Highlighting the opportunities that are being offered and showing off what has been achieved.</p>

# Action Planning and Budget Tracking

Academic Year: 2024/25

Total fund (Including any Underspend):

Date Updated: 14/7/25

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
Intent	Implementation	Impact	% Sustainability and suggested next steps:	
Yourschool focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed:	
Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity	<p><b>PE Curriculum and Extra-Curricular Inter-House and Trust Competition Programme</b></p> <p>We will provide the following competitive opportunities:</p> <ul style="list-style-type: none"> <li>Big focus on promoting key stage 2 football clubs. New boys and girls football leagues joined for a second year.</li> <li>Netball league joined for a second year.</li> <li>New equipment purchased.</li> <li>Maintain and further develop competitive opportunities for children of all abilities</li> <li>Extend inclusive, in-school, Inter-House Competitive Sports, Trust tournaments and Physical Activity Programme</li> <li>Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive are increased and available to all</li> <li>Resources and programme introduced last year can be used again with new children as the staff expertise and resources now remain in the school</li> <li>YDP clubs organised through children's interests.</li> <li>YDP clubs have been ran for both Key stages gaining maximum participants</li> <li>Participated in first netball competition</li> <li>Participated in the Boys and Girls POSH tournament EFL Cup</li> <li>Participated in various SGO events including SEND Bowling, SEND Panathlon, Football (boys and girls)</li> <li>Participated in YDP ran events throughout the year</li> </ul>		<p><b>Leading to the following outcomes accessible by all children. Increased pupil:</b></p> <p>Development of positive learning behaviours such as resilience, self-regulation, self-confidence, self-esteem.</p> <p>Wellbeing, acknowledgement of own emotions and behaviours.</p> <p>Engagement in PE lessons and enhanced development of personal and social skills and behaviour</p> <p>Engagement in lessons as a result of 30 minute a day activities</p> <p>Experience of competition against self and others</p> <p>Experience and understanding of rules and scoring systems</p> <p>Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship</p> <p>Confidence</p> <p>Enjoyment of sport and games across the school</p> <p>Opportunities to participate in a wider variety of activities</p> <p>Awareness of the importance of physical activity and health</p> <p>Socialization with other children from other schools/ backgrounds</p> <p>Experience sense of well-being and the feeling of achieving their best</p> <p>Experience of gaining awards and certificates and the feelings of achievement</p> <p>Increased engagement in teamwork and exercise</p> <p>Increased confidence</p> <p>Improved concentration in lessons</p> <p>Increased sense of belonging and engagement in whole school life</p> <p>Children having more opportunities to think, discuss, evaluate and plan whilst they are moving</p> <p>Development of the whole-child (personal and social skills)</p> <p>Reduced behavioural problems</p> <p>Increased confidence</p> <p>Improved concentration in lessons</p> <p>Experience of gaining awards and certificates and the feelings of achievement</p> <p>Sense of belonging</p> <p>Ability to transfer skills to support learning across the school</p>	
	<p><b>PE CPD that impacts on whole-school outcomes</b></p> <ul style="list-style-type: none"> <li>PE Leader completed Level 5 PE Specialism course – further booked on to Level 6 part of the course</li> <li>CPD for staff training based off of staff voice</li> </ul>	£200 £890	<p><b>Pe Lead to embed lessons and knowledge learnt on course into pe lessons and pe curriculum throughout the school</b></p> <p>Staff feel more confident in areas they were not</p>	<p>PE Lead to continue to develop sport through knowledge learnt on course.</p> <p>PE Lead to maximise the opportunity of sport throughout all year groups.</p> <p>Continue to annually review staff CPD</p>

# Action Planning and Budget Tracking

Academic Year: 2024/25

Total fund (Including any Underspend):

Date Updated: 14/7/25

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: %
Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed:	Sustainability and suggested next steps:
Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity	<u>Staff Voice</u> <ul style="list-style-type: none"> <li>Staff to complete audit to identify further CPD needs</li> <li>PE Co-ordinator to complete new audit of Staff PESSPA CPD needs</li> <li>Staff re-visit their CPD audit of strength and needs</li> <li>Based on outcomes of audit PE specialists to bespoke in-school support for staff delivering PE across the school</li> </ul>		<p>Evidence</p> <ul style="list-style-type: none"> <li>Discussions with staff</li> <li>Learning walk information</li> <li>Updates from PE Lead</li> </ul> <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> <li>Identification of strengths and areas of staff need with regards to training</li> <li>More effective subject leadership</li> <li>Subsequent CPD bespoke to meet identified needs</li> <li>Children engaged in more effective, enhanced provision from upskilled staff</li> <li>Increased PESSPA opportunities provided by staff</li> <li>Staff audit complete to inform targeted support</li> <li>Specialist support provided to meet identified need</li> <li>Identification of strengths and areas of staff need with regards to training</li> <li>More effective subject leadership</li> <li>Subsequent CPD bespoke to meet identified needs</li> <li>Some staff have shown more confidence when teaching pe as they know more about the subject,</li> </ul>	<p>As staff changes occur, complete staff voice annually and adapt provision as needed.</p> <p><b>Next steps:</b> Book identified CPD needs and identify new needs due to staff changes</p> <p>Continue to grow staff subject knowledge of sports so they continue to become more confident when teaching.</p>
	<b>PE CPD that impacts on whole-school outcomes</b> <ul style="list-style-type: none"> <li>PE Leader completed Level 5 PE Specialism course and then further completed Level 6</li> </ul>	See indicator 2		

# Action Planning and Budget Tracking

Academic Year: 2024/25

Total fund (Including any Underspend):

Date Updated: 14/7/25

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: %
Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed:	Sustainability and suggested next steps:
Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children	<p><b>Develop afterschool clubs with the help of staff across the school</b></p> <ul style="list-style-type: none"> <li>Identify safe-practice activity ideas from colleagues at OWN Network Group</li> <li>Including Boys and Girls Football and equipment to support this</li> <li>Netball club is well established</li> <li>YDP clubs have seen a rise in participation numbers</li> <li>YDP offering clubs - archery, dance, gymnastics, football, table tennis</li> <li><b>Sports Lead – Arranging clubs for different year groups/key stages</b></li> </ul> <ul style="list-style-type: none"> <li>To work within both the PE Curriculum and Extra-Curricular School Sport and Physical Activity Programmes to extend opportunities available</li> <li>YDP have ran clubs throughout the year for all year groups (reception to year 6)</li> </ul> <p><b>Pupil Voice - Targeting Non-Engagement</b></p> <ul style="list-style-type: none"> <li>Complete student voice to identify interests and barriers to participation</li> <li>Complete pupil voice with KS1 and KS2</li> <li>Identify and target children not engaging with interventions to meet their needs e.g. individual activities, non-traditional activities</li> </ul>		<p>Participation Registers</p> <p>Increased number of children participating in school clubs</p> <p>New equipment purchased and used</p> <p>Widened range of healthy activities developed</p> <p>PE, School Sport and Physical Activity (PESSPA) noticeboard updated</p> <p>Pupil voice surveys</p> <p>Increased interest in new sporting clubs available</p> <p>Increased competition availability</p> <p>Increased number of children enjoying taking part in school clubs</p> <p>Increased opportunities for healthy activity available</p> <p>Additional activity opportunities available</p> <p>Increased engagement in exercise</p> <p>Increased participation by children who normally don't engage with sporting / physical activity opportunities</p> <p>Widened range of healthy activities developed</p> <p>Pupil voice surveys</p> <p>Equipment purchased for lunchtimes that help children develop skills further that were learnt in lesson</p>	<p>Continuous collaboration with staff who lead sports-related clubs to ensure a range of activities are on offer.</p> <p>Next steps: Termly review the current range of sport-based clubs and revise offer based on staff skills</p> <p><b>Offer more of a variety of clubs throughout all year groups.</b></p> <p>More staff willing to run clubs – run club with sports lead for a term and then run on own for a term to see the impact of running with the sports lead.</p> <p>Non-participation has greatly reduced since wearing PE kit all day. Having high standards and expectations will ensure this continues.</p> <p>Children have continued the low non participation – children seem to enjoy sport/pe and are wanting to do more and join in more.</p>

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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: %
Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed:	Sustainability and suggested next steps:
Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children	<p><b>Top up of equipment</b></p> <ul style="list-style-type: none"> <li>Children to use the new equipment in lessons (new age kurling)</li> <li>Lunch time equipment purchased to be used by all</li> <li>Ball catchers, tennis balls, basketballs, space hoppers, quoits, tennis nets, footballs, netballs, javelins, netball bibs, goggles, batting tee, hurdles, nets (football and basketball), table tennis table</li> <li>New football goals purchased so more children can play on a break and lunchtime. Also the school can host 2 football games at once – meaning more competitive games.</li> </ul> <p><b>In partnership with local School Games organizer, events for children to take part in are:</b></p> <ul style="list-style-type: none"> <li>Inclusive sports such as</li> <li>SEND bowling</li> <li>SEND panathlon event and finals</li> <li>Friendship Football competitions for year 3 and 4 girls and boys</li> <li>Competitive football (Boys and girls)</li> </ul> <p><b>Mintridge Foundation</b></p> <ul style="list-style-type: none"> <li>Sports people visit school to deliver assemblies and deliver high quality coaching session. Sports include – archery, judo, deaf football and rugby.</li> </ul>	<p>£12,212.09</p> <p>£</p> <p>£6728</p>	<p>Increased physical activity at lunch time due to children playing and making up new games</p> <p>Increased coordination and social skills</p> <p>Increased communication skills especially in KS1</p> <p>Increased participation in football by boys and girls – more pitches available to play</p> <p>Increased sporting skills through a range of games</p> <p>Being inclusive for more children through different events.</p> <p>Maximize opportunities for girls in schools as they have been identified nationally as falling behind in activity levels compared to boys.</p> <p>Children are inspired by new sports/ sports person.</p> <p>Mentored children to take away confidence and improved self esteem through the 1-1 meetings.</p>	<p><b>Annual review of resources and repurchasing when required. On going top-up funding needed.</b></p> <p><b>Continue to run school/trust events for more inclusivity</b></p> <p><b>Keep established relationship with school games organiser.</b></p> <p><b>We will work further with The Mintridge Foundation bringing in new athletes and Olympians.</b></p>

# Action Planning and Budget Tracking

Academic Year: 2024/25

Total fund (Including any Underspend):

Date Updated: 14/7/25

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: %
Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed:	Sustainability and suggested next steps:
Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children	<p><b>Competitive Opportunities</b></p> <p><b>Within School</b></p> <ul style="list-style-type: none"> <li>PE Curriculum and Extra-Curricular Inter-House Competition Programme</li> <li>Maintain and further develop competitive opportunities for children of all abilities</li> <li>Extend inclusive, in-school, Inter-House Competitive Sports and Physical Activity Programme</li> <li>Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive are increased and available to all</li> <li>Resources and programmes introduced last year can be used again with new children as the staff expertise and resources now remain in the school</li> <li>Boys and girls football league</li> <li>Netball league</li> <li>Netball tournament</li> </ul> <p><b>Local Inter-School Competitions</b></p> <ul style="list-style-type: none"> <li>• OWN Trust events- football and athletics</li> </ul> <p><b>Peterborough Football Club</b></p> <ul style="list-style-type: none"> <li>EFL Cup – organized by POSH (boys and girls)</li> <li>Support talented children to gain additional competitive experience with Peterborough United</li> <li>Ensures academic and personal, social development is part of the whole programme alongside Football</li> </ul>	Free	<p>New Competition Programme in place (within-school and OWN Trust)</p> <p>Increased Inter-House competition opportunities</p> <p>Participation Registers</p> <p>In-school training taken place</p> <p><b>Impact / Outcomes for staff:</b></p> <p>Greater understanding of how PE &amp; Sport Premium can support achievement of whole-school priorities and outcomes for children</p> <p>Greater understanding of role competition can play in development of whole child</p> <p>Sustainability - PE Lead (s) upskilled to lead on and deliver competition programme</p> <p>Sustainability – Teaching Staff able to deliver competitive sport / physical activity with their children in lessons</p> <p>Experience of gaining awards and certificates and the feelings of achievement</p> <p>Increased engagement in teamwork and exercise</p>	<p>PE leads within the Trust will collaborate annually to plan and deliver a range of competitions.</p> <p>PE lead will continue to have inter-school competitions at the end of units of work.</p> <p>This will run annually in collaboration with POSH.</p>

# Action Planning and Budget Tracking

Academic Year: 2024/25

Total fund (Including any Underspend):

Date Updated: 14/7/25

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: %
Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed:	Sustainability and suggested next steps:
Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children	Transport for Competitions <ul style="list-style-type: none"> <li>• Taxi hire</li> <li>• Coach Hire</li> <li>• Minibus hire</li> </ul> Certificates and awards for children and new Inter- House Sports Cup + Sports day awards	£100.75  £271.66 + £208.50		This will be an on-going expense as it is consumable,
	Youth Dreams Project <ul style="list-style-type: none"> <li>• YDP football tournament</li> <li>• YDP league format</li> </ul>		Socialization with other children from other schools / backgrounds Opportunities to participate in sporting event representing the school	Continue to work with YDP and attend future events/festivals.

<b>Signed Off By:</b>	
<b>Head Teacher</b>	
<b>Date</b>	
<b>Subject Leader</b>	Adam Gray
<b>Date</b>	
<b>Governor</b>	Timothy Kujiyat
<b>Date</b>	14/7/25