

Wootton community Primary School

Review of 2024-25 & PE Action Plan 2025-26



2024-2025 Evaluation/impact of actions:

- Tracking has shown more pupils have attended sports clubs than ever before
- EYFS & KS1 = $64/88 = 72\%$ (an improvement on 65% in 23/24)
- KS2 = $107/117 = 92\%$ (an improvement on 91% in 23/24)
- Whole school = $171/205 = 83\%$ (an improvement on 80% in 23/24)
- First year we have tracked participation for competitive and recreational sporting events. KS2= 75%
- Additional support material has improved staff confidence in delivering PE and sports clubs.
- OAA has been a success, through pupil voice, many children have stated that as their favorite unit.
- PE has been added to the weekly newsletter, since the introduction more children have signed up for sports clubs.
- Additional resources have made it easier for support and cover staff to pick up and deliver one off lessons when needed.

Next steps for 25/26:

- To attend additional sports fixtures
- Continue to track attendance of sports extra - curricular to boost involvement
- Target children who have not represented the school.
- Pupil survey to see which sports clubs they would like to see added.
- Continue to refine PE assessment.
- Support staff who will deliver the additional PM curriculum activities to attend the inclusive sport course
- Ensure all staff who deliver PE and active lessons have up to date training
- Send sports coach on refresher courses for dance, gymnastics and inclusive PE
- Review sports club and competitive sport offer and discuss with SLT adding more opportunities.

Action plan for 2025-26

What does it look like now?	What do we want it to look like?	How are we going to get there? Actions / next steps
- At Wootton we follow a scheme called Striver. Striver provides, skills progression long and medium term planning per unit, assessments for every unit and year group knowledge organisers so children can follow their learning - PE is delivered by a HLTA who has over ten years' experience. - We enter several competitive and non-competitive leagues in a range of sports including football, tag rugby cricket and netball. - PE is promoted in school through, year 6 play leaders - organise games and equipment at break and lunchtimes - daily sports clubs- run by school staff and chosen by school council. - Year round fixtures - across key stage 2 in a variety of sports. - PE is assessed through the Striver assessment grid and through start and end point video assessments to aid teacher judgements.	- We would like to see more competitive league and cup matches involving KS1. - We would like to see more non-competitive (experienced based) matches in a range of sports for both KS1 and KS2. - We would like to enter and host more sporting matches (both competitive and non-competitive) for pupils with SEND. - We would like to see a higher take up of extracurricular sports clubs - striving for 100% uptake - We would like to organise a wider range of sports clubs for extracurricular sports clubs. That includes both before and after school. - Deliver OAA sessions to both KS1 and KS2 as a PE module on a yearly basis.	Continue to deliver OAA has been for KS2 pupils with a focus on meta skills.
		- Continue to track engagement in extracurricular sports clubs. - Target children who do not sign up to clubs (offer a club of their choice) - Continue to track competitive and non- competitive uptake and target children who have not yet participated. - Strive to achieve Gold school games mark again and explore the requirements of Platinum mark.
		- Continue including a PE and sports section in the weekly newsletter. - Research the possibility of external sports clubs delivering additional sporting opportunities. - Explore the possibility of less traditional sports clubs being offered to our pupils. - Deliver pupil surveys to all children asking what clubs they would like for next year.

• We have implemented a timetable for play and lunchtime for all year groups to be able to use the all-weather table tennis table and football courts. • We track the uptake and attendance of both extracurricular clubs and representation of competitive fixtures with the aim of 100% of the children in our school representing Wootton in a at least one sporting event before the leave in Y6 • We enter inclusive PEACH games to promote inclusivity and involvement for our students with SEND.	• We would like to target children who, historically have not taken part in sports clubs. • We would like 100% of our pupils to have represented the school at least once during their school journey. • We want to retain gold School Games Mark • We would like to promote 60 minutes of active movement through active travelling to and from school and a review of the daily mile.	• Provide sports ambassadors with ideas/ a rota for lunchtime games to deliver • Sports coach and PM SEND provision staff to complete inclusive port CPD course • Sports coach to update dance gymnastics and OAA training courses. • KS1 to be a taught one unit of OAA
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Review of 25/26	Next steps for 26/27
• A timetable for the table tennis table and football court is now in place so all children have the opportunity to play on it each week. As a result, more children are active at break and lunchtimes. • Pupil voice has highlighted an increase in subject knowledge compared to last year- however, children are not always sure why they are learning certain skills. As a result, the sports coach has set up sport specific knowledge organisers and added them to the board in the hall. During lessons, children explore these with a view to increase their vocabulary and understanding as well as the physical skills in PE. • I carried out a survey in the Spring term asking all students what sports clubs they would like us to offer. As a result, some new clubs were added (like netball) and some student favourite clubs were offered again (football). This has resulted in subsequent pupil voice has highlighting an increase in extracurricular sporting knowledge and enjoyment as well as an increase in summer term sign up compared to last year. • We have continued to track the participation in extracurricular sports clubs and target non attenders. Then we offered non attenders smaller, less competitive sports clubs (Active 8/fun club). As a result, more children have participated in sports clubs in KS2 than in previous years. There has been a decrease in KS1 however, this can be explained due to cohort specific needs and available opportunities. • Data tracking for sports club participation: KS2 - 94% (2025 92%) KS1 - 57% (2025 72%) Whole school - 79% (2025 83%) • Data tracking for competitive sport representation at school level 79% (2025 - 73%) • This year we have got further in island wide competitive competitions. This shows that that the quality of PE provision had improved.	• Continue to promote why PE is important. e.g. to promote physical and mental wellbeing, to encourage children to participate in a range of sporting activities, to gain exposure to competitiveness and improve overall body function and health. • update the PE board in the hall to reflect these/similar PE ideals as well as make links in lessons to previously taught skills that would help solve this issue. • In terms of the 'how do I know if I am successful comments; (which was a target area identified in the summer term pupil voice), we can use children to demonstrate, continue to give positive praise, use the Val Sabin games cards as WAGOLLS' and perhaps make links to skills taught in previous years e.g. in year 2 you learned how to throw, that means you can apply this skill when using a chest pass in netball. Making those links across different sports and skills should help children know if they are successful as well as improve vocab and memory. • Continue to strive for 100% participation in sports clubs by carrying out further club offer surveys. Target KS1 as there data dropped slightly from the previous year. • Explore the possibility of external companies delivering less traditional sports clubs. • Explore an updated PE scheme of work and complete a trial of Oak Academy's scheme. As part of the trial, explore the Oak Academy assessment model with a view of refining our current PE assessment. • After a trial period or the selected scheme, deliver CPD to all staff on how to navigate the scheme and use it effectively.

- I have provided WAGOLL examples (Val Sabin) cards with images of many skills to support SEND pupils in lessons.

- Attainment data

24-25	25-26
Y1 - 79%	Y1 - 67%
Y2 - 72%	Y2 - 85%
Y3 - 86%	Y3 - 72%
Y4 - 86%	Y4 - 90%
Y5 - 78 %	Y5 - 90%
Y6 - 78%	Y6 - 81%

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

<u>Question</u>	<u>Stats:</u>	<u>Further context</u>
		<u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	70%	10% of our pupils missed sessions due to absences. 10% of pupils had little to no prior experiences of swimming and therefore although made progress, did not make enough progress to meet the required standard.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100%	Through additional swimming opportunities after their lessons in year 3. This cohort attended a swimming session at UKSA along with swimming on their year 6 residential. These two additional opportunities allowed an additional 10% of pupils the necessary time to achieve.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	96%	Most of our students were able to demonstrate this not only using their initial swimming lessons in year but also during their additional swimming opportunities listed above.
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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Not this year as the swimming lessons are provided by trained staff at a leisure centre. The site staff also provide trained and DBS checked life guards as well as instructors.