

Woodland Primary School
School Sports Premium
2024 - 2025
£19020

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
The Active Agenda 60. Children from all key stages to be able to attend a range of after school clubs.	Teaching staff, after-school sports lead - as they need to lead the activity. Pupils - as they will take part.	<p>Key indicator 2 -The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	Playtime equipment, PE Equipment and after school Sports Lead will ensure more children are physically active.	<p>£640 - Equipment</p> <p>£2800 - After school staff</p>
Every child to leave school being water confident and able to swim.	Staff who teach the children. Y5/6 non-swimmers	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and Sport.</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity.</p>	<p>Teacher's confidence in teaching swimming to increase. Children to become confident swimmers.</p> <p>Children to use the local swimming baths outside of school hours.</p>	£5000 catch up swimming

Children who do not have the opportunity to cycle outside of school to learn to ride a bike.	All staff who cycle. Mr Stockton who leads the sessions. All children, across all ages.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Children become competent cyclist before they leave primary school. Children being able to participate in Bikeability, as they can now ride a bike.	£600 All Y6 children passed Level 1 Bikeability. 100% of children in Y6 can ride a bike. 1 child is not confident riding on the road.
Children to participate in dance lessons. Teacher's confidence in teaching dance to increase. Children to take part in Dance festivals run by the local High School - increasing confidence in performing and excellence in dance.	Specialist dance teacher. All staff. All pupils.	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. Key indicator 5: Increased participation in competitive sport.	Teachers to become more confident in delivering dance lessons. Children to experience a broad range of dance genres. Children to represent the school in Dance Shows and performances.	£800 - dance teacher (lessons) £400 - dance teacher (after school) We took part in OLQP Winter Wonderland and OLQP Boogie Wonderland. We have dance performances in all KS performances.
To increase opportunities by taking children to weekend runs and extra-curricular competitions.	Woodland Whippets - children are all abilities. Children competing in school teams. With the use of the mini bus, we take the maximum amount of children to all competitions.	Key indicator 5: Increased participation in competitive sport. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement.	Children experiences running events, e.g. Park Runs, fun runs. A greater number of children representing the school in competitions.	£500 We take the maximum number of teams to events weekly. Children took part in the Cystic Fibrosis Run at Edge Hill. Rugby Match (Wigan Warrior - 11 th June Senior Whippets attend both 5km and 2km Park Runs -

				<p>children are invited and encouraged to join.</p> <p>We need to arrange Park Runs 'On Tour' our tenth year of Woodland Whippets. This will start in September and run throughout the year.</p>
To uplevel the teaching of Gymnastics and provide staff with confidence in teaching the skills required, using apparatus.	<p>All Staff</p> <p>Specialist PE teacher - Mr Taberner</p> <p>All pupils</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and Sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Teacher's confidence in teaching PE will increase.</p> <p>Teachers to teach their own unit of Gymnastics in the term after joint teaching with the specialist.</p>	<p>£5000</p> <p>Pe Specialists have taught in year groups across the school.</p>
Children to be able to self-regulate themselves. Children to build core strength. Increase participation by offering a wider range of physical activity.	<p>All children.</p> <p>All staff - staff to be present in all lessons and participate.</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and Sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>		<p>£3280</p> <p>Years 1 - 6 have taken part.</p> <p>We had a family club.</p>

Impact

1. The Active Agenda 60. Children from all key stages to be able to attend a range of after school clubs.

Children are more active during playtimes and lunchtime. The equipment is also used during PE lessons and extra-curricular activities. Our numbers for extra-curricular activities have increased with the help of our after-school Sports Leads. All KS1 extra-curricular activities had to have an element of physical fitness. Woodland was awarded the PE and Sports Platinum Award.

Providing a wide range of after-school clubs for children across all key stages promotes inclusion and equality of opportunity, ensuring that all pupils—regardless of age, ability, or background—can take part in enriching activities that support their physical, social, and emotional development. Increased participation in clubs helps raise aspirations, improve behaviour, and strengthen relationships between pupils and staff. Engagement in extracurricular activities also contributes to improved attendance and attainment, as children develop greater confidence, resilience, and a sense of belonging. Overall, Woodland offers a broad and balanced curriculum that supports the whole child beyond the classroom.

2. Every child to leave school being water confident and able to swim.

Every child to leave school being water confident and able to swim.

Swimming remained a priority. It is a lifesaving skill. At Woodland, we believe that all children should leave primary school as a confident swimmer. As a result, we have 5 swimming sessions per week allocated to our school.

Year 1 – weekly (Autumn and Spring Term)

Year 5 – weekly (Autumn Term)

Year 5 and Year 6 – weekly sessions for the swimmers in our catch-up programme and G & T swimmers in preparation for the swimming gala

Year 4 – weekly (Spring and Summer Term)

Reception – weekly (Summer Term)

G + T – 3 children took part in the SHARES G and T swimming programme.

98% of Year 6 children achieved National Curriculum Standard. This figure is way above the National Average. 98% of Year 6 children were able to use a range of strokes effectively. 100% of children were able to perform safe rescue in different water-based situations.

Woodland G&T children won the Town's Swimming Gala.

Ensuring that every child leaves school water confident and able to swim had a significant positive impact on the school community. It enhance pupils' safety, wellbeing, and confidence, both in and out of school. By embedding swimming as a core life skill, the school demonstrates its commitment to holistic education and the physical development of all students. This initiative can also improve students' engagement in physical education, foster resilience, and promote healthy lifestyles. Moreover, Woodland prioritises pupil safety and providing equal access to essential life skills, helping to build stronger links with parents and the wider community.

3. Children, who do not have the opportunity to cycle outside of school, to learn to ride a bike.

In school we have 10 balance bikes and 35 bikes of differing sizes, having used SSP money for maintenance of the bikes. A programme is now running across all year groups, with every child receiving a minimum of 6 cycling sessions. Children who take longer to feel confident receive additional time. Those who can demonstrate safe techniques go out into the community. The track is used for practice. Percentage of children who achieved safe cycling status in Year 6 was 100% - they enjoyed their cycling afternoons out around Skelmersdale. Y5 and Y6 children also participated in Bikeability.

Providing opportunities for children to learn to ride a bike at school has a significant positive impact, especially for those who do not have access to cycling outside of school. It promotes inclusion by ensuring every child can gain this valuable life skill, regardless of their background or home circumstances. Learning to cycle also supports children's physical health, confidence, and independence, which enhances their overall wellbeing and readiness to learn. For schools, offering cycling lessons helps build a stronger sense of community, encourages active travel, and supports wider goals around sustainability and healthy lifestyles.

4. Children to participate in dance lessons. Teacher's confidence in teaching dance to increase. Children to take part in Dance festivals run by the local High School – increasing confidence in performing and excellence in dance.

Teachers and the specialist dance teacher taught dance through the 'Team Teach' method. This is excellent CPD for teaching staff, who are fully engaged in all lessons. Throughout the year, we had several dance extra-curricular clubs for both KS1 and KS2 children. We also took part in both local High School dance festivals.

Teachers developed greater confidence in teaching dance, the overall quality and breadth of the school's PE improved. Increased participation in dance lessons enhanced children's confidence, creativity, and teamwork, positively impacting their engagement and achievement across the curriculum. Involvement in local High School dance festivals provided valuable performance opportunities, helping pupils to build self-esteem and pride in their accomplishments while strengthening partnerships between schools and the wider community. Together, these developments foster a culture of excellence, enjoyment, and celebration of PE within school.

5. To increase opportunities by taking children to weekend runs and extra-curricular competitions.

We entered the maximum number of teams in both SHARES and WLSP competitions available. We also entered all SEND events on offer with the maximum number of children. In addition, we transported children to Park Run events, numerous running events and a Wigan Rugby match, including a pre match warm –up and tour.

Taking children to weekend runs and extra-curricular competitions enhances students' confidence, teamwork, and motivation while promoting health and well-being. It strengthens the school's reputation within the community, encourages inclusion, and provides opportunities for all pupils to excel beyond the classroom. These activities foster a positive school culture, increase engagement, and showcase the school's commitment to developing well-rounded learners.

6. To uplevel the teaching of Gymnastics and provide staff with confidence in teaching the skills required, using apparatus.

The upskilling of staff in teaching Gymnastics, with a particular focus on effective and safe use of apparatus, has had a significant positive impact across the school. Staff now demonstrate increased confidence in planning and delivering high-quality Gymnastics lessons, ensuring progression of key skills such as balance, coordination, strength, and flexibility. Pupils benefit from more engaging, varied, and challenging learning experiences that promote creativity and physical literacy.

Improved teacher confidence has also led to greater consistency and safety in the use of apparatus, enabling all pupils to access a wider range of movements and sequences. As a result, pupil enjoyment, participation, and attainment in PE have increased, contributing to the development of lifelong positive attitudes towards physical activity.

7. Children to be able to self-regulate themselves. Children to build core strength. Increase participation by offering a wider range of physical activity.

All year groups participated in Yoga, as part of their PE lessons, for at least 6 weeks. In addition to this, all children were invited to take part in a Yoga extracurricular club. We also had a family club for children and parents to participate together.

Yoga sessions have had a positive impact on pupils' physical and emotional development. Through regular participation, children are developing improved self-regulation skills, demonstrating greater ability to manage emotions, focus attention, and maintain calm in the classroom. The sessions have also contributed to enhanced core strength, balance, and flexibility, supporting overall physical development and coordination. These improvements have been particularly beneficial for pupils who require additional support with motor skills or focus. By offering yoga alongside existing sports and movement opportunities, the school has broadened its range of physical activities, resulting in increased pupil engagement and participation. Children are more motivated to take part in physical activity, supporting both their wellbeing and readiness to learn.

Notable Achievements

Platinum Sainsbury School Games Mark – for the 6th year running

Y5/6 Football Team - UEFA League Runner Up (SHARES)

KS2 Boccia Team - District Champions (WLSP)

Y4 Football Team – Town Champions (SHARES)

Y3/4 Dodgeball Team – 3rd Place (SHARES)

Y3/4 Kurling Team – 3rd Place (WLSP)

Y6 Basketball Team – Town Champions (SHARES)

Indoor Athletics Team – District Champions (WLSP)

Swimming Gala Team – Town Champions (SHARES) 9th Year Running

Y5/6 Handball Team – Runners Up (SHARES)

Y3/4 Handball Team – Runners Up (SHARES)

Y3/4 Dodgeball Team – Runners Up (SHARES)

Y5/6 Rugby Team – Runners Up (SHARES)

Y3/4 Boys Park Run – Individual Place – 2nd (SHARES)

Y5/6 Boys Park Run – Individual Place – 2nd (SHARES)

Y5/6 Girls Park Run – Individual Place – 2nd (SHARES)

Y5/6 Netball Team – Town Champions (SHARES)

Y5/6 Futsal Team – Runners Up (SHARES)

Y3/4 Girls Football Team – Runners Up (SHARES)

Y5/6 Cricket Team – Runners Up (WLSP)

KS1 Multi-Skills Team – Runners Up (WLSP)

Y3/4 Quad Kids Team – 3rd Place/Individual Boy 1st Place (WLSP)

KS2 Athletics Team – Town Champions (SHARES)

Entered all SHARES AND WLSP that took place with the maximum number of teams.

All SEN events entered.

Skelmersdale Junior Park Run

255 Woodland Whippets

4572 Total Runs

Tawd Valley 5km Park Run

113 Woodland Whippets

1930 Total Runs

