



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Updated September 2023



Commissioned by



Department
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).



The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not

necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

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

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
<p><i>To increase the amount of physical activity carried out by all children in our school as part of our commitment to promoting healthy, active lifestyles.</i></p> <p>Key PE Sports coach 2 days Weekly delivering PE, two extra-curricular activities weekly and lunchtime activities twice weekly.</p> <p>Outdoor activities organised on the MUGA and Trim Trail, during lunch and break once a week. Sports equipment purchased to support lunchtime and break-time activities. Engagement with the school kitchen to produce and create healthy meals.</p> <p><i>To motivate children and staff to be involved in physical activity, and increase participation. To drive a whole school focus on the head, heart, hands approach.</i></p> <p>Key PE Sports coach delivering head, heart, hands approach. Key PE Sport clubs after school twice weekly. CPD provided to teaching staff to introduce the new KEY PE scheme of work. KEY PE staff supported the subject leader in implementing the new scheme. Regular feedback on sports results during celebration assemblies, the newsletter and on the website. Membership of Hyndburn and Ribble Valley Schools Sports Partnership.</p>	<p>Children have access to structured lunchtime sporting activities led by Play Leaders (daily) and Key PE staff (twice weekly). Lunchtime and after school physical activity has increased significantly.</p> <p>Parents and families embrace our promotion of a healthy, active lifestyle and send healthy snacks into school for their children at break times and water to drink during the day.</p> <p>Children participate in additional physical activity throughout the day and this continues to increase. Staff are aware of and make use of the head, heart, hands approach.</p>	

<p><i>To improve progress and achievement of all pupils, the focus continues to be on the professional development of the staff.</i></p> <p>Key PE Sports coach twice weekly. Key PE sports clubs run after school twice weekly. CPD provided to teaching staff to introduce the new KEY PE scheme of work. KEY PE staff to support the subject leader in implementing the new scheme. Membership of Hyndburn and Ribble Valley Schools Sports Partnership. PE lead attended termly PE conference.</p> <p><i>To develop the children's knowledge of the world and experiences on offer. Children to be involved with activities linked to the outdoors to help with teamwork, personal development and achieving specific targets. To improve children's opportunity to experience a wide range of sports and activities, strengthening their cultural capital.</i></p> <p>Key PE Sport clubs run after school 2 days weekly. Wide range of extra-curricular clubs provided. A wide range of sports activities are offered within the curriculum. Membership of Hyndburn and Ribble Valley Schools Sports Partnership. PE lead attended termly PE conference. Outdoors4All Forest School /outdoor adventure sessions in the woodland area.</p> <p><i>Continue to ensure involvement in local competitive events, increasing opportunity and participation for all children.</i></p> <p>School Sports Partnership competitions entered. Extra-curricular sports clubs run by Staff and sport coaches. Cost of competitions and transport. Sports day in the summer term (Sports coaches).</p>	<p>Increased subject knowledge and competence of staff delivering PE lessons. Increased confidence and better subject leadership skills enabling the subject leader to lead learning for all staff.</p> <p>Children have accessed sports and activities by qualified sports coaches, beyond what is taught through the curriculum and this has broadened their experiences. Children from Reception to Year 5 experienced outdoor education in our woodland area, developing their teamwork and problem-solving skills in addition to improving their physical and emotional health and wellbeing. Residential activities provided a broader range of physical activity experiences including canoeing, rock climbing, caving, high ropes courses, orienteering. All of which strengthened teamwork and leadership skills for the children. The forest school training has provided children with experiences of outdoor education throughout the year. Catch up sessions for Y6 children enabled 88% of this cohort to be able to swim the statutory 25m by the end of the year.</p> <p>The majority of KS2 children have taken part in at least one competition against another school. The subject leader has tracked the children who have participated in sporting events. Sports day was held for each Key Stage to ensure all children were able to participate in competitive sport. KEY PE sports coaches and staff members provided a range of competitive after school sport activities.</p>	
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Key priorities and Planning 2023-24

This planning template will allow schools to accurately plan their spending.

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
<p><i>To further increase the amount and variety of physical activity carried out by all children in our school as part of our commitment to promoting healthy, active lifestyles.</i></p> <ul style="list-style-type: none"> • Further playground equipment to be purchased. • Develop knowledge and skills of newly appointed Play Leaders for 23/24 with specific training from coaches. • Recruit new Year 5 play leaders to work alongside current Year 6 play leaders in the Summer term. • Training from KeyPE in the Summer term for new play leaders. • Use increased teacher skills and confidence to extend our after-school sports offer to children (Extra-curricular clubs) • Timetabled daily 'moving minutes' and afternoon active play for KS1 and KS2 therefore increasing time for daily physical activity. • Key PE to lead lunchtime and after-school activities twice weekly. 	<ul style="list-style-type: none"> • Pupils- taking part in lunchtime and after-school activities. • UKS2 pupils (young leaders)- leading the activities. • Lunchtime staff and teachers supervising the activities and breaktimes. • Key PE coaches- leading the activities. • Subject leader - tracking all children's uptake in clubs, events and physical activity outside of school. 	<p>Key indicator 1 – The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that primary school children engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p>	<ul style="list-style-type: none"> • Children have access to structured lunchtime sporting activities led by play leaders on both infant and junior yards. • Play leaders have been trained and the activities organised have focused on a different skill each term. • The amount and variety of extra-curricular sports clubs has increased. The clubs being offered are based on pupil voice surveys. Uptake in clubs has therefore increased. • Children in KS1 and KS2 are meeting the '60 active minutes'. • Through tracking the physical activity of all children in school, specific children particularly those that had previously been 'inactive' have been targeted for clubs/ events to increase the amount of physical activity carried out. • 83% of all children in KS1 have attended a sports club this year. • 75% of all children in KS2 have attended a sports club this year. • 64% of children who had previously been 'inactive' in KS1 and KS2 have attended a sports club this year. 	<p>£13500 divided by 4 key indicators</p>

<p><i>To drive a whole school focus on healthy bodies and minds so that all children have an age-appropriate understanding of how to stay healthy.</i></p> <ul style="list-style-type: none"> ● Continue to promote healthy lifestyle communication with parents and education for children through PSHE and our extra-curricular offer (such as cookery classes, healthy minds events). ● Worship and class sessions will promote a healthy lifestyle linked to PSHE (particularly healthy bodies/healthy minds) which children will begin to take ownership of - particularly following our Pupil Promise - 'To keep myself safe.' ● Our healthy minds / healthy bodies message will continue to be communicated with children and to parents and our community. 	<ul style="list-style-type: none"> ● Pupils - consuming healthy snacks/ drinks throughout the day and taking responsibility in doing so. ● Staff – ensuring children have healthy snacks/ drinks. ● SLT- communicating the need for healthy snacks/ drinks on the newsletter. ● Teachers- delivering sessions about healthy bodies/ healthy minds. ● Parents- choosing and sending in healthy snacks/ drinks. 	<p>Key indicator 2: The profile of PE being raised across the school as a tool for whole school improvement.</p>	<ul style="list-style-type: none"> ● Parents support our healthy lifestyle message and send their children to school with water and a healthy snack. ● Because of our PSHE sessions and focus on healthy bodies and healthy minds, children are able to explain the benefits of healthy eating and a healthy lifestyle. ● During the summer term, we organised a healthy lifestyle enrichment day led by Key PE staff focusing on healthy eating and sugar intake and the impact on our bodies. The children considered their diets in relation to the Eatwell Plate and were given the opportunity to research the amount of sugar in some of their foods and drinks. We focused not only on our physical health, but also our mental health and how our diet and the amount of exercise we engage with contributes to how we feel. ● An extra-curricular cookery club was offered to all KS2 children during Summer term 1. ● Cooking lessons throughout the year with our school chef as part of our PSHE curriculum (focusing on the Eatwell plate and keeping ourselves healthy). ● The focus on the 'head, heart, hands' approach enables our children to make connections between the physical skills they have been taught, with the impact on their bodies allowing them to make positive, healthy choices about their diet and exercise. 	<p>£13500 divided by 4 key indicators</p>
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<p><i>To drive whole school improvement through PE and sports by supporting our SIP priorities of challenge and high expectations of all, by further developing pupil leadership roles to strengthen personal development and by further strengthening children's emotional health and wellbeing.</i></p> <ul style="list-style-type: none"> ● Key PE Curriculum including 'Head, Heart, Hands' approach, to be further implemented including consistent use of the assessment app Popplet. ● Head, Heart, Hands approach to be embedded throughout the school with links made across the curriculum. Children will be able to articulate this approach when they discuss their learning. ● Assessment app to be used to identify groups and provide 'hot spotting' and 'coaching partners' within PE lessons to ensure that all children are making good or better progress. ● CPD training with Key PE staff to ensure staff continue to develop skills in all areas of the PE curriculum so that standards in teaching and learning will rise. ● Include regular feedback on sports results during celebration assemblies and on newsletter and website/ Facebook. ● To continue to develop our whole school drive on developing healthy lifestyles through our school cooking lessons, play leaders and as part of our PSHE curriculum. 	<ul style="list-style-type: none"> ● UKS2 Pupils – Being trained to become play leaders, buddies and PE ambassadors. ● PE Lead – training UKS2 children to become leaders. ● Teaching staff- raising the profile of PE during celebration worships, awarding sport certificates and 'leader of the week' certificates. ● Teachers- delivering PE sessions centered around 'head, heart, hands'. ● Key PE- delivering CPD to teaching staff. ● PSHE Lead/ SLT - organising cooking lessons as part of the curriculum. 	<p>Key indicator 2: The profile of PE being raised across the school as a tool for whole school improvement.</p>	<ul style="list-style-type: none"> ● Staff received CPD training from Key PE staff focusing on the 'head, heart, hands' approach and the use of Popplet for monitoring progression. Consequently, children are able to confidently talk about their learning using progressive vocabulary and demonstrate their physical literacy which supports them in becoming healthy and active for life. ● Since the CPD training, teachers feel more confident in delivering effective PE sessions and therefore the percentage of children working at the expected standard in PE has increased across all year groups. ● Pupil leadership is celebrated each week in worship when play leaders and buddies are nominated to be awarded 'leader of the week' certificates. Over 40 children in UKS2 have taken on a leadership role during breaktimes. Sporting achievements are also celebrated in worship and on the weekly newsletter which has raised the profile of PE. Consequently, more children have started to bring in sports trophies achieved outside of school and the number of children taking part in after-school clubs has increased. ● To support overall wellbeing, play time 'buddies' have been trained to identify children who need emotional support/ a friend during break times. ● As a result of our whole-school drive on wellbeing and healthy lifestyles, children are able to articulate how a combination of exercise, diet and lifestyle choices contributes to overall wellbeing. All children have been introduced to a range of strategies to achieve this. 	
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<p>To target specific groups of children to narrow the attainment gap in physical literacy.</p> <ul style="list-style-type: none"> Continue to offer a wide range of after-school activities and event opportunities for all children including an emphasis on girls participating in sport. 	<ul style="list-style-type: none"> School staff and KeyPE -delivering extra-curricular activities. Pupils - being offered a range of sporting opportunities. PE Lead – tracking the assessment of all children in school to inform who is targeted for activities. Pe Lead- tracking the uptake of clubs and events for all children in school to inform who is targeted. Teaching staff- providing PE lead with assessment data each half term. 	<p>Key indicator 2: The profile of PE being raised across the school as a tool for whole school improvement.</p>	<ul style="list-style-type: none"> Through tracking the progress and physical activity of all children in school, specific children have been targeted (particularly those who are ‘inactive’, in the bottom 20% and/or girls) to narrow the attainment gap. Therefore: <ul style="list-style-type: none"> The percentage of children working at the expected standard in PE has increased across all year groups. 64% of children who had previously been ‘inactive’ in KS1 and KS2 have attended a sports club this year through invites and pupil voice (to identify preferred sports clubs). 83% of all children in KS1 have attended a sports club this year. 75% of all children in KS2 have attended a sports club this year. Because of our focus on girls’ participation in sport, 47% of all sports clubs/ events that have taken place this year had a higher percentage of girls attending. 29% had more boys attending and the remaining 24% had an equal number of boys and girls. 98% of all children in Year 5 and 6 will have been invited to attend a sporting event by the end of Summer 2. As a school, we have attended/ organised 35 sporting events since October 2023 with over 150 children having taken part this year. 80% of children on the SEND register in KS2 have attended a sporting event this year. Through undertaking a pupil voice survey, we have been able to offer 20 extra-curricular sports clubs this year based on pupil preferences. Uptake in clubs has therefore increased. 	<p>£13500</p>
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<p><i>To improve progress and achievement of all pupils, the focus continues to be on the professional development of the staff - in line with SIP priority of increasing effectiveness of CPD.</i></p> <ul style="list-style-type: none"> • Sports coach two full days weekly to provide modelled PE lessons across school as CPD for staff. • PE Lead to receive bespoke curriculum development and leadership training from Key PE. • Key PE to lead whole staff training on assessment and using Head, Heart, Hands. • PE lead to provide staff CPD on the PE curriculum rationale, progression overview document. • Membership of Hyndburn and Ribble Valley Schools Sports Partnership. 	<ul style="list-style-type: none"> • Key PE -delivering CPD to teaching staff. • Teaching staff- receiving CPD training and putting new knowledge/ skills into practice. • Pupils – receiving consistent high-quality PE sessions. • PE Lead – Monitoring progression on the assessment app ‘Popplet’. 	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<ul style="list-style-type: none"> • As a result of the CPD received from KEY PE and the weekly observations of specialist PE teachers, teaching staff feel more confident in delivering effective PE. Therefore, the percentage of children working at the expected standard has increased across all year groups. • Since the CPD training, the assessment app ‘Popplet’ is used by all teaching staff to record and monitor progression of vocabulary and the use of the ‘head, heart, hands’ approach. Through pupil voice, it is evident that children are retaining the knowledge of the skills taught and they are able to refer back to key vocabulary, to discuss their learning. • The working wall is now consistently used by teaching staff to highlight progressive vocabulary and to make the ‘head, heart, hands’ approach and the LO for each lesson clear. Pupils are then able to achieve well, meeting the LO and ensuring vocabulary is used so that they can explain what they are doing and why. 	<p>divided by 4 key indicators = £3375</p>
<p><i>To develop the children’s knowledge of the outdoors and the important roles they play in the world. Children to be involved with activities linked to the outdoors to help with teamwork, personal development and achieving specific targets.</i></p> <ul style="list-style-type: none"> • Wide ranging extra-curricular clubs which include introducing children to different sports and activities. • Development of outdoor woodland area including resources for woodland / forest school sessions. • Residential activities to be booked for Y6. 	<ul style="list-style-type: none"> • Key PE and teaching staff- delivering different sports and activities. • Forest school lead- delivering weekly sessions. • Pupils- taking part in different activities. 	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<ul style="list-style-type: none"> • Children have had the opportunity to experience various sports and activities beyond what is taught in the curriculum through forest school sessions, eco club, sporting events, sports clubs, woodland clubs and residential trips. These provide opportunities to promote teamwork, wellbeing and personal development, encouraging children to think about the impact they can have on the world around them. • As a school, we have attended/ organised 28 sporting events since October 2023 with over 150 children having taken part this year. • Through pupil voice surveys, we have been able to offer 20 extra-curricular sports clubs this year based on pupil preferences. Uptake in clubs has therefore increased. 	<p>£13500 divided by 4 key indicators = £3375</p>

<p><i>To improve children's opportunity to experience a wide range of sports and activities, strengthening their cultural capital.</i></p> <ul style="list-style-type: none"> ● Raise awareness of Local and National sporting events through assemblies/ discussions in class linked to the wider curriculum. ● Y5 Educational Visit to the National Football Museum to raise awareness of local and national sporting events - particularly women's football. ● To ensure a wide range of sports activities offered within the curriculum. ● Cooking and food prep lessons planned within our PSHE curriculum and delivered by our school chef. ● Y5 (curriculum) and Y6 (Catch up) to have a course of swimming lessons in Autumn and Spring term. ● Physical activity sessions run by Key PE sports coaches, extended to children in the EYFS. ● Development of outdoor woodland area including resources for woodland / forest school sessions. ● Residential activities to be booked for Y6. 	<ul style="list-style-type: none"> ● School staff and Key PE -delivering extra-curricular activities. ● Pupils - being offered a range of sporting opportunities. ● PE Lead – conducting pupil voice surveys to offer children's preferred extra-curricular activities. ● PE Lead – entering school in a range of sporting events. ● Teaching staff/ SLT/ PE Lead/ Forest School Lead- planning different sports, activities and trips. 	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<ul style="list-style-type: none"> ● To ensure we offer a range of different sporting clubs, activities and events to all children, this year we have offered, been invited to and organised 54 different events/ clubs to our children. With pupil voice surveys being conducted to identify children's preferred sports, uptake in clubs has continued to increase. ● To raise awareness of local and national sporting events, all children in school took part in the 'biggest ever football session' and wore sportswear to school in support of International Women's Day. They had the opportunity to play football matches throughout the day with the aim of engaging and increasing girls' interest in the sport. Over 150 girls took part and played football. ● Children in Year 6 attended a residential trip where they had the opportunity to experience different activities such as orienteering, watersports and caving. This provided a broader range of physical activity experiences for our children. ● Children have developed a range of food hygiene/food preparation techniques and have learned to cook healthy meals as part of our drive to promote healthy lifestyles. ● As a result of woodland clubs and forest school sessions, children have had the opportunity to take part in a broader range of activities that enhance teamwork skills and wider personal development and wellbeing. ● Each week as part of worship, teachers share 'picture news', focusing on a current news story. Images and thought-provoking questions are asked, often raising awareness of local and national sporting events which raises the profile of PE. ● 83% of our Year 6 children achieved the swimming 25m (catch up) and 85% of Year 5 	
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<p><i>Continue to ensure involvement in local competitive events, increasing opportunity and participation for more of our children.</i></p> <ul style="list-style-type: none"> • Continue to enter as many varied competitions as possible for all age groups through sports partnership SLA, particularly for KS1. • Track which children have/haven't participated. Encourage take up. Participate in the inclusion events to support children who might not ordinarily attend sporting events. • Engage in more locally arranged competitive events with local schools. • Extra-curricular sports clubs run by staff. 	<ul style="list-style-type: none"> • School staff and Key PE -delivering extra-curricular activities. • PE Lead- entering school in a range of events through HRVSSPS. • PE Lead – Organising events with local schools. • Pupils- Being involved in a range of competitive events. 	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>achieved 25m (curriculum).</p> <ul style="list-style-type: none"> • To strengthen cultural capital, the range of activities offered across the curriculum and wider curriculum continues to increase. Through activities such as woodland clubs, sports clubs, healthy lifestyle enrichment days, cookery classes as part of PSHE, worships and eco clubs, children are encouraged to and are given the tools to become active participants in society, with the knowledge and experience of the ways that the world works and how to operate within our community and wider world. • As a school, we have taken part in 35 different sporting events through our sports school partnership and through organising our own competitive events with local schools. There is therefore a notable increase in the uptake of children who have taken part in at least one event and those wanting to attend clubs. • Through tracking the sporting activities (clubs and events) and attainment of all children, specific children have been targeted to ensure the percentage taking part in sports continues increase. • 80% of children on the SEND register in KS2 have attended a sporting event this year. • 66% of children who had previously been 'inactive' in KS1 and KS2 have attended a sports event this year. • 98% of all children in Year 5 and 6 will have been invited to attend a sporting event by the end of Summer 2. 	<p>£1810</p>
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Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
<ul style="list-style-type: none"> ● Teaching and assessment: CPD training with Key PE has resulted in increased teacher confidence in delivering effective PE. Popplet Assessment Tool and our PE working wall is being used by all teaching staff to monitor progression of vocabulary and to make use of the 'head, heart, hands' approach. ● Extra-curricular activity: This academic year we have offered 20 extra-curricular sport clubs. To target all children, particularly those who are inactive and girls, a pupil voice was conducted. We were then able to offer clubs based on the preferences of pupils and the numbers of children attending clubs increased significantly. ● International Women's Day/ Girls' biggest ever football competition: All children wore sportswear to school in support of International Women's Day. They had the opportunity to play football matches throughout the day with the aim of engaging and increasing girls' interest in the sport. ● Healthy Lifestyle Enrichment Day: In the summer term, Key PE led an enrichment day focusing on healthy eating and sugar intake and the impact on our bodies. 	<ul style="list-style-type: none"> ● 100% of children in the EYFS are currently working at the expected level ● 93% of all children in KS2 are currently working at the expected level ● 93% of all children in KS1 are currently working at the expected level ● Year 6 Swimming Data: 83% achieved 25m ● 83% of all children in KS1 have attended a sports club this year. ● 75% of all children in KS2 have attended a sports club this year. ● 64% of children who had previously been 'inactive' in KS1 and KS2 have attended a sports club this year. ● All children in school, including more than 150 girls, took part and played football on this day which raised the profile of PE and engaged more children to take part in sport. ● The children were encouraged to think about their diets in relation to the Eatwell Plate and were given the opportunity to research the amount of sugar in some of their foods and drinks. As part of our healthy lifestyle day, as a school we 	

<ul style="list-style-type: none"> ● Sporting Events: Through being a part of Hyndburn and Ribble Valley Sports School Partnership and additionally organising our own events with local schools, we have taken part in 28 sporting events this academic year. ● Playtime leaders and buddies: During the summer term, our Year 5 children have been trained by school staff and Key PE staff to become playtime leaders and buddies. 	<p>took the opportunity to focus not only on our physical health, but also our mental health. Each class learned more about different emotions, the importance of friendship and coping strategies, knowing who and when to ask for help.</p> <ul style="list-style-type: none"> ● 98% of children in Year 5 and 6 have been invited to attend a sporting event by the end of Summer 2. ● Over 150 children have attended a sporting event this year. ● 80% of children on the SEND register in KS2 have attended a sporting event. ● Each lunchtime, play leaders run planned activities, encouraging the participation of all children and contributing to the daily 60 active minutes. These range from hockey, obstacle courses, basketball, penalty shootouts and running races. Staff on playtime duty regularly feedback children who have stood out for the number of children they have involved in their events and for their leadership skills. Children who have been nominated are awarded with 'leader of the week' certificates during KS2 star worship which is displayed in the corridor. 	
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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?	83 %	<i>Participated in 'catch-up lessons' to increase the percentage of children achieving the 25m.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	83 %	<i>Participated in 'catch-up lessons' to increase the percentage of children achieving the 25m whilst using a range of strokes effectively.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	83 %	<i>Participated in 'catch-up lessons' to increase the percentage of children achieving the 25m and being able to perform a safe self-rescue.</i>
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?	Additional Y6 lessons have been provided resulting in above National swimming data	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	

Signed off by:

Head Teacher:	<i>Mrs D Lindley</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Miss A Waddicor (PE Lead)</i>
Governor:	<i>Miss L Harrison</i>
Date:	16 th July 2024