



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
Catch up swimming	21 pupils from Yr 5/6 participated in catch up swimming lessons. By the end of the 6-week programme 100% of pupils were able to perform safe self-rescue 52% (11/21) were able to swim 25m 24% (5/21) were able to swim using a range of strokes	Catch up swimming resulted in an additional 11 pupils meeting the NC expected standard for swimming. Sessions ensured that even non-swimmers had an understanding of how to stay safe around water and what to do in the event of an emergency It is almost impossible for a child to meet the standard in 6 lessons if they start as a non-swimmer. Access to catch up swimming in Yr 5 and 6 helps pupils who have never swum outside of school meet the NC expected standard.
K11 - Engagement of all pupils in regular physical activity Active environment	Introduction of playground zones resulted in a reduction in playtime injuries, improvements in general behaviour and an overall reduction in the number incidents that needed to be dealt with. Monitoring observed high levels of activity, with only a small number of pupils (10%) choosing to be inactive	Activity checks performed when field out of use showed slightly lower levels of activity. Engagement with the climbing equipment increased when the field was out of action and groups wanting to play team sports dominated use of the playground.
Lunch Clubs	Multi-sports coach deployed during autumn 1 & 2 – Ave. 40 pupils per day dipped in and out of sessions Move-it Monday offered to give pupils opportunity to walk, jog, run for 30 minutes during lunch – Attendance varied with 30+ different children participating.	Multi-sports sessions only useful when field available, once all pupils moved to playground there isn't enough space. Move-it Monday very popular as gives pupils an opportunity to get onto the field when they otherwise

	<p>Targeted lunchtime football clubs offered 4 days a week, with separate sessions for Yr 3/4 Girls, Yr 5/6 Girls and the school team. Bi-weekly sessions offered to each year group. With an additional session provided for Yr 5 on a Monday designed to support social engagement. Enhanced football offer proved very popular with 30 girls from Yr 5/6 going on to try out for the school football team and around 30 Yr 5 pupils taking part in the Monday social football session each week.</p>	<p>wouldn't be allowed</p> <p>Football sessions are popular. Pupils in lower years are keen to have weekly sessions. Yr 5 social sessions very popular. Sessions proved useful in helping pupils regulate behavior and emotions as sessions only offered if pupils demonstrated positive behavior around school.</p>
<p>KI3 – Increase confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>PE Lead specific CPD</p>	<p>PE Lead worked alongside PE specialist 2 days a week, attended termly GPSSA meetings, subject specific CPD sessions, PE & Sport Conference and YST webinar. PE lead now has more confidence in their ability to do the role, has built connections with other PE leads in the area and has a better understanding of the funding / opportunities available.</p>	<p>Attendance at conferences, network meetings and CPD sessions is essential for PE lead.</p>
<p>Wider staff CPD</p>	<p>PE specialist employed to provide in-house CPD. 3hrs of team teaching per week across a range of years and topics. Informal support provided in the form of weekly catch up emails, detailed lesson plans and pre-lesson discussions of activities and key points to cover. Enhanced support prior to delivery of new units for dance (support videos provided) and orienteering (resources produced and prepared – site mapping and controls placed, maps and class resources developed) Lesson support for staff in YR 4 – Swimming – Group support and activity delivery. Gymnastics – Support with demonstrating rolls and routines. Fitness – Guidance on adaptations and safe practice</p>	<p>In-house CPD means that skills and knowledge are developed over time and across a range of topics. Current approach works well as different staff have different levels of knowledge and experience. Team teaching means staff are able to use PE specialist in a way that suits them best. It also means that they can ask questions as and when they arise. Having support videos and someone preparing resources for resource heavy lessons means that teachers are able to deliver high quality lessons that they wouldn't otherwise have time to set up.</p>
<p>KI4 - Broader experience of range of sports and activities offered</p> <p>New units of work embedded in curriculum</p>	<p>Multi-skills (playground games) unit used across all year groups. The unit introduced a range of playground games that pupils then made use of at breaktime throughout the whole year</p> <p>Football introduced in Autumn 1 for Yr 3 and 4. Football is played by all year groups and pupils who don't know</p>	<p>Unit helped embed PE expectations and gave pupils the skills needed to manage own game play experience. 4 Square and skipper were very popular and continued to be played all year. Looking forward, we need to look at adapted the offer for pupils in later years.</p> <p>Unit aim to support social engagement by ensuring all pupils have basic skills and knowledge required to play.</p>

	<p>how to play have previously experienced social exclusion. Attendance at Yr 3/4 football sessions has increased and more girls are keen to give football a go.</p> <p>Indoor throwing & catching unit introduced for Yr 5 & 6. The unit focuses on teamwork and game play tactics. Unit highlighted good work done in previous years to build pupils physical competencies and understanding of game play rules. Unit proved useful at getting pupils to think tactically and also highlighted that some of the less physically able pupils had a very good understanding of tactics (they simply didn't have the physical competencies needed to put the tactics into practice when playing).</p> <p>Dance around the world unit developed for use with Yr 5 pupils. The unit looked to introduce different genres of dance. Support videos mean teachers with limited knowledge and experience of dance could confidently deliver the unit. Video resources featuring male dance instructors helped broaden the appeal of dance and counter any stereotypical thinking that dance is for girls.</p>	<p>Observation of pupils in previous years has highlighted that many physically capable pupils lack the thinking and social skills needed to be a good sports person. Unit took games that pupils are already familiar with and gave groups an opportunity to look at how best to play the game (tactical skills).</p> <p>Unit proved popular with pupils and staff. Male pupils engaged well with dance and teachers did a good job of modelling positive engagement.</p>
K15 - Increased participation in competitive sport Football Leagues	<p>School participated in GPSSA School team and Girls only leagues. Open trials held and teams selects Weekly training sessions offered to School team throughout Sept-April. Open access sessions offered to girls from Sept – Dec, Weekly sessions and pre-match training sessions delivered. Both teams came first in their pool and made it into semi-finals.</p>	<p>Pupils look forward to representing their school in Yr 6 and the school is lucky to have a good number of female students that are keen footballers meaning we are generally able to field strong teams for both leagues.</p>
Gedling School Games	<p>School made good use of local School Games offer attending 13 events, across 11 sports. A total of 138 pupils represented Arno Vale, participating in pathway events, play for fun (development events) and targeted festivals (SEND specific opportunities and those for less sporty)</p>	<p>Having a local school games offer means we are able to give the vast majority of pupils an opportunity to represent their school. Pupils are always very proud to be asked to represent the school and are generally very excited about putting on a school's sport kit.</p>
Intra-school sport	<p>Intra-school sports afternoons delivered once per term. Pupil voice work used to select activities being delivered and sessions used to ensure that 100% of pupils experienced competitive sport at least 3 times in the academic year.</p>	<p>The current approach of offering 3 sports afternoons works very well and ensures all pupils participate in competitive sport at some point during the school year. Using pupil voice to decide the activities means that most pupils have a positive experience as they are going something that they have selected.</p>

Key priorities and Planning

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
Provide catch up swimming sessions for pupils in year 5&6 who have not yet met the NC expected standard	PE specialists / Support staff who are needed to supervise pupils Pupils who have not yet met the NC expected standard.		Increase in no. of pupils meeting NC expected standard. Improvement in individual pupils swimming ability	£1500 cost of pool hire / transport / swim teachers £600 staffing cost – 2x support staff to accompany group
CPD for PE specialist / PE Lead – Attendance at GPSSA meetings, PE conferences and NGB lead training courses	PE specialist / PE Lead Class teachers who will benefit from the knowledge & resources gained. Pupils who will benefit from high quality PE provision that makes use of the latest NGB delivery approaches and game ideas.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Upskilling of PE specific staff results better quality PE for all as these staff design and develop the curriculum, guiding other staff on what should be delivered and the best approach to use.	£500 course fees and cover costs
CPD for teachers - Employ PE specialist to work alongside class teachers, developing curriculum resources and team-teaching PE lessons	Class teachers	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Class teachers more confident in their ability to deliver high quality PE. Curriculum resources saved on staff share so that they can be accessed by teaching in future years.	£4000 cost of employing PE specialist
Create an active school environment – Further develop playground zones, train and deploy playtime ambassadors	Staff who will be asked to supervise playground zones	Key indicator 2 -The engagement of all pupils in regular physical activity	Playground zones updated Workforce of young leaders trained and deployed to support the delivery of playtime activities	£500 implementation of playground zones & training of playleaders.
Sports clubs - Employ PE specialists to run lunchtime activities and afterschool sports clubs.	Pupils across all year groups who will have more opportunity to be physically active and play.	Key indicator 2 -The engagement of all pupils in regular physical activity	Pupils in every year group, given access to 1 afterschool sports club per week. Pupils in every year group given access to lunchtime football clubs.	£4500 cost of employing PE specialists to deliver 5 30-minute lunch clubs and 2 1hr after school clubs per week

<p>New sports / activities added to the curriculum. – Teambuilding / Sports Leadership and Ultimate Frisbee added to curriculum, PE specialist to be given planning time to develop unit content</p>	<p>Class teachers</p> <p>Pupils in year 4-6 who will be given the opportunity to try new sports and activities.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>3 new units of work developed and resources / lesson plans added to staff share. Units team taught to ensure content fit for purpose. Teachers now confident to deliver topics independently.</p>	<p>£600 cost of providing PE specialist with planning time to be able to research and develop new units of work</p>
<p>Deliver intra-school competitions – Pupils to be offered a minimum of 3 opportunities per year to engage with competitive sport through delivery of termly intra-school sports afternoons (intra-class in autumn term, intra-year in spring, whole school school games afternoon in summer)</p>	<p>PPA staff who will be asked to help support the delivery of these events</p> <p>Class ambassadors who will be asked to undertake pupils voice work to help determine sports / activities being delivered</p> <p>All pupils</p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>100% of pupils given the opportunity to participate in competitive sport. Intra-school sports afternoons embedded into the school year so events repeated year on year at a similar time. Pupils voice voting resources stored on staff share for use in future years.</p>	<p>£1500 to cover development, delivery and staffing of events.</p>
<p>Participate in GPSSA Football Leagues and Gedling School Games event programme</p>	<p>PE specialists who will run clubs, trials and training sessions to help prepare pupils for events PE Lead who will submit event entries, undertake event administration and accompany teams when PE specialists are unavailable to do so. Pupils – predominately those in Yr 5 and 6 who will be given the opportunity to represent their school at an inter-school sporting event</p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Increase no. of pupils being offered an opportunity to represent their school at an inter-school sports event Increased levels of engagement in clubs as pupils realise that participation in training results in selection for school teams Improvements in attitude and behavior as attendance at events is dependent on positive behavior in school.</p>	<p>£5000 to cover entry fees, employ PE specialists to deliver clubs, run trails and training sessions to prepare pupils for events and provide cover for staff accompanying pupils to events.</p>

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
Catch up swimming	<p>17 pupils across Yr 5/6 participated in catching swimming lessons this academic year. Of those pupils 12 needed to focus on stroke development & 9 needed to work on distance. Pupils took part in 6x45 minute swim sessions at the end of which 11 had met the stroke outcome and 12 had met the distance outcome.</p> <p>Staff supervising session have noted clear improvements in swimming confidence and ability year on year.</p>	<p>This approach to catch up swimming has been used for the last 2 years. The approach is effective as it gives pupils 3 times as many lessons</p> <p>The majority of Yr 5 pupils attending catch up lessons this year were those with additional needs. Many of these pupils cannot easily access group swimming lessons outside of school and private lessons are very expensive. Catch up sessions give these pupils the opportunity to learn and develop essential life skills that may one day save their life.</p>
<p>K11 - Engagement of all pupils in regular physical Active environment</p>	<p>Pupil voice work was undertaken by class ambassadors to influence the redesign of playground zones and the selection of playtime equipment</p> <p>This resulted in more of the field being opened up and a dedicated space for football being established. Each year group now has a match pitch and pupils using this area have been challenged with managing their own game play experience.</p> <p>This change has opened up other areas of the field for free play. We have seen an increase in the number of children being active and a decrease in disagreements over space.</p>	<p>Going forward it would be great for each year group to have their own goals on the football match zone. Currently the goals are moved on a daily basis, which long term will result in damage and a shorter lifespan on the equipment</p> <p>The school needs to look winter play options so that our October – March active play offer matches that provided at other points in the year. The aim for next academic year is to open up other areas of the playground and make these into active zones.</p>
Playtime ambassadors	<p>All pupils in year 6 covered sports leadership in PE during Autumn 1. Pupils were then given the opportunity to put themselves forward to be playtime ambassadors. 25 pupils were selected and a rota established. Playtime ambassadors were responsible for ensuring play equipment was taken out and returned.</p> <p>During the summer term the playtime ambassadors also took on responsibility for managing the Path to Paris, daily mile challenge</p>	<p>Covering sports leadership in PE means we are helping all pupils develop essential life skills. It also means pupils know what the role of playtime ambassador entails before signing up to the role and gives staff an opportunity to see potential leaders in action before making selections.</p> <p>Going forward it would be good to make better use of the playtime ambassadors and task them to organise and deliver a range of break time challenges similar to the Path to Paris challenge introduced this summer.</p>

<p>Lunch time and afterschool clubs</p>	<p>During Autumn and Spring the school offered lunchtime football clubs for individual year groups, LKS2 girls, UKS2 girls and the school team. Sessions were run weekly (weather permitting) and clubs had an average attendance of 10-20 pupils</p> <p>During the summer term we opted to introduce the football zone and the PE specialists were used to supervise this area. This change meant that instead of having football just once a week, every year group was able to access football every day. On average 50-60 pupils play in the football zone every break & lunch so this change has resulted in 3x as many pupils benefiting from funding set aside for clubs.</p> <p>PE specialists were employed to deliver 5x30 min lunch clubs and 2x1hr after school clubs per week. The majority of afterschool clubs were offered to either LKS2 or UKS2, the aim was to offer every year group at least one EC opportunity to be active per half term. Afterschool clubs covered tag rugby, table tennis, hockey, basketball, netball and cricket. Multi-sports and themes opportunities were also offered.</p> <p>Afterschool club attendance</p> <p>Autumn 1 – 52 across 2 clubs Autumn 2 – 22 across 2 clubs Spring 1 – 19 across 2 clubs (limited by space) Spring 2 – 13 across 2 clubs (clash with Spanish) Summer 1 – 56 across 3 clubs Summer 2 – 50 across 3 clubs</p> <p>EC Club engagement across academic year 2023/24</p> <p>65% of Yr 3 participated in at least 1 club, 30% attended 2 afterschool clubs, 25% participated in both lunchtime and afterschool clubs</p> <p>61% of Yr 4 participated in at least 1 club, 13% attended 2 afterschool clubs, 20% participated in both lunchtime and afterschool clubs</p> <p>70% of Yr 5 participated in at least 1 club, 18% attended 2 afterschool clubs, 15% participated in both lunchtime and afterschool clubs</p> <p>83% of Yr 6 participated in at least 1 club, 16% attended 2 afterschool clubs, 28% participated in both lunchtime and afterschool clubs</p>	<p>Lunch club opportunities are especially important in Autumn 2 and Spring 1 when the field is off limits to most pupils.</p> <p>Move it Monday is also very popular at this time of year as pupils love to be able to access the field even if it is just to walk around the edge chatting with their friends.</p> <p>The introduction of the football zone has worked surprisingly well. A very high number of pupils choose to make use of this zone every day and pupils quickly developed the social skills needed to manager their own play experience.</p> <p>70% of pupils attended at least one lunchtime / afterschool sports club.</p> <p>The school's afterschool sports provision offered 6 hrs of physical activity to 196 pupils throughout the year, with 168 unique participants getting involved and 47 pupils attending more than one afterschool sports club.</p> <p>Clubs are offered free of charge and the data shows that the current approach of offering a wide range of clubs and different opportunities each half term has the desired effect of engaging a high number of unique individuals.</p> <p>PE specialist noted that offering netball and Bee Netball has a positive impact not only on the number of female students engaging in after school clubs but also on the type of pupil that the clubs attract. At least 30% of the participants attending Bee Netball sessions are pupils who wouldn't be considered sporty and have in the past refused to engage with PE and school sport.</p> <p>74% of pupils in receipt of PP attended at least 1 EC club. 43% attended 2 or more afterschool clubs.</p>
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<p>KI3 – Increase confidence, knowledge and skills of all staff in teaching PE and sport PE Specialist / Lead specific CPD</p> <p>Wider staff CPD</p>	<p>PE Lead worked alongside PE specialist 2 days a week, attended termly GPSSA meetings. PE specialist attended Notts Primary PE and Sports Conference, and participating in CPD opportunities offered by the LTA, NCCC. PE lead now has more confidence in their ability to create and deliver dance units, has introduced a range of new games into the cricket units of work and has added guidance on how to differentiate tennis skills to help pupils who are struggling to master the basic skills.</p> <p>PE specialist employed to provide in-house CPD for all staff. 3hrs of team teaching per week across a range of years and topics. Informal support provided in the form of weekly catch up emails, detailed lesson plans and pre-lesson discussions of activities and key points to cover. Pre-lesson preparation work undertaken for orienteering, resources produced and prepared – site mapping and controls placed, maps and class resources developed Lesson support for Yr 3 staff teaching gymnastics, meant that pupils benefitted from 1-2-1 support and personal feedback.</p> <p>Feedback from teachers has been very positive with staff not working directly with the PE specialist finding the lesson plans and pre-lesson prep especially useful.</p> <p>Staff working directly with PE Specialist highlight the value of having a specialist present, especially when delivering new units of work.</p>	<p>Attendance at conferences, network meetings and CPD sessions is essential for PE Leads and Sports Specialist to ensure they have access to the latest resources and delivery approaches.</p> <p>In-house CPD means that skills and knowledge are developed over time and across a range of topics.</p> <p>Team teaching means staff are able to use PE specialist in a way that suits them best. It also means that they can ask questions as and when they arise.</p> <p>Having support videos and someone preparing resources for resource heavy lessons means that teachers are able to deliver high quality lessons that they wouldn't otherwise have time to set up.</p> <p>Current approach to CPD and the use of a repeating curriculum (same units delivered year on year) means many staff now have the knowledge, skills and confidence to deliver units without support. 2 new teachers are joining the school in September, the PE timetable has been designed to ensure those staff are able to access time with the PE specialist next academic year.</p>
<p>KI4 - Broader experience of range of sports and activities offered New units of work embedded in curriculum</p>	<p>Yr 5 Team building, Yr 6 Sports Leadership and Yr 4 Ultimate frisbee added to curriculum this academic year.</p> <p>Units designed, developed and taught by PE Specialist with the support of class teacher. Lesson delivery reviewed and plans updated at the end of each lesson.</p> <p>Units of work have been reviewed and updated and are now ready for use next academic year. Teachers have seen unit delivered and are now confident that they can deliver the unit themselves next year.</p>	<p>Creating bespoke units of work and having them tested by a PE specialist ensures that the units and delivery approach match not only the learning intentions but also the amount of space and time available.</p>

<p>KI5 - Increased participation in competitive sport</p> <p>Football Leagues</p>	<p>School participated in GPSSA School team and Girls only leagues. 9 boys and 18 were invited to be part of the school teams. Both teams came first in their pool and when through to the knockout stages. Boys team lost in the semi-finals and Girls team made it to the final.</p>	<p>18 girls tried out to be part of the GPSSA team this year, all performed to a high standard and the decision was made to expand the squad so that everyone had the opportunity to represent the school at this level. The team had a very good year coming second in the league. To have so many girls involved and to do so well is a testament to the school's efforts to promote girl's football over the last few years.</p>
<p>Gedling School Games</p>	<p>School made good use of local School Games offer attending 13 events, across 11 sports. A total of 148 pupils represented Arno Vale, participating in pathway events, play for fun (development events) and targeted festivals (SEND specific opportunities and those for less sporty).</p> <p>88% Yr 6 pupils have represented their school in some kind of competitive inter-sport event.</p> <p>The school hosted 2 GSG events (B Team football and Tri-Golf), providing competitive inter-school sport opportunities for 10 schools and hosted a friendly boccia festival to create inter-school sports opportunities for pupil who struggle to access the mainstream offer. In addition, pupils from the school took on leadership roles at 3 GSG events (KS1 multi-skills, Tri-golf and Boccia County Final). In total 28 pupils from year 6 were involved in the development and delivery of GSG events, providing inter-school sports opportunities for 225 pupils from 18 schools.</p>	<p>Having a free to access local school games offer that includes a wide range of opportunities means we are able to offer every pupil in yr 6 the opportunity to represent their school in an inter-school sports event, with 53/60 pupils taking up this opportunity this academic year.</p> <p>Pupils are always very proud to be asked to represent the school and are generally very excited about putting on a school's sport kit.</p> <p>As a school we take an inclusive approach and participate in a range of inclusive events. This academic year 8/12 (66%) of SEND pupils have represented the school at some kind of inter-school sporting event.</p> <p>Being able to offer pupils the opportunity to act as leaders at GSG events has added an extra level to our sports offer.</p>
<p>Intra-school sport</p>	<p>Intra-school sports afternoons delivered once per term. Pupil voice work used to select activities being delivered and sessions used to ensure that 100% of pupils experienced competitive sport at least 3 times in the academic year.</p>	<p>This year we adapted the School Games Afternoon to have an Olympic theme. The inclusion of a showcase dance proved to be a very popular additional and we were able to include bouldering as an option after working with FOAV to purchase and install climbing holds on the wall behind the climbing frame.</p>

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?	95%	<p>It is almost impossible for a child to meet the NC expected standard in 6 lessons if they start as a non-swimmer.</p> <p>Pupils completed 6-weeks of school swimming in Yr 4 and were assessed at the end of the unit.</p> <p>Pupils who hadn't achieved all 3 outcomes by the end of Yr 4 were invited back to participate in a 6-week block of catch up lessons in Yr 5</p> <p>Pupils who hadn't achieved all 3 outcomes by the end of Yr 5 were invited back to participate in a 6-week block of catch up lessons in Yr 6</p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	95%	<p>Access to catch up swimming in Yr 5 and 6 gives pupils a boost similar to participation in an intensive swim course. It means that pupils who understand the basics but haven't quite mastered the technique when they do their initial swim assessment have a second opportunity to be assessed and many go on to achieve the expected standard on the second or third attempt.</p>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	Sessions ensured that even non-swimmers had an understanding of how to stay safe around water and what to do in the event of an emergency
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?	Yes/No	<p>The school opted to use part of the PE and Sport premium funding to provide additional top-up sessions for pupils who did not meet the National Curriculum requirements.</p> <p>For those pupils who never swum outside of school a 6-week block of top up sessions are unlikely to get them to the expected standard, however the water safety knowledge and extra swimming practice could prove to be invaluable in the future should they ever find themselves in difficulty in or near water.</p>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	<p>Swimming sessions are delivered by Notts Schools Swimming.</p> <p>Our school is fortunate to have a PE specialist, with a Level 2 qualification in teaching swimming and access to externally funded CPD opportunities.</p> <p>Catch up swimming sessions have been overseen by the PE specialist who has also provide 1-2-1 instruction and in water support to pupils with anxiety and mobility issues.</p>

Signed off by:

Head Teacher:	<i>Andrew Rossington</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Terri Elliott, PE Specialist Danielle Fallon, PE Lead</i>
Governor:	<i>Amanda Payne, Parent Governor</i>
Date:	22.07.2024