



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 (2023/2024)

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

Activity/Action	Impact	Comments
<p>Enabled staff to deliver a wide curriculum across a two-year cycle covering all skills that provides regular assessment opportunities to stretch able students as well as support the less able.</p> <p>CPD: The orienteering equipment was installed to promote outdoor learning, physical activity, and navigation skills among students and staff. A training session was provided to ensure the equipment is used effectively and safely by all, maximizing its educational value. Mapping the school site for orienteering also supports sustainability by encouraging repeated use of on-site natural resources, reducing the need for transport to external venues. This fosters a greater connection to the local environment and supports long-term outdoor learning as part of the school's physical education and geography curriculum.</p>	<p>Enabling staff to deliver a broad curriculum over a two-year cycle ensured coverage of all key skills, allowing for regular assessment that challenged more able students while supporting those who needed extra help. Incorporating orienteering further enriched the curriculum by promoting physical fitness, spatial awareness, and problem-solving.</p> <p>We know this approach is effective through a combination of assessment data through PE Passport, pupil feedback, staff observations, and increased participation across all groups. All staff use it on a regular basis across the curriculum.</p>	<p>Staff have observed that children are highly engaged and enjoy the variety of PE lessons offered. Feedback from the children about orienteering has been very positive, with many expressing enthusiasm for the activity. Additionally, orienteering complements our math scheme perfectly, providing an excellent opportunity for active math that combines physical activity with practical learning. This integration helps reinforce mathematical skills in a fun and dynamic way, boosting both engagement and understanding.</p> <p>We know this approach is having an impact through increased pupil participation in physical activity, contributing significantly toward the recommended 60 minutes a day, as evidenced by pupil voice, club attendance data, and staff observations of improved engagement and fitness levels.</p> <p>A child's quote: "I enjoyed orienteering because it helped me learn how to read maps and understand directions. It made me think carefully about where to go next and improved my problem-solving skills while being active outside with my friends".</p>

<p>Providing a wide range of before and after school clubs that include different sports and physical activities ensures that all pupils, particularly girls, less active children, and those across all year groups—have opportunities to engage in regular physical activity. By offering inclusive and varied options, the school actively works to break down barriers to participation, increase confidence, and cater to different interests and ability levels. This targeted approach supports physical and mental well-being, promotes equality in sport, and helps embed healthy, active lifestyles from an early age.</p>	<p>Offering a wide variety of before and after school clubs provided students with diverse opportunities to engage in different sports and physical activities. This encouraged regular participation, developed new skills, boosts fitness levels, and fostered a love for being active. It also promoted social interaction, teamwork, and confidence outside of regular PE lessons.</p> <p>Monitored club attendance has demonstrated a consistent increase in participation, particularly among targeted groups such as girls, which has improved by 10% and less active pupils. Pupils' voice reflects high levels of enjoyment and a willingness to try new activities. Staff have reported noticeable improvements in students' confidence, social skills, and teamwork during sessions.</p>	<p>The Sports Council stated that they really appreciate the wide variety of clubs available, enjoying the chance to try new activities they wouldn't normally have the opportunity to experience. They feel that this variety not only keeps things exciting but also helps them discover new interests and develop different skills.</p> <p>Parents have commented positively on the wide range of diverse sports activities offered, such as axe throwing, cheerleading, archery, and taekwondo, appreciating how these unique opportunities engage their children, spark new interests, and promote a love for physical activity beyond traditional sports.</p>
<p>The purchase of a wide range of PE equipment has enabled staff to deliver high-quality lessons across a variety of sports, with resources that support differentiation and inclusion. Equipment has been carefully selected to allow for adapted activities that meet the needs of all pupils, including those with SEND.</p>	<p>Purchasing quality PE equipment enhanced the delivery of lessons by allowing teachers to offer a wider range of sports and activities. This improved student engagement, skill development, and participation by providing the right tools for effective, safe, and enjoyable physical education. Access to diverse equipment also helped cater to different abilities and interests, supporting inclusive and high-quality PE experiences for all pupils.</p>	<p>PE staff and teaching assistants purchased a wide variety of quality equipment—including balls, bats, nets, balance bikes, cones, and adapted resources—to support all year groups and ensure inclusive, engaging lessons. This investment was made to deliver a broad curriculum that meets the needs of all pupils, including less active children and those with SEND, allowing for differentiated teaching and the development of key physical skills. The equipment caters for classes of up to 30 pupils and supports multiple sports and activities, helping to boost participation, skill development, and enjoyment across the school.</p>
<p>Ensure that we compete in competitions against other schools.</p>	<p>Competing in events against other schools motivated students to challenge themselves, build confidence, and develop important skills such as teamwork, sportsmanship, and resilience.</p> <p>The school celebrates sporting success regularly through newsletters and assemblies, sharing achievements with the whole community to motivate students, recognise their hard work, and foster pride in their accomplishments.</p>	<p>Here are some of the students' reflections on their recent successes and experiences in competitions:</p> <p>"I like sports competitions because even if you don't win, you still get to try your best and have fun with your friends."</p> <p>"I love competing because it's fun to play, but even more exciting when I push myself to win."</p>

<p>The Balance Bike Day gave KS1 the opportunity to develop fundamental movement skills such as balance, coordination, and spatial awareness in a fun and supportive environment. It boosted pupils' confidence in using bikes, with many progressing from walking to gliding independently by the end of the session. Staff observed improved gross motor skills and increased enthusiasm for physical activity. The day also supported early cycling readiness, contributing to long-term physical development and healthy lifestyle habits.</p>	<p>A balance bike day had a positive impact by promoting early physical development, improving balance and coordination, and building confidence in movement. It encouraged active play, supported gross motor skills, and introduced the children to cycling in a fun, safe environment, laying a strong foundation for future cycling and physical activity.</p>	<p>Pupils supported by teaching staff and PE specialists, took part in a Balance Bike Day designed to develop fundamental movement skills such as balance, coordination, and confidence in cycling. This event aimed to encourage physical activity from an early age, promote healthy habits, and prepare children for independent cycling. Over 60 pupils participated, including those with additional needs, benefiting from adapted equipment and personalised support to ensure inclusivity and engagement across the year group.</p>
<p>The whole school took part in a Yoga and Mindfulness Day, engaging in age-appropriate sessions designed to promote physical wellbeing, reduce stress, and build focus and resilience across all year groups.</p>	<p>A yoga and wellbeing day benefited students by promoting relaxation, mindfulness, and stress reduction, helping them develop better focus and emotional resilience. It encouraged physical flexibility and strength while supporting mental health and overall wellbeing. The day fostered a calm, positive school environment and equipped children with tools to manage anxiety and improve their self-awareness</p>	<p>All pupils and staff across the school participated in a Whole School Yoga Day, led by specialist instructors and supported by class teachers. The event aimed to promote physical and mental well-being, improve flexibility and concentration, and introduce mindfulness techniques to help manage stress and enhance focus. Over 400 students took part, with sessions adapted for different ages and abilities to ensure everyone could engage safely and effectively.</p> <p>Here's a student quote you can use for the Whole School Yoga Day:</p> <p>"I really enjoyed the yoga day — it helped me feel calm and focused, and I liked learning new stretches that I can do at home too!"</p>

Key priorities and Planning 2025-2026

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
To enhance staff confidence and consistency in assessing physical education skills and student progress across all PE lessons, ensuring accurate and meaningful feedback.	<p>Implement a new, comprehensive PE scheme across all year groups, supported by targeted Continuing Professional Development (CPD) for all staff. This includes:</p> <p>Introducing a new PE scheme that incorporates clear assessment criteria and progression pathways.</p> <p>Providing mandatory CPD training for all teaching staff on the effective delivery and assessment methods of the new PE scheme.</p> <p>The PE Lead undertaking specific leadership training to develop expertise in curriculum development, assessment strategies, and providing ongoing, in-school guidance and support to colleagues.</p>	Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.	<p>By the end of the academic year, we expect to see:</p> <p>A measurable increase in staff confidence in assessing PE skills and student progress, as evidenced by staff surveys and professional dialogue.</p> <p>Greater consistency in assessment judgments across all year groups, leading to more reliable data on student attainment.</p> <p>Improved quality of feedback provided to students, enabling them to better understand their progress and next steps in PE.</p> <p>Enhanced curriculum development and pedagogical leadership within the PE department, driven by the PE Lead's advanced training.</p> <p>Ultimately, more targeted and effective PE lessons that better meet the individual needs of all children, leading to improved skill acquisition and engagement.</p>	£995 for Primary PE Planning

<p>To significantly increase student participation in physical activity and broaden sporting experiences by offering a diverse range of accessible before and after school clubs, specifically catering to the needs and interests of all student groups.</p>	<p>Develop and implement a comprehensive program of before and after school sports and activity clubs. This includes:</p> <p>Conducting a student interest survey to identify desired sports and activities.</p> <p>Recruiting and training staff or external coaches to lead a wide variety of clubs.</p> <p>Ensuring equitable access and active encouragement for all student groups, including Pupil Premium (PP), English as an Additional Language (EAL), and Special Educational Needs and Disabilities (SEND) students, through targeted communication, adapted activities, and appropriate support.</p> <p>Allocating resources for necessary equipment and facilities.</p> <p>Establishing a clear registration and communication system for parents and students.</p>	<p>Key indicator 1: The engagement of all pupils in regular physical activity</p> <p>Key indicator 2: 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>	<p>By the end of the academic year, we expect to see:</p> <p>A 30% increase in overall student participation in before and after school sports clubs.</p> <p>Increased participation rates across all identified student groups (PP, EAL, SEND), demonstrating improved inclusivity.</p> <p>Enhanced physical fitness, skill development, and enjoyment of physical activity among participating children.</p> <p>Improved social skills, teamwork, and a sense of belonging for students involved in the clubs.</p> <p>Positive feedback from students, parents, and staff regarding the variety and accessibility of the club offerings.</p>	<p>FTFC: £3,180.00</p> <p>FTFC have provided football for both KS1 and KS2.</p> <p>KS1 multiskills</p> <p>KS1 Balance bikes</p> <p>Yoga Day: £420.00</p> <p>Health and Wellbeing Day: £500.00</p> <p>Mental Health Day (x2): £500.00</p> <p>Balance Biking: £344.00</p> <p>KS1 Multi Skills: £500.00</p> <p>Basketball: £900.00</p> <p>KS1 Football: £500.00</p> <p>Cheerleading: £500.00</p> <p>Swimming: £2,090.00</p> <p>Axe Throwing: £125.00</p> <p>Basketball: £400.00</p> <p>£295</p>
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<p>To enhance fundamental movement skills, confidence, and readiness for cycling among Key Stage 1 (KS1) children through a dedicated Balance Bike Day.</p>	<p>Organize and deliver a structured Balance Bike Day for all KS1 students. This includes:</p> <p>Securing a sufficient number of age-appropriate balance bikes and helmets.</p> <p>Designating a safe, open space within the school grounds for the activity.</p> <p>Providing trained staff or external coaches to guide children through balance bike activities, focusing on gliding, steering, and stopping.</p> <p>Incorporating fun, engaging games and challenges to encourage participation and skill development.</p>	<p>Key indicator 1: The engagement of all pupils in regular physical activity</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>By the end of the Balance Bike Day, we expect to see:</p> <p>A significant improvement in KS1 children's balance, coordination, and gross motor skills.</p> <p>Increased confidence and enjoyment in physical activity, particularly related to cycling.</p> <p>A higher percentage of KS1 children demonstrating readiness to transition to pedal bikes without the need for stabilisers.</p> <p>Positive feedback from children and staff regarding the fun and developmental benefits of the day.</p>	<p>£344.00</p>
<p>To enhance student engagement, skill development, and community spirit through expanded participation in inter and intra-school opportunities.</p>	<p>Implement a comprehensive program that identifies, promotes, and facilitates student involvement in a diverse range of academic, athletic, and creative activities both within the school (intra-school) and with other schools (inter-school). This includes:</p> <p>Establishing a dedicated coordinator for extracurricular activities.</p> <p>Creating a calendar of events and opportunities accessible to all students</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>By the end of the academic year, we expect to see:</p> <p>A 25% increase in overall student participation in at least one inter or intra-school activity.</p> <p>Improved academic performance (e.g., a 10% increase in average grades for participating students) and social-emotional well-being (e.g., as measured by student</p>	<p>£60/£80 each:</p> <p>5/6 Football Competition 10 children.</p> <p>5/6 girl's football Competition 8 children</p> <p>Bee Stinger Netball (FINALISTS) 3/4 and 5/6 Quadkids</p> <p>5/6 Sports Hall Athletics Wyre Year 5/6 Central Venue Football League?</p> <p>Year 3/4 Football Competition? 8 children</p>

	<p>and parents.</p> <p>Allocating resources for transportation, equipment, and coaching/mentoring.</p> <p>Encouraging cross-curricular collaboration to integrate opportunities into the curriculum where appropriate.</p> <p>Actively seeking partnerships with local schools and community organizations to broaden the scope of inter-school activities.</p>		<p>surveys on belonging and confidence).</p> <p>Demonstrable development of key skills such as teamwork, leadership, problem-solving, and communication among participating students.</p> <p>Increased positive feedback from students, parents, and staff regarding the variety and quality of available opportunities.</p> <p>Enhanced school reputation and stronger ties within the wider educational community.</p>	<p>Poulton Schools Swimming Gala?</p> <p>Inclusion Quad Kids?</p> <p>Year 5 -6 – 10 children</p> <p>Year 3 – 4 – 10 children</p> <p>Girls Football League?</p> <p>Poulton Primary Association Football Tournament?</p> <p>B Team Football Competition?</p>
Poulton and District Primary Schools' Sports Association subs	<p>Paying subscriptions to the Poulton and District Primary Schools' Sports Association supports the PE lead by providing opportunities to attend regular meetings, collaborate with other schools, and stay informed about local sports events and initiatives. This involvement helps the PE lead coordinate inter-school competitions, share best practices, and enhance the overall quality of the school's PE provision.</p>	Key indicator 5: Increased participation in competitive sport.	<p>Paying subscriptions through the PE committee supports collaborative work by bringing staff together to celebrate student achievements in physical education and sports. This collective effort helps motivate students, encourages wider participation, and fosters a healthy competitive spirit across the school community.</p>	£100

<p>To foster a dynamic learning environment and promote holistic development by integrating an interactive energy wall that encourages physical activity and enhances engagement in core academic subjects.</p>	<p>Design, install, and integrate an interactive energy wall within the school premises, accompanied by a structured program of activities. This includes:</p> <p>Researching and selecting an appropriate energy wall system that offers interactive games and challenges.</p> <p>Developing a timetable for regular student access to the energy wall, both during and after school hours.</p> <p>Creating curriculum-linked activities that utilize the energy wall to reinforce concepts in Maths (e.g., counting, patterns, data analysis from scores) and English (e.g., following instructions, storytelling based on game scenarios, descriptive writing about experiences).</p> <p>Training staff on the effective use of the energy wall for both physical education and cross-curricular learning.</p> <p>Promoting the energy wall to students, parents, and the wider school community to encourage participation.</p>	<p>Key Indicator 1: The engagement of all pupils in regular physical activity.</p>	<p>By the end of the academic year, we expect to see:</p> <p>A 20% increase in student participation in physical activity and school sports clubs, attributed to the engaging nature of the energy wall.</p> <p>A measurable improvement in student engagement and attainment in Maths, with an average 5% increase in assessment scores for participating students, due to interactive, kinesthetic learning experiences.</p> <p>A measurable improvement in student engagement and attainment in English, with an average 5% increase in assessment scores for participating students, through activities that link physical interaction with language and comprehension.</p> <p>Increased student motivation and positive attitudes towards learning, as evidenced by student surveys and teacher observations.</p> <p>Enhanced physical literacy, coordination, and teamwork skills among students regularly using the energy wall.</p>	<p>£6000</p>
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<p>To elevate the quality of teaching and learning across the school by investing in targeted Staff Continuing Professional Development (CPD), ensuring seamless classroom supervision through robust cover provision, and ultimately enhancing student outcomes and well-being.</p>	<p>Implement a strategic and well-resourced Staff CPD program that directly addresses identified areas for improvement in teaching practices and curriculum delivery. This includes:</p> <p>Conducting a comprehensive training needs analysis for all teaching and support staff.</p> <p>Providing access to high-quality, relevant CPD opportunities (e.g., workshops, courses, peer mentoring, collaborative planning sessions).</p> <p>Establishing a clear and efficient system for providing adequate cover for staff attending CPD sessions, utilizing a pool of trained supply teachers or internal staff to minimise disruption to student learning.</p> <p>Allocating a dedicated budget for CPD and cover provision.</p> <p>Integrating new learning from CPD into school-wide policies and practices.</p> <p>Creating opportunities for staff to share best practices and embed new skills.</p>	<p>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>By the end of the academic year, we expect to see:</p> <p>A measurable improvement in teaching effectiveness, as evidenced by lesson observations and student feedback.</p> <p>Enhanced student engagement and motivation in lessons, leading to an average 7% increase in overall student attainment across key subjects.</p> <p>Increased student confidence and independent learning skills due to more effective pedagogical approaches.</p> <p>A reduction in classroom disruption and an increase in structured learning time, directly resulting from consistent and well-managed cover provision during CPD.</p> <p>Improved staff morale and professional growth, contributing to a more dynamic and supportive learning environment for children.</p> <p>Greater consistency in teaching quality across all year groups and subjects.</p>	<p>£1000</p> <p>£500</p>
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<p>To enrich the Physical Education curriculum and enhance student engagement by acquiring a wider range of PE equipment, thereby improving the quality of teaching and learning in sport.</p>	<p>Procure diverse and modern PE equipment, ensuring it supports all areas of the PE curriculum and caters to various skill levels and physical needs. This includes:</p> <p>Conducting an audit of existing PE equipment to identify gaps and areas for improvement.</p> <p>Researching and purchasing new equipment that promotes a broader range of sports and physical activities (e.g., adaptive equipment, specialized gear for less common sports, modern training aids).</p> <p>Ensuring equipment is accessible and well-maintained.</p> <p>Providing staff with training on the effective use of new equipment to maximize its pedagogical impact.</p>	<p>Key indicator 1: The engagement of all pupils in regular physical activity.</p>	<p>By the end of the academic year, we expect to see:</p> <p>Increased student participation and enthusiasm in PE lessons and extracurricular sports.</p> <p>Improved development of a wider range of physical skills and competencies among students.</p> <p>Enhanced teacher confidence and creativity in delivering diverse and engaging PE lessons.</p> <p>A more inclusive PE environment that caters to the interests and abilities of all students.</p>	
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Key achievements 2024-2025

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
<p>Purchased PE equipment to ensure quality lessons in a variety of sports. Ensure that we compete in competitions against other schools.</p>	<p>The impact that we have identified on the children of Carleton Green is:</p> <p>Children have improved skills in a wider range of sports, leading to better overall fitness and healthier habits.</p> <p>They have learnt teamwork, sportsmanship, and respect, boosting their confidence, resilience, and social connections. Participating has also reduced stress – pupil voice.</p> <p>Increased physical activity has led to improved concentration, problem-solving skills, discipline, and even better academic performance.</p> <p>Children have gained valuable experience in competition, goal setting, and learning from both success and setbacks.</p>	<p>Some of our PE equipment was outdated or not fit for purpose, meaning we couldn't deliver high-quality, safe lessons.</p>
<p>This past year, we provided a vibrant extra-curricular offer with 6 distinct after-school clubs:</p> <ol style="list-style-type: none"> 1. Axe Throwing 2. Basketball 3. Cheerleading 4. Multi-skills 5. Netball 6. Football 7. Rounders <p>This diverse range demonstrates our commitment to providing varied and engaging opportunities for children outside of core lessons, extending their physical development and introducing them to new experiences.</p>		<p>This has allowed children to experience a variety of different activities over the course of the year. We are looking to add to this in 2025/2026. We intend to do this by adding at least 4 more extra-curricular clubs with the ambition of improving attendance by 20%.</p>

<p>To purchase and implement the Lancashire PE Passport scheme.</p>	<p>Acquire the Lancashire PE Passport scheme, providing staff with access to its comprehensive planning, assessment, and tracking platform.</p>	<p>Feedback from staff has shown that the previous schme has not provided staff with the relevant knowledge and understanding required to provide a high quality PE curriculum.</p> <p>By purchasing the new scheme we will ensure our children receive a consistently high-quality, progressive, and broad PE curriculum, leading to enhanced physical literacy, increased engagement, and improved overall health and well-being. It will also empower teachers with structured resources and robust assessment tools, fostering confidence and enabling effective monitoring of pupil progress in PE.</p>
<p>To significantly enhance competitive opportunities both within school and against other schools.</p>	<p>Intra-school: Implement a structured calendar of house competitions, inter-class challenges, and regular "personal best" events across a variety of sports and physical activities.</p> <p>Inter-school: Actively participate in all relevant local school sports partnerships' competitions, leagues, and festivals, ensuring representation across year groups and a diverse range of sports.</p> <p>More children have been motivated to participate in physical activity, fostering a lifelong love of sport. They have developed a broader range of physical skills, tactics, and an understanding of different sports whilst developing crucial attributes like teamwork, sportsmanship, resilience, perseverance, problem-solving, and the ability to handle both winning and losing gracefully. We have found this has built self-esteem, reduced stress, and promoted overall positive mental and physical health. In participating in these events we have fostered school spirit, pride, and positive relationships between pupils.</p>	<p>Carleton Green reached the final in Netball against 22 other teams.</p> <p>We have won the Year 5/6 football tournament that took place at Poolfoot.</p> <p>We won the Quad Kids Athletic competition with both Years 3/4 and Years 5/6. We then went on to represent at the Lancashire County Finals where 2 of our children achieved the top scores individually.</p> <p>As the rest of the school witnessed these successes through assemblies and the school newsletter, we have noticed an increase (10%) in children attending the athletics, football and netball after school clubs.</p> <p>Here are some children's reflections:</p> <p>"I loved the athletics event! It was amazing to get all the way to the final for the whole of Lancashire — I felt really proud of our team."</p> <p>"Coming second in netball was awesome! Everyone worked so hard, and it made me want to keep improving."</p> <p>"Winning the football competition was the best feeling ever! We all supported each other and played our hearts out."</p>

<p>To enhance fundamental movement skills, confidence, and readiness for cycling among Key Stage 1 (KS1) children through a dedicated Balance Bike Day.</p>	<p>Beyond cycling, the balance, coordination, and leg strength developed on a balance bike are foundational for a wide range of other sports and physical activities. Our KS1 children have become more agile and competent in activities like running, jumping, skipping, and team sports. It has helped with problem solving and decision making. As children ride, they are constantly making quick decisions about speed, direction, and how to avoid obstacles. This spontaneous problem-solving strengthens their cognitive abilities. The KS1 children have learnt to get back up, try again, and persevere through minor setbacks, building resilience and emotional strength and has improved their social interactions through sharing, turn-taking and even encouraging their peers, fostering positive social skills. The physical exertion and skill development from balance biking has contributed to better focus and concentrate in the classroom.</p>	<p>"I really enjoyed competing against other schools. It was fun and helped me make new friends while playing sports I love."</p> <p>"The athletics final was tough, but it showed me how much we've improved as a team this year."</p> <p>"I loved Balance Bike Day because it was fun learning to ride and I felt really proud when I could go faster all by myself!"</p>
<p>To enhance basketball skill development and engagement by partnering with an external coach.</p>	<p>Children will benefit from expert coaching, leading to significantly improved basketball skills, increased confidence, and a deeper passion for the sport. This will also upskill our PE staff through collaborative teaching, enriching our overall sports provision and potentially increasing participation in extra-curricular basketball clubs.</p>	<p>Partnering with a basketball coach builds lasting capacity within the school by upskilling PE staff and providing pupils with expert coaching. This collaboration helps embed high-quality basketball teaching into the curriculum and extracurricular activities, encouraging ongoing participation and skill development beyond the partnership period.</p> <p>We monitor improvements through staff feedback, observing increased confidence and competence in</p>

<p>To promote holistic well-being and introduce mindfulness through a whole-school Yoga Day.</p>	<p>Organise and host a dedicated Yoga Day for all year groups, involving age-appropriate yoga sessions led by qualified instructors.</p>	<p>delivering basketball lessons. Pupil skill assessments and participation rates in basketball clubs and competitions also demonstrate the positive impact and growing enthusiasm for the sport.</p> <p>90% of the children said this was their favorite lesson of the week, they absolutely loved having Max in to deliver something different and learn new skills.</p> <p>Children developed improved physical flexibility, balance, and coordination, alongside enhanced mindfulness, focus, and emotional regulation. It also exposed them to a new, accessible form of physical activity that supports mental well-being, fostering a calmer and more concentrated learning environment across the school.</p>
<p>To ensure all children meet national swimming proficiency standards.</p>	<p>Implement targeted "top-up" swimming sessions for children who have not yet achieved the required 25-meter standard by the end of their statutory swimming provision.</p> <p>These additional sessions will provide crucial individualised support, directly improving water confidence, safety, and swimming ability, ensuring a significantly higher percentage of pupils leave primary school as competent and confident swimmers.</p>	<p>Looking at the current data, 6 children attended top up sessions. Out of the 6 children, 5 have improved their water confidence, safety and swimming ability.</p>
<p>To enhance playtime quality and safety through comprehensive staff and pupil leader training.</p>	<p>Funded and delivered specialised training for welfare staff and playground leaders, covering effective supervision, engaging activity facilitation, and conflict resolution during break times.</p> <p>Playground Leaders training equips older pupils with the skills and confidence to lead games and activities during playtimes, helping to create a more active and inclusive playground environment. By encouraging structured, child-led play, more pupils are engaged in physical activity throughout the school day, contributing towards the recommended 60 active</p>	<p>Playtimes have become safer, more engaging, and better organised, leading to reduced incidents, increased positive social interactions, and enhanced physical activity for all children. Trained leaders have empowered pupils, fostering a more positive and inclusive playground environment. Year 4 children now aspire to be playground leaders 2025-2026.</p> <p>This initiative not only supported physical health but also promoted teamwork, communication, and leadership</p>

	minutes.	skills. It fostered a sense of responsibility among the leaders and ensured younger children were supported in joining in with fun, energetic games that kept them moving and socially connected.
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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?	%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	%	
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	We do not provide CPD for teaching swimming and water safety, as this is handled by professional swimming instructors who specialise in this area.

Signed off by:

Head Teacher:	<i>Mrs Stacey Clark</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Miss Catherine Clarke, PE Coordinator</i>
Governor:	<i>Lee Cadwallader (School Governor Physical Education)</i>
Date:	25/07/25