



# 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
Specialist Sports Coach from Fleetwood Town Football club employed to deliver FMS session to EYFS/SEN/PP and also plan and deliver after school clubs.	Increase in FMS being met by EYFS/SEN/PP children.  Provided opportunities for those children who don't take part in regular sport and physical activity to help promote and encourage a healthy- lifestyles and become more active.	Mr Hesketh and FTFC worked incredibly well together to promote and deliver a wide range of clubs for the children to access.

<p>Working alongside Wyre &amp; Fylde Schools Sports Partnership (Lee Cadwallader) to provide sporting opportunities for various age groups from Year 1-6 and also provide staff CPD linked to new scheme of work.</p>	<p>Increase participation in events, competitions, leagues and tournaments in a variety of sports for different age ranges and abilities.</p> <p>Support from Lee Cadwallader with the implementation of the PE Passport and supporting staff with CPD on how to challenge and support all abilities.</p>	<p>Lots of events have been attended and feedback from children has been positive an enjoyment for competition and sport has been installed on the children whether they win or lose.</p> <p>Lessons are now more structured and staff are beginning to implement the STEP process to allow all ranges of abilities to be able to succeed and thrive in PE.</p>
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Enrichment Days- OAA at Lake Windemere	Children were given the opportunity to visit Lake Windemere and experience a variety of new sports/physical activity which they might not have experienced in a school setting.	Children had memories to share with friends and family and also requested an OAA club after school or at lunch times again increasing participation and healthy lifestyle habits
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<p>Schools Game Mark- Gold</p>	<p>Hambleton has been working hard to adjust and manipulate the curriculum to ensure there are lots of different sports, events, games and activities which the pupils have access to.</p> <p>The curriculum has been designed and tailored to ensure that all of the children from Nursery to Year 6 receive outstanding physical education which promotes and encourages healthy and physical lifestyles for life.</p> <p>We have a growing number of children, across all year groups, attending after school and breakfast clubs over the last year. Including those on the PP/SEN register.</p> <p>Due to the PE coordinator (HH) being out of class, we were able to enter more competitions and events across the year as well as being involved in various fixtures for different sports and year groups.</p>	<p>Hambleton have now been awarded with the School Games Gold Mark Award for the previous academic year. TP will now begin looking towards platinum and what we need to do to achieve this.</p>
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<p>Mr Pitcher/Mr Hesketh/Mr Goldie attending various competitions/events/leagues/tournaments.</p>	<p>As many events competitions/events/leagues/tournaments have been entered and competed in as possible.</p> <p>Children given opportunities to try and compete in different sports and represent school.</p>	<p>Children/parents responded well to more competitions and events and supported the school during this.</p>
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## 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
<p><b>Enrichment activities to support children's active play at break times and lunch times:</b></p> <ul style="list-style-type: none"> <li>● Develop a diverse range of engaging and inclusive activities, such as sports, games, creative play, and nature exploration.</li> <li>● Ensure activities cater to different interests, abilities, and developmental stages.</li> <li>● Provide adequate resources, equipment, and supervision to ensure the safety and enjoyment of all children.</li> </ul>	<p><b>OPAL Play development to include consultancy developing over 18 months:</b></p> <ul style="list-style-type: none"> <li>● <b>Lunchtime supervisors / teaching staff:</b> Will be empowered to lead high-quality, engaging activities.</li> <li>● <b>Pupils:</b> Will benefit from enhanced opportunities for positive play, enrichment, and addressing SEMH needs.</li> </ul>	<p>Key indicator 1: The engagement of all pupils in regular physical activity</p> <p>Key indicator 2: The profile of PE and sport being 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><b>More pupils meeting their daily physical activity goal:</b></p> <ul style="list-style-type: none"> <li>● Promote the benefits of regular physical activity for health and well-being.</li> <li>● Provide opportunities for pupils to self-assess their activity levels and set personal goals.</li> <li>● Celebrate and reward achievements in physical activity.</li> <li>● Create a culture where physical activity is valued and encouraged.</li> </ul> <p><b>More pupils encouraged to take part in OAA:</b></p> <ul style="list-style-type: none"> <li>● Provide information</li> </ul>	<p>£5000</p>

<ul style="list-style-type: none"> <li>● Collaborate with teachers, teaching assistants, and lunchtime supervisors to create a supportive and inclusive environment.</li> <li>● Implement strategies to encourage participation from all children, including those with SEND or social or emotional difficulties.</li> </ul>			<p>and support to pupils about the benefits of participating in OAA.</p> <ul style="list-style-type: none"> <li>● Offer a range of activities that align with the OAA framework.</li> <li>● Create a supportive and inclusive environment for all pupils to participate.</li> <li>● Celebrate and reward achievements in OAA.</li> </ul> <p><b>Equity and inclusion:</b> Ensure all pupils have equal access to activities.</p> <p><b>Staff training and development:</b> Provide staff with the training and support they need.</p> <p><b>Evaluation and reflection:</b> Regularly evaluate the effectiveness of activities and make adjustments.</p> <p><b>Sustainability:</b> Consider long-term strategies for maintaining and improving the quality of activities.</p>	
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<p><b>Fleetwood Town Football Club</b> <b>EYFS Staff CPD:</b></p> <ul style="list-style-type: none"> <li>● Provide high-quality professional development for EYFS staff to enhance their knowledge and skills in teaching physical education and early years physical development.</li> <li>● Focus on age-appropriate activities, child-led learning, and creating a positive and inclusive learning environment.</li> </ul>	<p><b>EYFS Staff:</b> Will be equipped with the knowledge and skills to deliver effective physical education. <b>Pupils:</b> Will benefit from high-quality teaching and learning experiences, leading to improved physical development and well-being.</p> <p>Y5, Y3 Healthy Heads</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 being raised across the school as a tool for whole school improvement</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p><b>FMS Focusing on children in Early Years to progress in their physical development:</b></p> <ul style="list-style-type: none"> <li>● Improved physical literacy and motor skills among EYFS pupils.</li> <li>● Enhanced physical well-being and confidence.</li> <li>● Increased participation in physical activity.</li> </ul> <p><b>Additional considerations:</b></p> <ul style="list-style-type: none"> <li>● <b>Equity and inclusion:</b> Ensure all pupils have equal access to physical activity opportunities.</li> <li>● <b>Staff well-being:</b> Support staff through workload management and professional development opportunities.</li> <li>● <b>Sustainability:</b> Consider long-term strategies for maintaining and improving the quality of physical education provision.</li> </ul>	<p>27/09/23 -£6500</p>
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<p><b>Wyre &amp; Fylde Schools Sports Partnership, Lee Cadwallader:</b></p> <ul style="list-style-type: none"> <li>● Provide expert support to class teachers in planning and delivering engaging and effective PE lessons.</li> <li>● Offer tailored CPD to address specific needs and improve teaching practice.</li> <li>● Collaborate with the PE lead to develop a comprehensive PE curriculum aligned with national guidelines.</li> <li>● Support the effective use of Sports Premium funding to enhance PE provision.</li> <li>● Organise a variety of competitive sports events to provide opportunities for pupils to develop skills and compete.</li> </ul>	<p><b>Teaching Staff:</b> Will benefit from expert support and CPD to improve their teaching practice.</p> <p><b>Subject Leaders:</b> Will receive guidance on curriculum planning and Sports Premium spending.</p> <p><b>Pupils:</b> Will have access to high-quality PE lessons, a wider range of sports and activities, and opportunities to compete.</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 being raised across the school as a tool for whole school improvement.</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>Improved quality of PE teaching and learning.</p> <p>Increased pupil engagement and enjoyment in PE.</p> <p>Enhanced pupil physical literacy and skill development.</p> <p>Improved pupil health and well-being.</p> <p><b>Additional considerations:</b></p> <ul style="list-style-type: none"> <li>● <b>Equity and inclusion:</b> Ensure all pupils have equal access to PE opportunities.</li> <li>● <b>Staff well-being:</b> Support staff through workload management and professional development opportunities.</li> <li>● <b>Sustainability:</b> Consider long-term strategies for maintaining and improving the quality of PE provision.</li> </ul>	<p>13/10/23 - £250.00</p> <p>15/11/23-£180.00</p>
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<p><b>Dance Specialist:</b></p> <ul style="list-style-type: none"> <li>● Provide expert support to class teachers in planning and delivering high-quality dance lessons.</li> <li>● Offer tailored CPD to enhance teachers' knowledge and skills in dance pedagogy.</li> <li>● Collaborate with the PE lead to integrate dance into the broader PE curriculum.</li> </ul>	<p><b>Teaching Staff:</b> Will benefit from expert guidance and professional development to improve their dance teaching.</p> <p><b>Pupils:</b> Will have access to high-quality dance lessons, leading to improved physical literacy, creativity, and self-expression.</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 being raised across the school as a tool for whole school improvement.</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Improved quality of dance teaching and learning.</p> <p>Increased pupil engagement and enjoyment in dance.</p> <p>Enhanced pupil physical literacy, creativity, and self-expression.</p> <p>Improved pupil health and well-being.</p> <p><b>Additional Considerations:</b></p> <p><b>Equity and inclusion:</b> Ensure all pupils have equal access to dance opportunities.</p> <p><b>Staff well-being:</b> Support staff through workload management and professional development opportunities.</p> <p><b>Sustainability:</b> Consider long-term strategies for maintaining and improving the quality of dance provision.</p>	<p>01/11/23-£323.75</p> <p>24/11/23-£194.25</p>
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<p><b>Updating equipment for PE lessons:</b></p> <ul style="list-style-type: none"> <li>● Invest in high-quality, age-appropriate PE equipment to ensure safe and engaging lessons.</li> <li>● Replace worn-out or outdated equipment to maintain a safe and effective learning environment.</li> </ul>	<p><b>Pupils:</b> Will benefit from safe and engaging PE lessons with appropriate equipment.</p> <p><b>Teaching Staff:</b> Will be able to deliver high-quality PE lessons and effectively support pupil learning.</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 being raised across the school as a tool for whole school improvement.</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Improved quality of PE lessons.</p> <p>Increased pupil engagement and enjoyment in PE.</p> <p>Enhanced pupil physical literacy and skill development.</p> <p>Improved pupil health and well-being.</p> <p>Increased staff confidence and competence in delivering PE.</p> <p><b>Additional Considerations:</b></p> <p><b>Equipment maintenance:</b> Implement a regular maintenance schedule to ensure equipment is in good working order.</p> <p><b>Storage:</b> Ensure equipment is stored safely and securely.</p> <p><b>Risk assessments:</b> Conduct regular risk assessments to identify and mitigate potential hazards.</p>	<p>06/12/23-£869.75</p>
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<p><b>PE Passport Scheme of Work:</b></p> <ul style="list-style-type: none"> <li>● Develop a high-quality, progressive PE scheme of work that aligns with the National Curriculum and school priorities.</li> <li>● Provide staff with a comprehensive resource to support lesson planning, delivery, and assessment.</li> <li>● Ensure the scheme of work is inclusive and caters to the needs of all pupils.</li> </ul>	<p><b>Teaching Staff:</b> Will have access to a high-quality resource to support their teaching and planning.</p> <p><b>Pupils:</b> Will benefit from well-structured, engaging, and challenging PE lessons.</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 being raised across the school as a tool for whole school improvement.</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Improved quality of PE lessons.</p> <p>Increased consistency in PE delivery across the school.</p> <p>Enhanced pupil progress and achievement in PE.</p> <p>Increased staff confidence and competence in teaching PE.</p> <p>Long-term sustainability of high-quality PE provision.</p> <p><b>Additional considerations:</b></p> <ul style="list-style-type: none"> <li>● <b>Regular review and update:</b> Regularly review and update the scheme of work to ensure it remains relevant and effective.</li> <li>● <b>Staff training and support:</b> Provide ongoing training and support to staff to ensure effective implementation of the scheme of work.</li> <li>● <b>Resource allocation:</b> Ensure adequate resources are allocated to support the implementation of the scheme of work.</li> </ul>	<p>15/11/23-£699.00</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
<p><b>Dance Specialist Support for Year 4 and Year 5:</b></p> <ul style="list-style-type: none"> <li>● Provided 10 weeks of intensive dance training and coaching.</li> <li>● Delivered targeted CPD to class teachers and teaching assistants.</li> <li>● Prepared students for the Blackpool Dance Festival and Winter Gardens Dance Festival.</li> </ul>	<p><b>Children:</b></p> <ul style="list-style-type: none"> <li>● Improved technical dance skills and performance quality.</li> <li>● Enhanced confidence, self-esteem, and motivation.</li> <li>● Developed teamwork, discipline, and time management skills.</li> <li>● Gained valuable experience in competition preparation and performance.</li> </ul> <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>● Increased knowledge and skills in dance teaching and choreography.</li> <li>● Enhanced ability to plan and deliver effective dance lessons.</li> <li>● Reduced workload and increased efficiency.</li> <li>● Opportunities for professional development and career</li> </ul>	<p>The Dance Specialist's support had a significant positive impact on both students and staff. Students benefited from expert coaching, improved their skills, and gained valuable performance experience. Staff benefited from professional development opportunities, increased capacity, and reduced workload. The collaboration between the specialist and school staff ensured the sustainability of the dance program, with the CPD provided enabling staff to continue to deliver high-quality dance lessons.</p>

advancement.

**School:**

- Increased school profile and reputation.
- Positive impact on school culture and community.
- Opportunities for positive publicity and recruitment.
- Enhanced student outcomes in physical education.

### FCAT Football Cup Victory:

- Mr. Pitcher coached the Year 5/6 football team to victory in the FCAT Football Cup.
- The team participated in a cup competition organised by Mr. Hesketh.

### Children:

- Increased self-confidence and self-esteem.
- Improved teamwork and communication skills.
- Enhanced physical fitness and well-being.
- Developed a sense of achievement and accomplishment.
- Fostered a positive attitude towards sports and physical activity.

### Staff:

- Recognition for effective coaching and leadership.
- Increased job satisfaction and motivation.
- Opportunity to positively impact students' lives.

### School:

- Enhanced school reputation and community standing.
- Increased school spirit and pride.
- Positive impact on the school's overall culture and ethos.
- Potential for attracting new students

Mr. Pitcher's guidance and the team's hard work led to a significant achievement. The experience of training, competing, and ultimately winning the cup has been invaluable for the students involved. The collaboration with the Fleetwood Town Community Trust through the Wyre Central League provided additional opportunities for development and enjoyment. This victory has had a positive impact on the school community, inspiring other students to participate in sports and extracurricular activities.

	and families.	
<p><b>Wyre Football League Victory:</b></p> <ul style="list-style-type: none"> <li>● The Year 5/6 football team won the Wyre Football League.</li> </ul>	<p><b>Children:</b></p> <ul style="list-style-type: none"> <li>● Increased self-esteem and confidence.</li> <li>● Improved teamwork, communication, and leadership skills.</li> <li>● Enhanced physical fitness and well-being.</li> <li>● Developed a strong work ethic and determination.</li> <li>● Created lasting memories and friendships.</li> </ul> <p><b>Coaches:</b></p> <ul style="list-style-type: none"> <li>● Recognition and appreciation for their hard work and dedication.</li> <li>● Opportunities for professional development and growth.</li> <li>● Increased motivation and job satisfaction.</li> </ul> <p><b>School:</b></p> <ul style="list-style-type: none"> <li>● Enhanced school reputation and community standing.</li> <li>● Increased school spirit and pride.</li> <li>● Positive impact on the school's overall culture and ethos.</li> </ul>	<p>The Year 5/6 team's victory in the Wyre Football League was a significant achievement that had a positive impact on the school community. The success of the team inspired other students to participate in football and other sports, fostering a love for physical activity. The timing of the victory, coinciding with the Euro 2020 tournament, created additional excitement and enthusiasm for football within the school. The experience of winning the league has set a strong foundation for future football teams, inspiring them to strive for excellence.</p>

	<ul style="list-style-type: none"> <li>● Increased participation in sports and extracurricular activities.</li> </ul>	
<p><b>Year 5 Dance Performance at the Tower Ballroom:</b></p> <ul style="list-style-type: none"> <li>● Year 5 students participated in a dance festival at the prestigious Tower Ballroom.</li> </ul>	<p><b>Children:</b></p> <ul style="list-style-type: none"> <li>● Increased self-confidence and self-esteem.</li> <li>● Enhanced teamwork and collaboration skills.</li> <li>● Developed discipline, perseverance, and time management skills.</li> <li>● Gained appreciation for dance and the performing arts.</li> <li>● Created lasting memories and a sense of achievement.</li> </ul> <p><b>School:</b></p> <ul style="list-style-type: none"> <li>● Positive impact on school reputation and community standing.</li> <li>● Opportunities for positive publicity and recognition.</li> <li>● Enhanced school culture and pride.</li> <li>● Increased student engagement in the arts.</li> </ul>	<p>The Year 5 students' performance at the Tower Ballroom was a significant accomplishment that had a positive impact on their personal and academic development. The experience of performing on such a prestigious stage helped to boost their confidence, develop their skills, and create lasting memories. The positive feedback and recognition from other schools and teachers further validated the students' hard work and dedication.</p>
<p><b>Whole School Sports Day</b></p>	<p><b>Children:</b></p> <ul style="list-style-type: none"> <li>● Improved physical fitness and health.</li> <li>● Enhanced teamwork and collaboration skills.</li> </ul>	<p>The whole school sports day was a great success, providing a fun and engaging experience for all students. The event promoted physical activity, teamwork, and sportsmanship, while also fostering a</p>

	<ul style="list-style-type: none"> <li>● Increased self-esteem and confidence.</li> <li>● Developed a positive attitude towards physical activity.</li> <li>● Fostered a sense of school spirit and community.</li> </ul> <p><b>For the School:</b></p> <ul style="list-style-type: none"> <li>● Positive impact on school culture and ethos.</li> <li>● Increased parental engagement and involvement.</li> <li>● Opportunities for identifying and nurturing athletic talent.</li> <li>● Enhanced school reputation and community standing.</li> </ul>	<p>sense of school spirit and community. By offering a variety of activities, the sports day was inclusive and ensured that all students could participate and have fun. The positive feedback from students, staff, and parents highlights the value of such events in creating a vibrant and supportive school environment.</p>
<p><b>Year 5 Boys Football Tournament Victory</b></p>	<p><b>Children:</b></p> <ul style="list-style-type: none"> <li>● Increased self-esteem and confidence.</li> <li>● Improved teamwork and collaboration skills.</li> <li>● Enhanced sportsmanship and fair play.</li> <li>● Developed resilience and determination.</li> <li>● Increased motivation and engagement in football.</li> </ul>	<p>The Year 5 boys' football team's victory in the tournament was a fantastic achievement that had a significant impact on the students and the school. The experience of winning a competitive tournament has boosted the boys' confidence, improved their teamwork skills, and fostered a love for football. The win has also positively impacted the school's reputation and has inspired other students to get involved in sports and physical activity.</p>

	<p><b>For the School:</b></p> <ul style="list-style-type: none"> <li>● Positive impact on school reputation and community standing.</li> <li>● Increased school spirit and pride.</li> <li>● Opportunities for positive publicity and recognition.</li> <li>● Enhanced student well-being and engagement in physical activity.</li> </ul>	
<p><b>Purchasing New PE Equipment</b></p>	<p><b>Children:</b></p> <ul style="list-style-type: none"> <li>● Increased participation in physical activity.</li> <li>● Improved physical fitness and skill development.</li> <li>● Enhanced enjoyment of PE lessons.</li> <li>● Boosted self-confidence and motivation.</li> <li>● Reduced risk of injury.</li> </ul> <p><b>For the School:</b></p> <ul style="list-style-type: none"> <li>● Improved quality of PE lessons and teaching.</li> <li>● Enhanced school reputation and community standing.</li> <li>● Increased student engagement and achievement in PE.</li> <li>● Better use of Sports Premium</li> </ul>	<p>The investment in new PE equipment has had a significant positive impact on the school's PE provision. The new equipment has made lessons more engaging, inclusive, and effective. Students are more motivated to participate, and their skills and fitness levels have improved. The equipment has also reduced the risk of injuries and provided teachers with more opportunities to deliver creative and challenging lessons. By addressing several Sports Premium Key Indicators, the purchase of new equipment has contributed to a more active and healthy school community.</p>



	funding.	
<b>Year 6 Athletics Competition Top 5 Finish</b>	<p><b>Children:</b></p> <ul style="list-style-type: none"> <li>● Improved physical fitness and health.</li> <li>● Enhanced teamwork and collaboration skills.</li> <li>● Developed resilience and determination.</li> <li>● Boosted self-esteem and confidence.</li> <li>● Fostered a sense of achievement and pride.</li> </ul> <p><b>School:</b></p> <ul style="list-style-type: none"> <li>● Positive impact on school reputation and community standing.</li> <li>● Increased school spirit and pride.</li> <li>● Opportunities for positive publicity and recognition.</li> <li>● Enhanced student well-being and engagement in physical activity.</li> </ul>	<p>The Year 6 team's Top 5 finish in the Athletics Competition is a significant achievement that reflects the hard work and dedication of the students and their coaches. The regular training sessions during lunchtimes played a crucial role in honing the childrens' skills and building their confidence. This success has not only boosted the team's morale but has also inspired other students to participate in athletics and other sports. The positive impact of this achievement extends beyond the individual children and the school, contributing to a healthier and more active community.</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?	91%	91% is a very high number for pupils to be able to swim competently, confidently and proficiently over a distance of at least 25 metres. However, as a school we have now decided to move our swimming provider to a provider which can offer more time in the pool, smaller groups, more instructors and a more hands on approach (coach in pool). This will enable the current 24-25 cohort (Year 5) to become more proficient across 25 metres.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	91%	91% of our current Year 6 cohort can use a range of strokes effectively. Upon doing this, as a school we have decided to use a new swimming provider. The reasons for this are the same as above e.g length of session, type of delivery, attendance/availability of pupils.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100%</p>	<p><b>Due to the quality coaching/teaching from our swimming provider and the support from parents 100% of all pupils can now perform and articulate what they would do for safe self-rescue for water-based situations.</b></p>
<p>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?</p>	<p>Yes/<b>No</b></p>	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/<b>No</b></p>	

Signed off by:

Head Teacher:	<i>Holly Wood</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<b><i>Thomas Pitcher</i></b>
Governor:	<i>Lisa Knowles</i>
Date:	18/07/2024