



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
<ul style="list-style-type: none"> Greater importance placed on intra/inter-school competitions and equal opportunities for both boys and girls at a primary level Years 4 to 6 take part in intensive 2-week swimming courses Improving CPD for staff through NUFoundation and SLA with the Newcastle PE and Sport Services support 	<ul style="list-style-type: none"> Y5/6 Football team reached Small School National Finals @ King Power Stadium with a mixed team 1892 Cup for Year 4 Girls at NUFC Training Ground, first time a Y4 girls only team have qualified Ten Pin Bowling Finals for KS2 SEND team – inclusive curriculum and equal opportunities and access School Games Gold Award for 4th year Bob Maddison Cup winners 'Highly Commended' status in Creative Health in Primary Schools Awards, for their Contemporary Dance & Sustainability project Sports Day – all abilities had equal access and opportunities – grouped so that children could compete against other children of similar abilities, to prevent the same children from always 	<ul style="list-style-type: none"> Spend on new football kits that can be used by both genders, as well as gifted kits from Newcastle United and the School Football Association for both the LKS2 Girls team and the UKS2 mixed team. We will be moving onto a Gold package with the NUFoundation in Sept 24, where we will have CPD and support for a full day including a club and many incentives. The cost will be shared with another school in our trust. We will not be putting an SLA together with the PE service next year due to costs and not needing their services as much next year.

winning the same games

- First High Five Mixed Netball event through School Games
- Dale League Football - Winning all 10 of their games over the season. This trophy was last won by the school in 2008, so a great achievement!
- Champion of Champions Basketball Winners for Newcastle Eagles North East Competition
- won the Newcastle and Northumberland Small School Trophies (two)
- 98% of children could swim 25m or more by the end of KS2
- All classes have been taught by a qualified coach at least once a half-term this year – all staff gained confidence and ideas (staff survey)

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
<ul style="list-style-type: none"> Increase activity at lunchtimes and breaktimes (active 60) 	<ul style="list-style-type: none"> Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity pupils – as they will take part least active SEND 	<ul style="list-style-type: none"> Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. 	<ul style="list-style-type: none"> More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Lunchtime supervisors had CPD around this Feedback opportunities with staff and pupils 	<p>£6000 costs for additional coaches to support lunchtime sessions and outdoor play equipment</p>
<ul style="list-style-type: none"> CPD for staff 	<ul style="list-style-type: none"> All staff including support assistants All pupils 	<ul style="list-style-type: none"> K11: Increased confidence, knowledge, and skills of all staff in teaching PE and 	<ul style="list-style-type: none"> Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school 	<ul style="list-style-type: none"> Cost linked to full packages of SLA & NUFoundation (£4070)

		<p>sport.</p> <ul style="list-style-type: none"> • K15: Increased participation in competitive sport. 		
<ul style="list-style-type: none"> • Employment of school sports coach to deliver physical activity games at least two lunchtimes per week to allow for increased levels of activity during playtimes. • Sports coach also used for two morning and afternoon sessions per week to allow for staff CPD. 	<ul style="list-style-type: none"> • Staff & Pupils • The coaches (Phil and Evie) 	<ul style="list-style-type: none"> • Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school • Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement • Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport • Key indicator 4: Broader experience of a range of sports and activities offered to all pupils 	<ul style="list-style-type: none"> • Sports coach engaged with pupils during break times and lunchtimes each Thursday and Friday to encourage games and physical activity and specific interventions. • Sports coach demonstrated games and activities for lunch time supervisors, teachers and teaching assistants as a way of CPD. • Sports coach developed activities for a range of year groups during playtimes and lunchtimes. • PE and Sport made a high priority and contributed towards School Development Plan. PE was considered in our Ofsted Outstanding Rating in Aut 2 2023. • Curriculum skills and knowledge, sporting opportunities and physical activity opportunities have been mapped out. • Lunchtime supervisors have gained ideas on games to play and it has had a positive impact on behaviour and there have been less accidents on the yard. • Pupil voice is very positive about the use of coaches in the yard at lunchtime. • More children have been physically active on a regular basis, including children identified for lunchtime intervention. • Employed dance and gymnastics 	<ul style="list-style-type: none"> • £720 for dance and gymnastics package with NUF. • Eagles Foundation for Y5/6 £700 • Badminton – free • Squash – free

			coaches for Autumn 1	
<ul style="list-style-type: none"> • Continue increased participation in competitions and festivals within and outside of our Trust • Provide further opportunities for children. • Higher achieving pupils to be challenged through competitive sports. 	<ul style="list-style-type: none"> • Children with a talent in sport • Children with SEND • Equal opportunity and access in sports for those who want to compete 	<ul style="list-style-type: none"> • Key indicator 5: Increased participation in competitive sport • Key indicator 4: Broader experience of a range of sports and activities offered to all pupils • Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole-school improvement 	<ul style="list-style-type: none"> • Continuous calendar of competitions • Entering as many SEND-specific comps as possible • School Games • Local Leagues • Catholic Clusters • Pupils develop greater confidence and skills in key games. • Promote all classes in attending events and use PE lessons/coaching sessions as preparation. • Increased participation across the School. • Pairing up with peer-to-peer groups in the local area to cut transport costs to comps • Taking up comp offers from NUFoundation that are based in nearby facilities cutting transport costs • PTA fundraising for a new minibus • Assessments and lesson objectives to be used to identify higher achieving pupils and opportunities sought to cater for their needs. • More intra-based competitions between mixed-gender groups e.g through the encouragement of Barclays Girls in Football initiative • Continue tracking children with PP, 	<p>Silver SLA package with Newcastle Sports and PE services - £2010 – not continuing next year</p>

			SEND and behavioural issues to target with sporting competitions to increase social interaction, resilience and equal opportunities.	
<ul style="list-style-type: none"> • Increase participation in After and before-school clubs • target groups of less active pupils. 	<ul style="list-style-type: none"> • Less active pupils • Pupils who enjoy active clubs • Staff • Coaches 	<ul style="list-style-type: none"> • Key indicator 4: Broader experience of a range of sports and activities offered to all pupils • Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school 	<ul style="list-style-type: none"> • Pupils who do not take part in clubs and are less active are targeted through additional clubs that they might enjoy (pupil voice). • Taster sessions for Rugby from Rugby Minis and Rugby Tots to engage LKS2 and EYFS, KS1 in clubs in school • Fitness - part of weekly PE sessions e.g circuits, skipping sessions etc. • Clubs and teaching to be linked to School Games competitions. • Clubs offered every day of the week and designed according to pupil voice 	<ul style="list-style-type: none"> • Children pay for their own rugby and football clubs • Clubs are included with NUF package
<ul style="list-style-type: none"> • New PE equipment ordered and PE provision to be at least maintained. 	<ul style="list-style-type: none"> • All pupils • Staff 	<ul style="list-style-type: none"> • Key indicator 5: Increased participation in competitive sport • Key indicator 4: Broader experience of a range of sports and activities offered to all pupils • Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school 	<ul style="list-style-type: none"> • Netballs, footballs and basketballs were ordered to accommodate new clubs, interests and curriculum • New bibs for netball • Miss McTernan is qualified in teaching Netball club and has an interest outside of school too • Progression and achievement of key skills. • Higher quality teaching and learning. • All pupils are given the chance to achieve and progress. • The purchase of new equipment will be long-lasting and will inform the curriculum coverage and planning. • Children continue to practise skills 	£303

		pupils undertake at least 30 minutes of physical activity a day in school	during break time with equipment purchased.	
<ul style="list-style-type: none"> Provide further opportunities for SEND or vulnerable pupils to take part in competitive sports. 	<ul style="list-style-type: none"> All pupils to have the opportunity to take part in events. SEND and disadvantaged pupils mapped across events and competitions to monitor. 	<ul style="list-style-type: none"> Key indicator 5: Increased participation in competitive sport Key indicator 4: Broader experience of a range of sports and activities offered to all pupils 	<ul style="list-style-type: none"> Whole class events such as dance, multi-skills, Basketball, Football, Athletics and Sports Day activities. Vulnerable pupils and pupils with SEND were tracked across the year in participation in sporting competitions. SEND-Specific comps – Boccia and Ten Pin Bowling Opportunities to be sought for key groups of pupils to enter events such as compositions and team sports in future. Continue tracking children with PP, SEND and behavioural issues to target with sporting competitions to increase social interaction, resilience and equal opportunities. 	<ul style="list-style-type: none"> Free but includes the cost of petrol and CAZ costs across the year for mini-buses) – also allocated in other key indicators – see others)
<ul style="list-style-type: none"> Provide further opportunities for children. Higher achieving pupils to be challenged through competitive sports. 	<ul style="list-style-type: none"> Opportunities for a range of abilities to take part in competitions. 	<ul style="list-style-type: none"> Key indicator 5: Increased participation in competitive sport Key indicator 4: Broader experience of a range of sports and activities offered to all pupils 	<ul style="list-style-type: none"> Children from targeted groups entering competitive events. Assessments and lesson objectives to be used to identify higher achieving pupils and opportunities sought to cater for their needs. More intra-based competitions between mixed-gender groups e.g through the encouragement of Barclays Girls in Football initiative. 	<ul style="list-style-type: none"> £688 Includes: for mini-bus petrol, driver and maintenance costs

<ul style="list-style-type: none"> Targeted groups of pupils to receive support for fundamental skills progress. 	<ul style="list-style-type: none"> Less able pupils Vulnerable pupils 	<ul style="list-style-type: none"> Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole-school improvement 	<ul style="list-style-type: none"> extra provision on Friday lunch times to develop key skills. Sports coach has delivered Wednesday, Thursday and Friday lunch time club to targeted group of pupils identified from assessments to help with basic skills. Increased progress in skills for targeted group of pupils to be assessed on termly basis. Aim for at least 80% of children to access a club over the course of next year. 	<ul style="list-style-type: none"> See costs in other sections
<ul style="list-style-type: none"> Ignite interest in new sporting opportunities and offer children the chance to participate in a range of sports. Active Residentials across KS2. Activity Days across KS1 & EYFS 	<ul style="list-style-type: none"> All pupils Staff 	<ul style="list-style-type: none"> Key indicator 4: Broader experience of a range of sports and activities offered to all pupils 	<ul style="list-style-type: none"> Y3 – Team Challenge Day Y4 – Rounders Festival Y5 – New residential opportunity this year Y2 – Multi-skills Residentials cannot be underestimated for each child's development, particularly as they all benefit from OAA and promote activity outdoors. Greater enjoyment with varied activities. Higher levels of participation in clubs targeting less-active children. Going forward, we will utilize our own forest school for team challenge days organised by our Forest School Leads 	<p>£??????</p>
<ul style="list-style-type: none"> Continue to buy Get set 4 PE 	<ul style="list-style-type: none"> All staff have access to high-quality planning and resources to deliver broad and 	<ul style="list-style-type: none"> Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 2: The profile of PESSPA being raised across the school as a tool 	<ul style="list-style-type: none"> Teachers have decreased workload and have high-quality planning materials to deliver broad and balanced lessons. Clear progression of skills and knowledge from EYFS to Y6. Focus on specific sports that our school has access to quality coaching for e.g Football, Basketball, 	<p>£500 including a renewal discount</p>

	balanced PE curriculum.	for whole-school improvement	<p>Gymnastics</p> <ul style="list-style-type: none"> • Staff voice very positive. • Learning walks show high-quality teaching and learning through the scheme. 	
<ul style="list-style-type: none"> • Improve staff subject knowledge and delivery of PE in specific areas of the curriculum. 	<ul style="list-style-type: none"> • All staff 	<ul style="list-style-type: none"> • Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport • Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole-school improvement 	<ul style="list-style-type: none"> • Sports coaches have delivered lessons alongside teachers or support staff across the year. • Staff training opportunities have been distributed across the school linking to curriculum for each year group from PE service. • Dance and Gymnastics, multi-skills, Futsal and Football coaches have demonstrated and worked with staff to deliver and enhance good practice. • PE coaching for all years helped to improve teacher knowledge, planning and delivery. • Dance coaching for Year 5 helped to improve teacher knowledge, planning and delivery and allowed pupils to take part in something new through contemporary dance. A specialised club was then offered to children. • Dance and Gymnastics coaching from NUF in Autumn 1. • Basketball coaching from Newcastle Eagles Foundation for Years 5 and 6 helped to improve teacher knowledge, planning and delivery • Staff to continue to teach part lessons with coaches and continue 	See other indicators

			<p>delivery of key PE skills after coaches have completed the training programme.</p> <ul style="list-style-type: none"> • Increased confidence. • More knowledge of PE curriculum. Plans and activities were also made available for future use. PE coordinator to monitor impact of CPD through Staff Survey. • Look to purchase different coaches for different areas, look next to NUFC foundation for a full day. • Higher levels of teaching and learning in dance and gymnastics. 	
<ul style="list-style-type: none"> • The profile of sport continues to be high in school. • Pupil voice and parent involvement to be encouraged. 	<ul style="list-style-type: none"> • Pupils • Staff • Parents/families 	<ul style="list-style-type: none"> • Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement 	<ul style="list-style-type: none"> • Continuous Sporting updates are on school newsletter, letters to parents, social media and website. • Regularly updated sports display in the hall includes photographs and key skills. • Stickers purchased for school Sports Day. • Field purchased for Sports Day. • Sporting awards for children at the end of Y6 that reflect on their achievements since joining the school. • Organisation of clubs involved parents i.e. displaying dances virtually and • School club links to be evident on website. • The school has used twitter, blogs, the trophy cabinet and the school website to update parents and raise the profile of sport. • Parent voice was very positive (Autumn term) 	N/a

<ul style="list-style-type: none"> Commitment to long term involvement in SLA provision with NU Foundation and Newcastle PE Services 	<ul style="list-style-type: none"> PE Lead Pupils Staff 	<ul style="list-style-type: none"> Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport 	<ul style="list-style-type: none"> Through the SLA the subject leader has had regular meetings involving updates, access to competitions, school games and events and information about staff CPD. Commitment to silver SLA provision with Newcastle School Sports Service has been used by us for many years and has served its purpose. We have benefitted from CPD, courses and planning meetings, as well as assessments, competitions and staff meetings. However, when looking towards sustainability, it has become increasingly harder to manage costs of the competitions and transport. Therefore, we will not be entering an SLA with the PE service next year. 	<p>See boxes above for costs</p> <p>£4070 for NUF</p>
<ul style="list-style-type: none"> To develop a whole school approach to PE and physical activity through good use of subject leader time with direct impact on curriculum coverage, quality teaching and learning and progress. 	<ul style="list-style-type: none"> Subject leader 	<ul style="list-style-type: none"> Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport 	<ul style="list-style-type: none"> Ensured curriculum is robust, progressive and high in quality. Liaised with specific agencies, sporting clubs and coaches to ensure high quality experiences. Audited and purchased new PE equipment when needed. Met with PE link governor to update on subject. Ofsted – Autumn Curriculum skills and knowledge, sporting opportunities and physical activity opportunities have been mapped out. Clear progression and skills documents available to show coverage in PE and assessment through curriculum expectations sheets. Staff have gained access to PE courses through the SLA via subject 	<p>None</p>

			<p>leader.</p> <ul style="list-style-type: none"> • Pupils have gained access to competitions, events and specialist coaches. • Half-termly planning meetings with a member of staff from the School Sport Service to discuss and review PE provision throughout school and extracurricular events that the children get involved in. The impact of this was an increased confidence in planning and leading the curriculum and PE lead was able to pass of planning and delivery ideas to other members of staff to increase confidence in teaching PE. • Meetings with area lead for NUF • From the time gained, the subject leader will be able to keep staff updated with current PE strategies, CPD opportunities and pupils involved in events. • Using this time, the subject leader will be able to continue to organise events, teams, letters, transport, competitions, sports day and coaches to deliver a full balanced PE curriculum. 	
<ul style="list-style-type: none"> • Commitment to Healthy Living and Active Lifestyles 	<ul style="list-style-type: none"> • All pupils 	<ul style="list-style-type: none"> • Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement • Key indicator 3: Increased confidence, knowledge and skills of all staff in 	<ul style="list-style-type: none"> • Healthy Schools Award • Wellbeing Award • Healthy Active Lifestyle events • High-quality physical education, physical activity and sport improve outcomes in health, wellbeing and achievement as part of whole school improvement. • Health and wellbeing will continue to be priority in school. • PE has high priority in school. 	Part of SLA

		teaching PE and sport		
<ul style="list-style-type: none"> Bought into PE planning through Get Set 4 PE again. 	<ul style="list-style-type: none"> All staff have access to high-quality planning and resources to deliver broad and balanced PE curriculum. 	<ul style="list-style-type: none"> Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school 	<ul style="list-style-type: none"> Teachers have decreased workload and have high-quality planning materials to deliver broad and balanced lessons. Clear progression of skills and knowledge from EYFS to Y6. Focus on specific sports that our school has access to quality coaching for e.g Football, Basketball, Gymnastics Staff voice very positive. Learning walks show high-quality teaching and learning through the scheme. School will continue purchase of Get Set 4 PE and are given discounts each time. 	See above

<ul style="list-style-type: none"> Develop opportunities for increased physical activity and sporting opportunities throughout the day/school week. 	<ul style="list-style-type: none"> Staff Pupils Lunchtime supervisors coaches 	<ul style="list-style-type: none"> Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school 	<ul style="list-style-type: none"> Adopted our own 'OPAL' style play at break times. More children have been physically active on a regular basis during break times. Positive pupil, parent and staff voice Items donated for sustainability through class competitions - Asking for donations to help create fun, outdoor learning spaces without the need for PE style equipment e.g car tyres. Bought outdoor storage containers for the yard to store play equipment 	<p>£ ???????</p>
<ul style="list-style-type: none"> Improved assessment in PE and Sport 	<ul style="list-style-type: none"> PE service NUF Staff Coaches Pupils 	<ul style="list-style-type: none"> Key I: 1, 2, 3, 4 	<ul style="list-style-type: none"> Silver package through SLA – sharing of best practice – assessments carried out on each year group except Y6 and staff meeting led by SLA afterwards to discuss data and opportunities for increasing physical activity throughout the day using fundamentals. Fundamental movements across the school have improved. New whole school assessment plan for following Get Set 4 PE Key trends analysed and targeted. Staff meeting delivered for CPD 	<p>Part of SLA</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
<ul style="list-style-type: none"> Positive impact on physical literacy within school & contribution towards Active 60 minutes through OPAL style play 	<ul style="list-style-type: none"> More children are active on break time – no child is doing anything – all are moving Children really enjoy it (positive pupil voice) Parents have given positive feedback Donations have improved our journey toward sustainability 	<ul style="list-style-type: none"> Lunchtime supervisors struggled with the changes to break times at first. It is harder to achieve in colder/wetter weather conditions (haven't had a lot of positive weather this year) Looking after equipment is a struggle in our area being so close to Heaton Park and things getting lost Overall positives outweigh the negatives and will continue this approach next year
<ul style="list-style-type: none"> Increased uptake in Sports clubs and Competition in pupil premium children 	<ul style="list-style-type: none"> More active children amongst the most vulnerable Children have really enjoyed the clubs they asked for (football and basketball) Broader experiences for all More children wanting to take up that sport/club outside of school too 	<ul style="list-style-type: none"> Clubs were mentioned in our Ofsted report as a particular highlight for children and their personal development We have breakfast and after-school clubs every day of the week Competitions that have specifically targeted those children (ten-pin bowling) were a particular hit
<ul style="list-style-type: none"> Achievements in Football (2nd in Catholic Cup for both KS2 teams) 	<ul style="list-style-type: none"> Broader experiences for children Chance for those with a talent to show off their skills Creates a sense of teamwork and confidence amongst some less confident children in other subjects Chance for children to exert knowledge learned in lessons and clubs Chance for all to compete (boys and 	<ul style="list-style-type: none"> Greater number of Y6 girls were interested in football this year (loved the clubs) Achievements in football did not match the previous year but still showed potential in the new teams No football on the yard at a breaktime due to new OPAL style play meant a greater uptake in clubs

girls) – equal opportunities

and equipment is better looked after

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?	87%	<i>We have 3 coaches and we walk around 15/20 minutes to our local pool. We take part in a 2-week intensive course in years 4 to 6.</i> <i>The pool is a small to medium size and the higher ability group tends to use the larger and deeper swimming pool.</i> <i>Our main struggle for lower ability swimmers is our EAL children who have not been swimming before, so the lessons with school are the only opportunities that they have.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>87%</p>	<p><i>All 4 children who cannot perform safe self-rescue in different water-based situations are EAL and their only opportunity to go swimming has been through the school, starting in Y4. 1 of the 4 children joined our school from another school this year.</i></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/No</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/No</p>	

Signed off by:

Head Teacher:	<i>Vinny Turner</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Harriet Gregan</i>
Governor:	<i>David Hastie, PE Link Governor</i>
Date:	December 2023