



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 |
|--|--------|----------|
| See previous document containing update for 2022 2023 | | |
| <p>At Bretherton Endowed CE Primary School, we believe PE and Sport plays an important role in making our vision statement - To learn, grow and achieve to flourish in God's love a reality for every pupil, with the potential to change young people's lives for the better. We have welcomed the Government's announcement in June 2021, confirming that schools in England will benefit from a further £320 million from the PE and Sport Premium during the academic year 2023-2024.</p> <p>This so schools can continue to prioritise children's physical wellbeing alongside education recovery, to help children get an active start in life in supporting primary schools to improve the quality of their PE and sport provision so that pupils experience the benefits of regular exercise – from becoming healthier both mentally and physically to improved behaviour and better academic achievement. The confirmation of the investment into primary schools for PE, sport, activity and play has never been more needed, given the potential disruption to children's activity levels during lockdown.</p> <p>How we are using it at Bretherton Endowed</p> <p>Our commitment to providing children with high quality competition access and pupils involved in leadership activities was recognised with the School Games National Platinum Award after external validation at the end of summer 2022. This has been sustained for the last two years, for continuing to give passionate and talented children the opportunity to participate in competitive sport, but also for the physical activity, mental and physical wellbeing activities and opportunities we have provided each of the children across the school. The Platinum Award is the highest of those given out by National School Games and is for a school's contribution and commitment in providing physical activity opportunities for all. We are extremely proud of our pupils for their dedication to all aspects of physical activity and school sport, whether this be running the daily mile (Bretherton Blast) , taking part in iMoves/ Dance moves or Funky Fridays, playing table tennis at lunchtime, competing during sports day or during a football or netball match. Additionally, Bretherton Endowed is striving to be a Healthy School which is committed to delivering high quality and consistently good PE</p> | | |

provision to all our children which enables our children to improve their health, fitness, welfare and wellbeing, their understanding of sport, teamwork and citizenship. We promote an inclusive ethos where all pupils enjoy participating in sport; empowering them to become the best they can be.

One of the many ways we have used the sports funding at Bretherton Endowed has been to update our resources for physical education lessons. Ensuring that the equipment is accessible for all children in the school means that they are able to develop their skills in each area of the curriculum.

Bretherton Endowed continues to be part of the West Lancs Sports Partnership (WLSP) which provides advice and quality training for teachers and opportunities for pupils to participate in inter-school sports competitions during the last two years and we hope to participate in external competitions (a wide range) during this academic year, as we have in previous years and been very successful at. We also hire coaches throughout the year from the Gold Academy, Tarleton, Dance teachers and our TA's who accompany children to matches within the local leagues and cup matches. We will continue to broaden the level of activity within the school through sport clubs, Active IMoves and the Daily Mile, which will have a long-lasting impact on the health and fitness and wellbeing of every child in the school.

We are fortunate to go swimming with the clear impact of raising attainment in swimming to meet requirements of the National Curriculum before the end of Key Stage 2.

Cover for our PE Leaders will be used to allow monitoring of PE and Games – how it is being delivered and assessed across the school as well as auditing the equipment and ensuring it is kept up to date. This alongside of identifying how the teaching of PE can be developed. We will continue to ensure our children have access to different sporting opportunities including competitions and festivals. To promote the importance of a healthy active lifestyle children we will continue take part in inter school sport events including tournaments, sports days, sports relief days and sports challenges.

At Bretherton Endowed, we have developed a plan to ensure this funding is invested to maximise the long term impact of our PE provision for pupils and staff. The impact of these initiatives is monitored through assessment of children's skills, staff and pupil feedback, uptake of clubs etc. The following factors are taken into account:


1. The increase in participation rates in such activities as games, dance, gymnastics, swimming and athletics
2. The growth in the range of traditional and alternative sporting activities
3. The increase and success in competitive school sports
4. How much more inclusive the physical education curriculum has become
5. The improvement in partnership work on physical education with other schools and local partners
6. Greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils' health

Sustainability: to build capacity and capability within our school to ensure improvements made now will benefit pupils joining the school in future years, we will extend the resources available within PE lessons and the confidence of class teachers and support staff to ensure that learning within PE and games is consistently improving and that the improvements are sustainable. For example, in 2020, we bought a MUGA and in 2022 a running track with improvements to our outside gym equipment planned in 2024. This investment overtime will impact on our children's knowledge of fitness, increase their fitness levels, and consolidate their understanding of a healthy active lifestyle. We access Succeedin, through WLSP scheme of work which is an online forum of lesson plans and schemes of work that have been written with careful consideration of the aims of the National Curriculum, to ensure that children are given a wealth of opportunities to develop their physical skills as well as developing the whole child and their knowledge. Each lesson plan has progressive activities that are designed to inspire and engage allowing pupils to explore and develop skills and embed knowledge. We will continue to broaden the level of activity within the school through the Daily Mile, Funky Fridays and extra sport clubs which will have a long lasting impact on the health and fitness of every child in the school. Our connection with WLSP will continue to develop teacher understanding of fully inclusive PE lessons and through shared resources this connection is beneficial long term.

Overall priorities identified from 2022 2023 end of year

- Sports leadership and writing
- Active lessons in school curriculum
- Maintain competition in light of changes in school games initiative moving to festival events
- whole school trips to sporting events or offer to families as school trip linked to inspiring
- Continue with relationship with Dave Ryding(olympic athlete) to come into school and work with children on mindset (continued from assembly and visit in July) to fitness training.
- Celebrate previous children of Bretherton who are now in GB your team (JG Triathlon and running AG)
- Pursue idea of promoting junior iron man (lytham – to look into possibility)
- Governor report to continue to evaluate impact to triangulate effectiveness of decisions
- Resume pE floor books.or virtual ones through 365 shared area or platform such as seesaw
- review swimming opportunity at Hutton pool and using their minibus for costs
- Pursue talent spotting and directing parents to grass roots (eg RF in gymnastics)

<https://www.afpe.org.uk/physical-education/recording-important-primary-pe-and-sport-premium-update/>



1. Increased confidence, knowledge and skills of all staff in teaching PE and sport

2. Engagement of all pupils in regular physical activity

3. The profile of PE and sport is raised across the school as a tool for whole school improvement

4. Broader experience of a range of sports and activities offered to all pupils

5. Increased participation in competitive sport



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 |
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| <p>To plan a suite of activities at lunchtime to develop active lunchtimes</p> <p>Increased knowledge and CPD for staff on use of inside Gym equipment in hall</p> <p>To be able to offer forest school activities through level 3 forest school training to promote outdoor activities and wellbeing T: 01772 872017 E: eduadmin@lancswt.org.uk</p> | <p>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</p> <p>pupils – as they will take part</p> <p>Teaching staff confidence for lessons and after school clubs</p> <p>Children – in participation</p> | <p>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.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>2) The engagement of all pupils in regular physical activity – recommendation that primary school children undertake at least 30 minutes of physical activity a day in school</p> | <p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>WLSP CPD session with staff so that they feel confident and access the resources more for effective PE and sports for inside Gym</p> <p>Staff to be trained and facilitate sessions within school for children to promote wellbeing and nature</p> | <p>£300 for training of welfare staff to run lunchtime sessions</p> <p>CPD cost part of WLSP SLA agreement £4980</p> <p>Level 3 £875 Level 2 assistant £450</p> |

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| <p>2 x 1 hour PE Sessions (from succedin) each week for all children in school</p> <p>To support children’s physical and mental well-being, improved levels of concentration as well as physical fitness.</p> <p>All children encouraged to increase their fitness through internal house festivals (Level 1).</p> <ul style="list-style-type: none"> • Children engaged in high quality play/regular activity throughout lunchtime break to increase: mental wellbeing, pupil aerobic activity, team building and communication; balance, co-ordination and core strength; skill, tactic and to encourage pupils to independently design and build. • Provision of before/after school sporting clubs for children | <p>Children benefit from a progressive scheme of work, written with careful consideration of the aims of the National Curriculum, to ensure a wealth of opportunities to develop physical skills as well as developing the whole child. Further CPD from WLSP to broaden subject knowledge of PE and sport teaching.</p> <ul style="list-style-type: none"> • Purchase of essential equipment and resources to enable a wide variety of sports to be taught effectively • Wake up-shake up, active blasts, the Daily Mile, Funky Fridays support children’s physical and mental well being, enabling short breaks throughout the day. • Research into a trim trail • Inter-house sporting tournaments/competitions throughout the year, for all children, ie: football, cricket, rounders, cross country, tag rugby, athletics and timetabled in the school diary for frequency and coverage etc. • Year groups engaged in daily physical activity on the field/playground for approx’ 50 minutes a day. • Purchase of two basketball nets • Play time and lunch time staff to have support/training to lead | <p>2) The engagement of all pupils in regular physical activity – recommendation that primary school children undertake at least 30 minutes of physical activity a day in school</p> | <p>*WLSP and scheme enables teachers to feel confident in teaching PE- inspiring those who inspire the children is key to successful PE. Increasing CPD opportunities focussing on a variety of areas to continue to develop quality PE lessons.</p> <p>*£700.15 spent on a variety of PE equipment.</p> <p>*Children take part in Daily Mile at least 2x a week, have route to follow on the track.</p> <p>Funky Fridays is a fun and active dance session at lunchtimes for all children and staff (20 mins)</p> <p>iMoves gives children active breaks in/ between lessons to increase physical activity.</p> <p>Termly internal house comps to be organised where all children encouraged to be the best they can be.</p> <ul style="list-style-type: none"> • Sports day for EYFS/KS1 and KS2. Impact – development of social skills positive relationship building for life. Demonstration of leadership, teamwork and communication skills. • Children participate in house teams - promote a | <p>Enable staff to be able to offer and teach a wide range of sport within PE sessions with improved confidence. To build on year on year.</p> <p>*PE lead to monitor impact of iMoves sessions and PE/Games lessons across the school – complete staff and pupil voice for iMoves and succeedin.</p> |
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| | <p>engagement. External training for our new Sports Leaders and mid-day supervisor training where necessary.</p> <ul style="list-style-type: none"> • Wide variety of after school clubs, catering for different sporting interests: gymnastics, football, dance, multi-sports, netball, and for children from EYFS – Year 6. | | <p>termly house competition where the children are encouraged to 'beat their best'.</p> <ul style="list-style-type: none"> • New sports equipment purchased, with impact of increased participation in lessons and improvement of skills, as more children have equipment that is fit for purpose. • Increased confidence for children of all year groups. Pleased that netball club started this academic year for children in Y4-6 | |
| <p><i>To develop the role of sports leader through the national sports leader platform to develop individuals and indirectly writing for purpose within school</i></p> <p>To encourage pupils to take on leadership roles that support sport and physical activity within The Hayes Primary School (Pupil Advocates).</p> <ul style="list-style-type: none"> • To embed physical activity into the school day through active travel to and from school, active break times and active lessons and teaching • Ensure all children are aware of the importance of a healthy lifestyle, including both diet and regular exercise. | <p><i>Group of children and whole school when children cascade learning</i></p> <ul style="list-style-type: none"> • Sports Leader Pupil Advocates external and internal training for our new leaders and mid-day supervisor training. WLSP/SLT to train. • All classes to use Imoves to engage children in active breaks in or between lessons to increase regular physical activity • Introduce a healthy eating week – booked for June 2023. With focus on dangers of obesity, smoking and other such activities that undermine pupils' • Results and photos to be celebrated/displayed/promoted via bulletin and newsletters and via Twitter. • School participation at external sporting competitions. | | <p><i>Staff member training in 23 24 and children as role models. Lead into year 5 training for future years to offer more sustainability</i></p> <p>*Autumn term – children interviewed and doing a fabulous job! <ul style="list-style-type: none"> • Children take part in regular active blast breaks throughout the day - opportunity to move more during class time. • Children wear PE kit to school to maximise time spent in PE lessons. • Children representing the school in at London Schools Games competition. • Positive relationship building for life. Demonstration of leadership, teamwork and </p> | <p><i>£110 for professional pupil leadership and staff member additional hours @£500</i></p> <p>New PAs receive training in autumn term, with WLSP.</p> <ul style="list-style-type: none"> • PE leads to monitor and measure impact use of Imoves through pupil and staff voice questionnaires • Internal board in lieu of current situation, achievements will be internal, for example: House Competitions, weekly personal challenges. • To ensure children are prepared to participate in any sporting event (ie: trained to compete in the high jump, trained to swim in a |

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| <ul style="list-style-type: none">• Pupils, staff and parents are aware of sporting activities and achievements across the school. | | | communication skills, alongside facing new challenges. Increase in confidence. | comp'). |
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| <p>whole school trips to sporting events or offer to families as school trip linked to inspiring</p> <p>Trips to sporting events planned (VG) throughout the year</p> <p>Resume pE floor books.or virtual ones through 365 shared area or platform such as seesaw</p> <p>Pursue talent spotting and directing parents to grass roots (eg RF in gymnastics)</p> <p>Purchase a wider range of sporting equipment eg badminton , class set of footballs and basketballs and tennis equipment</p> <p>Develop enrichment for Golf for a class in Spring 2024</p> <p>Additional dance sessions and afterschool clubs for class 2 in Spring 2024</p> | <p><i>Staff in school competence to offer sustainability</i></p> <p><i>Inspiring pupils</i></p> <p><i>Encourage staff to offer a wider variety of after school clubs</i></p> <p><i>To ensure appropriate assessment and target setting for children</i></p> <p><i>Through TARDIS liase with grass root clubs in area inc Rugby, Football, Netball etc.</i></p> <p><i>Pupils encouraged to join (in particular PPG) grass root sports in area</i></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><i>Resources to offer sustainable use</i></p> <p><i>Inspiration and links with local high school and local clubs will promote sustainable links for future</i></p> <p><i>Development of floor books and assessments to offer high quality PE and sports within school</i></p> | <p><i>£300 new ipad for assessment opportunities</i></p> <p><i>Sports equipment £1500</i></p> <p><i>Gold enrichment @£800 inc coach</i></p> |
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| <p>To provide staff with professional development, mentoring, training and resources to help them ensure confidence and teach PE and sport more effectively to all pupils, embedding physical activity. • Swimming TA is provided with on-going CPD (modelling of teaching by the swimming coach) to enable more confidence in her role to support our swimming teacher to promote excellence in swimming. • Qualified sports coaches and PE lead (via WLSP and LPA) to work with teachers and mid-day supervisors to enhance or extend current opportunities. • To use qualified sports coach to work alongside teachers to team teach- enhance or extend current opportunities. Team teaching opportunities. • PE leads attend training: WLSP. • Training CPD from Teach Active to support teacher delivering sessions across the school. • All teachers invited to attend practical after-school CPD sessions at Trinity School. • GetSet4PE Scheme of Work is embedded with clear</p> | | <p>Key indicator 1: 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> | <ul style="list-style-type: none"> • Children taking part in lessons that are confidently delivered by staff • Teachers confidently delivering lessons with increased confidence and skills • PE leads to be secure in whole school curriculum overview and 3Is • Teachers confidently delivering teach active break sessions alongside curriculum subjects (iMoves) • Staff attended CPD session at Trinity School. • SofW used throughout the school to ensure children given a wealth of opportunities to develop their physical skills as well as developing the whole child. • Observation of swimming teacher and TA to ensure a safe, supportive environment is promoted. • Success in recent swimming gala. • WLSP to run a staff meeting based on areas needed for staff development. Work alongside staff to support and increase confidence in teaching PE. • Top of the football league. | |
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| <p>curriculum mapping and progression of skills across all phases. Staff are trained appropriately to ensure quality of teaching. • TA to support, team teach and qualified swimming coach models teaching. Higher confidence level. • Staff confident to deliver quality sporting opportunities. Mid-day supervisors to work cooperatively with children during lunchtimes.</p> | | | | |
| <p><i>Broader range of sports and activities</i></p> <p>Continue with relationship with Dave Ryding(olympic athlete) to come into school and work with children on mindset (continued from assembly and visit in July) to fitness training.- links to skiing</p> <p>Class 1 (Year R) participation in balance bikes and look to purchase of school set of bikes</p> <p>Class 2 scooter safe sessions with WLSF for safety using scooters near the road</p> | <p><i>Pupils interest and understanding of professional sportsmen and women and be involved further in national sporting events.</i></p> | | <p><i>Sustainability though continued links with D Ryding and him to come into school regularly to inspire and support sustainable physical exercise.</i></p> <p><i>Purchase of bikes to offer sustainability for sessions in the future</i></p> <p><i>Provision of wlsf to run sessions x 6</i></p> | <p><i>No cost – just time</i></p> <p><i>£580 for this year’s session and £850 for balance bikes</i></p> <p><i>£580 for this year’s sessions</i></p> |

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| <p><i>Increased participation in competitive sports</i></p> <p>Maintain competition in light of changes in school games initiative moving to festival events</p> <p>Governor report to continue to evaluate impact to triangulate effectiveness of decisions</p> <ul style="list-style-type: none"> • Attend more Level 2 competitions across a variety of sports and age groups. • Netball club run for children in KS2 run by 6 th former from local Secondary School and a sporty HLTA! • 7 a-side mixed football team • Running/sprinting • Enter annual boys football league and cup, girls football league, netball league and cup competitions. • Host sports events against local schools if transportation is unavailable. • Hold whole school house sporting tournaments throughout the year | <p><i>Ease of participation for staff arranging competitive sports events through 2 clusters</i></p> <p><i>More pupils engaged</i></p> | | <p><i>Impact on school reputation for sports and winning competitive sport</i></p> <p><i>All pupils have access to competitive sports opportunities both in and out of school</i></p> <p><i>Increased inter house competitive sport</i></p> | <p><i>Cost of transport for sporting events and competitions</i></p> <p><i>£5000 bus and minibus subsidies</i></p> <p><i>*£750 *£TBC *£1120 (approx) *</i></p> <p><i>£160 per journey</i></p> <p><i>*PE lead release time</i></p> |
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| <i>Total Costs</i> | Approx. £ 13600 plus gtravel costs and back covering staff for sporting events Total £3860 Overall £17460 |
| <p>Celebrate previous children of Bretherton who are now in GB your team (JG Triathalon and running AG)</p> <ul style="list-style-type: none">- review swimming opportunity at Hutton pool and using their minibus for costs | |

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 |
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| Increased organised activity at lunchtime and after school club linked to dodgeball opportunities run by welfare staff | Increased exercise and activity on days and resultant reduction in behavior at lunchtime. Modelling teamwork and active lunchtimes. | Staff member feeling more confident and facilitating with help of children as leaders and referees. |
| Strategic use of sports coaches through WLSP to team teach with staff. As small school and morning session, 3 out of 4 classes access sports coaching for high quality sport | High quality PE planning and delivery modelled by sports coaches along with teaching staff to provide sustainable PE education and strong sequence of skills. Use of the coaches for 3 out of 4 classes is positive and this is rotated each term so some classes are taught all year for at least 1 hour a week by sports coaches with staff team teaching with them. Positive for assessment. | To continue but work with WLSP to teach using our overview of coverage rather than coach led availability. |
| To provide high quality after school clubs linked to core sports offered on our grass root sports offer locally | Increased external provision for after school clubs by forming links with local clubs has resulted in 4 additional sports after school club sessions by local professional coaches . 2 x football, KS1 and KS2 (20+ in each session) due to demand in pupil questionnaires, Rugby coaching linked to ex professional rugby player supporting training for the potential squad (14 children) and continue for Jujitsu (20+ children) and fencing (22+ children) as optional extras. In house clubs include gymnastics, rounders (25+ children), netball (18+ children). | To continue football as staple after school club and after parent questionnaire, to ensure KS1 included as core age to build skills for children who do not access football training out of school. Places subsidized or free for disadvantages families. |
| Imoves and dance breaks provided within the school day to encourage 30+ minutes of physical activity within lessons coupled with upto 50 minutes of active breaks at lunchtime | Classes and individual children report better wellbeing as a result in pupil questionnaires. | To provide further support and resources to staff to ensure that hay feel confident to offer this as routine. |

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| <p>and playtime in most lessons</p> <p>Increased resources purchased to allow for a full class set of equipment so when teaching there is full and maximum participation. Including badminton, tennis, football, netball, basketball , golf. Impact on cricket ' All Stars' coaches in school has maximized use of equipment. After school club rounders, has utilized the new equipment and over a fifth of school attended from year 3-6.</p> | <p>All invasion , net and wall and striking and fielding have been able to be taught with increased resources to allow for all pupils to participate in the same time. This means that pupils are more active in PE lessons and reduce or no waiting turns to use equipment.</p> | <p>To further develop the use of golf next year through local specialist coaches, training staff to ensure competency from within using new resources.</p> |
| <p>Strategic add on enrichments on 2 year cycle to develop skills and physical activity and love of exercise using balance bikes and scooters.</p> | <p>Positive impact on wellbeing of all participating and developing life skills</p> | <p>To further develop bike rides for pleasure planned and designed for families and communities through bikability staff. Increased purchase of trikes using sports premium to offer more opportunity and longevity and sustainable offer.</p> |
| <p>Although weather reduced some opportunities this year with waterlogged pitches and dangerous weather conditions, more level 2 sports games attended as majority in the school day and accompanied by flexible TA.</p> | <p>Impact means that 52% of children have signed up to represent Bretherton in a variety of sports from sports ahhh athletics, muddy woody cross country, dodgeball, football tournament, netball, etc.</p> | <p>TARDIS to seek assurances that more all weather pitches and opportunities will eb found locally so school isn't having to cancel due to poor weather.</p> |
| <p>Wellbeing support TA(ELSA trained) provided for team building, self esteem and overall wellbeing provided for 2 afternoon to support individual and groups and active sessions to be employed where it adds value</p> | <p>Greater number of children supported as a result of open and honest discussions and wellbeing high priority in school. 98% of children participate in our Peer Massage in School programme. Fortunat to be able to use sports premium money to support wellbeing and use sports to provide self esteem and respectful relationships.</p> | <p>To involve forest school as dur to staffing , have been unable to implement the training this year.</p> |
| <p>Promotion of dance through school linked PE and the Arts Mark. Involvement with specialist teacher and dance competition for 2 year groups</p> | <p>Raised profile of dance in school, boosted self esteem and collaboration and through specialist dance teacher offered 30 children competitive dance opportunity to perform on big stage. Positive feedback received.</p> | <p>Although positive experience, may do differently next year die to time needed for rehearsing and age of children in year 2 3</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> |
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| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 76% | <i>Currently the children attend swimming in year 2 /3 over a rolling 2 year programme and then are assessed on a couple of occasions in year 6 to ensure that we are certain of the performance. This cohort were in Year 2/3 in Covid lockdown and so had less opportunity to swim than in typical years and a reducing number of children in year 6 attend private swimming lessons</i> |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 88% | <i>15/17 pupils in year 6 can demonstrate a range of strokes. Demonstrating good body position.</i> |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | 100% | <i>100% of children are able to perform safe self-rescue, however only 88% demonstrate full competency and confidence .</i> |
| If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this? | Yes | <i>Children accessed additional swimming in year 6 to support water safety and competency but unable to offer enough to reach 100% achieving the national standard.</i> |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | Yes | <i>Through supported teaching with swimming coaches over the two year swim programme.</i> |

Signed off by:

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| Head Teacher: | <i>Alison Moxham</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Alison Moxham PE lead and Sports premium lead</i> |
| Governor: | <i>Anita Berry</i> |
| Date: | 8/7/24 |