

Primary PE and Sport Premium Funding

EVIDENCING THE IMPACT

Honiton Primary School

2023 - 2024



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
Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.		
Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively, in an area of need identified by staff audit, eg: EYFS Fundamentals, KS1 Striking and Fielding Skills, KS2 Invasion Games, Gymnastics and Dance.	Staff have access to specialist CPD training and support. Improved skill base, confidence and enjoyment of teaching in their chosen session. Delivery of PE sessions is at least good, or better. Teachers are more confident to monitor and assess pupil progress.	This will continue to be a focus for the staff at the school as it is a part of the school ethos of lifelong learning. Continuity in CPD training from Adam Watson to ensure that high quality CPD training is delivered to all staff at least once a year, for a minimum of a 4-week block. Next steps: <i>To update the staff audit to identify areas of the curriculum that may need addressing and where support or training is needed.</i> <i>To investigate further training courses through Babcock, SSGO and the various Sports England organisations.</i>

Activity/Action	Impact	Comments
Key indicator 2: The engagement of all pupils in regular physical activity.		
Go Noodle online programme.	Children are engaged and enthusiastic, leading to improved levels of focus, concentration and behaviour.	Lunchtime programmes generate opportunities for team selections for Key Indicator 5.
Golden Mile daily lunchtime programme.	Children's progress monitored and rewarded at milestones generated a desire & passion to improve.	Curriculum overview to timetable in end of unit tournaments/events. Also, generated opportunities for team selections for Key Indicator 5.
Intra-school competitive sports programme.	Y4 tchoukball, Y5 tag rugby & Y6 netball successfully completed.	
Additional resources for Nursery & EYFS for gross motor development in their outdoor continuous provision.	Active play: developing gross motor skills, problem solving & collaboration skills.	Next steps: <i>To continue to adapt lunchtime interventions to enhance the activity opportunities for all children: PP, SEND, MAT.</i>
Funfit sessions provided for children identified for requiring additional support.	Children access small group gross motor skills sessions which improves their posture, coordination, balance and as a result impacts on their fine motor skills, attention span and success across the curriculum.	<i>To train house captains and vice captains as sports leaders to run KS1 lunchtime games and activities.</i>

Activity/Action	Impact	Comments
<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>		
<p>Pupils' participation in both the Devon Virtual Games Gymnastics Competition and the HLC Cluster Programme with an aim for 100% of events and competitions entered.</p> <p>Honiton Rugby Club assembly organised + led to a free after school 'taster' session.</p> <p>Provision of a well planned and adaptive lunchtime and after school club programme which targets identified groups of children; to be run by AW, supported by HCC sports leaders due to increased numbers & behaviour combinations within certain cohorts.</p> <p>Every pupil (Nursery - Year 6) had the opportunity to participate in an end of year sports day.</p> <p>Whole school community physical challenge for Children in Need</p>	<p>Children are very engaged and enthusiastic in their participation in sporting activities.</p> <p>Evidence shared in the HPS newsletter on a fortnightly basis, on the school website and social media.</p> <p>Registers of participation at events and clubs to be analysed to show increased participation.</p> <p>All children, Nursery to Year 6, participated, improving fundamental skills with our youngest children through to developing strength, speed, stamina, collaboration & teamwork with our older year groups.</p> <p>Every child, nursery to year 6, participation; stamina, resilience & perseverance growth guide skills developed collaboratively.</p>	<p>School leadership, staff, governors, parents and children at the school are very committed to ensuring that this sports focus is maintained.</p> <p>Curriculum lessons supported pre-teaching of skills prior to sports days in all phases EYFS, KS1 and KS2.</p> <p>Next steps:</p> <p><i>More secure links and pathways to local clubs and community venues to be made</i></p>

Activity/Action	Impact	Comments
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.		
Employ a qualified sports coach to enhance and extend current opportunities.	Attendance at all cluster festivals and tournaments, exposing not just SEN, PP & MAT children, but all children to a wider, broader experience.	School leadership, staff, governors, parents and children at the school are very committed to ensuring that this sports focus is maintained.
Provision of activities from LED Honiton Fitness & Heads Up Mental Health Coach for targeted children in Year 1 + Year 4.	Improved engagement and enjoyment by children of all ages across the range of sporting activities.	A commitment has been made to the continued membership of the Honiton Learning Community sports hub for the future.
Introduce new sports and activities to encourage more pupils to take up sport and physical activities.	Evidence shared in the HPS newsletter on a fortnightly basis, on the school website and social media.	A continuing commitment will be made to attending and hosting fixtures with schools from across the Learning Community to sustain provision in future years.
Support and involve the least active children by providing targeted activities through the lunchtime club timetable.	Registers of participation at events and clubs to be analysed to show the range of sports and activities offered, along with increased participation.	<p>Next steps: <i>Explore further physical development opportunities for our youngest children by networking with organisations in the local community, eg: Will Bardot, U7s coach at HRC, who has requested time to promote HRC from Sept 2023.</i></p>
Honiton Primary School to host school sports holiday clubs.		

Activity/Action	Impact	Comments
Key indicator 5: Increased participation in competitive sport.		
<p>Support and involve the least active children by providing targeted activities during lunchtime activities, rotating sports and focused SEN, PP and MAT children on a half termly basis.</p> <p>Enter the participation & competitive Devon Virtual Games gymnastics competition and the HLC Cluster Games Programme events.</p> <p>Extend invitations to cluster schools for competitive sports groups.</p>	<p>Children at the school have developed confidence in their ability to compete in different settings.</p> <p>Children value their own and other's sporting abilities. Improved collaboration and team skills.</p> <p>Increased achievements at cluster competitions to qualify for East Devon Schools & Devon Schools Finals.</p> <p>On site, hosting cluster schools for High 5s Netball, Tag Rugby, Football and Rounders fixtures.</p> <p>Evidence shared in the HPS newsletter on a fortnightly basis, on the school website and social media.</p>	<p>The school ethos involves all children in a range of age appropriate competitive sports and the teaching professionals involved consistently look for ways to further engage and enthuse children.</p> <p>The return to participation & competitive cluster events and supporting the HLC programme has been very successful this year: the intention is to maintain participation levels.</p> <p>To have attended some events with a 'B' and even 'C' team.</p> <p>Next steps: <i>Further extension to cluster schools invitations for competitive sports groups.</i></p> <p><i>To continue to develop house captains and vice captains as sports leaders.</i></p>

Key priorities and Planning

Total Sports Premium for the year 2023-2024 for Honiton Primary School: £19360 (+ £1415 subsidy to date)

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>Commit to the Honiton Learning Community sports partnership cost; to organise & support PE events and competitions.</p>	<p>The high number of pupils that will be taking part.</p> <p>To give as many children as possible the opportunity to represent their school.</p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity.</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Attendance at all cluster festivals and tournaments, exposing not just SEN, PP & MAT children, but all children to a wider, broader experience.</p> <p>Increased achievements at cluster competitions to qualify for East Devon Schools & Devon Schools Finals.</p> <p>On site, hosting cluster schools for High 5s Netball, Tag Rugby, Football and Rounders fixtures.</p> <p>School leadership, staff, governors, parents and children at the school are very committed to ensuring that this sports focus is maintained; a commitment has been made to the continued membership of the Honiton Learning Community sports hub for the future to sustain provision in future years.</p>	<p>£2000</p> <p>Honiton Learning Community partnership fee.</p>

<p>Purchase new equipment for PE lessons, targeted lunchtime and after school clubs, along with games to support active lunchtimes so that children can lead healthy, active lifestyles.</p>	<p>SA (subject lead), AW (sports coach) and various staff to liaise together to determine need and demand for specific items.</p> <p>SA (subject lead) to analyse yearly CTGS equipment inspections and liaise with AC (business manager) for replacement purchases where needed.</p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>All equipment and resources will be safe and secure for all activities ensuring all children can meet their daily physical activity goal</p> <p>Children are engaged and enthusiastic in their participation in any sporting activities, leading to improved levels of focus, concentration and behaviour.</p>	<p>£707</p>
<p>Buy in AW Coaching: provider for targeted lunchtime sports clubs, staff CPD and after school sports clubs.</p>	<p>SA (subject lead) meeting time with AW in order to coordinate a timetabled programme to deliver targeted lunchtime PE interventions, after school clubs + CPD lessons.</p> <p>All teaching staff as they will need to attend the CPD sessions.</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Staff have access to specialist CPD training and support.</p> <p>Improved skill base, confidence and enjoyment of teaching in their chosen session.</p> <p>Delivery of PE sessions is at least good, or better.</p> <p>Teachers are more confident to monitor and assess pupil progress.</p> <p>This will continue to be a focus for the staff at the school as it is a part of the school ethos of lifelong learning.</p> <p>Continuity in CPD training from AW to ensure that high quality CPD training is delivered to all staff at least once a year, for a minimum of a 6-week block.</p>	<p>£16988</p>

<p>EYFS & KS1 resources for active playtimes and challenge sessions.</p>	<p>SA (subject lead), AW (sports coach) and various staff to liaise together to determine need and demand for specific items.</p> <p>SA (subject lead) to analyse yearly CTGS equipment inspections and liaise with AC (business manager) for replacement purchases where needed.</p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Appropriate active play opportunities within EYFS + KS1: developing gross motor skills, problem solving & collaboration skills and as a result impacts on their fine motor skills, attention span and success across the curriculum.</p>	<p>£215</p>
<p>Transport for attendance at East Devon Schools Finals events for Level 2+ pathway competitions.</p>	<p>All pupils of qualifying teams.</p> <p>Relevant members of staff to attend meeting correct pupil:staff ratios.</p>	<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Children at the school have developed confidence in their ability to compete in different settings.</p> <p>Children value their own and other's sporting abilities. Improved collaboration and team skills.</p> <p>Increased achievements at cluster competitions to qualify for East Devon Schools & Devon Schools Finals.</p>	<p>£365</p>
<p>Top Up Swimming funding for targeted year 6 children who have yet to meet the end of KS2 curriculum requirements.</p>	<p>A selected group of year 6 pupils.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>An improved percentage of pupil's attainment in meeting the end of KS2 swimming and water safety objectives.</p>	<p>£500 Top-up funding</p>

<p>To provide teacher to lead and organise inter & intra school competitions; to provide staffing for competitive events; to ensure staff follow safe practice with updated copy of 'Safe Practice in PE Guidebook'; to lead & manage a strategy for the development of physical education; monitoring of AW Coaching provision & school management time.</p>	<p>SA (subject leader) AW Various members of staff This is to include PE lead governor visits (YD) to evaluate the quality of PE lessons: by conducting lesson observations; speak with pupils to hold discussions surrounding PE provision + opportunities. All pupils</p>	<p>Key indicator 2: The engagement of all pupils in regular physical activity. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport.</p>	<p>Children are very engaged and enthusiastic in their participation in sporting activities.</p> <p>All children, Nursery to Year 6, participate in a plethora of whole school community activities and lessons aimed at improving fundamental skills with our youngest children through to developing strength, speed, stamina, collaboration & teamwork with our older year groups.</p> <p>Evidence shared in the HPS newsletter on a fortnightly basis, on the school website and social media.</p> <p>Registers of participation at events and clubs to be analysed to show increased participation.</p> <p>Assessments of the variety of different sports available both within the curriculum and extra-curricular are to be made by regularly scrutinising and adapting the curricular and extra-curricular calendar and timetable in response to identified needs, weekly and every half term.</p>	<p>Subject leader time</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>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>		
<p>Ensure high-quality, enjoyable, modern PE lessons are being delivered that develop children's vocabulary and understanding of declarative and procedural knowledge and the links between them.</p> <p>Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively, in an area of need identified by staff audit, eg: EYFS Fundamentals and Gymnastics, KS1 Gymnastics, Hockey and Fundamentals, KS2 Invasion Games, Dance, Striking and Fielding, Net and Wall and Athletics - all mapped on the PE curriculum overview.</p> <p>Children are widening their physical competencies in a range of activities that allow everyone the opportunity to enjoy, gain success and be inspired to stay active.</p>	<p>Children are transferring more skills between and across curriculum activities.</p> <p>Declarative knowledge is being more confidently expressed alongside procedural knowledge at age-appropriate levels.</p> <p>Staff expressing confidence and gratitude for increased knowledge, resources and support of specialist CPD training, with an improved skill base, confidence and enjoyment of teaching in their chosen session.</p> <p>Teachers are more confident to monitor and assess pupil progress.</p> <p>Physical competencies across all age groups developing with all children engaged positively in PE lessons.</p> <p>Children are readily identifying the School Games Values and recognising and using age-appropriate vocabulary, including 'my personal best' where relevant.</p>	<p>Understanding of and provision for 'Physical Literacy' within our EYFS, in particular, is to remain a focus of our PE provision.</p> <p>Attendance at PE subject leader meetings to provide most up-to-date knowledge and thinking on provision.</p> <p>This will continue to be a focus for the staff at the school as it is a part of the school ethos of lifelong learning.</p> <p>Continuity in CPD training from Adam Watson to ensure that high quality CPD training is delivered to all staff at least once a year, for a minimum of a 6-week block.</p> <p>Next steps: <i>To survey staff to ensure CPD provision is being targeted and used most effectively - what do staff feel they want and / or need?</i></p>

Key indicator 2: The engagement of all pupils in regular physical activity.

<p>All EYFS and KS1 children to be accessing additional planned and purposeful DPA within their physical literacy sessions, break and lunchtime play activities, to include the Go Noodle online programme.</p>	<p>All children are engaged and enthusiastic, leading to improved levels of focus, concentration and behaviour.</p>	<p>Complete class surveys to establish inactivity and consider tracking or to provide incentives?</p>
<p>All KS2 children to have access to the Golden Mile daily lunchtime programme.</p>	<p>Children's progress is monitored and rewarded at milestones generating a desire & passion to improve.</p>	<p>Lunchtime PE intervention programmes and timetabling to generate opportunities for team selections for Key Indicator 5.</p>
<p>A well-planned and resourced KS2 intra-school competitive sports programme to be included in the yearly overview.</p>	<p>Y4 tchoukball, Y5 & Y6 tag rugby successfully completed.</p>	<p>Curriculum overview to timetable in end of unit tournaments/events. Also, generated opportunities for team selections for Key Indicator 5.</p>
<p>Train the team of house and vice captains in order to provide a selection of KS1 age-appropriate games and activities.</p>	<p>KS1 activities designed to target and develop gross motor skills, problem solving & collaboration skills.</p>	<p>Next steps: <i>To continue to adapt lunchtime interventions to enhance the activity opportunities for all children: PP, SEND, MAT.</i></p> <p><i>To train and uplevel the house captains and vice captains skills and knowledge as sports leaders to continue to run KS1 lunchtime games and activities; train these young leaders to undertake more intra-school officiating.</i></p>

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

<p>All children to be accessing additional physical activities: planned and purposeful during break and lunchtimes. Targeting inactive children and helping to inspire all children to lead active healthy lifestyles.</p>	<p>All children Nursery - Y6 have received PE lessons, games and activities providing an enhanced, inclusive extension to the curriculum; this includes the adaptations for one quadriplegic child.</p>	
<p>Targeted additional active lunchtime PE clubs: some led by AW Coaching to offer children the opportunity to take part in 'out of the curriculum' sports or to develop participation in competitive sports or targeting focused groups of PP, SEND, MAT on a half-termly basis: other lunchtime DPA sessions led by trained house and vice captains with the aim to interest and engage all KS1 children in physical activity.</p>	<p>House and vice captains positively took on the roles of sports leaders in rotation with all KS1 house groups to build relationships and promote engagement in physical activity: children were very engaged and enthusiastic in their participation.</p> <p>AW Coaching has provided structured PE lunchtime and after school clubs that have addressed many targeted sporting areas, with specific learning and progressive outcomes.</p>	<p>Train a wider group of young leaders to undertake more intra-school challenges</p>
<p>Pupils' participation in both the Devon Virtual Games Gymnastics Competition and the HLC Cluster Programme with an aim for 100% of events and competitions entered.</p>	<p>All events attended with pathway competition qualifications successful: a greater number of confident, competent and enthusiastic children were seen to be taking part who had high interest and engagement levels.</p>	<p>Curriculum lessons supported pre-teaching of skills prior to sports days in all phases EYFS, KS1 and KS2.</p>
<p>Every pupil (Nursery - Year 6) had the opportunity to participate in an end of year sports day.</p>	<p>All children, Nursery to Year 6, participated, improving fundamental skills with our youngest children through to developing strength, speed, stamina, collaboration & teamwork with our older year groups.</p>	<p>Next steps:</p>
<p>Whole school community physical challenges to increase awareness and raise funds for a variety of charities, encouraging children to challenge themselves physically whilst promoting physical and mental health benefits.</p>	<p>Every child, nursery to year 6, participation; stamina, resilience & perseverance growth guide skills developed collaboratively: Hospicare's Reindeer Run, Leap for Learning, Olympic Obstacle Challenge, LED Honiton Heads Up Mental Health Programme and Whizz Kids Wheelchair Sports.</p>	<p>School leadership, staff, governors, parents and children at the school are very committed to ensuring that this sports focus is maintained: class surveys to be completed to establish areas of inactivity.</p> <p>More secure links and pathways to local clubs and community venues to be made.</p>

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

<p>Through the employment of a qualified sports coach, provide all children with opportunities and experiences that widen their horizons as to the breadth of sports that can enhance and extend their current opportunities.</p> <p>Ensure pupil voice is used to introduce new sports and activities that engage children that THEY find enjoyable and worthwhile.</p> <p>Provide a variety of situations and activities to show that sport and physical activity participation can have different but equal purposes: social, health and enjoyment benefits; competitive outcome; personal best goals; aspirations to achieve highest level of performance within their capabilities.</p> <p>Honiton Primary School continues to host school sports holiday clubs for all children of the local community.</p>	<p>Attendance at all cluster festivals and tournaments, exposing not just SEN, PP & MAT children, but all children to a wider, broader experience of what is possible, what is achievable and targets what they enjoy.</p> <p>Improved engagement and enjoyment by children of all ages across the range of sporting activities to ensure that these wider experiences are helping them to find what they enjoy.</p> <p>Registers of participation at events and clubs to be analysed to show the range of sports and activities offered, along with increased participation and engagement in lifelong physical activity, healthy living and eating lifestyles, along with competitive clubs and events.</p>	<p>School leadership, staff, governors, parents and children at the school are very committed to ensuring that this focus on sports exposure is maintained.</p> <p>Could funding be allocated for further inspirational days or visits?</p> <p>Continue to expose the children to whole school community sponsored events.</p> <p>A continuing commitment will be made to attending and hosting fixtures with schools from across the Learning Community to sustain provision in future years.</p> <p>Next steps: <i>Continue to explore further physical development opportunities for our youngest children by networking with organisations in the local community.</i></p> <p><i>Funding to contribute towards updating and designing new line markings for both indoor hall and outdoor playground spaces.</i></p>
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Key indicator 5: Increased participation in competitive sport.

<p>Support and involve the least active children by providing targeted activities during lunchtime activities, rotating sports and focused SEN, PP and MAT children on a half termly basis.</p> <p>Enter the participation & competitive Devon Virtual Games gymnastics competition and the HLC Cluster Games Programme events: the virtual gymnastics challenge remained open for all KS2 children; a wide and varied schools sports programme across the cluster was delivered with the aim to increase participation.</p> <p>The hosting, organising and running of sporting competitions at HPS both at inter-school and intra-school levels, ensuring children value the experience of challenging themselves and achieving personal goals alongside the learning that winning and losing brings.</p>	<p>Children are keen to support each other both individually and in team sports as they have developed confidence in their own abilities to compete in different settings; they value their own and other's sporting abilities with improved collaboration and teamwork skills.</p> <p>Children are looking to improve their own personal challenge targets within a competitive and social environment: these increased achievements stretch to the cluster competitions and schools finals.</p> <p>Children are gracious and accepting in defeat but keen to improve and achieve personal bests.</p> <p>Children are able to express what type of competitive environment they prefer as they have experience of multiple situations to draw upon.</p>	<p>To continue to provide a range of age appropriate competitive sports as well as social, participation activities and clubs in order to engage and enthuse all children.</p> <p>To continue to support the participation & competitive cluster events as the HLC programme has been very successful this year: the intention is to maintain high participation levels.</p> <p>To be ambitious with the wish to attend some events with a 'B' and even 'C' team.</p> <p>Next steps: <i>Further extension to cluster schools invitations for competitive sports groups; consider matching fixtures with The Link schools to establish inter-school connections.</i></p> <p><i>To continue to develop house captains and vice captains as sports leaders in order for them to undertake further intra-school challenges.</i></p>
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Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	70%	<p>After initial assessments, there were 27 children (out of a cohort of 61) who were identified as those who would benefit from the 'top up' swimming programme.</p> <p>There are now 43 children who are able to meet this objective with the possibility of 2 more by the end of the summer term 2024.</p> <p>Unfortunately, 4 children were not given permission by parents to take part and so their swimming ability remains unknown.</p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	70%	<p>As per above:</p> <p>After initial assessments, there were 27 children (out of a cohort of 61) who were identified as those who would benefit from the 'top up' swimming programme.</p> <p>There are now 43 children who are able to meet this objective with the possibility of 2 more by the end of the summer term 2024.</p> <p>Unfortunately, 4 children were not given permission by parents to take part and so their swimming ability remains unknown.</p>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	92%	The 'top up' swimming programme prioritised the understanding and performance of safe self-rescue for all swimmers, regardless of swimming ability.
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	Parental contributions have been voluntary.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	Using the RLSS (Royal Life Saving Society) water safety education resources, children have received a variety of age-appropriate assemblies and lessons promoting the water safety code, how to safe in familiar and unfamiliar environments and how to recognise risk and respond in order to get help in an emergency.

Signed off by:

Head Teacher:	<i>Christopher Tribble</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sam Ayres - PE subject lead and Year 5 & 6 class teacher</i>
Governor:	<i>Yvonne Dobson</i>
Date:	<i>July 2024</i>