



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 meets 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"> Pupil voice has been sought through pupil interviews, communication board and discussions. 	Used to shape the long-term sporting opportunities within the curriculum, future enrichment days and range of after school clubs on offer at Dunstall Hill.	To continue to implement the range of interests expressed last year. Continue to seek child voice in similar formats to make future adaptations.
<ul style="list-style-type: none"> 27 different after-school clubs run throughout the year. 	Increased the number of pupils taking part in physical activity, encouraging pupils to engage in 60 minutes of exercise per day. This includes opening reception pupils up to attending clubs from the spring term, engaging from a younger age, and creating an active lifestyle.	To continue offering a plethora of clubs, using pupil voice to support. Continue to incorporate reception in clubs.
<ul style="list-style-type: none"> Links with outside agencies begin to be made. 	Enrichment days for pupils to engage in, experiencing different sporting opportunities, utilizing previous skills, and broadening understanding.	Continue to make links with further outside agencies. Last year we worked with: Chance to shine cricket, Active schemes for primary schools, Sports for schools, NHS.
<ul style="list-style-type: none"> More competitions entered-both against other Wolverhampton schools and Inter mat (11 in total.) 	This provided opportunities for more pupils to experience and compete in a range of competitions, including SEND.	Work on identifying after-school clubs for staff to run to improve children's confidence and be competition ready.
<ul style="list-style-type: none"> Swimming of focus for upper key stage pupils. 	Improved percentage of pupils from previous year were able to meet the expected standard, complete active rescue and use a range of strokes.	Continue to look for swimming courses for staff. Assessment to identify previous achievement as a starting point for Y5/6.
<ul style="list-style-type: none"> CPD for staff in areas identified and newly arrived members of staff (including NQT's.) 	Staff reported feeling more confident with their understanding, teaching and delivery of PE sessions.	CPD on dance, gymnastics, inclusion, support, and sports linked to LTP. New questionnaire to identify CPD for 2023-2024.
<ul style="list-style-type: none"> Balancability focus for reception-Y2, Scootercise introduced for KS2. 	Balancability tracked for the second year, showing progress especially for those in Y2, who have completed the program for 3 years. Scooters introduced to KS2 at lunch to continue progression in riding and balance skills.	Scootercise assessment to be produced and used to support delivery of Scootercise sessions as part of after school clubs.

Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>To continue making links with outside school clubs which offer alternative experiences, particularly those attended by our pupils.</p>	<ul style="list-style-type: none"> Staff as they will be engaging in activities run by the clubs alongside their classes. Pupils as they will be taking part. 	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Increased number of pupils engaging in physical activity through clubs-both at Dunstall and the wider community.</p>	<p>TBC-Dependent on charge from providers for sessions to take place. £0 PHMAT network meetings</p>
<p>To continue forming cross-curricular links, aiming towards pupils engaging in 2 hours of physical activity each week.</p>	<ul style="list-style-type: none"> Staff as they will be running the sessions, supporting to create links, and engaging in activities. Progressive sports coaches as they will be supporting staff through CPD and running sessions. Pupils as they will be taking part. 	<p>Key indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>Pupils will be provided with increased opportunities to engage in physical activity throughout the day, being utilized within other subject areas.</p>	<p>Progressive sports £13,320 per year, including CPD sessions for staff.</p>
<p>To undertake the OAA enrichment day, as planned, and consider opportunities for similar enrichment days to be incorporated.</p>	<ul style="list-style-type: none"> Geography and PE lead-working collaboratively to deliver OAA day for all pupils Nursery-Y6. Pupils as they will be taking part. Staff as they will be using the resources and planning provided to deliver sessions. 	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Links made with other subject areas, encouraging, and incorporating physical activity. An enhanced understanding of OAA, starting from a younger starting point and development of team building skills.</p>	<p>Potential cost to cover PE and geography lead to enable adequate time to plan and prepare the activities for each year group.</p>
<p>Continue to improve balancability scores, especially in Y2, where pupils have completed the 3-year program.</p>	<ul style="list-style-type: none"> Lunchtime play leaders and staff as they will be supporting the delivery of this at lunchtime. Progressive sports coach as he will be delivering the sessions to reception, Y1 and Y2 Children as they will be taking part. 	<p>Key indicator 2: 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.</p>	<p>Increased opportunities during lunchtime provision and targeted year groups revising sessions over 3 years should continue to result in an increased percentage of pupils becoming confident riders and improve balance skills.</p>	<p>Progressive sports £13,320 per year, including weekly balancability sessions for Year 2 (Autumn) Year 1 (Spring) Reception (Summer)</p>

<p>Focus on how scooterise sessions could potentially be assessed to show progression from balancability skills. Incorporating within the lunchtime offer and after school club.</p> <p>Continue to introduce new sports to the LTP, to broaden pupils' experiences of a range of sports. Addressing -Fundamental movement skills -Ability to combine movement -Interact and socialise -Health and well-being Providing CPD for staff based on identified area of need and newly arrived staff.</p> <p>Nursery pupils to continue engaging in PE sessions from Spring term, measuring the impact this has on development.</p>	<ul style="list-style-type: none"> Lunchtime play leaders and staff as they will be supporting the delivery of this at lunchtime. Staff if they deliver in after school club. Pupils as they will be taking part. <ul style="list-style-type: none"> Staff and progressive sports coaches as they will be delivering the PE sessions. PE lead-to create LTP focusing on how skills previously used can be utilised within new sports and mapping out progressive curriculum. Pupils as they will be taking part. <ul style="list-style-type: none"> Progressive sports coaches-delivering CPD sessions. Staff-delivering sessions and receiving CPD on areas of the curriculum identified as requiring additional support and newly arrived staff (including NQT's.) Pupils-taking part in sessions. PE lead to conduct staff audit and identify CPD opportunities to support confidence and competence in teaching. <ul style="list-style-type: none"> Nursery staff-delivering PE sessions Progressive sports coaches-CPD sessions and support of delivery Nursery pupils-taking part in sessions. 	<p>Key indicator 2: 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.</p> <p>Key indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport Key indicator 2: 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.</p> <p>Key indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport Key indicator 2: Engagement of all pupils in regular physical activity Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Assessment provided by PE lead to staff will support the development of sessions to improve the pupil's confidence in balance and riding skills, continuing from the balancability achievements within EYFS/KS1.</p> <p>Staff will become more confident in delivering PE sessions for a range of sports and skills. This will then enhance the teaching and learning of pupils during PE sessions. Fundamental and fine motor skills of pupils from EYFS and continuing to KS1 should result in an improved level of skills.</p> <p>Pupils participating in physical activity from early starting points will support in developing active lifestyles. Additionally, focusing on fine motor and fundamental skills from this age should have improve the percentage of pupils meeting ARE for PE in assessments conducted.</p>	<p>£0 for play leaders to undertake appropriate training.</p> <p>£0 for staff to run after school club sessions.</p> <p>Progressive sports £13,320 per year, including CPD sessions for staff. £0 PHMAT network meetings</p> <p>Progressive sports £13,320 per year, including CPD sessions for staff.</p>
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<p>To further develop opportunities for pupils to compete within house teams.</p>	<ul style="list-style-type: none"> Pupils-engaging in competitions both within Dunstall Hill and the wider community. Staff-delivering sessions, supporting during lunchtime sessions, after-school clubs and attending competitions with pupils. Play leaders-Supporting pupils during lunchtime sessions to engage in activities requiring an element of competition. Progressive sports coaches-CPD sessions for staff to incorporate elements of competition where appropriate. PE lead-Identifying upcoming competitions and after school club requirements. House captains and sports captains-to encourage and celebrate their teams' successes within competitions. 	<p>Key indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport Key indicator 5: Increased participation in competitive sport</p>	<p>Pupils being given equal opportunities to a range of competing activities throughout the day/week will support the development and outcome during competitions, including SEND pupils. The increased experiences will enable pupils to grow in confidence and become competition ready, particularly through after school clubs targeted at upcoming competitions.</p>	<p>Progressive sports £13,320 per year, including CPD sessions for staff. £0 PHMAT network meetings</p>
<p>Continue to provide a wide range of after school clubs (30 active minutes), incorporating sports identified for competitions and targeting inactive pupils. Use pupil voice to inform clubs for the academic year to improve & of pupils attending and prepare for 2024/2025 offering</p>	<ul style="list-style-type: none"> Staff-delivering after school clubs Progressive sports-delivering after school clubs Head start-delivering sessions PE lead-To identify clubs which need to be targeted, monitor attendance, and produce active/inactive registers and percentages. Review extra curricular clubs through the lens of gender to ensure equal opportunities. 	<p>Key indicator 2: 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>Providing pupils with a wide range of after school clubs, supported by pupil voice, will improve the percentage of active pupils across the school. Providing staff with inactive registers will enable them to target our most reluctant pupils with future clubs/interventions.</p>	<p>Progressive sports £13,320 per year, including intervention sessions 2x a week. Head start £1650.</p>
<p>Continue the lunchtime provision, analysing resources and setting up alternative sporting activities where possible, led by pupil voice.</p>	<ul style="list-style-type: none"> Staff- supporting during lunchtime sessions. Play leaders-Supporting pupils during lunchtime sessions to engage in activities requiring an element of competition. 	<p>Key indicator 2: 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</p>	<p>Using pupil voice will empower pupils to speak up and shape the curriculum/opportunities provided, taking ownership. Regularly evaluating and changing lunchtime provision will encourage more pupils to</p>	<p>Progressive sports £13,320 per year, including CPD sessions for staff. £0 play leader training</p>

<p>Continue intervention sessions, focus on identifying the targeting pupils requiring greatest support.</p>	<ul style="list-style-type: none"> • PE support to appoint, lead and support play leaders from Y5/6 with the delivery and evaluation of lunchtime provision. • PE lead to arrange for play leader training. • Progressive sports coaches-supporting during lunchtime sessions • Staff to identify 8-10 children per class. • Progressive sports-delivering sessions • PE lead-to review pupils targeted with intervention, support progressive sports in setting up interventions and producing timetable. • Morning intervention sessions for identified pupils across the school • Head start-Delivering sessions • Identify inactive pupils to target with Head start 	<p>range of sports and activities offered to all pupils.</p> <p>Key indicator 2: Engagement of all pupils in regular physical activity</p>	<p>engage in a range of physical activity and experience a wealth of different sports/skills.</p> <p>By identifying pupils requiring additional support through interventions will ensure equal opportunities for all, support the diminishing of gaps, further develop skills required and confidence of pupils and enable teaching to be further differentiated to meet pupils needs.</p>	<p>Progressive sports £13,320 per year, including intervention sessions 2x a week.</p> <p>Head start £1650.</p>
<p>To clearly identify swimming achievements in previous year groups for teachers to use as a starting point. Y6-Autumn Y5-Spring Y4-Summer</p>	<ul style="list-style-type: none"> • PE lead-to produce the assessments and provide previously obtained results. • Staff-assessing pupils during swimming sessions. • Swimming staff-to deliver swimming sessions and support staff with assessment. 	<p>Key indicator 2: Engagement of all pupils in regular physical activity</p>	<p>Each year group having consistent weekly sessions across a term and revisiting each year, will enable pupils to continue making progress each week. Providing previously obtained scores will enable new class teachers to use this as each child's unique starting point to continue from. This will also ensure that progress can be monitored more closely and where dips occur, they are easily identifiable.</p>	<p>£TBC cost of swimming sessions at Wolverhampton fitness and leisure. £TBC cost of coach travel £0 Wolverhampton swimming action group</p>

<p>To identify staff to undertake the swimming qualification to support pupils in swimming sessions.</p>	<ul style="list-style-type: none"> • Staff-undertaking the swimming course and escorting pupils to swimming sessions. • Pupils-Taking part in sessions. • Swimming instructors-delivering CPD and swimming sessions at Wolverhampton fitness and leisure Centre. 	<p>Key indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>Pupils being supported during swimming sessions in smaller groups with an additional member of staff will enable them to grow in confidence and skill, resulting in improved percentages of pupils meeting the end of year expectations in swimming. CPD will also support staff with their subject knowledge, teaching and learning of swimming skills.</p>	<p>Swimming course £95</p>
<p>To continue raising the number of pupils able to swim the required 25m by the end of KS2, complete active rescue and use a range of strokes. Promote swimming achievements via a display system, as an alternative to self-assessment program trialed.</p>	<ul style="list-style-type: none"> • Staff-completing swimming assessments • PE lead-creating and updating swimming achievement display, assessing swimming lengths. 	<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>Celebrating pupils' achievements as they progress with their swimming ability will encourage them to want to aim higher and potentially explore further swimming sessions outside of DHPS. By continuing with each year group having a term of swimming sessions 1x a week will enable ample opportunity for progress to be made. Providing staff with the previous swimming achievements will give them a unique starting point for each child to continue working on.</p>	<p>Wolverhampton swimming action group £0 £0 PHMAT network meetings</p>
<p>To use findings from girl's questionnaire to amend and adapt future provision as appropriate.</p>	<ul style="list-style-type: none"> • PE lead-to evaluate findings and plan for future progression to minimize the barriers to physical activity within future provision. 	<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>Identifying barriers to accessing PE sessions and physical activity will enable future provision to be adapted to diminish these, where possible.</p>	<p>£0</p>
<p>A new staff audit to be undertaken identifying all potential sports on offer, to</p>	<ul style="list-style-type: none"> • Staff-to complete audit • Progressive sports-to deliver CPD. • PE lead-to create, administer audit 	<p>Key indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport</p>	<p>By identifying areas of CPD for skills/sports will enable support to be put into place to upskill</p>	<p>Progressive sports £13,320 per year, including CPD sessions for staff.</p>

<p>Identify clearly where CPD needs are across the school.</p>	<p>and plan for CPD sessions throughout the year.</p> <ul style="list-style-type: none"> • Course providers-external CPD available throughout the year. 	<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>staff, ensuring that they are confident in teaching pupils a range of sports/skills. Mapping this out across the year and ensuring all staff receive 2x sessions per year will ensure that adequate training has been given. Priority given to sports which are identified as the highest level of priority for CPD, newly arrived staff and NQT's.</p>	<p>External CPD-TBC</p>
<p>New PE assessment to be implemented next year, using get set 4 pe and monitor progress throughout the year. Identifying children which may require additional support.</p>	<ul style="list-style-type: none"> • PE lead-to set up new provider with classes and lists of pupils, set up user logins, LTP and offer CPD. • Get set 4 pe-providing the software and support. • Staff-using the software to access lesson planning, LTP and assessment. • Progressive sports- using the software to access lesson planning, LTP and assessment and supporting staff with delivery and assessment. 	<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>Alternative scheme to support delivery and assessment of PE has been identified and put into place. This will enhance the current provision and ease of assessing children. Planning will ensure consistent high standards of teaching across the school as staff will be confident in delivering the lessons, through the thorough explanations given. Assessment is easier to complete, and this will enable accurate evaluation of current pupil achievements across the school and identify any potential individuals requiring additional support or interventions.</p>	<p>Progressive sports £13,320 per year, including CPD sessions for staff.</p> <p>Get set 4 PE £660</p>
<p>Learning walks to be conducted across the school.</p>	<ul style="list-style-type: none"> • Staff-delivering lessons • Progressive sports-delivering lessons • Pupils-taking part in lessons • PE lead-monitoring lessons 	<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>Having time to observe and evaluate current provision of lessons across the school will enable leader to identify any necessary adaptations to be made to future teaching, identify CPD opportunities and highlight good practice which can be shared with others.</p>	<p>Potential cost to school to cover PE lead for release time.</p>

<p>Wild tribe trained staff to have more availability to lead sessions with EYFS pupils.</p>	<ul style="list-style-type: none"> • Staff- supporting sessions. • Wild tribe-delivering sessions • Pupils-taking part in lessons. 	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Providing wild tribe trained staff to support EYFS will enable further cross-curricular links to be made with PE, particularly fine motor, and gross motor skills. These staff can enhance the provision by carrying out activities which they are trained to deliver.</p>	<p>Potential cost to school to cover wild tribe trained staff for release time.</p>
<p>Continue to use school website to promote sporting opportunities both within DHPS and the wider community.</p>	<ul style="list-style-type: none"> • Staff-to identify potential opportunities for pupils. • PE lead-to identify and promote opportunities for pupils. 	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>By providing pupils and their families with information regarding sporting opportunities will promote the importance of being physically active and encourage them to participate in a plethora of activities.</p>	<p>£0 PHMAT network meetings</p>
<p>To meet the expectations of the sports game marks gold level accreditation, to maintain DHPS gold achievement.</p>	<ul style="list-style-type: none"> • Staff-to deliver sessions, run after school clubs, lunchtime provision, supporting with competitions and whole school events. • Progressive sports coaches- to deliver sessions, run after school clubs, lunchtime provision, supporting with competitions and whole school events. • Pupils-taking part in sessions and competitions. 	<p>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>Using the school games mark gold criteria will enable the PE lead to put into place the requirements needed to meet the gold level accreditation and maintain this level for the 4th year.</p>	<p>£0</p>
<p>To continue adopting a physical literacy informed approach to the school offer, considering the thoughts, feelings and experiences of pupils.</p>	<ul style="list-style-type: none"> • Staff-to deliver sessions, run after school clubs, lunchtime provision, supporting with competitions and whole school events. • Progressive sports coaches- to deliver sessions, run after school clubs, lunchtime provision, supporting with competitions and whole school events. • Pupils-taking part in sessions and competitions. 	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Consistently creating participation experiences, focusing on how pupils move, connect, think and feel, supporting them to understand and develop a relationship between movement and physical activity.</p>	<p>Progressive sports £13,320 per year, including enrichment days Further enrichment days TBC</p>

	<ul style="list-style-type: none">• Pupils taking part in enrichment and inspiration days.• Links made with outside agencies within the community to open up further opportunities for pupils to engage in physical activity linked to their interests.• Focus on sporting role models.• Creation of swimming achievement display.• Pupils undertaking pupil interviews.			
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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>Competed in more sporting opportunities such as competitions and sporting events, including a focus on SEND and girls involvement in these opportunities.</p>	<p>There has been an increase in the sporting opportunities undertaken by pupils across the school, further supporting their development of skills and ability to be at a competing level. These opportunities have enabled SEND and girls to have further equal opportunities to take part in different events compared to their peers. This has seen some SEND pupils make it to the finals for some events.</p>	<p>Continue to embed this within the next academic year, providing further opportunities for this to continue, supporting children to engage in active lifestyles and refine their skills within a range of sporting events and strive to be competition ready.</p>
<p>Made links with outside agencies to enthuse pupils through speakers into school and enrichment days to inspire pupils to engage in more sporting opportunities outside of school. Opportunities also shared with families to undertake after school and in holidays.</p>	<p>The school has welcomed visits from outside clubs and agencies to speak with pupils about the opportunities within the local area. This also included enrichment days such as karate, bike riding and OAA to inspire them to want to take up similar sports outside of school.</p>	<p>To continue supporting children to access opportunities within the local area, considering where these could be brought into school on a weekly/regular basis for pupils to undertake these as part of after school club offerings.</p>
<p>Use of pupil voice through undertaking a research project into PE kits, continuation of evaluating findings from girl's questionnaire undertaken by KS2 pupils and conversations with pupils from EYFS to Y6 regarding their vision of the PE curriculum across school and further opportunities for after school clubs.</p>	<p>KS1 and KS2 pupils took part in a YST research project into PE kits which will support us in our mission to improve the percentage of pupils which attend wearing PE kits for sessions and do so wearing it with confidence and pride. Pupil voice gained has supported in continuing to shape the curriculum design for PE sessions and highlighted areas of interest for after school clubs based on key stage, these have begun to be implemented where possible.</p>	<p>Analyse findings from YST research project and consider ways in which any areas may need to be addressed in order to support pupils wearing PE kits regularly and additionally feel comfortable in doing so. Implement pupil voice for 2024-2025 PE long term plan to inspire pupils to make adaptations and have a sense of ownership to their learning. Use pupil voice ideas for after school clubs for the next academic year.</p>
<p>Further implementation of after-school clubs being offered throughout the year, using pupil voice where applicable, and using these opportunities to prepare and inspire pupils to partake in sporting competitions. This has also seen the creation of a girl's football team.</p>	<p>A wealth of after school clubs have continued to be offered throughout the academic year, supporting a range of different skills and interests. Pupils ideas gained through interviews supported in the development of some clubs to encourage a higher percentage of pupils to attend, this has also been supported by the sports coaches. To support our mission in incorporating more girls into sporting opportunities, we have created a dedicated girls football team within the school which have begun to engage in competitions against others schools.</p>	<p>To continue to use pupil voice ideas to create a range of after school club activities. Continue to raise the profile of girls football and identify further pupils to join the team and continue to engage in competitive games to support pupils development.</p>

<p>Implementation of core skills such as fundamental skills focused on from an early starting point and continued across year groups.</p>	<p>This has supported in ensuring that pupils beginning in EYFS can refine and begin to confidently master fundamental skills throughout sessions and build on these incrementally each year. As these skills are the building blocks for further PE units, over time it is hoped that those pupils will display a more secure level of development in these skills as they progress into KS2.</p>	<p>Continue with the long term plan implemented this year, in line with pupil voice, begun this year to implement core skills and continue progressively across year groups to support the development of core skills.</p>
<p>Interventions have been implemented more widely across the school for pupils requiring support with the development of skills, supporting EYFS pupils and raising activity levels.</p>	<p>Pupils have been identified across the school to undertake either pre cool kids (EYFS) or cool kids activities during morning sessions, this has seen the creation of a cool kids set up within the hall daily, for identified pupils to access. Staff have also identified pupils across the school which require additional support and this has been supported by the sports coaches through interventions run twice weekly for pupils in year 1-6. After a small decline in pupils attending the Friday let's get active sessions, staff identified a list of pupils to target and this has seen a better uptake in the offer for pupils attending.</p>	<p>Continue to embed the pre-cool kids and cool kids programme, identifying new pupils as they start school in September 2024. Continued evaluation of let's get active and targeting of pupils as they progress through the school to ensure that best use of this offer is utilized.</p>
<p>Begun to implement a swimming achievements display to recognize the achievements of the pupils in Y4-6. Swimming assessments identify children's prior end point.</p>	<p>Display updated with the achievements of the pupils, recognizing those that can swim a minimum of 5 meters and progressing through to 25 meters. This is tracked from pupils to Y4-6. Swimming assessments indicate to teachers at the beginning of the year the previously obtained swimming distance, this has supported staff in using this as a starting point when commencing lessons, ensuring pupils build on prior achievements and continue to strive to achieve further.</p>	<p>Swimming assessments from next academic year to be completed using getset4pe assessment, to ensure that all assessments are in one place and information is not needing to be replicated.</p>
<p>New sports coaches implemented within the school and get set 4 pe successfully used to plan, teach and assess pupils from EYFS to Y6.</p>	<p>Progressive sports have been integrated into the school supporting in upskilling staff through CPD, delivering balancability sessions for EYFS/KS1, supporting intervention sessions, running additional after school clubs and supporting lunchtime provision. Get set 4 pe has been implemented across the school and staff are able to use this to comprehensively teach a range of units and assess in a timely manner. New resources have also been purchased to support the delivery of a range of units.</p>	<p>To continue adapting the curriculum making valued use of coaches to further support and develop the teaching and learning of staff and supporting the enthusiasm of pupils through opportunities offered. To use the swimming assessment on get set 4 pe from the next academic year. Re-evaluate resources and purchase any required equipment to ensure pupils have good quality resources within sessions and activities.</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 program 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 meters?	20%	There are 6 pupils within the cohort which have not been attending swimming lessons, due to numerous factors. These pupils have undertaken swimming sessions for 1 term each year from Year 4. 4 pupils are achieving 20m. Swimming pool is not within the local area, which results in difficulty for families to attend within their own time, additionally the cost element of attending may be of hindrance.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	66%	Range of strokes have been of focus this year, with staff supporting pupils with their development pool side. This has seen an improved score of pupils being able to use a range of strokes within their swimming sessions.

<p>What percentage of your current Year 6 cohort can perform safe self-rescue in different water-based situations?</p>	<p>35%</p>	<p>The percentage of children confident to perform self-rescue is due to the number of pupils not being confident within the water during sessions and being able to competently and confidently demonstrate these skills. Due to limited attendance of swimming sessions outside of school this results in less opportunities to further refine these skills outside of dedicated weekly swimming sessions.</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>	<p>Staff CPD informed relating to updates to swimming. Staff swimming courses are being considered to further support year groups within the pool when undertaking sessions.</p>

Signed off by:

Head Teacher:	R.Chander
Subject Leader or the individual responsible for the Primary PE and sport premium:	S.Steele (PE Lead)
Governor:	R.Dosanjh
Date:	31.07.23