



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023



Commissioned by



Department
for Education

Created by



Review of last year's spend and key achievements (2022/2023)

Activity/Action	Impact	Comments
<ul style="list-style-type: none"> All pupils have the opportunity to engage in at least 30 minutes of physical activity a day in school. New indoor and outdoor specialist equipment purchased to facilitate this and has resulted in a more varied Active Time provision. Timetabled Active Time based on the needs of each class and their pupils was implemented. Additionally, Active Interventions for targeted students established on a weekly basis. 	<ul style="list-style-type: none"> Children have become increasingly active during the day. This is in addition to PE lessons and playtimes. Staff have observed that students have become more settled during lessons which directly proceed Active Time. Their concentration, focus and general behavior has also been positively affected. Children have become more aware of the health benefits of being active for longer Children's gross motor skills have developed, along with their general fitness 	<p>Continue to sustain and embed.</p>
<ul style="list-style-type: none"> Children were given a wider range of opportunities and sporting experiences. New skills were taught and embedded from outside coaching 	<ul style="list-style-type: none"> Wider demographic and increased number of students became sports' leaders. The varied sports students learnt about made it more accessible for certain students. This had a positive impact on the students' self-esteem and self-belief as they were able to lead sessions in areas such as table cricket, boccia and NAK in addition to the busier, more traditional contact sports. 	<p>The development of sports leaders' progresses through primary into the secondary phases and onto college – clear learning pathway established.</p>
<ul style="list-style-type: none"> Raising the profile of sport and PE across the school even further in addition to promoting the enjoyment of and participation in physical activity. This is achieved through celebration assemblies, certificates, awards, trophies, and house points, and documented in articles on our PE display, in our weekly newsletter, and highlighted on our website 	<ul style="list-style-type: none"> Massive impact on the self-belief and sense of achievement in our students. Also being part of a team has positively impact on students' desire to participate in different activities and events Positive impact on relationships between our students and their families; everyone celebrates the achievements together Increased confidence from participation in Inter school and festival competitions. Encouraging a lifelong love of movements and physical activity. Parental and family involvement with sports days Confidence in ability due to differentiation of activities allowing every child to celebrate. Sporting medals and trophies awarded to children to help embed the feeling of participation and being in a team. 	
<ul style="list-style-type: none"> Split Sports days into a festival of sports mornings over 3 events. Inclusion of new activities in our Sports Days 	<ul style="list-style-type: none"> Resulted in three days of celebration of individual achievements Reinventing activities and moving away from some of the more traditional events resulted in students being able to access the morning with increasing independence. Focusing on what students can do, had a positive impact on their experience and the belief in themselves. Consequently, even those students who would actively state they are less keen on sporting activities, participated with greater enthusiasm. Although still competitive, students understood that their attitude, approach, support of each other and team spirit are skills that are celebrated most. Sports days are enjoyed and accessed equally by all learners with children looking forward to sports days. 	<p>Very positive feedback from parents and staff regarding the new sports day model</p> <p>Ensures sustained impact of sports premium spending.</p>

<ul style="list-style-type: none"> • Rebound training and purchase of safety wall panels to enable rebound to happen with less staff support. 	<ul style="list-style-type: none"> • Not only were more rebound sessions able to happen, but the wall panels have meant that weekly sessions for EVERY student has taken place, regardless of staff absences. • Children have demonstrated more strength and confidence on equipment. It has given them an additional interest where they can be active and develop motor skills. 	
<ul style="list-style-type: none"> • EYFS KS1 climbing apparatus introduced to develop motor skills due to decline observed in these with each intake. 	<ul style="list-style-type: none"> • Due to this equipment being accessibly for 100% of the time they are outside, students have shown a vast improvement in motor skills such as climbing, balancing, jumping etc. Their confidence has also been positively impacted upon as has their interest in playing with others. It is a fantastic bit of equipment that not only develops individual skills, but it also encourages students to problem solve, interact and help each other. 	
<ul style="list-style-type: none"> • Forest School 	<ul style="list-style-type: none"> • Termly rotation of forest school for all classes. Each class was presented with activities that focused on a range of areas such as gross and fine motor skills, problem solving, teamwork, respecting nature and the world around us, health and well-being, and creative thinking. Activities were catered to meet the specific needs of the classes and activities adapted to meet the individual needs of all students. Whatever the weather, Forest School promoted being active and enjoying the outdoors in our specially designed Forest School area. 	
<ul style="list-style-type: none"> • Bikeability week; all year 8s had the opportunity to access some form of Bikeability based on their individual needs. The course differentiated it's delivery and content for each of our pupils, very much adopting a student led approach 	<ul style="list-style-type: none"> • We had our largest number of children access Bikeability this year • Students who initially refused to sit on a bike at the start of the week, overcame their anxiety and were riding at least one type of bike by the end of the week! • Every child tried at least one type of bike (wheelchair bike, trike, sports' trike, 2 wheeler etc) • Students who had never ridden before, mastered a trike, with some even progressing to a 2-wheeler. • Many who mastered a 2-wheeler progressed to riding on the road! • The confidence of every single student was positively impacted upon during this course, no one was anxious about trying a type of bike. • Some students have continued with mastering cycling after the week had finished. • Children have become increasingly active through enjoying riding 	<p>Links directly to the schools PRACTICE skills (perseverance, respect, adaptability, communication, teamwork, independence, creativity, Emotional regulation.</p> <p>Provides our students with life skills they need for life after school.</p>
<ul style="list-style-type: none"> • Inclusive Boccia and NAK festival for targeted students 	<ul style="list-style-type: none"> • Most of the children competing had not represented the school before. They were very proud to make their debut in an unfamiliar setting, with other schools and adults. • Positive effect on students' self-esteem and sense of achievement which was celebrated with the whole school community during our Friday assembly and reported in our weekly bulletin and posted on our website. 	
<ul style="list-style-type: none"> • Play on the Pitch football tournament: Students were given the fantastic opportunity to play on The Amex Pitch (home of Brighton and Hove Albion) when competing in a football tournament 	<ul style="list-style-type: none"> • A fantastic opportunity for our students who absolutely thrived; they made it all the way to the final! • This had a massively positive impact on the students' self-esteem and sense of achievement. Students still talk about this opportunity within our community and for many, it was the highlight of their year! 	

<ul style="list-style-type: none"> • Wheelchair Football Festival; annual event held at The Triangle Leisure Centre 	<ul style="list-style-type: none"> • Every student who benefits from using a wheelchair attended this festival • Opportunity for our students to succeed in a sporting event • Positive impact of students' self-esteem and enjoyment • Development of gross motor and social skills • Fantastic event that celebrated what our students can do. A very enabling event with the achievements of our students celebrated in our school assembly and documented in our weekly bulletin and on our website. 	
<ul style="list-style-type: none"> • Table Cricket; targeted students were chosen to receive 6 weeks of coaching from Sussex cricket to prepare them for representing Woodlands Mead at the table cricket competition held at The County Ground in Hove 	<ul style="list-style-type: none"> • Students specifically chosen so that they could access a competitive event off site, as other events were felt to be too busy and not as suitable. • Every student who attended the weekly coaching, represented the school at the competitive event which made everyone every proud. • Some students experience severe anxiety, but not only were they able to attend the event, they absolutely flourished! • Positive impact on their self-esteem and belief in themselves • Fantastic team spirit and support for one another • Reduced anxiety levels so much that students were able to attend The Parallel Youth Games (a much larger event!) • A massive achievement for this group of students! 	
<ul style="list-style-type: none"> • Parallel Youth Games – 50 students competed at this event held at The K2 in Crawley. We competed against students from a range of other SEN schools and it is the largest event that we attend. Our students participated in inclusive sports such as street soccer, tennis, cricket, swimming, boccia, new age kurling, table cricket and dance. 	<ul style="list-style-type: none"> • All children that competed were able to participate in a familiar sport at the competition, having been taught the skills through the PE Long term plans. Again, a fantastic opportunity for all children to compete and these achievements were celebrated to the whole school and within the local paper 	

Key priorities and Planning

Action	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost
Lunch time sports sessions/activities for pupils	Staff on duty, sports coaches leading the activities, sports leaders supporting with delivery, pupils wanting to take part	Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Increased number of pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Upskilling of WM staff so lunch sports sessions can continue in the future.	Sussex Cricket; 3 x 1 hour free softball sessions – funded through the Lord Taverners.
Extra active sessions from external coaches	Staff on duty, sports coaches leading the activities, sports leaders supporting with delivery, pupils wanting to take part	Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Positive effect on students’ mental health and well-being. Learning and teaching opportunities for our sports leaders to develop their confidence and leadership skills Upskilling of WM staff so lunch sports sessions can continue in the future.	£2500 for 10 weeks of JOLF coaching for the whole of primary. Sports’ leader coaching and festival support
Parallel Youth Games	Range of KS3 students accessing competitive inclusive sports with staff assisting.	Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Positive effect on students’ mental health and well-being. Students will become more confident when participating in less familiar sports; developing their strategy and understanding of the sport, in addition to the physical skills required. Students will apply this increased knowledge to competitive situations and are likely to be more successful	£164.20
CPD for teachers	Primary generalist teachers	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 5: Increased participation in competitive sport.	Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil’s attainment in PE.	Training part of SGM partnership annual subscription – MSA £1480.73

<p>Enrichment Options with particular focus on sports included in PYGs</p>	<p>Enrichment lead, class teachers, staff delivering sessions, students taking part</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>Key indicator 5: Increased participation in competitive sport.</p>	<p>Students will become more confident when participating in less familiar sports; developing their strategy and understanding of the sport, in addition to the physical skills required. Students will apply this increased knowledge to competitive situations and are likely to be more successful</p>	<p>cost of replacement equipment and resources £1624.91</p>
<p>Increased variety of Inter-competition and festival opportunities for whole school</p> <p>Increased opportunities to participate in intra events e.g. sports day.</p>	<p>Staff and students taking part, Operations manager with regards staffing and offsite events, staff required to provide cover at school</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 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>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in competitive events in a wider range of sports and events. Positive effects on health and fitness as well as self-esteem, emotional and social.</p>	<p>Albion in the community tournaments £109.60</p>
<p>Plan, run and deliver our own JOLF festival, building on successes of last year, and addressing feedback from schools who attended</p>	<p>Staff and students taking part from WM and invited schools/SEN departments, sports' leaders from WM school and College, St Pauls and BH Academy, WM Operations manager and reception team, JOLF coach, and BH Academy as will be using their facilities.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</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 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>Opportunity for the whole of primary to access a competitive event with and against other schools; having a positive effect on self-esteem etc. Opportunity to develop further links and friendships between staff and students from different schools. Sports' leaders able to put into practice what they have learnt by applying key skills. Fantastic opportunity for students in SEN mainstream to participate in a competitive event.</p>	<p>Part of JOLF package recorded above (£2500)</p>

Continue to provide Bikeability for whole of year 8 cohort; aiming to match or exceed participation and road riders percentages	Operations Manager, Staff and students attending Bikeability, head of school site and KS3 staff due to impact on streaming and limited availability of outside space at playtimes and during afternoon sessions	Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Opportunity for all students to receive 1:1 training to explore a range of bikes, to relieve any anxieties, to learn to ride a two-wheeler, to riding on the road. Potential to give students increased independence through learning to ride a bike and follow the Highway Code.	
Bike storage, equipment and resources to develop cycling curriculum as part of PE and Enrichment.	Staff and students taking part, Operations manager with regards staffing and offsite events, Bikeability trainers	Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Opportunity for all students to receive 1:1 training to explore a range of bikes, to relieve any anxieties, to learn to ride a two-wheeler, to riding on the road. Potential to give students increased independence through learning to ride a bike and follow the Highway Code.	£3330.10
Continuation of Forest school for all students over the academic year	Forest School Lead, Operations Manager, all class teachers and support staff, students taking part	Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key Indicator 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.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Positive effect on students’ mental health and well-being, as well as the opportunity to thrive in a range of areas that other subjects do not provide e.g. OAA targets	£4726
Trampoline equipment and servicing	Staff, students, operations manager, Therapy intervention TA, Premises	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Positive effect on students’ mental health and well-being. EHCP targets and therapeutic targets and goals being achieved by students.	£2212.51

<p>Hydrotherapy resources</p>	<p>Staff, students, operations manager, Therapy intervention TA, Premises</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</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>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>Positive effect on students’ mental health and well-being. EHCP targets and therapeutic targets and goals being achieved by students.</p>	<p>£662.49</p>
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Key achievements 2023-2024

Activity/Action	Impact	Comments
<ul style="list-style-type: none"> Active 30 - all classes have participated in this government initiative. Some classes do it first thing, some use it during lessons. The facilities and equipment that we boast enable classes to achieve their 30 minutes in a range of ways. 	<ul style="list-style-type: none"> Students have been more active which is having positive effects on their health and well-being Staff have commented that students have been able to access learning more readily after Active Time due to being more settled and focused Students have been exposed to a wide range of ways that they can become active which has meant that they are more likely to participate 	<p>This is an established part of the school's timetable and curriculum ensuring it is sustained.</p>
<ul style="list-style-type: none"> 100% of all children have experienced an intra school competition. 	<ul style="list-style-type: none"> Positive effect on students' self-esteem Positive impact on group identity and being part of a team Development of skills such as accepting decisions, accepting winning and losing, teamwork 	
<ul style="list-style-type: none"> Inclusive Festivals - 3 different classes accessed these - most number of students who accessed a festival off site 	<ul style="list-style-type: none"> Students becoming less anxious at participating off-site in unfamiliar settings and with less familiar people Social benefits of mixing with other schools; networks and friendships establish Positive effect on students' self-esteem Positive impact on group identity and being part of a team Development of skills such as accepting decisions, accepting winning and losing, teamwork Extending knowledge through learning about different inclusive sports 	
<ul style="list-style-type: none"> Inter Competitions and festivals e.g. Albion cup; girls, years 7/8, year 9, wheelchair, Get Active, boccia and NAK festivals 	<ul style="list-style-type: none"> Gives students the opportunity to participate in a competitive environment Positive impact on their self-esteem and sense of being part of a team Development of skills such as accepting decisions, accepting winning and losing, teamwork Students becoming less anxious at participating off-site in unfamiliar settings and with less familiar people Social benefits of mixing with other schools; networks and friendships establish Opportunity to mix with students from other schools 	
<ul style="list-style-type: none"> 97% of students represented the school in an inter school competition - a massive 30% increase from last year! 	<ul style="list-style-type: none"> Gives students the opportunity to participate in a competitive environment Positive impact on their self-esteem and sense of being part of a team Development of skills such as accepting decisions, accepting winning and losing, teamwork Students becoming less anxious at participating off-site in unfamiliar settings and with less familiar people Social benefits of mixing with other schools; networks and friendships establish Opportunity to mix with students from other schools 	
<ul style="list-style-type: none"> 58% students represented WM for the first time 	<ul style="list-style-type: none"> Positive impact on their self-esteem and sense of being part of a team Development of skills such as accepting decisions, accepting winning and losing, teamwork Students becoming less anxious at participating in activities that are 'off timetable'. Social benefits of mixing with other classes and schools; networks and friendships established Opportunity to mix with students from other classes and schools 	

<ul style="list-style-type: none"> • PYGs - almost 50 students participated; lots of personal achievements as well as team awards 	<ul style="list-style-type: none"> - Gives students the opportunity to participate in a large competitive environment - Positive impact on their self-esteem and sense of being part of a team - Development of skills such as accepting decisions, accepting winning and losing, teamwork - Students becoming less anxious at participating off-site in unfamiliar settings and with less familiar people - Social benefits of mixing with other schools; networks and friendships establish - Opportunity to mix with students from other schools 	
<ul style="list-style-type: none"> • Bikeability: Greatest number of students completed Bikeability week • Most students ever learnt to ride a two-wheeler on site • 73% of students who participated in Bikeability receiving training on the roads, which is a record! 	<ul style="list-style-type: none"> - Positive impact on students self esteem - Development of students' gross motor skills - Greater understanding of road safety - Increased freedom and independence - Health and well-being benefits 	<p>For many of our students, learning to drive a car when they are older may be unachievable. This could potentially have a negative impact on certain areas of their lives. However, learning to ride a bike successfully gives them the means to travel further for work, friendships, family etc, and reduce the risk of isolation. It potentially can help financially as they will not require to use public transport as often.</p>
<ul style="list-style-type: none"> • We hosted and ran our own JOLF festival; 145 SEN students participated from WM and 5 additional schools! They were brilliantly supported by 38 sports' leaders from WM school and College sites, and from BH Academy 	<ul style="list-style-type: none"> - Created an opportunity for the whole of our primary department to participate in a large event with students and staff from external schools - Gave SEN students from mainstream schools the opportunity to succeed in a competitive environment - 	
<ul style="list-style-type: none"> • Table cricket - targeted student - coaching and competitions 	<ul style="list-style-type: none"> - Enabled students who find accessing more traditional sports too noisy, busy and overwhelming, the opportunity to receive coaching and participate in a competitive environment. - Created an opportunity for specific students to succeed 	
<ul style="list-style-type: none"> • 100% of students received at least one type of training from an external coach. These include Sussex cricket, AITC and JOLF. 	<ul style="list-style-type: none"> - Positive impact on students' self-esteem and self-belief - Students' skills, knowledge and understanding has developed - Students have become less anxious when working with less familiar adults - Students have accessed inter-competitions with greater confidence as they feel they are more prepared - Students access inter-competitions with increased confidence as many of the coaches are present at the events 	

<ul style="list-style-type: none"> • Sports chairs - we received a very generous donation of 9 sports' chairs. 	<ul style="list-style-type: none"> - Health benefits; developing muscle tone and cardio - Has enabled all students to participate in activities together irrespective of their physical needs e.g. wheelchair football, wheelchair basketball, races, sports' day activities - Positive effect on students' self esteem - Developed a great team spirit through supporting each other - Development of maintenance skills though checking equipment prior to use - Given an insight in to some of the challenges face by people who use chairs regularly 	<p>The use of sports chairs and sports which require these is now part of our PE long-term plan.</p>
<ul style="list-style-type: none"> • Bikes - we received 10 brand new bikes. This kick started us getting £1000's worth of sports equipment and a brand new storage container. This container is easily accessible and kitted out so that students can perform simple maintenance e.g. pumping up tyres etc. One of our premises team is arranging some bike maintenance training next academic year so students can perform more detailed repairs on the bikes. 	<ul style="list-style-type: none"> - Students are being more active during playtimes, enrichment and PE sessions - Positive impact on students' health and well-being - Great way of achieving Active 30 - More students' confidence has grown enormously through accessing the bikes regularly - Students are developing a greater understanding of basic bike maintenance – this will be built upon next year when students will receive formal bike maintenance training. 	<p>These bikes are being used in PE lessons, playtimes, enrichment times and as part of our active time.</p>
<ul style="list-style-type: none"> • Sports leader - greatest number ever of year 9s participated this year. 12 students trained as Sports leaders. They received coaching from BH Academy, St Pauls and WM College. Our leaders helped and ran two of our three sports' days. 3 sports' days - all students accessed due to how it was delivered; celebrate their achievements 	<ul style="list-style-type: none"> - Positive effect on students' confidence - Great improvement in students' social skills - Becoming increasingly confident at talking to less familiar people - Leadership skills have continued to develop over the year 	
<ul style="list-style-type: none"> • Forest School; every student accessed this learning throughout the academic year. 	<ul style="list-style-type: none"> - More pupils being physically active for longer - Positive effect on students' mental health and well-being - Many students thriving who find more traditional classroom based subjects challenging - Great opportunity for students to succeed - Team work, leadership and communication skills have improved 	
<ul style="list-style-type: none"> • 100% of pupils/families have access to weekly physical activities that can be performed at home, which is leading to students being increasingly active out of school. 	<ul style="list-style-type: none"> - Activities are designed to not require specialist equipment, so all families are able to access the suggested activities at home which has led to students being more active at home; positive impact on their health and well-being - Helps students meet the remaining 30 minute target of being active outside of school - Families are being more active together; health and wellbeing benefits but also having a positive impact on developing stronger family relationships 	

Swimming Data

<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?	15%	<i>Our students have access to a therapy pool which is not 25m. Due to the level of SEND of all our learners the expectation to swim 25m unaided is not achievable for the vast majority. We concentrate on water confidence and safety as our priority as well as supporting their sensory needs.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	22%	<i>See box above</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	82%	
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?	No	<i>Our students being safe in the water is our priority and we are able to implement a swimming curriculum which teaches this without the need to spend further sports premium money on this.</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	<i>Pool safety and evacuation training given to staff. All swimming groups have staff who are trained in this and additionally either basic life saving or emergency first aid.</i>

Sign Off

Head Teacher:	<i>Adam Rowland</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Martin Woods: Assistant Head PE faculty Executive lead. Emma Baker; PE Subject Lead Penny Gittins; HLTA PE Specialist</i>
Date:	17/07/2024