



# 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
<p>-Further extend the range and frequency of sports and physical activity based extra-curricular clubs delivered based on pupil voice and interest.</p> <p>-Run extra-curricular after school clubs</p> <p>-Invite sporting agencies and companies to come into school to promote sporting opportunities for the children.</p> <p>-Run holiday clubs for part of each of the school holidays.</p>	<p>A wider range of extra-curricular clubs have been offered to all children for Y1 to Y6. They have been held by high quality, sports specialists. A well-being club has been established to support pupils' mental health and to offer emotional support for the pupils' well-being.</p> <p>Disadvantaged children have been allocated spaces for the after-school clubs.</p> <p>The holiday clubs have been well attended on the whole but we need to ensure that we do not allow the club to run if numbers are low.</p> <p>Pupil Voice has enabled different clubs to be organised throughout this year. Children have experienced different clubs and developed teamwork, communication and resilience whilst taking part. Children have developed skills that they can use in future sporting events. They can also transfer skills learned to other sports.</p>	<p>Next Steps: Continue to develop and improve the number and variety of extra-curricular clubs offered to all children. Contact parents/carers to find out what they feel about holiday clubs and extra-curricular clubs. AC will look into adding some additional activities/opportunities to those already on offer - taking into account pupil voice and feedback from parents/carers. AC will contact agencies that offer unique opportunities to inspire children in sport and physical activity. Holiday clubs will be updated in line with parent/carers responses.</p>
<p>-Increase activity levels during lunchtimes and engage children in learning and physical activity during their time on the playground.</p> <p>-Establish and train 'Sports/Play Leaders.</p> <p>Investigate ways to improve the playground facilities using current resources and by innovating the playground area.</p> <p>-Enhance the Outdoor Learning facilities to allow more</p>	<p>Children are now more physically active at lunchtimes.</p> <p>A range of lunchtime clubs have been offered to enthuse children and develop their skills of co-operation, balance, co-ordination and teamwork.</p> <p>Lunchtime resources have been updated as needed.</p>	<p>Next Steps: Continue to develop children's physical activity at lunchtimes. Invest further in playground resources.</p> <p>Lunchtime supervisors have not been trained and we have new supervisors- AC will look into training.</p>

<p>opportunities for physical learning.</p> <ul style="list-style-type: none"> <li>-Promote the use of the outdoor trim trail and activity area/ <b>outdoor amphitheatre.</b></li> <li>-Offer Bikeability to pupils in Year Five.</li> <li>-Offer Balanceability for Reception and Key Stage One children.</li> <li>-Purchase a Balanceability kit and training package to enable us to run Balanceability sessions for 10 children at a time.</li> </ul> <p>-Promote active travel to and from school.</p> <p>-Encourage pupils to become more active at home. Provide parents/carers with opportunities for pupils to continue their skills development at home.</p> <p>-Enable all children to undertake at least 15 minutes of additional physical activity each day including regular movement breaks/activities throughout the day.</p> <ul style="list-style-type: none"> <li>-Incorporate the daily mile across the school to promote physical activity and increase fitness levels.</li> <li>-Create a notice board to help raise the profile of PE and sport in school for children, visitors and parents to see.</li> </ul> <p>-Increase the number of inter/intra-house friendlies, tournaments/competitions.</p> <ul style="list-style-type: none"> <li>-Ensure that all children are involved in a range of sporting activities throughout the year.</li> <li>-Offer competitive opportunities in and out of school for the children to experience.</li> </ul>	<p><b>Playpod provision has been researched and we are looking into developing this provision in the next academic year.</b></p> <p>Play leaders have been trained and they have been leading play activities for the younger children throughout the year. Children have been engaged and they have increased their physical activity at lunchtime.</p> <p>Children will be able to use their skills whilst cycling to and from school as well as during their leisure time. Road safety awareness skills will also be useful if they decide to learn to drive when they are older.</p> <p>A Balanceability kit and training package has been purchased to enable us to run Balanceability sessions for 10 children at a time.</p> <p>Children are becoming more active and this helps with their stamina and ability to take part in school sporting events with increased energy and confidence.</p> <p>Children's fitness levels are improving and their stamina is also developing.</p> <p>Children have become more physically active whilst taking part in movement breaks. This has also helped to aid focus and concentration in school lessons.</p> <ul style="list-style-type: none"> <li>-Physical activity both inside and outside of the school day is celebrated.</li> </ul> <p>Children have developed their confidence and resilience whilst trying out new activities and competing against other schools. They have developed team work skills and football/netball skills to enable them to work effectively as part of a team. Children have also demonstrated their skills in different contexts. Children will be able to use the skills and strategies learned in future events.</p> <p>More inclusive activities have been attended so that all children have opportunities to be involved. This has promoted equality amongst our pupils.</p> <p>Friendly events have taken place to develop children's confidence in their own sporting ability. Children have also benefited from meeting other children whilst participating in</p>	<p>More training is required for our Sports/Play leaders. PE Specialists will increase their number of lunchtime clubs to develop children's physical and mental well-being.</p> <p>AC to contact playground companies/playpod to make plans to upgrade and improve our playground provision.</p> <p>Next Steps:</p> <p>Raise awareness of the health benefits and the positive impact walking, riding or scooting have on the world.</p> <p>AC to promote active travel with the help of the school council – particularly the eco-council.</p> <p>Rollout the balanceability programme for Reception and KS1. One member of staff will attend training for this. Children will continue to travel to school using an alternative to a car.</p> <p>Provide parents/carers with opportunities for pupils to continue their skills development at home. AC to look into the 'This is PE Active Recovery Hub'.</p> <p>Next Steps: Continue to develop regular movement breaks and to incorporate the daily mile across the school.</p> <p>AC to continue to launch new initiatives in September to encourage all classes to take part in brain breaks and regular physical activity.</p> <p>Promoting children's success out of school needs to be developed further to build on what we have already started.</p> <p>Next Steps:</p> <p>Continue to attend both competitive and inclusive events such as: Sports Hall athletics; netball; bowling; hockey; mixed football; girls' football; mountain biking; archery; cricket; a well-being workshop; cross country; a leadership activity day; multi sports day and team challenge days. Continue to organise matches/events with other local schools.</p> <p>Next Steps:</p> <p>Sports reporters will be chosen and they will report on the sports events that we take part in. These will then create a sports news bulletin and these will be added to the school newsletter/website.</p>
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<p>-Carry out a baseline assessment to assess where we are as a school. Track children's personal progress in fundamental PE skills. These are jumping, balancing, throwing and catching, a T Run and endurance.</p> <p>-Organise inventions to develop support children in developing these skills including fine and gross motor skills.</p> <p>-Increase the confidence and knowledge of members of staff who teach PE.</p> <p>-develop staff confidence whilst teaching/ leading a sports club.</p> <p>-Find out about local training opportunities to upskill staff.</p> <p>-Update PE subject leaders with current developments, knowledge and understanding.</p> <p>-Inspire PE subject leaders whilst promoting PE and active learning in school.</p>	<p>sporting events.</p> <p>Baseline assessments: Children were assessed in September and the results were analysed. Focus areas were identified and then bespoke interventions were organised for specific individuals in all year groups to develop these skills. Intervention sessions took place and they were adapted as necessary depending on the individual child's needs. The Fizzy programme was also used to support this initiative. Children have developed their gross motor skills and are able to transfer these to PE sessions. Feedback about the Fizzy intervention sessions have been completed and distributed to class teachers.</p> <p>The Year 6 children have been re-assessed and children have made progress in each of the areas. A follow up assessment of the key areas of jumping, balancing, throwing and catching, a T Run and endurance will take place in September 2023.</p> <p>Staff will be more confident whilst teaching the unit of PE they have completed as CPD this year.</p> <p>Some staff have been empowered to teach P.E. However, others still lack confidence in certain areas of PE and so a robust CPD programme will be planned and delivered in the new academic year.</p> <p>They will also be able to transfer skills learned to other elements of PE teaching.</p> <p>Pupils have responded well to the CPD sessions that have taken place.</p> <p>AC and KW attended the Fortius PE Conference. This has helped to keep both members of staff up to date with current developments, knowledge and understanding linked to the teaching of PE. Key information was then cascaded to other members of staff. Free trials were used to assess whether or not they would be useful within our school. The conference was inspiring and provided staff with new and imaginative ideas for them to shar back at school.</p>	<p>Introduce a trophy for the sports person of the year. Children will be able to transfer skills learned and developed to other areas of the curriculum.</p> <p>Fizzy intervention: This worked effectively tighter tracking and recording to be used in order to develop and build on skills taught in the next academic year.</p> <p>Next Steps: A follow up assessment will take place in September 2023. Results will be analysed and children's progress from the previous year will be identified. Key areas for development will be identified and intervention sessions will be organised and delivered by a sports specialist. These sessions will change their focus termly. These results will then inform planning for staff and key individuals will be monitored and assessed throughout the year.</p> <p>Next Steps: CPD in some areas did highlight that we need to enhance the resources in order to teach the unit of work effectively (OAA). AC to look into additional staff training for PE. A staff audit will be sent to staff in order to plan and deliver effective CPD in the next academic year— listening to staff voice. Continue to offer staff training and encourage staff to take part. Ensure staff are up to date with current developments. New ideas can be shared and used in our PE teaching.</p> <p>Next Steps: All staff will be expected to teach at least one unit of PE in the next academic year. They have already been informed about this.</p>
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## Key priorities and Planning

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

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<ul style="list-style-type: none"> <li>• Ensure all teachers are secure and confident in delivering an outstanding PE curriculum.</li> <li>• A specialist sports coach/swimming teacher will support the teaching of PE lessons to raise confidence, knowledge and skills of staff through lesson observations and CPD opportunities.</li> <li>• Staff to be provided with opportunities to teach PE throughout the year to develop confidence.</li> <li>• Use of a new scheme as used by our specialist sport coach will provide staff with detailed background information and video examples to enhance their own teaching of PE.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching staff, Teaching Assistants, pupils as they will take part.</li> </ul>	<ul style="list-style-type: none"> <li>• Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching staff will be more confident to deliver effective PE lesson -supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved percentage of pupil's attainment in PE.</li> <li>• Teaching staff will have a greater understanding of the PE curriculum and how to teach it.</li> <li>• Staff will use skills taught in CPD and provided within the new scheme to develop their own teaching style.</li> </ul>	
<ul style="list-style-type: none"> <li>• Develop the role of Play Leaders/Sports Champions</li> <li>• Train lunchtime supervisors</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils, sports coaches, teaching staff, lunchtime staff.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Play leaders/Sports Champions will be trained and they will lead play activities for the younger children throughout the year. Lunchtime supervisors will be empowered to</li> </ul>	

		<ul style="list-style-type: none"> <li>• Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</li> </ul>	<p>support constructive and active play at lunchtimes. Pupils will become more engaged and their physical activity at break/lunchtime will increase.</p>	
<ul style="list-style-type: none"> <li>• Raise activity levels during playtimes to support health and wellbeing.</li> <li>• Develop and improve lunchtime sport sessions/activities that take place for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching staff, pupils, lunchtime supervisors, specialist sports coaches as they will help to lead and promote the activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• More pupils will be meeting their daily physical activity goal. More pupils will be encouraged to take part in PE and Sport Activities.</li> <li>• Pupils will have opportunities to take part in a wider range of activities at lunchtime. Pupils physical fitness levels will increase.</li> </ul>	
<ul style="list-style-type: none"> <li>• Offer Balanceability to Reception and Key Stage One pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils, teaching staff, teaching assistants, sports coaches</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can now travel more safely to school on their bikes following bikeability/balanceability.</li> </ul>	
<ul style="list-style-type: none"> <li>• Increase the number of children who actively travel to school.</li> <li>• Link to Eco-Council's plans for the year linked to transport.</li> <li>• Organise theme days or theme weeks/months.</li> <li>• Meet with the less active pupils to identify barriers and how we can help to overcome them.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school community, pupils, teaching staff, parents/carers</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• An increased number of pupils will continue to travel to school using an alternative to a car.</li> <li>• Pupils' fitness levels will improve.</li> <li>• Pupils will have a raised awareness of the health benefits and the positive impact walking, riding or scooting have on the world.</li> <li>• Children's wellbeing will be been supported through increased levels of activity.</li> </ul>	

<ul style="list-style-type: none"> <li>• Increase the number of after school clubs on offer to support an increase in physical activity and the range of sports on offer.</li> <li>• Survey administered for parents and pupils. Focus on encouraging disadvantaged children to attend clubs.</li> <li>• A percentage of spaces are allocated to our disadvantaged pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils and sports coaches as they will be involved in running clubs.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils have experienced different clubs and developed teamwork, communication and resilience whilst taking part. These clubs have also helped to prepare children for tournaments that have taken place where they can transfer their skills.</li> <li>• Disadvantaged groups of pupils will attend more clubs.</li> </ul>	
<ul style="list-style-type: none"> <li>• Participate in festivals, competitions and events organised by outside agencies to encourage a wider range of pupils to engage in sport and physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils, teaching staff, teaching assistants, sports coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</li> <li>• Key indicator 5: Increased participation in competitive sport.</li> </ul>	<p>Pupils will be able to use the skills and strategies learned to play other sports. They will be able to build on their resilience and teamwork skills as they take part in other competitive and non-competitive activities.</p>	
<ul style="list-style-type: none"> <li>• Invite sporting agencies and companies to come into school to promote sporting opportunities for the children.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils, teaching staff, teaching assistants</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be inspired and they will take part in a wider range of sporting activities as a result of these workshops/sporting opportunities.</li> </ul>	
<ul style="list-style-type: none"> <li>• Offer swimming to pupils in Year Two Year Five and Year Six.</li> <li>• Offer swimming opportunities to disadvantaged children and those children who have not completed the 25 metre swim in Year Five and are not able to swim</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils, teaching staff, teaching assistants, sports coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• An accurate understanding of our pupil’s swimming ability which will help inform next year’s provision and identify focus groups for additional support.</li> <li>• An increase in the number of children who can perform lifesaving techniques and working towards the Y6</li> </ul>	



<p>proficiently in all four strokes.</p> <ul style="list-style-type: none"> <li>• Provide children will life skills of land and water safety.</li> <li>• Organise additional swimming lessons to focus on safe self-rescue.</li> </ul>			<p>benchmarking statements.</p> <ul style="list-style-type: none"> <li>• A raised awareness across the school community of the importance of swimming and developing lifesaving skills.</li> <li>• Increased enjoyment and confidence in going swimming and as a result, an increased number of children swimming out of school and taking up swimming lessons.</li> </ul>	
<ul style="list-style-type: none"> <li>• Embed the understanding that regular exercise is an essential part of a healthy lifestyle so that pupils leave school with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils, teaching staff, teaching assistants, sports coaches, parents/carers</li> </ul>	<ul style="list-style-type: none"> <li>• Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• The pupils will take part in inter-house/federation competitions during the year.</li> <li>• The daily mile will take place to promote physical activity and increase fitness levels.</li> <li>• Pupils will take part in regular movement breaks/activ8 throughout the day.</li> </ul>	
<ul style="list-style-type: none"> <li>• To promote achievements in school during assembly/collective worship and at the end of the academic year to promote sport in the school, including celebrations with parents.</li> <li>• Sharing of information on local clubs the school has worked with encouraging increase participation in sport.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils, teaching staff, teaching assistants, sports coaches, parents/carers</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils’ achievements both inside and outside of school will be celebrated to help promote more active lifestyles. This will take place during a dedicated time, possibly a sports themed collective worship/assembly - once a term. These will include competition and festival results and notable achievements in lessons and outside of school etc.</li> <li>• Celebrate pupils’ achievements both inside and outside of school to help promote more active lifestyles</li> </ul>	

			<ul style="list-style-type: none"> <li>• AC will organise a Sports Stars board where children can bring in medals/ certificates to display.</li> <li>• 'Sports News' will be launched. This will be a termly update for the whole school community. The sports champions/play leaders will take responsibility for this and videos will be uploaded to Seesaw and information will be shared on the School's website. This will develop the sports champions'/playleaders' role further.</li> <li>• An awareness of opportunities available in the local community will be developed.</li> </ul>	
<p>Carry out a baseline assessment to assess the fundamental PE skills.</p> <p>Track children's personal progress in fundamental PE skills. These are jumping, balancing, throwing and catching, a T Run and endurance.</p> <p>Organise inventions to develop support children in developing these skills including fine and gross motor skills.</p>	<ul style="list-style-type: none"> <li>• Pupils, teaching staff, teaching assistants, sports coaches, parents/carers</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to transfer skills learned and developed to other areas of the curriculum.</li> <li>• Gross and fine motor skills will improve and this will support pupils in their learning across the curriculum.</li> </ul>	

## 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

## 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?	%	Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</p>	<p>Use this text box to give further context behind the percentage.</p>
<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>Yes/No</p>	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	

Signed off by:

Head Teacher:	(Name)
Subject Leader or the individual responsible for the Primary PE and sport premium:	(Name and Job Title)
Governor:	(Name and Role)
Date:	