



Strategy for Primary PE and Sports Funding 2025-2026

In 2025-2026 the Primary Premium Sports Grant (PPSG) funding for PE and Sport continues to be received. This will continue to be spent on developing sport and well-being across school in the following ways:

Total amount of funding for 2025/26. To be spent and reported on by 31st July 2026.	TOTAL FUNDING:	£16,300
	TOTAL SPEND:	£17,065

Review of last year's spend and key achievements (2024/2025)

Reflections on the impact of current provision and a review of last year's spend.

Activity/Action	Impact	Comments
LSAs disseminated CPD to train play leaders and provide resources for lunchtime and playtime activities. Additionally, sports equipment was purchased to sustain active play at lunchtimes and break times.	LSA's alongside the PE Lead have supported the development of pupil play leaders—Year 2 for KS1 and Year 6 for KS2—successfully enhancing the quality of lunchtime and playtime activities, resulting in more structured, inclusive, and engaging sessions. A total of £1,000 per key stage was invested in child-led play leader resources and training, which ensured that pupils had access to highquality equipment and well-organised activities. Sports equipment was maintained and updated, allowing for a broader range of physical activities to be offered safely and effectively. This initiative positively impacted Key Indicator 1 by increasing pupil engagement in daily physical activity, supported the raising of PESSPA's profile across the school (Key Indicator 2), expanded the variety of sports and activities available (Key Indicator 4), and contributed to increased participation in competitive sport (Key Indicator 5). Overall, these developments created a more active, inclusive, and physically engaging school environment. LSA staff state they are more confident in some games and feel like more structure helps. Staff stated they struggled with children joining and leaving games. They use games such as chaos and chicken and hero.	<i>Structure the play leaders next year with LSA support and a timetable of games to encourage participation for longer periods.</i>

In line with the school's improvement priority, review the PE curriculum with a focus on equity, diversity, and justice. Ensure that all extracurricular clubs are inclusive and accessible to all pupils.	In line with the school's improvement priority, the PE curriculum was successfully reviewed with a focus on equity, diversity, and justice (EDJ), resulting in a more inclusive and representative programme. All teaching staff engaged in CPD, supported by a £500 investment, which deepened their understanding of EDJ principles and how to embed them within PE lessons and extracurricular activities. Office staff effectively used Arbor to record club attendance, allowing for better tracking of pupil participation across different groups. As a result, extracurricular clubs became more accessible and inclusive, encouraging diverse participation and reducing barriers for underrepresented pupils. The emphasis on equity and justice ensured all students had fair opportunities to engage, achieve, and feel a sense of belonging. This initiative raised the profile of PESSPA across the school (Key Indicator 2) and broadened the range of sports and activities offered (Key Indicator 4), contributing to a more inclusive school culture and supporting whole school improvement. Clubs have been arranged so that everyone participates, including those on the SEND register. Competitions have also been organised so children have the same opportunities.	<i>Use Arbor system to analyse and monitor club attendance. Target misrepresented groups.</i>
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Utilise the School Games Organisers (SGO) network and ELOs to expand competitive sports opportunities in school, ensuring equal access and participation for all pupils	Through effective use of the School Games Organisers (SGO) network and External Learning Opportunities (ELOs), the school successfully expanded its range of competitive sports, ensuring equal access and participation for all pupils. The PE lead and SLT worked collaboratively to implement this initiative, supported by £1,000 funding for ELO events and £500 for transport to and from competitions. As a result, pupils were offered broader opportunities to engage in competitive sport, in line with Key Indicator 5. These included to Y5 and 6 children attending cricket competitions and the SEN Curling competition. Participation increased across year groups, with a particular focus on inclusivity, ensuring that pupils of all backgrounds and abilities could take part. This also contributed to Key Indicator 1 by encouraging more regular physical activity, helping pupils meet the recommended 30 minutes of activity within the school day. Additionally, the introduction of a wider variety of sports supported Key Indicator 4 by allowing pupils to develop a range of physical and interpersonal skills. These efforts not only enhanced individual pupil development but also fostered a greater sense of teamwork, school spirit, and community pride.	<i>Ensure extra-curricular clubs have a mix of competitive sport and also clubs of encouraging being active for enjoyment.</i> <i>Continue with SGO next year.</i>
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Support the Year 6 residential trip to Robinwood by subsidising costs to ensure all pupils can participate in adventurous activities and/or Year 6 to attend an Outdoor Adventurous Activities Day Trip. For Year 5, organise a day trip to Bowley Scout Camp to provide additional outdoor adventure experiences beyond school grounds.	The school successfully supported outdoor and adventurous learning by subsidising the Year 6 residential trip to WhiteHoe, ensuring all pupils had the opportunity to participate regardless of financial background. In addition, a Year 6 Outdoor Adventurous Activities Day to Outdoor Education and a Year 5 day trip to Bowley Scout Camp were organised, funded by £3,000, £1,000, and £2,500 respectively. These experiences significantly enriched pupils' education by offering engaging, physically active opportunities beyond the school environment. They promoted teamwork, resilience, and problem-solving, aligning with Key Indicator 1 by encouraging regular physical activity and meeting the Chief Medical Officer's guidelines. The variety of adventurous activities offered supported Key Indicator 4 by broadening pupils' experiences and exposing them to sports and challenges not typically available within the standard curriculum. The trips also fostered a greater sense of inclusion and community, ensuring every pupil could benefit from these valuable learning experiences. Overall, the initiative contributed to a more inclusive, enriching, and holistic educational journey for Year 5 and Year 6 pupils. Pupil voice from the Y6 residential suggests that they enjoyed the different opportunities involving making smores/making camp fires, high climbing and orienteering. Children commented on how they felt more independent after the trip. Y5 enjoyed Bowley Scout Camp and the different activities they completed such as grass sledging because of the speed and crate stacking which helped relationships within class.	<i>Continue to support pupils, including disadvantaged, pupils to experience OAA and residential.</i>
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Ensure the PE Lead's has time to support staff CPD by ensuring ongoing professional development, mentoring, training, and resources. This will enhance staff's ability to teach PE and sport more effectively, and help embed physical activity across the school, such as through the PE Passport. Focus on Dance and Gymnastics CPD as highlighted by staff audit last year.	The PE Lead had dedicated time and resources to support staff CPD, focusing on identified areas such as Dance and Gymnastics, as highlighted by last year's staff audit. With an investment in external CPD through Dance2Schools linked with the PE Passport, this significantly improved staff confidence, knowledge, and skill in delivering high-quality dance lessons, directly impacting Key Indicator 3. As a result, physical activity became more embedded across the school day through tools like the PE Passport, supporting Key Indicator 1. The profile of PESSPA was raised (Key Indicator 2), and pupils benefitted from a broader and more engaging PE curriculum, especially in Dance and Gymnastics (Key Indicator 4). Overall, these efforts led to improved teaching quality, increased pupil engagement, and a more inclusive and effective physical education program. Staff found the dance CPD very informative because it was engaging and it encouraged adult participation. It also introduced a clear scheme of work to support planning. Staff are now more confident in planning and delivering a unit of dance.	<i>New PE Subject Lead – organise appropriate CPD next year.</i> <i>CPD next year to focus on Gymnastics and explore PE Passport Unit.</i>
To ensure all pupils meet NC requirements in swimming (25m by the end of KS2) and develop water competence, the school will enhance its swimming curriculum in preparation for 'Pools for Schools' lessons in July 2025. The Swimming Scheme of Work will be linked with the Pools for Schools programme.	'Pools for Schools' program in July 2025, ensured a structured approach aligned with the Swimming Scheme of Work. Year 4 pupils continued to receive curriculum swimming lessons, while additional sessions were provided for Year 5 and 6 pupils who had not yet met the National Curriculum requirement of swimming 25m. These actions supported Key Indicator 1 by promoting regular physical activity, Key Indicator 3 by improving staff confidence in delivering swimming education, and Key Indicator 4 by broadening pupils' experiences. This ensured improved water competence, greater pupil safety, and progress toward meeting statutory swimming outcomes. <i>(see impact on swimming data below)</i>. Children when asked stated they enjoyed the safety element of swimming and liked the pool for schools because it is shallower. They found the teaching is helpful as children are in smaller class sizes. Children have learnt different types of swimming and how to float in emergencies.	<i>Pools for School £7150 2026</i>

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
In line with the school's improvement priority, ensure that all extracurricular clubs are inclusive and accessible to all pupils and that there is a wide range of choice for all pupils.	All teaching staff Office staff to use Arbour to record attendance at clubs	<i>Key Indicator 2: The profile of PESSPA being raised across the school for whole school improvement.</i> <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	The impact will be: 1. Improved Pupil Engagement and Participation: Wider range of clubs will appeal to more students, increasing the likelihood they find something that interests them. Making clubs inclusive and accessible ensures that all pupils (regardless of ability, background, or needs) feel welcome to participate. This leads to higher participation rates, especially from groups who may have previously felt excluded. 2. Enhanced Pupil Wellbeing: Participation in extracurricular activities is linked to better mental health, confidence, and social development. Inclusive clubs help foster a sense of belonging, which is vital for emotional wellbeing. Pupils with SEND, EAL, or from disadvantaged backgrounds will benefit from feeling seen, supported, and valued. 3. Development of Wider Skills: A broader club offering helps develop skills beyond the academic, such as teamwork, leadership, resilience, and creativity. These	<i>£800 for adapted equipment for SEND pupils and resources and staff training/ support for clubs</i> <i>e.g. balance bikes, wobble boards</i>

			are crucial for pupils' personal development and align with the Ofsted personal development judgement. 4. Promotion of Equality and Diversity: Inclusive practices send a clear message about the school's commitment to equity and inclusion. Representation in clubs (e.g., cultural clubs, girls in STEM, LGBTQ+ support groups) promotes diversity awareness and respect. Helps reduce stigma and stereotypes among pupils. 5. Stronger School Culture and Community: A varied and inclusive extracurricular program fosters a positive school ethos where differences are celebrated. It encourages inter-year and cross-group friendships, building a stronger sense of community. Parental engagement may also increase when families see inclusive opportunities being offered.	
Utilise the School Games Organisers (SGO) network and ELOs to expand competitive sports opportunities in school, ensuring equal access and participation for all pupils.	PE lead SLT	<i>Key indicator 1 -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.</i> <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i> <i>Key indicator 5: Increased participation in competitive sport.</i>	This will impact several areas: Competitive Sports Opportunities: Expanding the range of competitive sports will provide more options for pupils, increasing engagement and participation in various activities. Equity and Inclusion: Ensuring equal access to competitive sports will promote fairness and inclusivity, allowing all pupils, regardless of background or ability, to take part and excel. Skill Development: A broader range of sports will help pupils develop diverse skills and interests, contributing to their overall physical and personal development. School Spirit: Enhanced competitive sports offerings can boost school spirit and community, fostering teamwork and school pride through participation and events.	£200 transport to and from sporting events £1000 ELO Events

			Overall, these efforts will lead to a more inclusive and dynamic sports programme, benefiting the entire school community.	
Support the Year 6 residential trip by subsidising costs to ensure all pupils can participate in adventurous activities and/or Year 6 to attend an Outdoor Adventurous Activities Day Trip. For Year 5, organise a day trip to Bowley Scout Camp to provide additional outdoor adventure experiences beyond school grounds.	Year 5 and Year 6 pupils. Staff in attendance on the trips and residential.	<i>Key indicator 1 -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.</i> <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	This will impact several areas: Pupil Experience: Subsidising the Year 6 residential trip and organising the Year 5 day trip will ensure that all pupils have the opportunity to participate in adventurous outdoor activities, enriching their school experience and promoting personal growth. Inclusivity: By subsidising the trip costs, financial barriers are reduced, making these experiences accessible to all pupils, regardless of their financial background. Outdoor Learning: The trips will enhance pupils' engagement with outdoor and adventurous activities, fostering skills such as teamwork, resilience, and problem-solving in real-world settings. Curriculum Enrichment: The residential and day trips will complement the curriculum by providing practical, hands-on experiences that support learning beyond the classroom. Overall, these actions will contribute to a more inclusive and diverse educational experience, promoting personal development and broader learning opportunities.	£2500 for Bowley Scout Camp Year 5 Trip £3200 for Residential £1500 for Year 6 Outdoor Adventure Activity Day

Ensure the PE Lead has effective CPD in their new role by ensuring ongoing professional development, mentoring, training, and resources. This will enhance staff's ability to teach PE and sport more effectively, and help embed physical activity	PE lead All teaching staff	<i>Key indicator 1 -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.</i>	This will impact several areas: 1. Staff Development: Increased support and professional development will enhance staff skills and confidence in teaching PE and sport, leading to improved instruction and student engagement, particularly in Dance and Gymnastics. 2. Teaching Quality: Enhanced training and resources will help staff deliver PE lessons more	£450 for cover costs to release PE Lead for CPD £94 LCC PE Network Meetings per term £699 PE passport £150 PE passport conference £154 AfPE Annual Membership £1325 Bwd SSP
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across the school, such as through the PE Passport. Focus on Gymnastics CPD as highlighted by staff audit last year.		<i>Key Indicator 2: The profile of PESSPA being raised across the school for whole school improvement.</i> <i>Key indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport.</i> <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	effectively, ensuring a higher quality of education in physical activities. 3. Physical Activity Integration: With better supported staff, physical activity can be more effectively integrated across the school, including through initiatives like the PE Passport. 4. Student Outcomes: Improved teaching and a greater emphasis on physical activity will positively affect student participation, skills development, and overall physical fitness, and more extra-curricular opportunities. Overall, these actions will contribute to a more effective PE programme, benefiting both staff and pupils.	£500 External Gymnastics CPD Max Whitlock Gymnastics 2-2.25 hrs
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To ensure all pupils meet NC requirements in swimming (25m by the end of KS2) and develop water competence, the school will enhance its swimming curriculum in preparation for 'Pools for Schools' lessons in July 2025. The Swimming Scheme of Work will be linked with the Pools for Schools program.	Year 4 pupils will continue to receive curriculum required swimming lessons, with costs not covered by the Sports Premium. Additional swimming for Year 5 and 6 pupils who did not gain their end of key stage 2 National Curriculum requirements of 25m and water safety.	<i>Key indicator 1 -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.</i> <i>Key indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport.</i> <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	This will impact several areas: Pupil Achievement: It will help ensure that all pupils meet the National Curriculum requirement of swimming 25m by the end of KS2, enhancing their water competence and safety skills. Curriculum Delivery: Enhancing the swimming curriculum and integrating it with the Pools for Schools programme will provide a structured and cohesive approach to swimming education. Water Safety: Developing pupils' water competence will improve their overall safety around water, which is a crucial life skill. Preparation and Planning: The preparation for 'Pools for Schools' lessons will ensure that the school is well-equipped and organised to deliver effective swimming instruction starting in July 2025. Overall, these actions will contribute to meeting curriculum requirements, improving water safety, and delivering a high-quality swimming education.	Pools for Schools £7150
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Key Achievements 2025-2026

To be completed at the end of the academic year and will showcase the key achievements made using the Primary PE and sport premium spending.

Activity/Action	Impact	Comments
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In line with the school's improvement priority, the PE and Sport Premium funding was used to develop an inclusive and accessible extracurricular program that provides a broad range of sporting and physical activity opportunities for all pupils. Attendance at clubs was monitored through Arbor to identify participation levels and target underrepresented groups. Funding was also used to purchase adapted equipment, including balance bikes and wobble boards, and to provide resources and staff support to ensure pupils with SEND could access extracurricular provision successfully.	This action has successfully supported Key Indicator 2 (The profile of PE, Sport and Physical Activity (PESSPA) being raised across the school as a tool for whole-school improvement) and Key Indicator 4 (Broader experience of a range of sports and physical activities offered to all pupils). Although some extracurricular clubs were offered during the year, the range and frequency of provision were more limited than planned. Where clubs were available, pupils who attended benefited from opportunities to develop their physical skills, confidence, teamwork and enjoyment of physical activity. Attendance monitoring through Arbor has provided a clearer picture of participation and highlighted groups of pupils who would benefit from increased opportunities. Steps were taken to improve accessibility through the purchase of adapted equipment and by considering the needs of pupils with SEND and other groups when planning activities. However, further work is needed to ensure that a wider range of inclusive clubs is available throughout the year and that participation increases across all pupil groups. Developing a broader and more sustainable extracurricular offer will remain a priority within the School Improvement Plan for next year. The attendance data collected this year will be used to inform planning, target underrepresented pupils and ensure that future provision is more varied, inclusive and responsive to pupils' interests and needs.	An investment of £800 in adapted equipment and staff support has created lasting resources that will continue to benefit pupils in future years. Ongoing monitoring of attendance and pupil voice will continue to inform the development of the extracurricular program, ensuring it remains inclusive, sustainable and responsive to pupil needs while maintaining high levels of participation.
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PE and Sport Premium funding was used to access opportunities provided through the School Games Organiser (SGO) network and ELO events, with transport costs funded to enable pupils to attend inter-school competitions and festivals. The aim was to increase opportunities for competitive sport while ensuring that pupils of different abilities and backgrounds had the opportunity to participate.	Participation in SGO and ELO events supported Key Indicator 1 by encouraging pupils to take part in additional physical activity beyond curriculum PE. Pupils who attended competitions developed confidence, teamwork, resilience and sportsmanship through representing the school e.g. achieved first place in the Rounder's competition through determination, communication and strong team performance. The programme also contributed to Key Indicator 4 by providing pupils with opportunities to experience a broader range of sports and activities than those offered within the PE curriculum. For example, pupils experienced competitive and inclusive activities beyond the PE curriculum, including rounders competitions, athletics events and multi-skills festivals. Participation in competitive events supported Key Indicator 5, giving pupils valuable experiences of competition and encouraging continued engagement in physical activity.	The school has established positive links with the SGO network and ELO program, providing a strong position for future development. Continuing to increase the number of competitive opportunities and widening participation across all year groups will remain a priority next year to ensure more pupils can experience the benefits of representing the school and taking part in competitive sport.
PE and Sport Premium funding was used to subsidise outdoor adventurous activity (OAA) experiences for Year 5 and Year 6 pupils. Funding supported the Year 6 residential visit and an Outdoor Adventurous Activities Day, helping to reduce the cost for families and maximise participation. Year 5 pupils attended a day visit to Bowley Scout Camp, providing opportunities to experience a range of outdoor and adventurous activities beyond the school environment.	These experiences supported Key Indicator 1 by increasing pupils' participation in sustained physical activity through a range of outdoor and adventurous challenges. They also contributed to Key Indicator 4 by providing opportunities for pupils to experience activities that are not typically available within the PE curriculum. For example, pupils experienced activities not typically taught within the PE curriculum, including curling, boccia and competitive rounders, broadening their sporting experiences and encouraging greater participation. The residential and day visits enabled pupils to develop important personal skills, including teamwork, communication, resilience, independence and problem-solving. Pupils were encouraged to challenge themselves in unfamiliar environments, helping to build confidence and self-esteem while promoting positive attitudes towards physical activity and outdoor learning. Subsidising the cost of the visits helped reduce financial barriers, ensuring that as many pupils as possible could access these valuable experiences regardless of their circumstances. The trips also strengthened relationships between pupils and staff, contributing positively to wellbeing and personal development.	The funding enabled the school to maintain access to high-quality outdoor adventurous activities despite increasing costs. Pupil feedback demonstrated that these experiences were highly valued and provided memorable opportunities to develop confidence and resilience outside the classroom. The school will continue to prioritise outdoor adventurous activities within the PE and Sport Premium program to ensure future cohorts benefit from a broad and inclusive range of physical activity experiences.

PE and Sport Premium funding was used to support the professional development of the PE Lead in their new role through attendance at PE network meetings and the PE Passport Conference: • Enhanced the PE Lead's knowledge and confidence in curriculum planning, assessment and PE leadership. • Improved the PE Lead's knowledge of PE Passport, assessment and best practice. • Strengthened the PE Lead's confidence and subject knowledge, supporting improvements in PE provision. • Developed the PE Lead's understanding of PE Passport, assessment and effective PE leadership. AfPE membership and partnership working with the Blackburn with Darwen School Sport Partnership. The PE Passport platform was introduced to support curriculum planning, assessment and the promotion of physical activity across the school. In response to the previous staff audit, external gymnastics CPD was also provided to improve staff confidence and subject knowledge in delivering high-quality gymnastics lessons.	This action supported Key Indicator 2 by raising the profile of PE, School Sport and Physical Activity (PESSPA) across the school and strengthening the leadership of PE. The PE Lead has increased their confidence and subject knowledge through attendance at network meetings, professional development opportunities and partnership working, enabling them to support colleagues and continue developing the PE curriculum. The introduction of PE Passport has improved curriculum planning, assessment and the tracking of pupil progress, providing greater consistency in the delivery of PE across the school. Staff have begun embedding the platform into their teaching, supporting Key Indicators 1 and 4 by promoting high quality PE lessons and encouraging pupils to engage in a broad range of physical activities. Although the planned gymnastics CPD was not delivered this year due to scheduling constraints, it has been identified as a continuing priority following the staff audit and will be delivered next academic year to further develop staff confidence and subject knowledge.	The investment in professional development has provided the PE Lead with the knowledge and resources to continue driving improvements in PE across the school. PE Passport has been successfully introduced and will continue to be embedded next year to support curriculum delivery and assessment. The external gymnastics CPD has been rescheduled for the next academic year and remains a key priority within the school's PE action plan. Future staff audits will continue to identify professional development needs, ensuring that training is targeted effectively and contributes to sustained improvements in the quality of PE teaching and learning.
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PE and Sport Premium funding was allocated to support the introduction of the Pools for Schools program, enabling the school to enhance its swimming provision and improve pupils' water competence. Preparatory work was undertaken to align the school's Swimming Scheme of Work with the Pools for Schools program ahead of implementation. Additional swimming opportunities were planned for Year 5 and Year 6 pupils who had not yet achieved the National Curriculum expectation of swimming 25 metres and demonstrating safe self-rescue skills.	This action supported Key Indicator 1 by increasing opportunities for pupils to engage in physical activity through swimming and Key Indicator 4 by providing access to a valuable life skill beyond the standard PE curriculum. Preparatory work completed this year has established a clear and progressive swimming curriculum that will support high-quality delivery through the Pools for Schools programme. The planned programme has created a framework for identifying pupils requiring additional swimming support and ensuring that future provision is targeted towards those who have not yet met the end of Key Stage 2 National Curriculum requirements. This will help improve water confidence, swimming ability and water safety knowledge for future cohorts.	The investment in the Pools for Schools program represents a significant commitment to improving swimming provision and ensuring that more pupils leave primary school meeting the National Curriculum expectations for swimming and water safety. Pupil progress has been carefully monitored to identify those requiring additional support. The school will continue to refine the swimming curriculum, monitor pupil progress and explore further opportunities to improve water confidence, competence and safety for all pupils.
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Swimming Data

Meeting national curriculum requirements for swimming and water safety.

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

<u>Question</u>	<u>Statistics</u>	<u>Further Context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <i>(able to swim unaided)</i>	53% 32 out of 60	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	56.7% 34 out of 60	
What percentage of your current Year 6 cohort perform safe self-rescue in different waterbased situations?	All children can perform	
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes/No	There is a high percentage of children in school who have never swam before curriculum lessons in Year 4. Many children do not swim/ receive swimming lessons outside of school. Therefore, Sports Premium money is spent to ensure that all children have the opportunity to access 'catch up' lessons during Year 5 and Year 6 to meet the NC requirements.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	School staff do not deliver the swimming curriculum. However, the planning is shared between staff and staff have the option to complete 'School Swimming and Water Safety Overview' course through Swim England.

Signed off by:

Head Teacher:	Mr D. Stitcher
Subject Leader or the individual responsible for the Primary PE and sport premium:	Sultana Valli
Governor:	

Date:	<i>September 2025 Reviewed July 2026</i>
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