The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST

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.E. and Sport Curriculum Enrichment (Skateboard Day, Outdoor Learning Day, Scoot At School Days, Glow Dodgeball, Stone Age Day, Forest School).	Massively raised the profile of school sport and physical education within the curriculum. Improved staff confidence and intent on implementing these in house in future years.	
In-curricular sessions led to improve mental health and health side, but also enrich the P.E. curriculum and provide CPD opportunity.	Excellent engagement from children and staff. Staff have already started to implement lesson ideas and will implement in coming years. Clear progress and learning made by children.	Mental health and health-based session from Healthy Heads and B-cyberwise had a big impact across the curriculum.
CPD sessions for staff and subject lead.	Improved subject knowledge of subject lead and all staff across school. Specific staff members targeted through discussions and made a big impact on their confidence, subject knowledge and delivery.	Main focus for the year and main area of expenditure of S.S.P.
P.E. Passport App subscription.	Provides a high quality scheme of learning for curriculum P.E. Also used with excellent effect for our assessment within curriculum P.E.	
Carr Hill Fylde Primary Competitions SLA	Took part in 4 different inter-school competitions with local schools, giving children across KS2 the chance to compete in different sports.	

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
Provide top-up swimming lessons and allow the whole school to swim by bringing a pop-up pool to school for a two week period. Also opening this up as an after school club for intensive swimming lessons for Y1 and Y2 children.	All children – Every class taking part from Reception to Year 6. Year 3,4,5 and 6 heavily targeted to top-up curriculum swimming. The after school club will be for 10 children in Y1 or Y2 who have not already accessed swimming lessons outside school.	**Key indicator 2** -Engagement of all pupils in regular physical activity **Key indicator 3** - The profile of PE and sport is raised across the school as a tool for whole school improvement **Key indicator 4** - Broader experience of a range of sports and activities offered to all pupils	All pupils gaining valuable water safety skills. Children across school growing in confidence with swimming and raising the profile of swimming. Bringing the pool to school and every child in school accessing multiple times should have a knock on impact for the next 7 years and will hopefully lead to excellent impact with the upper juniors to increase the amount of children able to meet minimum N.C. requirements. Children attending the club after school will receive 5 intensive lessons and learn to swim 10 meters. The installation of the outdoor socket will ensure future visits from the pop-up pool, aiding sustainability.	£3'400 for the two weeks (pool, lifeguard and teacher) from Pro-Sport Coaching. £760 outdoor socket installation for 3 phase power £800 for the water and electricity costs over the two weeks.
Provide all children in KS2 with daily free fruit at break times to promote healthy eating. This will be linked with additional in-curricular healthy eating lessons and a healthy snack campaign where a termly prize of an all terrain scooter will be raffles to children with healthy snacks.	All pupils across school in terms of the healthy eating and healthy snack campaign. As KS1 already receive free fruit as part of the national campaign, KS2 will be given free fruit paid for by S.S.P. All children across school able to access raffle prizes and targeted for healthy snacks and additional in-curricular learning about healthy foods.	**Key indicator 3** - The profile of PE and sport is raised across the school as a tool for whole school improvement	All children to take part in an assembly and hold discussions and lessons in class regarding healthy foods, healthy snacks and the impact of these on our body. This learning will have a lasting impact and will remain as part of our school's vision regarding snacks and healthy living. A display to be put up in the school hall, messages sent home to parents informing and educating them about healthy snacks.	£1'781 for the year's daily fruit provided to KS2 children.

Increased resourcing for curriculum P.E., physical interventions and after school clubs. Purchase of Wild Passports for future introduction into Forest School sessions.	All pupils across school through in-curricular P.E. sessions, improving current resourcing and providing further sports or activities offered. All children in school will benefit from Wild Passport scheme, enhancing Forest School and Outdoor Learning opportunities and providing a sense of achievement. This will also benefit leading staff member to provide coverage, curriculum links and improve CPD / subject knowledge. Targeted children in KS1 and KS2 who need further fine-motor and gross-motor difficulties. Children attending after-school clubs in ranging sports.	**Key indicator 2** -Engagement of all pupils in regular physical activity **Key indicator 3** - The profile of PE and sport is raised across the school as a tool for whole school improvement **Key indicator 4** - Broader experience of a range of sports and activities offered to all pupils **Key indicator 5 -** Increased participation in competitive sport	P.E. lessons to be fantastically resourced, giving teachers maximum options for games and activities within lessons. A broader range of sports or activities will be taught, with the increased resourcing in a wide number of sporting areas. High-quality interventions to be led to target specific children with gross-motor and fine-motor difficulties. This will have lasting benefits for their learning and development across the curriculum. A wider range of sports and after school clubs which can be led. Netball, football, archery and playground games resources all purchased to provide lasting resources for clubs to be run in-house in the future. Purchase and future introduction of Wild Passports – a progressive, skills based scheme for in-curricular Forest School that will track the children's skills, support assessment and ensure curriculum links are established within Forest School sessions.	Resources (curricular P.E., gym mats, after school clubs and interventions) - £2774 £199 Wild Passport scheme of learning and further resources.
Further investment in EYFS physical development – Balanceability course run by Pro-Sport Coaching, CPD for staff and a fleet of Balance bikes. Equipment and resources for EYFS physical development to run within P.E. sessions and to be factored into continuous provision both inside the classroom and in outside area.	All children in EYFS will receive 10 hours of Balanceability training with qualified coaches from Pro-Sport Coaching. All children in Year 1 and EYFS this year to use the balance bikes purchased, and all children in EYFS in future years. All children in EYFS to use the resources and large equipment daily within continuous provision, interventions and teacher-led sessions. Staff members will treat these sessions, and the CPD sessions online, as CPD for future use with classes.	**Key indicator 2** -Engagement of all pupils in regular physical activity **Key indicator 3** - The profile of PE and sport is raised across the school as a tool for whole school improvement **Key indicator 4** - Broader experience of a range of sports and activities offered to all pupils	Balanceability will hopefully have direct impact with the children in EYFS to promote gross-motor skills and allow the children to access the bikes on the playground during break times, and also ride bikes at home. The CPD opportunity the 10 sessions will provide the staff members observing the sessions will provide long lasting sustainability. Ensuring this knowledge and confidence is cemented, the lead staff member running the sessions in EYFS will undertake online CPD and equipment to run the sessions in-house in the future will be purchased. This will be implemented with the current Year 1 class to further	£650 for resources £1'500 for Balanceability course run by Pro-Sport Coaching £1'842 for 10 balance bikes, CPD and resources. £1'630 for large gym equipment to build gross-motor skills (to be installed within EYFS area for in-curricular use of Reception and Y1.

			promote gross motor skills, then will be run every year in EYFS to promote physical development and gross motor skills. Large-scale equipment within EYFS area will be a constant part of continuous provision and teacher-led intervention which will be accessed by children in EYFS and Year 1. The resources purchased for in-curricular continuous provision and P.E. lessons will be used for years to come.	
Purchase of P.E. Passport App to be used across school as scheme of learning for in-curricular P.E. and for assessment purposes.	All children to benefit from high quality P.E. sessions that deliver progressive, varied sessions. Teachers gain confidence, save time with planning / resources and improve their subject knowledge with P.E. Passport schemes of learning. All teachers accurately assess children across school using the App. All staff have access to support, CPD resourced and documentation from P.E. Passport to further improve subject knowledge and confidence.	**Key indicator 1 –** Increased confidence, knowledge and skills of all staff in teaching PE and sport **Key indicator 2** -Engagement of all pupils in regular physical activity **Key indicator 3** - The profile of PE and sport is raised across the school as a tool for whole school improvement **Key indicator 4** - Broader experience of a range of sports and activities offered to all pupils **Key indicator 5 -** Increased participation in competitive sport	Guarantee of high-quality planning and schemes of learning that can deliver P.E. and physical activity in a progressive manner for all year groups across school. High quality resources and wider curriculum links / character development provided. The assessment capabilities of P.E. Passport are highly effective and save teachers a huge amount of time. Competition opportunities provided within the curriculum to allow all children across school the chance to participate in regular competitive opportunities in a range of sport or activity types. The CPD and supporting materials provided improve the teachers' subject knowledge and confidence levels.	£700 for school-wide access to assessment and schemes of learning for the academic year.
Carr Hill Fylde Primary Schools Competitions S.L.A. and purchase of school competitive sports kit to improve the image of the school when representing at sports competitions. Build in opportunities for more in-house competitions like Sports Day, Inter-House	For Carr Hill competitions, selected children from Year 3/4 and Year 5/6 depending on the event. Where possible, these children will be selected based on participation at linked after-school clubs. All children in school will have opportunities several times per term to engage in competitions run within school in a range of sports or	**Key indicator 2** -Engagement of all pupils in regular physical activity **Key indicator 3** - The profile of PE and sport is raised across the school as a tool for whole school improvement **Key indicator 4** - Broader experience of a range of sports and activities offered to all pupils	Carr Hill Competitions provide an excellent opportunity for children in Year 3/4 and Year 5/6 to take part in competitive sport against other schools. The sense of achievement that comes with representing your school and feeling competitive success is empowering for all pupils that take part. Further competitive events to build on past successes of getting every child in school to take part in regular sporting and	£395 for annual S.L.A. School sports kit - £568 In-house competitions no further cost.

Competitions, Olympic Day etc.	activities.	**Key indicator 5 -** Increased participation in competitive sport	physical competition. Sports Day, Olympic Day, Inter-House competitions and themed competitions will ensure all children get exposure and access to competition and ensure competitions are held in a wide range of sports or activities. Some of these will be high engagement like Glow Dodgeball, whereas some will develop key curriculum skills like orienteering.	
Provide a wider range of sporting opportunities or activities that promote physical activity. Outdoor Day, Glow Dodgeball Days, Olympics Day, Inter-House Competitions, Y4 Residential, Carnival Day (colour run), Golf and cricket taster days etc.	All children will participate in a range of activities and themed days throughout the year. These will be aimed at maximum engagement and embedding skills in a wide range of sporting and curriculum P.E. areas. Through subject leader leading CPD session introducing and planning each event, staff are receiving CPD and improving their own subject knowledge.	**Key indicator 1 –** Increased confidence, knowledge and skills of all staff in teaching PE and sport **Key indicator 2** -Engagement of all pupils in regular physical activity **Key indicator 3** - The profile of PE and sport is raised across the school as a tool for whole school improvement **Key indicator 4** - Broader experience of a range of sports and activities offered to all pupils **Key indicator 5 -** Increased participation in competitive sport	Outdoor Day is the only themed day that requires further, specialist providers meaning a minimal cost and more sustainability. As this year marks our first Year 4 residential and to support parents in making the trip viable given the short notice, the coach was paid for our Hothersall Lodge trip. Building on past successes, the wider range of opportunities that are being provided will increase engagement, opportunities for the children to exercise and allow access to different sports and activities.	£650 for Outdoor Day (Orienteering and Forest School sessions from external providers) £420 for coach to Hothersall Lodge to ensure the trip was financially viable. Other experiences will be led and resourced with in-house expertise and resources.
				18’069 total spend

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
Top-up swimming via Pop-Up Pool Pop-up pool brought in via Pro-Sport Coaching (Elite Swimming) to target specific year groups, boost progress and attainment with Y6 pupils and build a positive image of water and boost water safety with the whole school. Children transitioned down in curriculum swimming from Y5/6 to Y3/4, with future focus on Y3 curriculum swimming. Year 1 and 2 children without prior swimming experience targeted for an intensive 5 session after school club.	The pop-up pool has had an incredibly positive impact, both on the progress of our children in swimming and water safety, but also the children's enthusiasm towards water and swimming. Positive feedback has been ascertained from parents, staff members and children regarding how engaging the pool sessions were and many children have gained the confidence to start swimming lessons outside school as a result. Prior to the pool and top-up lessons, we had 67% of our Year 6 children who could perform water safety and complete 25m swimming any stroke. After top-up sessions, where Year 6's were heavily targeted, 100% of our Year 6 children could perform both water safety and swim 100m. Similar progress was made with children in Year 4 and 5, the other two classes heavily targeted to ensure we could transition our curriculum swimming sessions down to Year 3 for future years to get children safer in the water at an early age. Ten Year 1 and 2 children without previous swimming lessons in or out of school were targeted for a crash-course of lessons as an after-school club in order to boost their confidence and give them a positive start ahead of curriculum swimming. These children made exceptional progress, with eight of the children swimming 10m unaided following the five sessions. The engagement of these children and the sense of achievement will leave a lasting legacy on all involved.	Pro-sport pool booked to return in the academic year 2024-25 following the unprecedented success. Run the after-school club for the two weeks following the progress made during this visit, to ensure impact on maximum children.
Improve the culture of healthy eating and health education within school Fruit provided free of charge and promoted to all Key Stage 2 children, to match the scheme already in place for KS1, thereby allowing all children in our school with the opportunity to access free, daily fruit. A wide range of different fruits available each day, tuck shop given healthier alternatives and a higher profile of healthy eating and healthy bodies within curriculum time.	Parents, children and staff all on-board and positive about the healthy eating initiative. Parents informed and educated via series of newsletters, children informed and educated within classes as well as specific assemblies. Staff bought into the reward scheme of raffle tickets and this led to a really positive engagement with healthier snacks and packed lunches brought into school. Following this introduction, free fruit has been introduced to all children daily in KS2, which has been very positively received. Between 60 and 80 pieces of fruit per day are eaten at morning or afternoon break time,	Continue raffle ticket prizes as this has had a huge impact on children bringing in their own, healthy food for break times. Already signs that scientific knowledge and subject knowledge in food tech aspects of D.T. are stronger as a result of discussions and assemblies regarding balanced diets

Parents educated and informed regarding healthy snacks and healthy lunches, staff more diligent in monitoring snacks and lunches and assemblies led to educate and engage the children in healthy food choices. A bi-annual prize of an off-road scooter offered as part of a raffle ticket scheme for children eating healthily at break and lunch times.	providing all children with a healthy snack. Through monitoring, children who previously brought unhealthy snacks are now eating fruit at break time and the number of children who rely on purchasing toast at break time (whole-meal bread) has dropped. Less calorific alternatives such as rice cakes have also been introduced to tuck shop with positive results.	and healthy food choices and how they impact our bodies.
Further improvements to resourcing of curriculum P.E. and improved capacity to teach a wider range of sports and physical activities. Subject lead investigated resourcing needs following monitoring, stock take and staff discussions. Resources acquired to top-up and make full-class teaching of all relevant activities possible. New equipment purchased to ensure a wider range of games and activities could be taught within curriculum P.E., through enrichment like playground games in Friday Favourites, through physical intervention groups or after-school clubs. Wild Passport Scheme purchased for future roll-out by trained Forest School Leader, ensuring progression of physical and outdoor skills across school.	Our school continually offers a broad and rich P.E. curriculum, but this year has seen a fantastic improvement in the broader opportunities children are afforded, which has been massively boosted by the resources we have acquired and have available. Teachers are utilising the vast resources we have to positively impact their P.E. lessons, provide visual aids and ensure maximum engagement and maximum participation from ALL children. Through purchase of additional resources, we have massively improved the breadth of extra-curricular clubs on offer to our children across school. This year, we ran sport or P.E. clubs in: archery, dance, football, cricket, playground games, athletics, multi-skills, swimming, cheerleading and tag-rugby. This has led to a much-increased engagement level from our children in all year groups across school. Our resourcing for a Year 3 physical intervention group has led to great impact and progress with their fine and gross motor skills, having a knock-on impact in other areas of the curriculum. Wild Passport resources ready to roll-out in the new academic year, with our trained Forest School Leader already undertaking the relevant C.P.D. This will ensure progression, assessment, curriculum links and further physical opportunities in Forest School and Outdoor Learning.	Following teacher discussions at the end of the academic year and ongoing CPD, further resourcing on SEND specific games and activities an area for future investment. Games like boccia or goal ball, which are accessible to all as well as children with specific SEND, will ensure we have the capacity to teach and engage ALL pupils in the future.
Continue to develop EYFS and KS1 provision and resourcing to impact P.E. and physical development. Through subject lead making a stock take, holding discussions with relevant staff and analysing F.M.S. data, resourcing and C.P.D. took place to make maximum impact on P.E. opportunities and physical development. Fine and gross motor skills identified as being a significant	Staff confidence, subject knowledge and capability to lead high-impact P.E. and physical development activities has greatly improved due to the further resourcing, intervention and C.P.D. put in place. Balanceability sessions were incredibly positive, with a high number of parents feeding back that their child can now already ride their bike after the training. Staff members involved very enthusiastic and confident to lead with other classes in the future to provide a lasting legacy and a further physical intervention program on offer for ALL of our children.	Further large-scale pieces of equipment being explored to further enhance opportunities for gross motor skills. Subject lead to run a C.P.D. session for all staff on use of gymnastic equipment, to provide further knowledge and confidence in EYFS

area for development, so resourcing of P.E. equipment made for EYFS to have their 'own' further equipment they could use as part of continuous provision within the classroom and outside area outside of specific P.E. time. Blanaceability training bought in from Pro-Sport Coaching where each child received 10 hours coaching and staff used this as a C.P.D. opportunity. Following this, relevant staff also participated in online training, a scheme of work was purchased and a fleet of 10 high-quality balance bikes and linked resources were purchased so we could sustainably implement this in school with Year 1 and other classes in the future. Large piece of equipment purchased and sited within the EYFS and Year 1 outside area for use in continuous provision and directed teaching activities to further provide opportunities for gross motor development.	This has already been led with great success with our Year 1 children using the new equipment and scheme purchased following the C.P.D. Resourcing of further P.E. equipment completed and implemented in collaboration with the KS1 and EYFS lead. This has been heavily utilized with excellent effect in EYFS and Year 1 already and allowed for a huge number of additional activities and opportunities for physical development, fine motor and gross motor development. The large-scale equipment purchased for the outside area is being installed imminently, after careful discussion with the EYFS and KS1 lead. A set of fixed parallel bars will provide regular opportunities for all children to take part in strength and gross motor activities either in continuous provision, interventions or guided sessions.	and KS1 teachers to provide extra high quality opportunities.
Delivering a well-balanced, progressive P.E. curriculum via purchasing PE Passport Staff confidence and subject knowledge is of paramount importance in delivering a high-quality, effective and progressive P.E. curriculum. P.E. Passport has been vital in the past few years in achieving this and staff now feel confident and secure navigating the platform and using the plans and assessment tools to deliver their P.E. curriculum. Staff to have ongoing support through P.E. Passport, subject lead and also refresher training. Subject lead aided in monitoring and assessing curriculum P.E. using the tools on offer through the P.E. Passport App.	Staff are confidence and secure using P.E. passport to plan and deliver lessons. Through learning walks, monitoring and teacher discussions, P.E. Passport is used effectively to enhance P.E. lessons and we continue to offer high-quality, balanced and broad opportunities within P.E. lessons. Teachers have a good understanding of how to navigate and use P.E. Passport to assess pupils formatively and summatively. P.E. Passport allows them to tailor progressions and future learning accordingly to suit the needs of their class in a manageable, achievable manner. P.E. Passport is second to none and staff have been very grateful of the support offered. Teacher confidence and subject knowledge has been improved with P.E. Passport. The video demonstrations and step-by-step diagrams included within lessons ensure teachers do not have to perform skills themselves and ensures expert modelling to pupils. Progressions and challenges within lessons ensure maximum engagement from ALL children.	Refresher to be run in September for all staff to ensure new updates, including the Max Whitlock Gym units, are discussed and outlined by subject lead. Depending on the future of the Sports Premium, subscribing ahead for future years may be sustainable option to ensure the high-impact delivery of P.E. across school that P.E. Passport provides.
Further staff confidence and staff subject knowledge through specific C.P.D. opportunities Through staff confidence discussions and surveys, subject lead identified areas for whole staff C.P.D. or specific age-range C.P.D. EYFS and KS1 identified as a specific area for continued	All staff feel supported and hold an open relationship with the subject lead, which allows for clear and honest planning of C.P.D. opportunities. This has massively benefitted both children and staff alike in the delivery and outcomes of curriculum P.E. EYFS Balanceability C.P.D. very effective for staff confidence and subject knowledge. This has already impacted our Year 1 and EYFS children and	Subject lead has 2 C.P.D. sessions planned to lead internally for early next academic year. These will focus on gymnastics and SEND in sport and P.E. This is following C.P.D. subject lead undertook and staff confidence discussions.

provision and support to enhance the offer we already provide. Balanceability training organized and led. O.A.A. identified as an area of low staff confidence and so a whole-staff O.A.A. C.P.D. session led internally by the subject lead. Year 3 teacher to attend swimming training after curriculum swimming transitioned to Year 3. Subject lead attended Lancashire conference to continue C.P.D. and building subject knowledge and expertise.	will continue to impact future classes in coming years. All staff upskilled in O.A.A. after discussions on staff confidence and specific reference to resourcing sessions. Following previous C.P.D., subject lead led an internal C.P.D. sessions for all teaching staff on O.A.A. and how this could be implemented in different year groups. An Outdoor Learning Day was then planned for the whole school to allow teachers to embed these skills, which was a fantastic day filled with opportunities for children to take part in O.A.A. team games, individual challenges, Forest School and orienteering. Staff confidence greatly improved and O.A.A. sessions have taken place in various classes since. Year 3 teacher gained both confidence and subject knowledge in curriculum swimming. Requirements, legalities and interventions were all taught through the Lancashire led C.P.D. session. Subject lead continued to improve his own subject knowledge and expertise through attendance at Lancashire P.E. Conference. C.P.D. opportunities for the whole staff will be fed-back and delivered as a result of the subject lead's attendance.	Further staff members that support with school swimming will be offered C.P.D. opportunity to improve confidence and subject knowledge on curriculum swimming.
Improved opportunities for ALL pupils to take part in a wider range of physical activities and enrichment opportunities. Several theme-days planned in a festival style to engage ALL children across school in P.E. and physical activity. These were: • Outdoor Learning Day (OAA, Whole school) • Golf Day (Y3-6) • Pop-Up Pool visit (Whole school for 2 weeks) • Olympic Day (Whole school, range of physical activities and learning) • Carnival Week and colour run (whole school) Utilising some of the Sport Premium money to implement a Year 4 residential, supporting with costs to allow a progression of OAA and wider skills. Further resourcing and CPD to ensure a wider range of sports and activities can take place within curriculum P.E., enrichment times, Extra-curricular clubs or interventions. UV lights purchased by the PTFA to allow regular glow in	Arguably the greatest success regarding this year's Sports Premium expenditure has been the engagement and enthusiasm shown towards our whole-school physical theme days and our enrichment opportunities for ALL our children to participate in sport and physical activity. We have massively raised the profile of health, wellbeing and physical activity through our many theme days and enrichment opportunities this year. We have made positive links across the curriculum with the Olympics, outdoor learning and carnival themes to make physical education more impactful and prevalent across our curriculum. Children across school have ALL taken part in several opportunities to not only learn physical skills, compete or embed skills they had, but learn life skills, challenge themselves with activities never previously done, built resilience and self-confidence or even changed their perspective of what physical activity means. The festival style which these events were organized in have meant ALL children have participated, ALL children have had equal opportunities and ALL children have felt confident to have a go. The participation and engagement in these events was incredible from ALL children and the confidence it brought had a lasting impact in other areas.	Further research to be taken into the new scheme of learning Lancashire are making, linking P.S.H.E. to P.E. and embedding physical activity into the wider curriculum.

the dark dodgeball sessions and intra-school competitions. Cross curricular links made, such as Olympic Day, Outdoor Learning Day and Carnival week to build our active curriculum.	The Year 4 trip to Hothersall Lodge, partially funded by the Sports Premium, had a very positive impact. This trip gave us the chance to improve our O.A.A. provision to not just be our Year 6 trip and in-curricular opportunities, but create a more progressive build up of skills throughout KS2. Children had the chance to take part in challenging physical activities they would not have been able to otherwise and built key skills of resilience, communication and team-work.	
Improved opportunities ALL children to engage in competitive sport and physical activity. All children take part in Golden Mile running daily. This is run competitively each half term, with Year 6 children announcing results in assembly each week. This links to a theme, such as our whole-school summer competition 'Race to Paris'. Half-termly inter-house competitions in a variety of sports including glow dodgeball, handball, athletics or football to add to our annual Sports Day. These have been mixed with a neighboring year group to provide a chance to compete against other children (Y1 mix with Year 2, Year 3 mix with Year 3 etc.) Participation in a wider selection of competitions as part of the Carr Hill Fylde School Sports Partnership and also holding inter-school competitions with other local schools for football to allow a wider range of children to compete.	ALL children in school given the chance to compete regularly, either within the built-in competitive games in P.E. Passport lessons or organised whole-school events. A large number of children across Year 3,4,5 and 6 have been given the chance to compete and represent school in Carr Hill organized competitions. Year 5 and 6 children won the Fylde Carr Hill Football League this year, and we have also participated in: Year 5 and 6 Dodgeball League, Year 3 and 4 Indoor Athletics, Year 5 and 6 cricket and the Year 3,4,5 and 6 Quadkids competitions. In addition to this, 20 children in Year 5 and 6 have been given the chance to compete against a neighboring school in an arranged football game which we were successful in. Our Golden Mile competitions have encouraged regular physical 'brain breaks' and additional chances to build up to our 60 active minutes per day. The competition element to this has ensured classes have stayed motivated and all had the chance to participate in whole-school competition. The links made to themes like the Olympics have ensure P.E. is remaining meaningful and current to the children. Our inter-house competitions have remained very successful. The format these take, and the structures now in place make these very sustainable and a very easy to deliver means of ensuring all children take part in competitive sports throughout the year. Children have thoroughly enjoyed and engaged with the sports and activities run as inter-house competitions, particularly our Euro 24 Year 3 and 4 tournament and our glow dodgeball tournaments. The fact classes are mixed has provided an excellent challenge for some pupils and means children are competing against others than just their friends or class-mates.	Plans to continue varying the different types of inter-house competitions we run. Orienteering planned to be added to boost O.A.A. opportunities for next academic year. Further opportunities to arise from joining the BEBCMAT Academy Trust, whereby sporting competitions are to be run between schools in addition to the S.L.A. with Carr Hill.

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

Question	Stats:	Further context Relative to local challenges
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 meters?	100%	The current Year 6 cohort attended curriculum swimming lessons for 1 year at Ribby Hall. At this point there were 33% of children that could not swim 25m, hence the decision to invest in the top-up swimming with Year 6 children being a key focus. These children swam every day for two weeks and all children in could swim 25m confidently following the top-up swimming.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	90%	All children are confident with front crawl, but 3 children are not yet competent with either breaststroke or back crawl. This was 6 children ahead of top-up, whereby 3 children made significant progress.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	All children are confident in a range of safe self-help strategies and continued to improve this knowledge through swimming top-up.
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	Yes – our data was above national expectation following top-up.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	Yes – the lead teacher for swimming in Year 3 has previously accessed the 'Getting To Grips With School Swimming' C.P.D. led by Lancashire. Further C.P.D. planned for two support staff members assisting with swimming.

Signed off by:

Head Teacher:	Sharon Barnett
Subject Leader or the individual responsible for the Primary PE and sport premium:	Laurie Sharrock – P.E. coordinator
Governor:	Mark Booker – P.E. and S.S.P. Link Governor
Date:	25/06/2024