



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><u>Introduction of 'Fun and Fitness'</u> This whole school initiative was implemented to ensure all children received 10 minutes of structured physical activity daily (additional to initiatives such as active lessons and the smile mile). A timetable of activities was constructed based on pupil voice undertaken and observations by staff to ensure a range of engaging and beneficial activities were offered. Year groups were grouped together to support in the building of relationships and the development of teamwork and cooperation skills.</p> <p>A particular success was 'Tunes Tuesday' where all children completed a dance related activity.</p> <p>Activities were led by sports coaches, teachers and by children in years 5-6.</p> <p><u>Participation in Competitive Sport</u> As a school, we belong to ERPSSA which is a school</p>	<p>Every child has had the opportunity to participate in 10 minutes of structured physical activity, daily from Easter until the end of the academic year (except when extreme weather prohibited ability to exercise). The children reported: "I am better at stretches" "I have learned the steps for line dancing" "I had fun playing ultimate tag" "I became better at dancing because I learned so much on Tunes Tuesday" "I enjoyed exercising with younger children - it made me feel like I am part of a community"</p> <p>Those who delivered the sessions reported: "My confidence has increased because I have taught children in the school" - year 6 child "I have built connections with children that I do not teach through delivering Fun and Fitness" - staff member.</p> <p>The year 6's completed the girl's football, boy's football and mixed</p>	<p>The cost incurred was minimal (cost of a new speaker which was used weekly during 'Tunes Tuesday'). The speaker has continued to be used for this purpose but, has and will be used to support the teaching of dance and for sports day this academic year and will be used for years to come. Therefore, this highlights the sustainable impact of this purchase.</p> <p>The League is something we</p>

<p>sports association. We joined ERPSSA's girls football, year 6 boys football and year 6 mixed gender football leagues.</p> <p>Some children in Key Stage 2 also attended District Sports, where they competed in athletics events against other schools in the association.</p> <p>Attendance of such events was made possible due to two members of staff undertaking a minibus course to aid in transporting the team.</p> <p><u>Healthy Living Week</u> St Anne's hosted 'Healthy Living Week'. Throughout the week, the children learned how to safeguard their physical and mental health and wellbeing and were also provided the opportunity to experience different sports not offered at our school.</p>	<p>gender netball leagues in both Autumn and Spring term. Although not winning any leagues, the children enhanced their skills, developing their understanding of how to play in a competitive situation. They also dealt better with both winning and losing, knowing the importance of always showing the traits of respect and kindness.</p> <p>St Anne's came 10th out of 17 schools at district sports with 251 points. Last year, St Anne's received 248 points. Highlights included: Winning the year 3 girls' standing long jump, coming 2nd in year 5 boys' ball throw and year 5 boys' sprint, 3rd in year 5 girls' ball throw, year 6 girls' ball throw and 6 girls' sprint and finally, 4th in year 6 boys' sprint. The children reported that: "I enjoyed the day because I liked racing other schools and celebrating them and my friends."</p> <p>Children were able to experience activities, at school which they have not experienced before. This included: golf, a climbing wall, athletics and a mental health session. Children commented that: 'I loved the climbing wall. At first, I was not confident but then, I was because my friends helped me. I have asked my mum to take me rock climbing in the summer. It was fun'. Learning was also brought into the classroom. Teachers discussed the importance of living a healthy life, supporting the PSHE curriculum. Learning was shared in PSHE floor books.</p>	<p>will be joining again, next academic year.</p> <p>Healthy Living Week will continue next academic year. We will seek new activities which appeal to the needs and demographics of our children.</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
<p>Continued Professional Development (CPD) All teachers in Y1-Y6 (and where possible, LSA's) to be provided CPD in the form of observing Paul Seuke (PE coach) teaching 'fundamentals' and, to team teach alongside him.</p>	<p>Teachers (and LSA's who are able to attend) Attending CPD will enhance staff's confidence, knowledge and skills.</p> <p>Pupils Attendance of CPD by teachers will enhance the quality of teaching received.</p>	<p>Key indicator 1 - increasing all staff's confidence, knowledge and skills in teaching PE and sport</p>	<p>100% of staff who attended the CPD sessions delivered by Paul Seuke felt that the sessions increased their skills in delivering effective PE lessons.</p> <p>Staff commented that they learned: 'how to effectively manage behaviour in PE' 'how to lead an effective warm up' 'how to use an iPad to support self, peer and teacher assessment'</p> <p>This CPD is sustainable because, all teachers who worked at the school during the academic year of 2023-2024 received the training. Although not all staff will be remaining at the school for the academic year 2024-2025, confidence, knowledge and skills can be transferred to new schools, benefitting further children. Staff that will be joining St Anne's in the academic year 2024-2025 will have access to support from Paul Seuke and, can benefit from teachers who have received training.</p> <p>When comparing whole school data to the previous academic year (2022-2023), there has been an increase of 16.5% of children working at the expected standard or above. This highlights that whole-school improvements in knowledge and skills have occurred. This has been supported by a change in PE providers and, related provision, but also this targeted intervention.</p>	£2280
The fundamental	Pupils	Key Indicator 3 - raising	This targeted intervention was put into place based upon gaps	

<p>sessions delivered are to also enhance the knowledge and skills of children in years 1-6.</p>	<p>All pupils in years 1-6 will receive a half-term of sessions focused around enhancing fundamental skills which are transferrable to different sports.</p>	<p>the profile of PE and sport across the school, to support whole school improvement</p>	<p>noted by coaches and teachers.</p> <p>The children commented that: "I liked learning about jumping" -Year 2 "We learned about running, jumping and throwing. Mr Sueke told us about how we can use these in our PE lessons"-Year 4 "Mr Seuke taught us about the importance of agility and why it is important to move easily and quickly in lots of sports. He always demonstrates and, gives us examples to help us understand. I liked when he related to Millie Bright." -Year 6</p> <p>Sustainability is evident through the continued implementation of the curriculum created, next academic year. Therefore, the children will continue to be taught the fundamental knowledge and skills which are vital to the other sports taught in the curriculum. These sessions will, however, be delivered by class teachers as they deploy the knowledge and skills learned and continue to increase their confidence. Skills taught will also be developed my coaches and class teachers beyond 'fundamental' sessions as a result of increased knowledge, skills and confidence.</p>	
<p>CPD All teachers to be taught how to access and utilise the resources and facilities found on GetSet4PE (St Anne's Chosen PE scheme)</p>	<p>Teachers All teachers will be aware of and have access to the resources provided by GetSet4PE</p> <p>Pupils Through increased teacher knowledge, the quality of resources, lessons and assessments will be enhanced, therefore, positively impacting the children.</p>	<p>Key indicator 1 - increasing all staff's confidence, knowledge and skills in teaching PE and sport</p>	<p>100% of staff who attended the CPD sessions hosted by GetSet4PE felt that the sessions increased their skills in delivering effective PE lessons. In particular, staff commented that they found it useful to see how to access lesson plans, virtual PE cupboard, 'awesome stuff' and the assessment portal.</p>	<p><i>No cost incurred.</i></p>

<p>CPD PE coordinator to deliver an inset on the importance of physical activity and how to deliver or support in the delivery of effective PE lessons to teachers and LSA's.</p>	<p>Teachers Staff members (teachers and LSA's) will be aware of the importance of physical activity and how to deliver PE lessons.</p> <p>Pupils Through increased teacher knowledge, the quality of lessons will be enhanced, therefore, positively impacting the children.</p>	<p>Key indicator 1 - increasing all staff's confidence, knowledge and skills in teaching PE and sport</p>	<p>The inset discussed the importance of physical activity as a driver for improved physical, social, emotional and mental health. This included reviewing statistics related to the impact of physical activity on factors such as obesity, mental health and participation in the recommended 60 minutes of physical activity a day. Data related to the children at St Anne's was also shared including current attainment, attendance of clubs and responses gathered from pupil voice. Following the staff meeting, staff members commented on how the inset shifted their mindset, allowing them to see PE as a subject that not only encourages physical development but that also enhances the whole child and can be beneficial to wider curriculum learning.</p> <p>Sustainability is evident through the fact that staff have been equipped with knowledge that will transcend their academic year. The PowerPoint will also be shared with new staff members joining the school to ensure the whole school shares the same ethos.</p>	<p><i>No cost incurred</i></p>
<p>GetSet4PE Purchase a membership to the scheme.</p>	<p>Teachers Staff members will have access to a progressive curriculum and associated resources.</p> <p>Pupils As a result of teachers following a progressive and comprehension scheme, the children will receive higher quality lessons.</p>	<p>Key indicator 1 - increasing all staff's confidence, knowledge and skills in teaching PE and sport</p> <p>Key indicator 3 - raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>All teachers and PSSports coaches are using GetSet4PE to deliver PE lessons and are making adaptations, where required, to suit the cohort being taught.</p> <p>Teachers feel that GetSet4PE has increased their confidence in delivering PE lessons due to the structure provided.</p> <p>Teachers also feel that GetSet4PE has increased their knowledge and skills in delivering effective PE lessons because they are aware of what comprises a successful lesson.</p> <p>Sustainability is evident in the fact that, through following the scheme for a year, teachers have gained vital knowledge and skills as well as improved confidence to deliver PE lessons. Therefore, although we will be using GetSet4PE next year, if it was to be the case that this was not possible, teachers should be able to emulate the lessons.</p>	<p>£467.50</p>

<p>Table Tennis Purchase an <u>additional</u> table tennis table. The need for a further table reflects the popularity of the table and therefore, through purchasing an additional table, more children can access this resource, more regularly.</p>	<p>Pupils The table can be used at break and lunchtimes as well as afterschool, enabling pupils to develop their skill set in a sport not taught in the curriculum.</p>	<p>Key indicator 2 - increasing engagement of all pupils in regular physical activity and sport</p>	<p>The impact is that we have seen an increase of children playing table tennis at playtimes due to the increased accessibility.</p> <p>The opportunity for competitions/tournaments has also been allowed providing a competitive element to structured play.</p> <p>Sustainability is evident in that, once purchased, the table will remain and can be used for years to come. New initiatives to encourage use will be created if and when required to ensure the resource is utilised.</p>	<p>£795</p>
<p>Active Break and Lunchtime Resources to be purchased to encourage children to be physically active during playtimes</p>	<p>Pupils Resources will be available to the children to encourage their participation in physical activity which will benefit their physical health and, is suggested to support emotional and mental health and activity dependent, social development.</p> <p><i>It has also been noted that, when the children have resources to engage with, behaviour incidents are lower. Therefore, this will impact the children in creating more</i></p>	<p>Key indicator 2 - increasing engagement of all pupils in regular physical activity and sport</p>	<p>The impact has been that, across the school, children have been more physically active at break and lunchtimes due to the resources available. The children have commented that: “I like the skipping ropes and the challenges” “I liked being able to play cricket”</p> <p>Year group boxes have ensured that, no one year group dominates the resources. They have also encouraged a sense of responsibility as the children have been looking after the resources provided.</p> <p>Monitors in year 6 have also been responsible for putting out and collecting in the resource boxes. The monitors have commented that: “I liked helping to make sure children were active at playtimes.” “I felt like I had an important job because I was responsible for getting the boxes out so that the children could have fun and exercise at the same time.”</p>	<p>£1,110.90</p>

	<i>harmonious playtimes and the staff on duty who will be able to direct their attention towards encouraging active play as opposed to dealing with behavioral incidents.</i>			
<p>Increased Participation in Football by girls in Key Stage 2</p> <p>A Chelsea football coach will be delivering football training sessions to girls on a Wednesday afternoon in Summer 2. It is hoped that the girls will view football as a sport for everyone and therefore, be more eager to attend our club and consequently, participate in competitive football.</p>	<p>Female Pupils in Key Stage 2</p> <p>The opportunity to attend the club was open to all girls in key stage 2.</p>	<p>Key indicator 2 - increasing engagement of all pupils in regular physical activity and sport</p> <p>Key indicator 4 - offer a broader and more equal experience of a range of sports and physical activities to all pupils</p>	<p>Over 35 girls in Key Stage 2 took up the opportunity and attended the sessions in the summer term.</p> <p>The girls reported that: “It was such a great opportunity for us to be taught skills by a Chelsea football coach.” “Ella helped me to develop my skills. She has really inspired me and made me want to join the school football team.”</p> <p>Not only did the girls football knowledge and skills increase but, they saw improvements with their social and emotional health. They reported that: “I liked training with the girls in year six because I made friends with them.” “The club has helped me to improve my communication skills because, we have to work together to be successful in the match.” “I showed Peter Perseverance (a school value) during the training because, although I found it hard to control the ball, I kept trying and I did it.”</p> <p>This impact has been observed in the wider school as the girls have been more willing and eager to play football at lunchtime – a sport previously reserved for boys.</p>	<i>No additional cost incurred</i>

<p>Host Healthy Living Week Host a week centered around developing the children's understanding of how to safeguard their physical and mental health and provide the opportunity for the children to experience new/different sports.</p>	<p>Pupils All children at St Anne's will attend a workshop. (Children will also be attending a mental health workshop and completing related tasks in class not accounted for in this fund.)</p>	<p>Key indicator 3 - raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>Children in years 4-6 took part in a Breakdancing Workshop. Breakdancing was selected due to the fact that it has been recognised as an Olympic sport for the first time, this year. The workshop taught children the history of breakdancing and step-by-step taught them how to break dance.</p> <p>The children reported that:</p> <p>"It was a really great opportunity to try new skills" – year 6 "I really liked it because I had not done it before and I could try out a new style" – year 5</p> <p>Children in Years R-2 and Year 6 attended a rugby workshop. The workshop was hosted by a local club. The workshop taught the children how to play rugby through a series of games, drills and games. It also provided an opportunity for links to be formed within our local community.</p> <p>The children reported that:</p> <p>"I liked playing with the ball. It was not round." – reception "I had never played it (rugby) before so it was fun" – year 2 "I really enjoyed being coached by George and Lucy. I did not know anything about rugby before the session. However, now I know the rules like you can only pass backwards." – year 6 "My brother plays at their team and I never wanted to but, now, I want to join." – year 6</p> <p>Children in Years 3-5 took part in a boxing workshop hosted by Skip2beFits. This workshop was carefully selected to suit the demographics and interests of children in these year groups. The workshop proved a success. It provided the children who already had some knowledge and skills related to boxing an opportunity to further refine and then showcase their skills. It also provided novices an opportunity to learn more and, in the process, better understand their peers and their interests.</p> <p>The children reported that:</p> <p>"My heart was beating from, all the work we did. It was so</p>	<p>£1,390</p>
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			<p>much fun" – year 3. "I liked the circuits and I have done it again at home and got a higher score." – year 4</p>	
<p>Lunchtime Clubs Offer free lunch time clubs to all children in Years 1-6.</p>	<p>Pupils Children across the school are invited to take part in lunchtime clubs.</p>	<p>Key indicator 4 - offer a broader and more equal experience of a range of sports and physical activities to all pupils</p>	<p>A timetable was carefully curated with the help of student voice, relating the interests of the children at St Anne's. Each year group were provided the opportunity to attend, weekly. Each half term, the activities changed.</p> <p>A particular highlight was that 19 children in year two attended lunchtime basketball club. This club proved popular for the children, offering a sport not offered as an after-school club or on the year 2 curriculum. This allowed the attendees to develop vital skills and knowledge whilst working towards the government requirement of being active for 60 minutes a day.</p> <p>As well as running clubs, the PE coaches have facilitated playground games. This includes setting up mini cricket matches, ball games and football matches.</p>	<p>£5,700</p>

<p>Equipment Purchase required equipment (i.e. new gym mats) to ensure lessons can be taught safely and effectively</p>	<p>Pupils Pupils will have access to the necessary equipment.</p> <p>Teachers/Coaches Staff will have all the required equipment to teach lessons.</p>	<p>Key indicator 4 - offer a broader and more equal experience of a range of sports and physical activities to all pupils</p>	<p>The impact is that our PE shed is well resourced, meaning that, teachers/coaches have all the necessary equipment to teach lessons both safely and effectively. It has also meant that lessons can happen concurrently, utilising the same resources at the same time.</p> <p>Sustainability is evident through the fact that, the resources purchased can be used for years to come and for multiple different purposes. This means that future attendees of St Anne's will benefit from the resources purchased.</p>	<p>£2724.48</p>
<p>Attend District Sports</p>	<p>Pupils All children in Key Stage 2 partook in a trial and, some were selected to attend the event.</p>	<p>Key indicator 5 - increase participation in competitive sport</p>	<p>47 children from Key Stage Two were selected to attend the event. Some partook in field events; others partook in track events. Some event partook in both.</p> <p>Not only were the children provided with a competitive environment to showcase their ability and agility but, were also provided the opportunity to develop essential life skills such as resilience, determination, communication and cooperation only to name a few.</p> <p>Members of staff from other schools commented how the children at St Anne's demonstrated the traits of sports personnel in the way they treated themselves, others within the school and those who attended other schools.</p> <p>As a school, we came 8th which is an improvement of two positions from the previous academic year.</p>	<p>£438.76</p>

<p>Attend Sportshall Athletics</p>	<p>Pupils Children in year 5 and year 6 partook in trials, some of which were selected to participate in the event.</p>	<p>Key indicator 5 - increase participation in competitive sport</p>	<p>24 children in year 5 and 6 attended the event.</p> <p>The event provided the children with an opportunity to apply their learning to a competitive setting, competing against other schools within our borough.</p> <p>The event taught the children the importance of physical skills such as agility, balance, and accuracy. However, the event also taught the children of and provided the opportunity to, showcase a range of personal skills as such perseverance, determination, dedication and communication.</p> <p>St Anne's came 2nd with a small point margin behind the school in first place. As a result, we were invited to SportsHall Athletics Finals. This is the first time that St Anne's have attended the event and to come second is a fantastic achievement.</p>	<p>£240</p>
<p>Join and actively participate in ERPSSA Leagues</p>	<p>Pupils - Pupils in Key Stage 2 who were invited to partake in league fixtures.</p>	<p>Key indicator 5 - increase participation in competitive sport</p>	<p>The Year 6 boys partook in 6 fixtures. One of the boys commented that: "I liked being able to use the skills Mr Selley and my coaches outside of school have taught me in a game situation. Under pressure, it is harder to use the skills you learn in drills. I think that is why games are good because you can practice and develop your skills."</p> <p>The Year 5/6 girls partook in 5 fixtures. One of the girls commented that: "I loved the training and playing matches because I could get better at my skills with my friends."</p> <p>The Year 6 mixed gender netball team partook in 5 fixtures. One of the players commented that: "I enjoyed netball matches because I loved the feeling of winning but also, I learned lots when we did not win like about being resilient."</p> <p>Beyond the league, friendly matches were also played with local schools. Links were formed because of being members of ERPSSA. Therefore, this highlights an element of sustainability in that, fantastic links have been formed which will be</p>	<p>£150</p>

			maintained in coming years, allowing future attendees of St Anne's to partake in competitive yet friendly fixtures.	
<p>Football Training Free Football Training by ex-professional football player, Ian Selley, for those who are or inspire to be part of the school's football team</p>	<p>Pupils – Pupils in KS2 who are on or aspire to be on the KS2 school football teams.</p>	<p>Key indicator 4 - offer a broader and more equal experience of a range of sports and physical activities to all pupils</p> <p>Key indicator 5 - increase participation in competitive sport</p>	<p>18 boys attended the year 6 training. 9 of these boys played for the school's first team. The remaining players played a friendly school match. One of the boys who attended stated that: "He (Mr Selley) inspires me and makes me want to become a footballer or a football coach."</p> <p>15 boys attended the year 5 training. All of the boys who attended training had the opportunity to play at least one match. One of the boys who attended stated that: "We train and play mini-games and matches. I enjoy everything we do."</p> <p>20 girls attended the girl's training session. 14 of the girls played in matches some as part of the league and others as friendlies. One of the girls who attended stated that: "My favourite part of the week is football because I love doing my favourite sport with all my friends. We are like a girl gang. A football girl gang."</p> <p>Providing this club for free meant that, all children who wanted to attend, were able to do so and were not restricted by monetary issues. It also meant that, those who were representing the school, were provided with an opportunity to train together, weekly, honing their skills, ready to be showcased in competitive environments.</p> <p>Ian Selley has worked at St Anne's for a number of years and will continue to provide free training next academic year.</p>	£3,900

<p>'Top-up' Swimming Lessons Additional lessons are to be provided for children in year 5 and 6 who have not met National Curriculum requirements.</p>	<p>Pupils - Children in year 5 and 6 who did not previously met the national curriculum requirements.</p>	<p>Key indicator 4 - offer a broader and more equal experience of a range of sports and physical activities to all pupils</p>	<p>Participation in top-up lessons saw an increase of 16.8% in the number of children who were able to use a range of strokes effectively.</p> <p>Through increased attainment came an increase in water confidence. Children reported that they felt safer in the water. Additional lessons also provided the opportunity to recap water safety skills previously taught.</p>	<p>£425</p>
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Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
<p>Healthy Living Week. This year, the tradition of Healthy Living Week continued.</p>	<p>The children were provided with the opportunity to experience a new sport such as boxing, rugby, breakdancing and Zumba. The children found the activities engaging, commenting that they enjoyed trying out sports which are not taught within the PE curriculum and for some, sports they had never tried before. All children also received a lesson about how they can safeguard their mental health (not funded through the budget).</p>	<p>The tradition of Healthy Living Week will be continued next academic year. We will continue to find workshops which cater to the needs and interests of the children at our school, providing them with an opportunity to try out new activities and develop their understanding of how they can safeguard their mental and physical health.</p>
<p>Olympic Themed Sports Day This year, to mark the Olympics, we hosted our own Olympics Opening Ceremony at the start of our Sports Day Week. The children came to school dressed in clothing which represented their chosen country including cultural clothing, sports kits and clothing resembling the colour of their countries chosen flag. As a school, we walked a lap around our school field, holding our countries flag and a class representative held the 'Olympic torch'. The children were then taught about the Olympics, its origins and the host country, France.</p> <p>Sports Day was, again, a great success and allowed the children to showcase the skills they have learned in PE lessons.</p>	<p>All children at St Anne's were taught about the Olympics and its origins. All children were also taught about the importance and significance of the Olympics: an event which brings together countries from around the world to compete in a range of physical activities.</p> <p>Sports Day was an enjoyable experience. The children were provided with the opportunity to take part in running and skipping races. The children in Key Stage 2 also demonstrate their ability to throw, jump and hop within our circuit showcase.</p>	<p>Next academic year, our sporting events will be celebrated more to develop all children's understanding of events which occur and encourage their interest for the future.</p>
<p>Attendance of Competitive Events This year, we entered ERPSSA's football and netball leagues and attended both district sports and Sportshall athletics. We also attended district cross country which</p>	<p>Children Key Stage 2 were provided the opportunity to partake in competitive sports.</p>	<p>Next academic year, we will partake in the events aforementioned and will also enter for further events to appeal to a wider audience.</p>

<p>has not been attended by the school for many years.</p> <p>Training from professionals Ian Selley (ex-Arsenal player) and Ella Hunkin (Chelsea football coach) coached children in Key Stage 2.</p> <p>Extensive Club Offer. This year, we have worked hard to ensure a variety of clubs are offered to the children at St Anne's; both free and paid for. For those who could not afford paid clubs, support was provided.</p>	<p>All girls in Key Stage 2 were invited to be coached by Ella. All boys in year 5 and year 6 and all girls in years 3-6 were invited to be coached by Ian Selley. Both imparted their extensive knowledge and skills to the children, enhancing their knowledge, understanding and ability as a result. Both also inspired the children, encouraging them to partake in the sport and for some, to pursue it as a further career.</p> <p>All children have the opportunity to attend a free lunchtime sports club. An additional free sports club is also offered to those in Key Stage 2 who are or inspire to be on our school teams. The number of clubs has remained high despite the fact that we did not have access to an indoor location to host clubs due to refurbishment of our school hall from October half term until return from Easter holiday.</p> <p>Autumn term: EYFS – 1 Key Stage 1 – 7 Key Stage 2 – 12</p> <p>Spring term: EYFS – 2 Key Stage 1 – 7 Key Stage 2 – 13</p> <p>Summer term: EYFS – 1 Key Stage 1 – 10 Key Stage 2 – 15</p>	<p>We will be looking to continue links with Chelsea football club, where possible. If not possible, we will seek a female inspiration to continue the work of Ella, inspiring our girls to continue playing. Ian Selley will be continuing at St Anne's next academic year.</p> <p>We will continue to review our club offer, working to meet the needs and interests of the children who attend St Anne's.</p>
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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>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>96%</p>	<p><i>We are extremely fortunate that our local leisure center is situated behind the school, making attending lessons very easy.</i></p> <p><i>Year groups have been able to attend for a term at a time.</i></p>
<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>91.8%</p>	<p><i>This percentage is lower than the above as, many of the children can swim at least 25 meters but, struggled to do this showcasing a range of strokes, effectively.</i></p>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>90.1%</p>	<p><i>Training delivered to all on dry land. Training was also delivered to all within swimming lessons throughout year 4 and 5. Learning was applied and assessed.</i></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>Additional 'top-up' lessons were hosted for those who had not reached the national curriculum expectations. The children attended a half term worth of lessons. Data shared above.</p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	<p>All teachers in years 3-6 have attended swimming lessons observing teaching delivered by swimming coaches in our local swimming pool. However, our teachers do not teach swimming.</p>

Signed off by:

Head Teacher:	<i>Leanne Harris</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Hannah Green PE Coordinator</i>
Governor:	<i>Sarah Whelan Governor</i>
Date:	25 th July 2024