

REVIEW 2023-24 Eastlea Primary School

In 2023-24, Eastlea Primary School received £17440, £11720 of which is used to fund participation in the Cramlington School Sport Partnership programme.

Remaining money was used to fund activities within school including: buses to activities and events, subsidise the visit to Hawkhurst and extra curricular clubs, buy equipment needed for lessons and the playground and CPD for staff. Money was used to introduce new sports and provide workshops.

PE and Sport Premium funding is being used to secure improvements in the following areas:

Key Indicator 1: Increasing all staff's confidence, knowledge and skills in teaching PE and sport

Intent	Implementation	Impact	Sustainability and next steps
Increase staff skills, knowledge and confidence in different areas of the PE curriculum	<p>Begin to embed use of Get Set 4 PE curriculum resource</p> <p>Member of staff attend ECT PE CPD support in dance, gymnastics, ball skills</p>	<p>Staff are far more confident when delivering high quality PE lessons across the curriculum. They are actively using the lesson plans and videos that are available from the scheme. They are discussing progression of skills and can clearly see how to move children on within each sport.</p> <p>ECT more confident when supporting PE within Year 3. She is more involved within the lessons and supporting pupils with specific skills. The increase in confidence led to an after-school extra curriculum club in Summer</p>	<p>Re-newed for next year.</p> <p>ECT to deliver lessons next year</p>

	<p>Lesson support for KS1 curriculum PE to upskill members of staff</p> <p>PE Lead to attend Partnership planning day.</p>	<p>sports.</p> <p>Increase in confidence in staff in supporting and delivering PE lessons across KS1. Staff understand the progression of each sport/skill across the year rather than just in each unit.</p> <p>PE lead to be able to reflect on the PE and sporting year and evaluate the impact and successes. The impact of this evaluation has ensured that the successes can be planned into the curriculum and built on the following year. Alternatives and changes made to ensure all activities and events create the greatest impact for all children</p>	<p>Staff to continue to support next year</p> <p>Programme planned for the next academic year of high quality curriculum/coaching / festivals/tournaments</p>
Increase lunchtime supervisors'' confidence to lead lunchtime games and activities.	Lunchtime coach work with lunchtime supervisors and children on a lunchtime	<p>2 members of staff more confident leading playground activities.</p> <p>Calmer lunchtime with all ages being involved in sessions.</p>	<p>2 members of staff able to confidently lead games next year.</p> <p>Sessions booked to allow the coach to work with other staff.</p>

Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sport

Intent	Implementation	Impact	Sustainability and next steps
Increased regular	Y3 Hoopstarz Programme – In	All children were fully engaged within the workshop led by Hoopstarz. The children were able to build on their skills as well as learn new skills and techniques. Lessons	The programme will continue next year but

<p>physical activity for all pupils</p>	<p>school delivery of Hoopstarz workshop, personal challenges and inter-school competition for Y3</p> <p>Y5 Skipping Programme – in school delivery of Skipping Workshop, personal challenges and virtual inter-school class competition. Face-to-face team competition. Children provided with individual skipping ropes</p>	<p>were active and there was a real increase in the commitment of the class to make progress and improve their own ability as well as their class team. The class achieved the best overall class trophy across the partnership. This recognition of a class achievement had a big impact on their teamwork. The children were actively encouraging each other and supporting each other. They were very proud when receiving the trophy within the whole school assembly.</p> <p>Class were fully engaged in the workshop and throughout the lessons. This impacted on breaktimes and dinnertimes where skipping had a high profile and the Year 5 children were all practicing both the individual skills and the long rope. This then impacted the other year groups who all joined in. The class came third within the competition. There was a 38% increase in the number of children who could skip continuously for 30 seconds.</p>	<p>will be include an advanced skills festival. It will also have a leadership element with Year 6 Sports Leaders mentoring.</p> <p>Programme to re-run in the next year</p>
<p>Increased opportunities for daily physical activity during the school day</p>	<p>Trial use of Moki bands in KS2, including intra- and inter-school competitions</p> <p>We promote active travel throughout the year</p>	<p>Class Wars in Intra-school competitions and interschool competitions. Children more focused on their fitness levels and how active they were during the school day. They monitored their own performance and also their peers ensuring that they tried to increase their own scores to beat their own personal best.</p> <p>A range of activities throughout the 4 weeks. All children from Nursery to Year 6 were involved. Brainwaves met the children dressed as animals (WOW</p>	<p>Moki bands to be used again for intra and inter school competitions and leagues. More targeted groups</p> <p>Active October to be include Walk to School Week and Bike or</p>

	<p>Active October created themed weeks encouraging and promoting:</p> <ul style="list-style-type: none"> * Walk to School Week * Bike or Scooter to school week * Park and Stride week * Taster sports * Harvest walk <p>Encourage all staff to deliver</p>	<p>theme for this year) and gave stickers out. This led to more children travelling to school by foot, bike or scooting so they could get their stickers. Those children who could not actively travel to school completed a 10 minute walk during the day to achieve their sticker.</p> <p>Park and Stride from the local Church car park was targeted. This led to an increase in children parking at a designated car park and walking part of the way to school. Parents were really enthusiastic about this and commented that they were really enjoying the time to walk with their children.</p> <p>Walk to school booklets were completed from different classes showing the children were enjoying completing different activities whilst walking to and from school. Brainwaves again welcomed children with stickers for Bike to school week. This led to an increase in children biking and scooting to school even though the weather was wet.</p> <p>All children took part in a wheelie sponsored activity. The children enjoyed an active challenge at the appropriate level for their age.</p> <p>A range of taster sessions of different sports including scooter workshops. The scooter workshops led to an increase in children riding scooters to school.</p> <p>Whole School Harvest walk in the local area. Children completed a walk around the local area in mixed year groups. They enjoyed finding out about their local area.</p> <p>Bikeability sessions over a week for Year 5 class. Bike Club for Year 5/6 children</p> <p>Active breaks used within lessons to increase</p>	<p>Scooter to school week</p> <p>Moki Bands to be used to increase activity</p>
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	<p>active lessons when appropriate</p> <p>Encourage staff to use active breaks during/between lessons</p>	<p>concentration and focus. Children took part in a range of different age related activities. Children could talk about the reason for the active breaks and how they helped keep them healthy and also keep them focused in class.</p>	<p>within Key Stage 2</p> <p>Different challenges to be built into the year starting with a Castle Challenge.</p>
<p>Engage more children, particularly less active children, in extra-curricular activities</p>	<p>Identify children who don't already take part in extra-curricular activities</p> <p>Consult with pupils via School Council/Sports Crew re extra-curricular activities and add new activities to extra-curricular programme</p>	<p>IMPACT on the engagement of all pupils in regular physical activity</p> <p>A full programme of extra-curricular activities throughout the year. Children were consulted about what clubs they would like to see being run. This led to some changes. Club attendance was also monitored and changes made to Street dance to impact more children.</p> <p>*Extra-curricular activities Autumn Term:</p> <p>KS1 Football – all year</p> <p>KS2 Football – all year</p> <p>Irish Dancing – Summer Term</p> <p>Aut 1 – KS1 Multisport and KS2 Street Dance</p> <p>UKS2 – Dodgeball</p> <p>Y1-6 Woodland Walk</p> <p>Y4-6 Running Club</p> <p>Aut 2 – Y3&4 Gymnastics and KS1 Street Dance</p> <p>UKS2 – Basketball</p> <p>Y1-6 Woodland Walk</p> <p>Y4-6 Running Club</p> <p>Spr 1 – KS1 Ballskills and Reception Street Dance</p> <p>UKS2 – Badminton</p> <p>Y1-6 Woodland Walk</p> <p>Y4-6 Running Club</p>	<p>A programme of extra curriculum clubs to be built into the year.</p>

Sum 1 – Y3&4 Rounders and Reception Street Dance
 UKS2 – Net Games
 Y1-6 Woodland Walk
 Y4-6 Running Club

Class	Number attending sports clubs	Percentage attending sports clubs
Reception	21/30	70%%
Year 1	23/30	77%
Year 2	20/30	67%
Year 3	17/30	59%
Year 4	12/19	63%
Year 5	13/20	65%
Year 6	10/17	59%

Class	Number SEND attending sports clubs	Percentage SEND attending sports clubs
Reception	2/5	40%
Year 1	6/9	67%
Year 2	2/4	50%
Year 3	4/7	57%

		<table><tr><td>Year 4</td><td>3/6</td><td>50%</td></tr><tr><td>Year 5</td><td>3/5</td><td>60%</td></tr><tr><td>Year 6</td><td>3/6</td><td>50%</td></tr></table> <table><tr><td>Class</td><td>Number PP attending sports clubs</td><td>Percentage PP attending sports clubs</td></tr><tr><td>Reception</td><td>1/3</td><td>33%</td></tr><tr><td>Year 1</td><td>3/4</td><td>75%</td></tr><tr><td>Year 2</td><td>3/7</td><td>43%</td></tr><tr><td>Year 3</td><td>4/9</td><td>44%</td></tr><tr><td>Year 4</td><td>7/9</td><td>78%</td></tr><tr><td>Year 5</td><td>7/10</td><td>70%</td></tr><tr><td>Year 6</td><td>2/6</td><td>33%</td></tr></table>	Year 4	3/6	50%	Year 5	3/5	60%	Year 6	3/6	50%	Class	Number PP attending sports clubs	Percentage PP attending sports clubs	Reception	1/3	33%	Year 1	3/4	75%	Year 2	3/7	43%	Year 3	4/9	44%	Year 4	7/9	78%	Year 5	7/10	70%	Year 6	2/6	33%	
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Use Sports Leaders to increase physical activity levels in the playground	Train and deploy Sports Leaders to engage less active children in playground activity. Reward scheme to recognise and celebrate their commitment	Sports Leaders fully engaged and all achieved their gold award. They all completed at least one lunchtime activity session a week. This improved their physical activity and also their self esteem and confidence. The ports Leaders were recognised in the weekly celebration assemblies and also in newsletters and the end of year celebration. Sessions were available for Reception, Key Stage 1 children. Children from these classes were fully engaged	Sports Leader programme to continue																																	

		in their weekly sessions.	
Use Lunchtime coach to increase physical activity levels in the playground		Lunchtime coach engaged children across the year groups providing fun playground games. This increased physical activity but also helped with some children who found games and teamwork difficult. The children were really motivated and joined in rather than finding the unstructured time challenging.	Lunchtime coach booked for Spring/Summer Term 2 Dinner supervisors trained to lead games

Key Indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement

Intent	Implementation	Impact	Sustainability and next steps
Celebrate sporting successes to raise self-esteem and aspirations and develop team spirit	<p>Recognition of team and individual success in PE and sport activities</p> <p>As part of the Y3 Hoopstarz and Y5 Skipping projects, pupils are given opportunity to take part in personal challenges as well as whole class challenge. Progress and achievements are shared</p>	<p>Individual certificates for achievement provided as part of School Games/SSP competitions/events are presented to pupils and celebrated with school community in the weekly assembly/ newsletters/ social media/website and Seesaw</p> <p>Cerificates and progress was celebrated with the classes involved, parents and the wider school community. Children were proud of their achievements. They practiced at break-times and lunchtimes and this motivated other children to also get involved.</p>	<p>This will continue.</p> <p>A wall display with photographs of out of school achievements will be up-dated every Friday</p> <p>Hoopstars and Skipping built into the school calendar</p>

	and celebrated		
Providing pupils with opportunities for student voice and leadership responsibilities	<p>School Sport Organising Crew</p> <p>Sports Leaders</p>	<p>Group of 10 children attended the School Games SSOC training in Autumn term, the children returned to school with lots of ideas including wanting to lead a whole school activity day. They planned and lead a football themed day to coincide with National Girls Football Day. They lead a cricket festival for Year 3/4. The impact was two-fold. The Sports Crew grew in confidence and motivation. They were able to lead games, show others how to improve in different skills. All staff commented on how confident and encouraging they were.</p> <p>The children in school were able to improve their skills by learning from the crew. They were in small groups and able giving them the chance to cover more skills in a fun and supported way.</p> <p>*All interested Y6 pupils experienced applying for role, being "interviewed" and then taking part in Sports Leaders training gave the role a real importance. The Sports Leaders lead a lunchtime session each week , led Playground Games Festival and Multiskills Festival for all KS1 pupils. The children taking part were far more motivated within PE lessons. They were enthusiastic about being more active and the teamwork skills grew throughout the year as they worked closely in small day</p>	<p>Sports Crew to continue with a more structured focus of leading the WOW project and Sports library as well as festivals</p> <p>Sports Leading programming to continue to run</p>

		to day groups and then as a Sports Leading team on the festivals.	
Make school community aware of PE, sport and physical activity within school	<p>Share activities on school newsletters and Seesaw/Tapestry</p> <p>Share activities on school social media</p> <p>Share SSP Newsletter each term via school website</p>	<p>Sports events, festivals and tournaments shared on social media, Seesaw and Tapestry. This raised the profile of PE and sports across the school and the wider community.</p> <p>Active October and Walk to School Weeks were shared with the local residents making them aware of the schools commitment to improving the parking situation by encouraging children to be more active in their way that they travel to school.</p>	Sporting achievements to continue to be shared across social media, newsletters, Seesaw/Tapestry
Engage parents and wider school community in PE, sport and physical activities	<p>Held family after school club as part of NU Foundation programme</p> <p>Sharing School Games holiday activity challenges</p> <p>Newcastle Eagles Game</p>	<p>IMPACT on raising the profile of PE and sport across the school as a tool for whole school improvement Family School Club gave families a chance to see the link between being active and living a healthy lifestyle. It gave parents and children a chance to have a weekly session looking at the different activities that they can play as a family. All the families enjoyed the sessions and were enthusiastic about continuing and using some of the activities once the club had finished.</p> <p>Termly School Holiday activities and challenges were promoted by the Sports Crew. The first challenge had a response of 17 children returning their challenge. This increased to 48 and then 76 by the last one. Children were recognising how active they were and looking at ways that they could improve their activity during the holidays.</p> <p>Parents were invited to support their children if they</p>	<p>All of these activities are planned to run again in the next curriculum year.</p> <p>More parental involvement is an area to be looked into by the Sports Crew.</p>

	Greggs Cancer Run	<p>were part of the team. Every child had at least one parent attending. The evening game was well supported by families joining the teams to watch the Eagles Games. 5 of the families went on to attend other games in the season.</p> <p>Children from Year 4 upwards took part in the Greggs Cancer Run. Parents came to support the children and 5 joined their children running the 5miles.</p>	
Pupils take part in range of wider activities using PE, sport and physical activity to engage learning	<p>Y6 First Aid training</p> <p>Y6 STEM workshop at Newcastle Eagles</p> <p>Y3 Visit to Newcastle United Foundation for tour of St James' Park and healthy lifestyles session.</p> <p>Y5&6 Careers workshop with NU</p>	<p>A wide range of activities were planned and all the children enjoyed the experiences. 5 weeks of first aid covered all the basics and linked with their science topic. The children were engaged and eager to learn more. Recap sessions at the beginning of sessions highlighted the retention of the learning.</p> <p>The STEM workshop engaged all the children and they enjoyed the practical aspect of the sessions. They were able to link their sporting and STEM knowledge. The sessions were led by professional women basketball players. This inspired many of the girls.</p> <p>Year 3 ended their Newcastle United Foundation sessions at St James' Park. This gave them the chance to tour a professional stadium. They were all fully engaged in the healthy lifestyles session and returned to school totally inspired.</p> <p>The workshops led by the Newcastle United Foundation</p>	A wide programme of activities have been planned for the next curriculum year including many of these.

	<p>Foundation</p> <p>Y6 "All About Me" session as part of FAST! Programme</p> <p>EYFS/KS1 Makaton and movement programme</p> <p>School Games #MakeActiveMemories @Alnwick event</p>	<p>inspired the classes to think about possible careers and how the work that they are doing in school will help them to achieve this. The children were able to use their STEM skills to take part in a range of activities.</p> <p>Makaton programme was one of the highlights of the year. Staff were very enthusiastic and positive about the sessions. The children were all engaged and every child was able to successfully take part. The children all performed in an end of project song confidently.</p> <p>10 children were chosen for their effort and enthusiasm for PE to attend the event. The children who took part returned to school stating it was the best thing that they had done. They could not stop talking about the event and what they had done. They took part in a range of activities and sports and were inspired.</p>	
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Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils

Intent	Implementation	Impact	Sustainability and next steps
New activities included in PE curriculum to provide additional experience for pupils	Y6 Pilates	Pilates ran for a half term for the Year 6 children just before their Year 6 SATs. It gave them the chance to link being active alongside their well-being and looking at breathing exercises and strategies to support any stress and anxiety. The increase in the stamina and attitude towards the exercise was super. The children found some of the exercises difficult and were surprised at the control needed. They worked hard throughout the sessions and there was a marked increase on their	Sessions to be built into the curriculum for Year 6.

		ability.	
<p>All pupils experience a range of sports and activities and new experiences to increase activity levels, particularly in the least active pupils</p>	<p>Participate in whole year group festivals and workshops</p> <ul style="list-style-type: none"> -Y3 Hoopstarz -Y5 Skipping <p>Sports leaders/Sports Crew led whole year group festivals</p> <ul style="list-style-type: none"> -KS1 Playground Games -Y3&4 Cricket Skills <p>Active October:</p> <ul style="list-style-type: none"> - Axe throwing - Aerial acrobatics - Circus skills - Silent Disco - Scooter workshops <p>Fun and Active Summer Term (FAST!) Programme:</p> <ul style="list-style-type: none"> - Cheerleading - Breaking - Little Movers - All About Me (street dance workshop) - Mini Athletics - Acrobatics 	<p>Children have the opportunity to experience a range of sports within their curriculum time such as skipping and hooping. These give all children a chance to try a sport and improve their own performance. Children were motivated by the workshops and coaches and then their follow up lessons. Children who were not attending clubs were practising at breaktimes and lunchtimes.</p> <p>Sports Crew were a selection of Year 6 children who do not necessarily excel at sports but who enjoy sport. They were eager to bring their ideas for different activities and ideas back from their training. They set up a football day, Santa Run and led festivals for the younger children. Their self-esteem grew as they successfully ran these festivals.</p> <p>Children loved being active in different ways. The range of activities ensured that every child could take part and experience a whole range of activities. These were planned in throughout the year and there were activities and experiences for all children from Nursery through to Year 6.</p> <p>These were extra to the curriculum time therefore increasing the activity levels of all children. The children were excited to try different sports led by coaches. Pamphlets were given out after some of the sessions for children to follow up. Several children joined the Dance sessions and football club sessions.</p>	<p>Skipping and hooping are built into the curriculum.</p> <p>Sports Crew will be set up with the new Year 6</p> <p>Active October will continue with a range of different ways to be active</p> <p>Sports Week is planned into the school diary</p>

	Used FA's Girls Biggest Ever football session with Cramlington United to host a whole school football day		
	Stormbringer	Year 3 and 4 took part in a programme ran by Northumbria University. 4 students worked with the children on an active PSCHÉ programme developing teamwork. They completed sessions in the classroom and also led games within the playground. This was a very positive experience. The children were eager to discuss the sessions and how they were being active. They all then attended a teamworking festival at Newbiggin Sports Centre. They were able to use the learning from the week to improve their teamworking skills.	If this is offered again then our Year 3 children will take part.
	Hawkhirst	The whole class went to Hawkhirst and took part in a range of outdoor and adventurous activities. Many of the class had never taken part in activities such as climbing, abseiling, crate staking, bell boarding. Skills learnt in school such as orienteering were able to be completed within a wider setting. The children returned to school very proud of their achievement over the days.	The residential visit is booked for the following year.

Key Indicator 5: Increase participation in competitive sport

Intent	Implementation	Impact	Sustainability and next steps
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Y3 children experience benefits of appropriate competition	<p>Y3 Hoopstarz Festival, personal challenge and virtual inter-school competition</p> <p>School Games Y3 Multiskills Challenge</p>	<p>Increased participation in competitive sport throughout KS2.</p> <p>All year groups in KS2 have had the opportunity to participate as individuals/year groups/rocket groups. Children are eager to compete, this has impacted on the motivation to improve their skills both within the sports and as a team.</p> <p>The hoopstarz festival led to an increase in personal bests and whole class scores. The enthusiasm led to a more active playground as children practised</p> <p>The children were new to the Multi-skills programme and were very eager to complete the skills. They are a very competitive group and worked hard to increase their scores weekly.</p>	<p>Multi-skills will continue to be on the curriculum next year.</p> <p>The children will take part in all of the festivals and tournaments offered by the Sports partnership / School Games</p>
Y4 children experience benefits of appropriate competition	<p>School Games Y4 Multiskills Challenge</p> <p>School Games Y4 Quadkids Athletics</p>	<p>Year 4 worked hard to improve their skills and teamwork in both class lessons and after-school clubs.</p> <p>The class worked hard to improve their weekly scores. They completed a weekly score sheet and looked for ways that they could improve in both the Multi-skills and Quadkids.</p> <p>They were able to use their skills from Quadkids during Sports Day.</p>	<p>Multi-skills will continue to be on the curriculum next year.</p> <p>The children will take part in all of the festivals and tournaments offered by the Sports partnership / School Games</p>
			Multi-skills will continue to

<p>Y5 children experience benefits of appropriate competition</p>	<p>School Games Y5 Multiskills Challenge</p> <p>Y5 Skipping whole class challenge and team competition</p> <p>School Games Y5/6 Quadkids competition</p>	<p>Y5 are a very competitive class and tackled all competitions with enthusiasm and a positive attitude.</p> <p>came third within the Cramlington partnership. completed the skills building on their own scores weekly. class confidently</p> <p>Children had skipping ropes outside for breaks and lunchtimes practising so that they could improve their score.</p> <p>Year 5 took part in the Quadkids – working hard to improve their scores. They were then able to take part in several of the skills during Sports Day.</p>	<p>be on the curriculum next year.</p> <p>The children will take part in all of the festivals and tournaments offered by the Sports partnership / School Games</p>
<p>Y6 children experience benefits of appropriate competition</p>	<p>School Games Y6 Multiskills competition</p> <p>School Games Y6 Multisport Festival</p> <p>Thunder In The Valley Basketball competition</p> <p>School Games Y6 Badminton Festival</p>	<p>Children worked hard to improve their own scores weekly. They encouraged each other in order to improve their overall class scores.</p> <p>Children really enjoyed the Multi-sport festival. They tried different sports and were really positive about their performances.</p> <p>Children attended after school club and practiced daily during breaktimes and lunchtimes. They were determined to do well. The level of skill increased as did their team work. They played well and really enjoyed the experience.</p> <p>All the class attended the festival. They were all very enthusiastic and eager to take part in each of the different skills being led by High School leaders. The</p>	<p>Multi-skills will continue to be on the curriculum next year.</p> <p>The children will take part in all of the festivals and tournaments offered by the Sports partnership / School Games</p>

	School Games Y5&6 Girls' Football competition	<p>children used a range of differentiated equipment.</p> <p>Children played well as a team and supported each other showing good teamwork skills. They were determined to do well and did not stop throughout the games even when they were being beaten. They displayed excellent sportsmanship.</p>	
Key Stage 2 children experience benefits of appropriate intra-school competition	<p>Sports Day</p> <p>Rocket Rounders</p> <p>Moki Wars</p>	<p>Every child took part in a range of different skills and at least one event in the races. Many took part in multiple races. Children were motivated to take part.</p> <p>All Key Stage 2 classes took part in the Rocket Rounders afternoon playing for their Rocket group. The children practiced within their lessons and there was an increase in rounders games played at lunchtime. The profile of the sport increased.</p> <p>This has had a huge impact this year. The children have been motivated to increase their active minutes within the day. They all were eager to get their bands on and asked for extra active breaks. They monitored their own activity and tried to increase their scores as the week progressed.</p>	<p>Sports Day, Moki bands and Rocket Rounders to continue next year.</p> <p>Multi-skills competition to be included</p> <p>Castle Challenge to be included</p>

Meeting national curriculum requirements for swimming and water safety

Percentage of current Y6 cohort that can swim competently, confidently and proficiently over a distance of at least 25m	37%
Percentage of current Y6 cohort that can use a range of strokes effectively [for example front crawl, backstroke and breaststroke]	31%
Percentage of current Y6 cohort that can perform safe self-rescue in different water based situations	13%

Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?										No

School Games Mark

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Silver	Gold	Gold	Gold	Gold	Platinum	Aut/Spr Recognition Summer Virtual	School Games Mark Framework completed	Platinum	Platinum	Platinum