

# Primary PE/Sports Premium - Target Setting/Impact Report

2023-2024

Cottingham C of E Primary School



[www.cottinghamprimary.co.uk](http://www.cottinghamprimary.co.uk)

Cottingham CofE Primary School is dedicated to offering all children weekly Physical Education opportunities, including two hours of PE in KS2. As well as curriculum time PE, the children will have regular opportunities to participate in intra-school and inter-school competitions and activity. PE and sporting opportunities at Cottingham CofE are inclusive and will always offer opportunity to ALL pupils regardless of ability or need.

## Key priorities and Planning 2023 -2024

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<ul style="list-style-type: none"> <li>Full implementation for Year B sports in KS2 alongside REAL PE, using assessment criteria from REAL wheels ensuring all pupils receive 2x scheduled PE lessons per week</li> <li>Use initial baseline assessment for all year groups to ensure ARE are being met for fundamental movement skills and learning behaviours</li> <li>Continue to ensure that high expectations are shown by all pupils and staff</li> </ul>	<ul style="list-style-type: none"> <li>Teachers/ PE lead/ HLTAs will be delivering and assessing PE lessons, curriculum directed by PE lead.</li> <li>PE lead support to complete baseline assessments to ensure consistency. PE lead to oversee.</li> <li>All staff and pupils</li> </ul>	<ul style="list-style-type: none"> <li>Key Indicator1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</li> <li>Key Indicator 2: Engagement of all pupils in regular physical activity</li> <li>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</li> <li>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</li> <li>Key Indicator1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</li> <li>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</li> </ul>	<ul style="list-style-type: none"> <li>An inclusive, challenging and engaging PE curriculum ensure all children can access it and achieve success. Formative and summative assessments ensure teaching is effective and children are reaching ARE.</li> <li>Individual baseline assessments will allow gaps in skills to be targeted. Cohort strengths and weakness can be addressed and progress will be measured on a termly basis.</li> <li>Behaviour in PE will be dealt with in accordance to school policy ensuring that high expectations are met. High expectations improves the quality of lessons</li> </ul>	<p><i>£1000 Curriculum resources</i></p> <p><i>£700 Real PE Subscription</i></p> <p><i>£800 Staffing</i></p> <p><i>£300 CPD Cover</i></p> <p><i>£200 Pe Kit for new starters</i></p>

<ul style="list-style-type: none"> <li>• Use allocated Subject Leadership time to ensure that termly lesson observations are completed; pupil voice is collected and assessment data is compiled</li> <li>• The use of REAL cogs supports the school mission, vision, values. These cogs are also to be used to align mainstream sport taught alongside REAL PE</li> <li>• Continue to offer Yoga to a selected group of</li> </ul>	<ul style="list-style-type: none"> <li>• PE Lead/ HLTA cover</li> <li>• All staff and pupils</li> <li>• PE Lead, Yoga teacher, selected pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Key Indicator1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</li> <li>• Key Indicator1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</li> <li>• Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</li> </ul>	<p>and ensures children are maximizing their potential.</p> <ul style="list-style-type: none"> <li>• Allocated subject leadership time ensures administrative documentation is reviewed in a timely manner to enable planning of actions. Regular lesson observations of teaching staff enables gaps in knowledge to be identified and CPD offered where required.</li> <li>• Use of school values within PE lessons promotes consistency and improved behaviour. Assessing mainstream sports against the REAL PE learning cogs promotes clarity for the children ensuring the skills and learning behaviours are consistent irrespective of the sport. Teaching of mainstream sports allows children to put into practice skills learnt in REAL PE into sporting scenarios. It promotes opportunity to learn sports with the aim of children continuing these both outside of school and into secondary education.</li> <li>• The provision of Yoga for selected pupils gives them tailored benefits. For certain pupils, yoga</li> </ul>	<p>£300 Cover</p> <p>£200 Resources</p>
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<p>children on the basis of need</p> <ul style="list-style-type: none"> <li>• Ensure Magnificent Mind presence during lunchtime is targeted and includes inclusive activities. 2x Magnificent Minds to be visible every lunch time (tabards)</li> <li>• Explicitly promote benefits of activity within Mental Health awareness week</li> </ul>	<ul style="list-style-type: none"> <li>• PE Lead, Magnificent Minds lead, selected pupils</li> <li>• All staff and pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Key Indicator 2: Engagement of all pupils in regular physical activity</li> </ul>	<p>is used to develop core muscle strength and balance. In other groups, Yoga is used as a tool for understanding self control and reducing anxiety. These skills are necessary for our gifted and talented children as well as those that show levels of anxiety.</p> <ul style="list-style-type: none"> <li>• The close link between physical activity and mental health improvements is promoted throughout the school. Magnificent minds play a role in providing less physical and more strategic activities in the playground to support those pupils who may feel isolated or want to participate in different activities</li> <li>• The close link between physical activity and mental health improvements is promoted throughout the school. We aim to ensure our pupils recognize this and take it with them as they progress through secondary school and into adulthood.</li> </ul>	<p><i>£200 venue hire</i> <i>£570 Staffing</i></p>
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<ul style="list-style-type: none"> <li>• Termly experience days to include previously untried activities alongside mainstream sports. Experience days to be followed up with promotion of local sporting clubs</li> <li>• PE support to offer training to Sports Crew on a termly basis, looking at the key areas of responsibility, organisation and diplomacy</li> <li>• Continue with the provision of forest school activities for YrR and Yr1 children.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff and pupils</li> <li>• PE lead/PE support/ Sports Crew/ Lunchtime supervisors</li> <li>• Forest School Supervisor/ KS1 staff/ Yr1/R pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</li> <li>• Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</li> <li>• Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Experience days give children the opportunity to experience previously untried sports. This broadens their knowledge and enhances the likelihood of taking up clubs outside of school. Mainstream sport experiences promotes local club signposting and experience days have shown pupils have been encouraged to take up activities out of school</li> <li>• Sports Crew young leaders manage and lead lunchtime sporting activities and termly inter-team sports competitions. Children are trained with vital leadership skills like organization, preparation and diplomacy. Sports Crew provide a visible promotion of sport within the school and children aspire to be part of sports crew when they reach Yr6.</li> <li>• Forest school provision for all Yr1 and YrR pupils allows for physical development and progression of skills such as resilience, risk management and perseverance. Children encouraged to take part in outdoor activities and</li> </ul>	<p><i>£1000 Provider cost</i></p> <p><i>£500 Outdoor resources/maintenance</i></p>
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<ul style="list-style-type: none"> <li>• Termly friendly fixtures with local schools to develop partnership and broaden participation across pupils</li> <li>• Timely sports competition planning/ aligning with after school club provision</li> <li>• Funded after school clubs offered to selected groups of children e.g. least active</li> <li>• Promote the participation of girls football</li> </ul>	<ul style="list-style-type: none"> <li>• PE staff; selected pupils</li> <li>• PE Lead/After School Club Contact</li> <li>• PE Lead/ selected pupils</li> <li>• PE Lead/ selected pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</li> <li>• Key Indicator 5: Increased participation in competitive sport</li> <li>• Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</li> <li>• Key Indicator 5: Increased participation in competitive sport</li> <li>• Key Indicator 2: Engagement of all pupils in regular physical activity</li> <li>• Key Indicator 5: Increased participation in competitive sport</li> </ul>	<p>learning to promote activity and interest in doing things outdoors when then are not in school.</p> <ul style="list-style-type: none"> <li>• Building partnerships with local schools allows for development</li> <li>• Termly afterschool clubs coinciding with competitions allows for team practice and development of gifted and talented children.</li> <li>• Use of PE premium to ensure that selected groups of children have access to additional sporting opportunities to promote activity (least active) or to enhance participation (girls) or to provide opportunity (Pupil premium). This ensures our pupils have access to sporting provision which they might otherwise not be able to participate in.</li> <li>• Encourage girls to participate in a sport which is dominated by boys. The provision of girls only football</li> </ul>	<p><i>£2950 Travel</i></p> <p><i>£1800 Funded extra-curricular places</i></p>
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<ul style="list-style-type: none"> <li>Discreet selection to ensure that competitions are tailored towards pupil abilities whilst maintaining inclusion.</li> <li>Ensure that active travel is promoted regularly within school</li> <li>Termly (x6) house sports events managed and lead by sports crew. Each event to comprise of a different sporting activity</li> <li>Continue to ensure school provides 60 active minutes daily (Mile/break/lunch)</li> <li>Provide CPD for new staff members on REAL PE/Dance/Gym</li> </ul>	<ul style="list-style-type: none"> <li>PE Lead</li> <li>PE Lead</li> <li>PE Lead/ PE support/ Sports Crew/All pupils</li> <li>All members of the school</li> <li>PE lead/ New Staff/ Scheme provider</li> </ul>	<ul style="list-style-type: none"> <li>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</li> <li>Key Indicator 5: Increased participation in competitive sport</li> <li>Key Indicator 2: Engagement of all pupils in regular physical activity</li> <li>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</li> <li>Key Indicator 5: Increased participation in competitive sport</li> <li>Key Indicator 2: Engagement of all pupils in regular physical activity</li> <li>Key Indicator 2: Engagement of all pupils in regular physical activity</li> <li>Key Indicator1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</li> </ul>	<p>ensures girls are not to shy to participate in an area where boys are typically more able.</p> <ul style="list-style-type: none"> <li>Discreet selection ensures that all children are able to represent the school in a external sporting competition at an appropriate level for their ability.</li> <li>Ensuring as many pupils are possible take the opportunity to be active in their travel to school increases activity levels amongst all pupils.</li> <li>All children participate in a variety of internal sporting competitions, promoting a sense of team amongst the pupils. Sports crew officiate and organize providing opportunity to develop young leadership skills.</li> <li>Significant contributor towards ensuring children are having 60 minutes a day of physical activity and movement.</li> <li>Ensure all staff are equipped to deliver high quality PE lessons in accordance with scheme of work and PE curriculum</li> </ul>	<p><i>£650 Sports Partnerships</i></p> <p><i>£300 resources</i></p> <p><i>£2850 Lunchtime staffing</i></p>
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<ul style="list-style-type: none"> <li>• Provide Learn to ride opportunities for Yr1 and Yr2 children who cannot ride a bike to ensure participation in Bikeability in KS2</li> <li>• Bikeability provided for children in Yr3,4 and 5</li> <li>• Termly active travel events - walk to school week, mental health awareness week and ride/scoot to school week</li> </ul>	<ul style="list-style-type: none"> <li>• KS1 pupils</li> <li>• Pupils in Yr3/4/5</li> <li>• All members of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Key Indicator 2: Engagement of all pupils in regular physical activity</li> <li>• Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</li> <li>• Key Indicator 2: Engagement of all pupils in regular physical activity</li> <li>• Key Indicator 2: Engagement of all pupils in regular physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• Provide KS1 pupils with the opportunity to learn to ride a bike, which is a key developmental skill. This ensures children are encouraged to be more active and learn how to safely travel on a bike.</li> <li>• Encourage children to be active outside of school, whilst learning to key skills to be able to ride a bike safely on the road.</li> <li>• Encourage increased levels of activity amongst pupils; ensure children understand the explicit link between mental health and physical activity; build children' competence in riding a bike/ scooter</li> </ul>	<p><i>£665 Bike-a-bility £300 travel event resources/prizes</i></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
<ul style="list-style-type: none"> <li>Full implementation for Year B sports in KS2 alongside REAL PE, using assessment criteria from REAL wheels ensuring all pupils receive 2x scheduled PE lessons per week</li> <li>Use initial baseline assessment for all year groups to ensure ARE are being met for fundamental movement skills and learning behaviours</li> <li>Continue to ensure that high expectations are shown by all pupils and staff</li> <li>Use allocated Subject Leadership time to ensure that termly lesson observations are completed; pupil voice is collected and assessment data is compiled</li> <li>The use of REAL cogs supports the school mission, vision, values. These cogs are also to be used to align mainstream sport taught alongside REAL PE</li> </ul>	<ul style="list-style-type: none"> <li>All KS2 children have learnt 4 new mainstream sports (tag rugby, basketball, cricket and athletics) throughout the year. This has increased their knowledge and understanding of skills, rules, tactics and techniques of these sports. As a result, key results in interschool sports include - YR3/4 Pacesetters athletics winners; Yr5/6 athletes representing region in county finals; yr3/4 cricketers winning Pacesetters cricket competition.</li> <li>Initial baseline assessments were completed on a termly basis. All children identified at start of year who were not meeting ARE for fundamental movement skills, were targeted during lessons. This ensures that tracking of children not meeting ARE is completed. QFT used to improve skills during teaching of PE.</li> <li>All children and staff adhere to PE uniform on PE days. Modelling, MT/OT/YT structure aligned to classroom environment, allowing children to learn through assimilating skills. Strong behaviour management allows for undisturbed lessons and maximises learning time.</li> <li>Termly lessons observations completed to ensure that all PE lessons are delivered to a high quality and gaps in teacher CPD can be addressed. Assessment data revealed 90% of KS1 children achieving ARE. Children who did not achieve ARE in learning behaviours and fundamental movement skills to be target next academic year during lessons to address gaps where possible.</li> <li>The use of REAL PE cogs is established in REAL PE sessions. These sessions focus on the learning behaviour and this can be articulated by most children Lower ability children, however, find this articulation more difficult. In</li> </ul>	<ul style="list-style-type: none"> <li>Engagement during all PE lesson is high. Children are able to accurately recount key rules in mainstream sports. Technical teaching has ensured excellent results at inter-school competition level, where all children selected, irrespective of ability, are able to participate in a match situation.</li> <li>Continue to use baseline assessment to inform teaching and learning. This is especially important for KS1. KS2 baselines to be more based on sport specific skills rather than fundamental movement skills.</li> <li>Children at Cottingham CofE continue to view PE as a learning opportunity. They understand the structure of lessons, follow instructions given by teaching staff and challenge their individual abilities throughout the lessons.</li> <li>Improve the quality and frequency of pupil voice recordings for next year by revising pupil voice format. Increase voice of Sports Leaders. Termly lessons observations to continue to ensure QFT, modelling and teacher subject knowledge continues to develop.</li> <li>Decision to be made on continuation of REAL PE in KS2. Children in this key stage have all experience REAL PE in KS1 and therefore have an excellent base</li> </ul>

<ul style="list-style-type: none"> <li>• Continue to offer Yoga to a selected group of children on the basis of need</li> <li>• Ensure Magnificent Mind presence during lunchtime is targeted and includes inclusive activities. 2x Magnificent Minds to be visible every lunch time (tabards)</li> <li>• Explicitly promote benefits of activity within Mental Health awareness week</li> <li>• Termly experience days to include previously untried activities alongside mainstream sports. Experience days to be followed up with promotion of local sporting clubs</li> <li>• PE support to offer training to Sports Crew on a termly basis, looking at the key areas of responsibility, organisation and diplomacy</li> <li>• Continue with the provision of forest school activities for YrR and Yr1 children.</li> </ul>	<p>addition, it has been difficult to continue this link into mainstream sports sessions (KS2). Children are unable to communicate this link and this will need to be reviewed for the 2024-25 academic year. Relating the cogs to our school values has improved behaviour during PE lessons.</p> <ul style="list-style-type: none"> <li>• Yoga has had an extremely positive impact on a number of pupils (see separate impact report). This activity is used by the children outside of school to help them regulate their individual behaviours. Children take great enjoyment from the session, which also help children with movement difficulties. Weekly yoga sessions are well received by the children and parents alike.</li> <li>• Magnificent Mind children are visible through the use of high vis jackets. Magnificent mind children keep a diary of their daily activities and there is a visible rota of who is on duty. Children on the playground are aware of the magnificent minds team and their roles.</li> <li>• Magnificent Minds supported the promotion of Mental Health awareness Week by creating posters which were put up around the school. They also took part in the walking bus. A schedule of activities was made for the week to be lead by the Magnificent Minds</li> <li>• A wide variety of termly experience days have taken place across the year. These have included mainstream sports (e.g. cricket and tag rugby) but also hobbies and past-times such as skateboarding, scootering and break dancing. This has resulted in pupils being signposted to local clubs e.g. adrenaline alley where children, who previously did no physical activity are now learning a new skill. This has been a real success for promoting activity out of school.</li> <li>• In house training has resulted in an experienced sports crew this year. The sports crew put this knowledge to good use during the many events that they have officiated.</li> <li>• Forest School is a fundamental part of Cottingham CofE Primary School. Not only does it contribute to the 60 active daily minutes, but it also teaches the children vital skills such as teamwork, honing gross and fine motor neuron skills and</li> </ul>	<p>learning on their fundamental movement skills. It is felt these skills could better developed in sport specific environment and the requirement for REAL PE in KS2 may now be void.</p> <ul style="list-style-type: none"> <li>• Yoga has had a positive impact on certain children's mental well-being both in and out of school. This will continue to be a staple offering provided by a member of staff, which benefits not only targeted pupils' physical health, but their mental health as well.</li> <li>• Magnificent Mind children have been working alongside the Healthy Schools Awards. They have been working with lunchtime supervisors to take Willow/Yr1 children to the toilet during lunchtimes which frees up an adult on the playground.</li> <li>• Children who form part of the Magnificent Minds are explicitly learning about what things contribute to a person's mental wellbeing. They learn the information in order to disseminate it throughout the school. This enabled them learn material in greater depth and for other children to learn from their peers.</li> <li>• Termly experience days are a fundamental part of the PE provision in school. These will be continued and we will endeavor to try even more different activities, as well as previous favorites.</li> <li>• It is imperative to ensure termly training sessions to ensure that they take place regularly.</li> <li>• Forest School will continue to develop under the expertise of RN. Children gain a multitude of skills and learning from their sessions. Budget to continue allow development of forest school area.</li> </ul>
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<ul style="list-style-type: none"> <li>• Termly friendly fixtures with local schools to develop partnership and broaden participation across pupils</li> <li>• Timely sports competition planning/ aligning with after school club provision</li> <li>• Funded after school clubs offered to selected groups of children e.g. least active</li> <li>• Promote the participation of girls football</li> <li>• Discreet selection to ensure that competitions are tailored towards pupil abilities whilst maintaining inclusion.</li> <li>• Ensure that active travel is promoted regularly within school</li> <li>• Termly (x6) house sports events managed and lead by sports crew. Each event to comprise of a different sporting activity</li> </ul>	<p>risk management.</p> <ul style="list-style-type: none"> <li>• This has not happened this year due to various reasons. This will be a target for next year. However, there have been a multitude of broadening participation organized competitions that we have taken part in.</li> <li>• Each term, an after school club have been paid for using Sports Premium. This has been targeted according to need. Some after school clubs have been aligned to sporting competitions, other times targeted groups have been girls and least active.</li> <li>• This has had a moderate impact so far. A number of children invited to free after school clubs chose not to attend. In order for this to have the desired impact for each target group, the club offering will need to change.</li> <li>• Girls from Yrs 4,5 and 6 took part in a girls football competition. They were able to train independently. In Yr6, this has lead to more girls taking part in lunchtime football games.</li> <li>• All children, throughout the whole school, have participated in an external sporting activity. A range of competitions, with varying intents, have been attended throughout the year. The children are selected for events that best suit them. For example, all KS2 children took part in the Kids of Steel Triathlon. This event is a non-competitive, inclusive event, which allows all children to take part irrespective of ability. In contrast, our Y3/4 hockey team reached and subsequently won the county hockey finals, demonstrating that we cater for all children, including the most and least able.</li> <li>• The new bike and scooter stand has encouraged more children to cycle or scoot to school. We participate in the cycle/scoot to school week. Parents are reminded, for safety and health benefits, not to park in the immediate vicinity of school and to walk/cycle/scoot. Active travel is explicitly promoted during mental health awareness week.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue target into next academic year.</li> <li>• Continue into next academic year. With the children in KS2 being exposed to more sports, they will be more adept to the rules and skills required to be successful in competition. Sports Premium to be used to target more different groups.</li> <li>• Continue into next academic year with a reviewed focus on increasing participation of children invited to after school clubs. This will require careful thought and motivation to encourage pupils to stay for after school clubs.</li> <li>• The promotion of girls football was fairly well received in certain year groups. However, there are girls in Yr6 who play football outside of school. Next year, there are no girls who play out of school. Whilst at school, we will encourage, promote and signpost the sport, the nature of the upcoming cohort is that they are unlikely to engage with it and there are potentially better avenues to promote participation and engagement with activity.</li> <li>• It is a fundamental part of our PE offering that we believe PE, sport and activity is for all our pupils. This target will continue into next year, where we will continue to ensure that all children have the opportunity to represent the school in an external sporting activity. The introduction of the school mini-bus will allow us to transport children to more events, including inclusive events, as we will have transport available.</li> <li>• This target to continue into next academic year. As the school strives towards Platinum School Games mark, it is imperative that we are regularly and actively promoting the 60 active minutes and that includes active travel.</li> </ul>
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<ul style="list-style-type: none"> <li>• Continue to ensure school provides 60 active minutes daily (Mile/break/lunch)</li> <li>• Provide CPD for new staff members on REAL PE/Dance/Gym</li> <li>• Provide Learn to ride opportunities for Yr1 and Yr2 children who cannot ride a bike to ensure participation in Bikeability in KS2</li> <li>• Bikeability provided for children in Yr3,4 and 5</li> </ul>	<ul style="list-style-type: none"> <li>• The Sports Crew have successfully led 6 termly house sporting activities. These have had a different theme each term and work alongside our School Values such as respect, honesty and perseverance. They provide all children with the opportunity to work as a team for a common goal. They also allow us to provide the children with lots of different sporting experiences, such as goalball, new age kurling and multi skills. They also develop the leadership and organizational skills of the sports leaders.</li> <li>• We strive to ensure that the children at Cottingham CofE are as active within the school day as possible. The children in KS2, start the day with a daily mile. This means they are being active, even if they have arrived at school via car. Break times and lunch times allow the children the full use of the outdoor area, including bars and tyres. During lessons, opportunities are taking, where possible, to incorporate active learning – this is aligned to our curriculum and teaching strategies.</li> <li>• No formal training has taken place this academic year, though in house reviews have taken place. All teacher currently teacher REAL PE/DANCE/GYM have received training on the platform. In house training has ensured that all teachers teaching the above, are competent and secure in their delivery of each lesson.</li> <li>• All Yr1/2 children who cannot ride a bike were given the opportunity to take part in the “learn to ride” scheme. Uptake was not as high as expected but it is hoped that the majority of KS1 children can already ride a bike in preparation for Bikeability in KS2. All children, should be able to ride a bike safely on the road when they leave primary school.</li> <li>• Bikeability is an important offering throughout KS2. With cycling becoming an ever increasing activity, especially as we move towards environmentally friendly ways to travel, it is important that the majority of children learn to ride safely on the road.</li> </ul>	<ul style="list-style-type: none"> <li>• This activity is enjoyed by all children in the school. This is another key part of being at Cottingham CofE School. These events will continue in next term and will continue to be organized and led by Sports Crew.</li> <li>• The structure of the school day will continue into next academic year. Where necessary, we will target our least active children via discreet activities during lesson time. At lunch, we will continue to provide the children with an array of activities to choose from led by Sports Crew and Magnificent Minds.</li> <li>• Next academic year, the proposal is that KS2 move away from REAL PE, into a more sports specific lesson rotation. However, staff will continue to use the fundamental movements skills and learning behaviours to monitor progress. KS1 will continue to use the REAL PE platform as the basis for the PE offering.</li> <li>• Continue to offer this service, whilst a grant is applicable and the cost to school is negligible.</li> <li>• Continue to offer bikeability next year, whilst funding is available. Aim for 100% participation in Yr5 assessment and 90% pass rate.</li> </ul>
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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 program of study*

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 meters?	74%	2/5 pupils not achieving standards did not receive permissions from parents to participate.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	74%	N/A
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	74%	N/A
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?	N/A	Year 5 pupils who attended swimming lessons and are not on track to meet standards will attend swimming sessions from September?
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	N/A	Swimming lessons are taught by ASC qualified swimming instructor at the pool. KL uses a curriculum guide to support swimming instructor with pupils who, on initial assessment of swimming capabilities, have already achieved the curriculum requirements. This will continue next year.

Signed off by:

Head Teacher:	Ashley Scott
Subject Leader or the individual responsible for the Primary PE and sport premium:	Kate Lloyd
Chair of Governors:	David Sharman
Date:	July 2024