PE AND SPORTS PREMIUM ACTION PLAN

1. PE and Sports Grant Costing 2025/26

2025/26

School Name	Bacton Primary School	Academic Year	2025/26
Total Eligible Pupils		Total Funding Allocation	£16550

SECTION A: Key Indicators

KEY INDICATOR 1

Increasing confidence, knowledge and skills of staff

High-quality PE depends on confident, knowledgeable teachers who can deliver structured, inclusive and progressive lessons. Investment in CPD, mentoring and coaching ensures that improvements are sustainable and reduce long-term reliance on external coaches. This directly benefits pupils by guaranteeing consistent teaching quality across the school.

Permitted use of funding:

- *CPD for teachers (courses, mentoring, shadowing, workshops, accredited training).*
- *Employing external coaches only where they support staff development (e.g. team-teaching, modelling lessons, mentoring).*
- *Resources, schemes of work, and assessment tools that improve teaching practice.*
- *Subject leader release time for PE monitoring, curriculum design, and staff training.*
- *Payment for overtime when a teacher leads additional CPD or runs clubs that extend pupil opportunity.*

Not permitted:

- *Paying teachers' core salaries or standard PPA cover.*
- *Paying coaches to replace teachers or deliver the statutory PE curriculum.*
- *Standalone pupil coaching with no staff involvement or skill transfer.*
- *Buying PE or staff uniform.*
- *Paying for generic "wellbeing" or non-PE training.*

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	KI 1	*Primary PE Planning*	*Internal*	*NPETCs trained HLTA*	*Staff/All pupils - whole*	*£131.67*	*£131.67*

			tool used to plan sequential lessons that provide high quality lessons for all			*school universal provision*		
		KI 1	*Premier Sport coaching - bought in professional coach to support HLTA in PE teaching to promote development of staff knowledge and skill*	*CPD*	*Premier Sport and NPETCs trained HLTA*	*HLTA/coaches to impact whole school teaching*	*£7600 =(£2600 training, £2000 extra curricular clubs, £3000 coach tuition)*	*£7600*

Intended Outcome/Impact

- *Outline the anticipated benefits for pupils and staff. Outcomes should be specific and measurable where possible (for example, "increase in the number of pupils participating in extracurricular clubs").*

1. Improved Teacher Confidence and Subject Knowledge

Staff gain greater confidence in delivering all areas of the PE curriculum.

Teachers develop stronger understanding of progression, skill breakdown and effective teaching strategies.

Non-specialist staff feel equipped to lead high-quality PE lessons independently.

2. Higher Quality and Consistency of PE Lessons

A standard planning tool ensures clear structure, progression and consistency across the school.

Lessons become more purposeful, focused on skill development and linked to curriculum expectations.

Improved use of differentiation and adaptations to support all learners, including SEND.

3. Sustainable Long-Term Impact

Staff skills continue after the specialist coach involvement ends, building internal capacity rather than dependence.

Planning resources remain accessible for future staff or new teachers.

PE provision improves sustainably year-on-year.

Sustainability

- *Explain how the improvements achieved through this action will continue to benefit pupils in future years. For example, staff CPD ensures continued delivery of high-quality PE without reliance on external providers.*

1. Builds Internal Staff Expertise

Staff develop stronger subject knowledge, confidence, and teaching strategies that remain long after the external coach has left.

Teachers can independently deliver high-quality lessons, reducing future reliance on bought-in coaching.

2. Leaves a Lasting Resource (Planning Tool)

The planning tool stays in school and can be reused year after year.

New staff can quickly access clear, progressive schemes of work without the need for external support.

Ensures long-term consistency and coverage across the curriculum.

3. Creates a Consistent Whole-School Approach

Shared planning formats, lesson structures, and progression pathways become part of school culture.

Routines and expectations embedded during coaching continue to shape PE delivery in future years.

Staff use the same approaches and vocabulary, making transitions between classes smoother.

Impact Rating

- *Evaluate the effect of the action at the end of the year using the DfE's descriptors: No Impact, Some Impact, Moderate Impact, Strong Impact. This ensures consistency with national reporting requirements.*

Strong impact

The investment has had a positive impact on both staff confidence and the quality of PE provision across the school. Teachers have developed greater confidence in delivering the full PE curriculum and have strengthened their understanding of progression, skill development and effective teaching strategies. As a result, non-specialist staff are now better equipped to plan and deliver high-quality PE lessons independently.

The introduction of a consistent planning tool has improved the quality and consistency of lessons across the school. Planning is now more structured, with clear progression in skills and closer alignment to curriculum expectations. Staff are making better use of differentiation and adaptations to ensure that all pupils, including those with SEND, are able to participate fully and make progress.

The support has also created a sustainable legacy. Staff have developed the knowledge and confidence to continue delivering high-quality PE without ongoing reliance on external specialists. The planning resources remain available for future use, supporting new staff and ensuring consistency in curriculum delivery. A shared whole-school approach to planning, teaching and assessment has become embedded, providing a strong foundation for continued improvement in PE provision and positive outcomes for pupils in future years.

KEY INDICATOR 2

Increasing engagement of pupils in regular physical activity

The Chief Medical Officers recommend 60 active minutes daily. Many children, particularly those who are least active, need structured opportunities beyond timetabled PE to achieve this. By embedding activity into the school day (active playtimes, active travel, interventions), schools can boost health, wellbeing, and readiness to learn.

Permitted use of funding:

- *Playground markings, sports zones, and small portable equipment (balls, skipping ropes, cones, hula hoops).*
- *Training midday supervisors or play leaders to run active lunchtimes.*
- *Targeted activity clubs for less active pupils or specific groups (e.g. girls, SEND).*
- *"Daily Mile" or similar schemes; active travel programmes; activity trackers to monitor participation.*
- *Incentives that promote sustained active habits (stickers, certificates, small prizes).*

Not permitted:

- *Capital projects (trim trails, MUGAs, climbing frames, outdoor gyms, forest schools, or any item recognised as a fixed asset).*
- *Playground resurfacing or infrastructure.*
- *Routine supervision costs or staff contracted hours.*
- *Transport to statutory curriculum lessons (swimming, PE offsite).*

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	KI 2	*Key Stage 2 top up swimming to enable those pupils who can not swim 25m develop stronger swimming strokes and water safety*	*N/A*	*Year 4-6 pupils, Victory Swimming pool instructor NPETCs HLTA*	*Pupils who have not achieved 25m curriculum expectation*	*£2000*	*£2000*
	KI 2	*MSA Active Play (lunch times) - activities to engage pupils and promote regular movement*	*N/A*	*MSA*	*All pupils - Year 1 - 6 but contributes to encouragement of SEND pupils, disadvantaged pupils, and girls to increase participation* in active lunch time activities	*£3236*	*£3236*

Intended Outcome/Impact

- *Outline the anticipated benefits for pupils and staff. Outcomes should be specific and measurable where possible (for example, "increase in the number of pupils participating in extracurricular clubs").*

Swimming:
1. Increased Swimming Competence

More pupils meet national curriculum expectations for swimming 25m, effective strokes and safe self-rescue.

Reduced number of non-swimmers.

2. Improved Water Safety Knowledge

Children demonstrate stronger awareness of water safety rules and can respond appropriately in risky situations.

Builds essential life-saving skills.

3. Boosted Confidence and Reduced Anxiety

Targeted support helps less-confident swimmers feel comfortable and safe in the water.

Encourages long-term participation in water-based activity.

4. Reduced Inequalities

Helps close gaps for disadvantaged pupils or those with limited access to swimming outside school.

Ensures more equal opportunities across the year group.

5. Stronger Assessment and Curriculum Coverage

Allows the school to reassess pupils and improve overall compliance with statutory swimming requirements.

Provides clear evidence of progress and skill development.

Active lunchtimes

1. Increased Physical Activity Levels

More children achieve 30 minutes of daily physical activity in school.

Reduced sedentary behaviour during lunchtime.

2. Improved Physical Skills and Fitness

Children develop agility, coordination, balance and overall fitness.

Provides additional practice time for skills introduced in PE lessons.

3. Enhanced Behaviour and Wellbeing

Structured activity reduces lunchtime incidents and playground conflict.

Pupils return to afternoon lessons calmer, more focused and ready to learn.

4. Greater Social Development

Pupils learn teamwork, cooperation, turn-taking, and communication.

Increases confidence and supports friendships, especially for quieter pupils.

5. Improved Inclusivity

A variety of activities encourages participation from less active pupils, SEND pupils and those who prefer non-competitive play.

Increases engagement for children who struggle in traditional playground games.

Sustainability

- *Explain how the improvements achieved through this action will continue to benefit pupils in future years. For example, staff CPD ensures continued delivery of high-quality PE without reliance on external providers.*

1. Builds Long-Term Habits and Culture

Active lunchtime routines become part of daily school culture, continuing year after year.

Pupils develop lifelong habits of being active, which supports ongoing wellbeing and physical literacy.

2. Staff and Lunchtime Supervisors Gain Skills

Training and experience equip supervisors and staff to run activities independently in future.

Confidence grows in organising safe, inclusive activities without needing external providers.

3. Resources and Equipment Remain in School

Equipment purchased for active lunchtimes (e.g., activity stations, game kits) can be reused every year.

Activity menus, schedules and routines become established systems that new staff can easily adopt.

4. Improved Swimming Skills Have Long-Term Effects

Pupils who receive top-up swimming typically retain life-saving skills for years to come.

Increasing the number of pupils who reach national expectations now reduces the number needing future top-up support.

5. Reduces Future Reliance on External Support

Once routines and staff capability are embedded, the school needs fewer external coaches or purchased programmes.

Top-up swimming becomes targeted only for those who truly need it, lowering long-term costs.

Impact Rating

- *Evaluate the effect of the action at the end of the year using the DfE's descriptors: No Impact, Some Impact, Moderate Impact, Strong Impact. This ensures consistency with national reporting requirements.*

Strong Impact

The funding has successfully increased pupils' participation in regular physical activity and supported improvements in swimming competence. Targeted top-up swimming sessions enabled more pupils to meet the national curriculum expectation of swimming 25 metres confidently, using effective strokes and demonstrating an improved understanding of water safety. Pupils who were previously less confident in the water showed increased confidence and reduced anxiety, helping to reduce inequalities for those with limited opportunities to swim outside school.

The introduction of structured active lunchtimes has significantly increased opportunities for pupils to be physically active throughout the school day. A wider range of inclusive activities has encouraged greater participation from all pupils, particularly those who are less active, pupils with SEND, disadvantaged pupils and girls. Pupils have developed improved physical skills, including coordination, agility and balance, while also strengthening teamwork, communication and social interaction. Staff have reported calmer lunchtimes with fewer playground incidents, and pupils return to lessons more settled, focused and ready to learn.

These initiatives have created sustainable improvements that will continue to benefit pupils in future years. Active lunchtime routines are embedded within the school day, with lunchtime supervisors confident in delivering a range of engaging activities using equipment that will continue to be available. Swimming intervention remains targeted at those pupils who require additional support, ensuring resources are used effectively while enabling increasing numbers of pupils to achieve the expected standard. Together, these actions have strengthened the school's culture of physical activity and promoted healthier, more active lifestyles for all pupils.

KEY INDICATOR 3

Raising the profile of PE and sport across the school

When PE and sport are valued across the school, they contribute to wider improvement: behaviour, attendance, leadership, resilience and school culture. Celebrating achievements and making sport visible ensures it is not seen as an "add-on" but a central strand of whole-school development.

Permitted use of funding:

- *Celebration events such as sports weeks, "active days," or whole-school fitness challenges.*
- *Trophies, medals, badges, certificates (small consumables only).*
- *Communication materials — newsletters, website updates, videos, display boards.*
- *Pupil Sports Leaders or Ambassadors training and equipment (e.g. bibs, clipboards).*

- *Whole-school assemblies or initiatives promoting the value of physical activity.*

Not permitted:

- *Display furniture, cabinets, or digital screens (capital assets).*
- *Paying for marketing, branding, or non-PE publicity materials.*
- *Paying a staff member's salary solely to manage publicity or reporting.*
- *Any purchase that would normally be part of core admin budgets (e.g. website hosting).*

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	KI 3	*Annual whole school sports day and family/community event - activities throughout the day for pupils and wider families to participate in*	Internal	*Staff to lead event with support from school Sports Leaders*	*Whole school participation*	*£451.33*	*£451.33*
	KI 3	*Welfare/resource assistant*	Internal	*TAs*	*All pupils - Year 1 - 6 but contributes to encouragement of SEND pupils, disadvantaged pupils, and girls to increase participation* in active lunch time activities	*£1081*	*£1071.33*

Intended Outcome/Impact

- *Outline the anticipated benefits for pupils and staff. Outcomes should be specific and measurable where possible (for example, "increase in the number of pupils participating in extracurricular clubs").*

- *Increase whole-school participation in physical activity and promote enjoyment of sport.*
- *Support pupils' health, wellbeing, and development of fundamental movement skills.*
- *Encourage positive lifelong attitudes towards physical activity.*
- *Develop character qualities such as resilience, determination, teamwork, fairness and good sportsmanship.*
- *Ensure all pupils, including SEND and less active pupils, can participate meaningfully and experience success.*

- *Strengthen family engagement by involving parents/carers in school sporting events.*
- *Build a sense of community and shared celebration between pupils, families and staff.*
- *Improve pupil motivation, confidence and enthusiasm for PE and sport.*
- *Encourage pupils to try new sports or join extracurricular clubs.*
- *Enhance social and emotional skills such as communication, cooperation and pride in achievement.*
- *Contribute to positive behaviour, improved mood and better engagement in class.*
- *Raise the profile of PE and school sport across the whole school.*

Showcase skills and progress developed throughout the year as part of the PE curriculum

Sustainability

- *Explain how the improvements achieved through this action will continue to benefit pupils in future years. For example, staff CPD ensures continued delivery of high-quality PE without reliance on external providers.*

- *Events become embedded in the annual school calendar, ensuring long-term continuation.*
- *Staff gain experience and confidence in organising and running events independently each year.*
- *Resources, equipment and event formats can be reused and adapted annually.*
- *Strong family engagement leads to ongoing community support and participation.*
- *Inclusive event structures ensure all pupils can continue to access and benefit from participation in future years.*
- *Positive attitudes formed through these events encourage pupils' long-term commitment to physical activity.*
- *Strengthens whole-school culture around health, wellbeing and active lifestyles, supporting sustained impact.*

Impact Rating

- *Evaluate the effect of the action at the end of the year using the DfE's descriptors: No Impact, Some Impact, Moderate Impact, Strong Impact. This ensures consistency with national reporting requirements.*

Strong impact

The funding has successfully raised the profile of PE and sport across the school by providing high-quality, inclusive sporting events that celebrated participation and achievement. The annual whole-school sports day and family event encouraged pupils of all abilities to take part in a wide range of physical activities, promoting enjoyment of sport while developing fundamental movement skills, resilience, teamwork and good sportsmanship. The event also strengthened links between the school

and families, creating a shared celebration of pupils' achievements and reinforcing the importance of healthy, active lifestyles.

Additional staffing support during active periods of the school day ensured that all pupils, including those with SEND, disadvantaged pupils and less active children, were able to participate confidently and successfully. This inclusive approach increased engagement in physical activity, improved pupils' confidence and motivation, and supported positive behaviour and wellbeing throughout the school day.

These initiatives have created a lasting impact by embedding sporting events and the celebration of physical activity within the school's annual calendar. Staff have developed the confidence and expertise to organise and deliver future events independently, while established resources and event formats can be reused each year. The strong level of family engagement and the positive culture surrounding PE and sport have helped establish physical activity as an important part of school life, encouraging pupils to remain active and participate in sport beyond the curriculum.

KEY INDICATOR 4
Offering a broader, more equal experience of sports and activities

Pupils need exposure to a variety of activities, not just traditional team sports, so they can find something they enjoy and continue beyond school. Offering inclusive and diverse opportunities ensures gender balance, accessibility for pupils with SEND, and fair access for disadvantaged pupils. This develops lifelong participation habits.

Permitted use of funding:

- *Taster sessions or clubs for less traditional activities (yoga, dance, boccia, archery, fencing, outdoor pursuits).*
- *Equipment and resources specific to new or inclusive sports.*
- *External coaching where it broadens the offer and supports staff confidence.*
- *Subsidies to remove barriers to participation (e.g. disadvantaged pupils, SEND).*
- *Targeted activities that improve gender balance and inclusion.*

Not permitted:

- *Bulk purchases that exceed your de minimis capital threshold (e.g. outdoor classroom, climbing wall, forest area).*
- *Paying for offsite adventure trips that count toward curriculum PE.*
- *Kit or clothing (for staff or pupils).*
- *Paying for commercially operated community sport programmes not linked to your school's offer.*

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	KI 4	*Employ a specialist sports coach to offer experience of sports not included in school curriculum.*	External	*Capoeira workshop*	*Whole school provision linking physical activity to curriculum*	£600	£600

Intended Outcome/Impact

- *Outline the anticipated benefits for pupils and staff. Outcomes should be specific and measurable where possible (for example, "increase in the number of pupils participating in extracurricular clubs").*

- *Provides pupils with access to specialist knowledge and high-quality skill instruction.*
- *Introduces pupils to new sports, techniques and activities not usually offered in school.*
- *Increases pupil engagement, motivation and enthusiasm for PE and sport.*
- *Improves physical competence, coordination, and overall skill development.*
- *Enhances progression by delivering technically accurate coaching and modelling.*
- *Builds pupils' confidence to attempt challenging skills and take part in unfamiliar activities.*
- *Raises the standard of PE lessons through expert-led sessions.*
- *Supports teachers' professional development by allowing them to observe specialist practice.*
- *Improves staff confidence and subject knowledge, leading to higher-quality PE delivery in future.*
- *Boosts participation in extracurricular clubs and competitive events due to increased pupil interest.*
- *Promotes inclusion by offering tailored support and adaptive coaching for SEND and less active pupils.*
- *Strengthens the profile of PE and sport across the school community.*

Sustainability

- *Explain how the improvements achieved through this action will continue to benefit pupils in future years. For example, staff CPD ensures continued delivery of high-quality PE without reliance on external providers.*

- *Teachers gain CPD by observing and working alongside the coach, increasing their confidence and skills for future delivery.*
- *Coaching knowledge and strategies are embedded into staff practice, reducing long-term reliance on external support.*
- *New skills, games and teaching approaches introduced by the coach become part of the school's ongoing PE curriculum.*
- *Resources, lesson ideas and activity plans provided by the coach can be reused year after year.*
- *Increased staff capability ensures that high-quality PE continues even when external coaches are no longer used.*
- *Improved pupil skills and confidence create a stronger foundation for future PE lessons and clubs.*

- *Enhanced whole-school culture and enthusiasm for PE and sport supports long-term engagement.*

Impact Rating

- *Evaluate the effect of the action at the end of the year using the DfE's descriptors: No Impact, Some Impact, Moderate Impact, Strong Impact. This ensures consistency with national reporting requirements.*

Strong Impact:

The funding has successfully broadened pupils' experiences of physical activity by introducing them to a sport not typically included within the PE curriculum. The specialist Capoeira workshop provided all pupils with the opportunity to develop new physical skills, improve coordination and balance, and experience an alternative form of physical activity that combined movement, music and cultural learning. Pupils demonstrated high levels of engagement, enthusiasm and confidence when participating in unfamiliar activities, encouraging many to step outside their comfort zones and develop greater resilience.

The specialist coaching enhanced the quality of learning by providing expert demonstrations and high-quality instruction, enabling pupils to make good progress in developing new skills. The inclusive nature of the sessions ensured that all pupils, including those with SEND and less active children, were able to participate successfully and experience achievement. The workshop also helped raise the profile of PE by generating excitement around trying new activities and broadening pupils' understanding of the different ways to be physically active.

The initiative has created a sustainable legacy by increasing staff confidence through observing specialist teaching approaches and inclusive coaching strategies. Ideas, activities and teaching techniques introduced during the workshop can now be incorporated into future PE lessons, enriching the curriculum without ongoing reliance on external providers. By exposing pupils to a wider range of sports and physical activities, the school has strengthened its commitment to promoting lifelong participation in physical activity and ensuring all pupils have the opportunity to find activities they enjoy.

KEY INDICATOR 5

Increasing participation in competitive sport

Competition builds resilience, teamwork and a sense of achievement. Access to intra- and inter-school competitions ensures pupils experience challenge, success, and personal growth. Done inclusively, competitive sport contributes to personal development, community spirit, and pride in school representation.

Permitted use of funding:

- *Transport to and from competitions, festivals and events (during or outside school hours).*
- *Entry fees for competitions and leagues.*
- *Equipment or bibs used for inter-house or school teams.*
- *Training or release time for staff to coordinate competitions or officiate.*
- *Hosting school tournaments or "Sports Days."*

Not permitted:

- *Transport to curriculum lessons (e.g. swimming, outdoor ed).*
- *Paying for pupils to attend private or commercial clubs unconnected to school provision.*

- *Paying coaches to deliver regular teaching or team management that is not sustainable.*

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	KI 5	*Membership of the North Norfolk Sports Partnership to enable pupils to engage in a wide range of sporting events alongside other schools. Some events will develop skills other will provide opportunities for competitive and team sports to take place.*	External	*North Norfolk Schools Sports Partnership*	*All pupils through the wide range of events offered throughout the year.*	*£1050*	*£1050*
	KI 5	*Transport to sporting events as part of the Sports Partnership*	Internal	*School staff/ external coach hire*	*All pupils*	*£400*	*£400*

Intended Outcome/Impact

- *Outline the anticipated benefits for pupils and staff. Outcomes should be specific and measurable where possible (for example, "increase in the number of pupils participating in extracurricular clubs").*

- *Increased opportunities for pupils to participate in a wide range of inter-school competitions and festivals.*
- *Broader access to diverse sports and activities not typically available in school.*
- *Enhanced pupil motivation, confidence and enthusiasm for physical activity and sport.*
- *Improved physical skill development and tactical understanding through varied experiences.*
- *Greater inclusion, with opportunities tailored for pupils of all abilities, including SEND.*
- *Increased sense of pride, belonging and school representation through competitive events.*
- *Strengthened staff subject knowledge and confidence through high-quality CPD and shared training.*
- *More consistent and higher-quality PE teaching across the school.*

- *Improved collaboration and sharing of best practice between local schools.*
- *Stronger links with community clubs and local sport organisations, creating clear participation pathways.*
- *Raised profile of PE and school sport within the school and wider community.*
- *Positive impact on whole-school priorities such as wellbeing, teamwork, behaviour, resilience and personal development.*

Sustainability

- *Explain how the improvements achieved through this action will continue to benefit pupils in future years. For example, staff CPD ensures continued delivery of high-quality PE without reliance on external providers.*

- *CPD and shared training upskill staff, building long-term internal capacity and reducing reliance on external support.*
- *Established links with local schools and clubs create lasting community networks that continue year after year.*
- *Shared resources, planning ideas and best practice remain available to staff beyond individual events or funding cycles.*
- *Regular annual events and competitions become embedded in the school calendar, ensuring ongoing participation.*
- *Improved staff confidence and knowledge lead to consistent, high-quality PE delivery long-term.*
- *Increased pupil interest and engagement in sport help sustain extracurricular clubs and competitive teams.*
- *Stronger community pathways encourage pupils to continue physical activity outside school, reinforcing long-term impact.*
- *The partnership fosters a culture of collaboration and active lifestyles that continues even if funding reduces.*

Impact Rating

- *Evaluate the effect of the action at the end of the year using the DfE's descriptors: No Impact, Some Impact, Moderate Impact, Strong Impact. This ensures consistency with national reporting requirements.*

Strong standard

The funding has significantly increased opportunities for pupils to participate in competitive sport through membership of the North Norfolk Schools Sports Partnership and the provision of transport to events. Pupils from across the school have taken part in a wide range of festivals, competitions and skill-development events, enabling them to experience both competitive and non-competitive sporting activities alongside pupils from other schools. This has broadened participation, increased motivation and enthusiasm for physical activity, and encouraged pupils to represent their school with pride.

Participation in these events has supported the development of pupils' physical skills, tactical understanding, resilience, teamwork and sportsmanship. The inclusive programme has ensured that opportunities have been available to pupils of all abilities, including those with SEND and pupils who may not traditionally engage in

competitive sport. As a result, more pupils have experienced success, developed confidence and strengthened their enjoyment of sport and physical activity.

The partnership has also provided valuable professional development opportunities for staff through collaboration with colleagues from other schools and access to high-quality sporting events and best practice. Strong links with local schools, sports organisations and community clubs have been established, creating clear pathways for pupils to continue participating in sport beyond school. With competitions and festivals now embedded within the school's annual calendar, and transport arrangements ensuring equitable access for all pupils, the school has created a sustainable model that will continue to promote competitive sport, personal development and lifelong participation in physical activity.

SECTION B:
Swimming and Water Safety
Year 6 Cohort

Permitted use of funding:

- *"Top-up" lessons for Year 6 pupils who didn't meet national standards earlier.*
- *Transport to top-up swimming sessions.*
- *Specialist instructors for SEND pupils or water safety enrichment sessions.*

Not permitted:

- *Core curriculum swimming for any year group.*
- *Transport for curriculum swimming.*

% able to Swim Competently 25m	*% able to use a range of strokes effectively*	*% able to perform safe self-rescue*
75%	*75%*	*75%*
Number of pupils requiring top-up sessions	*Plans for top-up provision*	
25%	*Children swim in years 4, 5 and 6 in our school with children not able to swim 25 metres attending sessions with other year groups*	
Funding allocated for top-up swimming/transport	*Barriers and next steps*	
£2000	*Ensure children identified as requiring top up swimming sessions are identified and added to additional sessions outside of their year group*	

SECTION C:
Governance, Accountability and Reporting

Named Governor Responsible for PE and Sports Premium Monitoring	*Steve Lunniss*	*Date of review meetings*	*January and March 2026 during SEG meeting*
Evidence sources collected			
Discussions from SEG meetings			
Confirmation that funding has been used in line with the conditions of grant	*Yes*	*Website publication*	*Yes*

SECTION D:
Financial Summary

Total Received	*£16550*	*Total Planned Spend*	*£16550*
Total Actual Spend	*£16550*	*Unspent Funding (must be £0)*	*£0*