

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>1. Swim competently, confidently and proficiently over a distance of at least 25 metres</p>	<p>63% of pupils (19/30) in Year 6 can swim 25 metres.</p> <p>Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.</p>	<p>An increasing number of children start swimming with less water confidence and experience of swimming. Next year, collect baseline data to show the impact of children who cannot swim 25m.</p> <p>Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.</p>
<p>2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</p>	<p>80% of pupils(24/30) in year 6 can swim a width of a pool in at least 2 different strokes.</p> <p>52% of pupils (16/30) in Year 6 can swim a length of a pool using at least 2 different strokes.</p> <p>Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.</p>	<p>As above.</p> <p>We also had a number of children (5) who joined the class mid-year and didn't get the whole swimming offer.</p> <p>Consider for future years how we can support these children to catch-up.</p>
<p>3. Perform safe self-rescue in different water-based situations</p>	<p>93 % of pupils (28/30) in Year 6 can perform safe self rescues.</p> <p>Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.</p>	<p>There were two children with significant anxiety of swimming and they did not participate.</p> <p>Consider how to build confidence of pupils in the future.</p> <p>Evidenced on Complete PE Swimming assessment tracker based on information and data collected poolside with swimming teacher.</p>

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed</p>	<p>Selected teachers, including an ECT and a HLTA, were prioritised for CPD lessons delivered by 2 Touch. All of these staff members observed/taught alongside the company, which was quality assured by a member of the school's SLT. Each staff member received a half-term of CPD (1 session weekly). All staff members felt more confident in adapting lessons from the scheme to meet the needs of the children.</p> <p>OPAL was introduced. 100% of staff felt more confident in the approach to physical activity during lunchtimes.</p>	<p>It's great that 80% of staff now feel confident to enjoy delivering high quality Physical Education but we need this to apply to all staff.</p> <p>See staff confidence and lesson observation data in first column. Staff PDPs indicate the gaps that remain in confidence.</p> <p>Train staff to lead sport sessions during lunchtimes rather than only utilising 2Touch.</p>
<p>2. Increasing engagement of all pupils in regular physical activity and sporting activities</p>	<p>Additional opportunities for all pupils to engage in physical activity at lunchtime. OPAL was introduced to increase our lunchtime and physical activity offer. All children now have access to tree-climbing, the digging pit, gross motor activities with large loose parts and more.</p> <p>After conducting pupil voice, it was clear that OPAL is the favourite aspect of children's day. 100% of pupils have said that lunchtimes are better now with OPAL than before. Staff voice also shows that attitudes towards learning has improved since the inception of OPAL.</p> <p>2Touch coaches lead sports sessions each Tuesday.</p> <p>Reception, Year 1, Year 2 and Year 3 pupils all accessed Forest School.</p>	<p>Sports clubs were only offered from Year 2 – Year 6, therefore not increasing participation or interest for EYFS & Year 1 pupils.</p>

Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
<p>3. Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>Whole School themed week – Sense of Adventure week. All children from Reception to Year 6 had experienced den-building, orienteering, a dance workshop, Mini First Aid,</p> <p>Parent voice has highlighted strengths in the improving provision for pupils. Increased offer for extra-curricular clubs, OPAL and the themed week (Sense of Adventure)</p>	<p>Increase the visibility of PE throughout the year and not just through a dedicated week. Introduce regular assemblies to promote clubs.</p>
<p>4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls</p>	<p>Continuing to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved:</p> <p>Extra-curricular – Dodgeball, Dance, Football, Cricket and Multi Skills</p> <p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities</p> <p>54% of pupil premium pupils attended a sports-related after school club</p>	<p>46% of pupil premium children did not attend a sports-related club.</p> <p>Uptake of clubs could be much higher. Conduct more parent and pupil voice for next year.</p> <p>Create a tracking system of each different group of pupils next year to gather data at different points and offer more opportunities.</p>
<p>5. Increasing participation in competitive sport</p>	<p>Children who attended a sports match / competition Year 2 – 8% Year 3 – 27% Year 4 – 23 % (Not including the Owlcotes Cup) 100% of Year 4 competed in the Owlcotes Cup. Year 5 – 42% Year 6 – 16%</p> <p>It was the first time children from Year 2 and Year 3 participated in competitive sports outside of school.</p>	<p>Continue to develop our competition provision.</p> <p>The low uptake of clubs despite the offer. More staff have since been put on minibus training to remove barriers.</p> <p>The school have purchased the Well Schools Program to support with access to competitive activities.</p>