



Mayfield Primary School

Sports Premium 3 Year Plan & Ongoing Report: 2023/2024 – 2025/2026 (Latest Review – July 2025)

A three year **continued enhancement** plan to further develop the additional and sustainable work undertaken during previous funding cycles.

‘Creating legacy and adding further impact.’

Original document format initially created by, and based upon:



**** Mayfield Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. ****

FUNDING - UPDATE

Funding has now been guaranteed for the full three year cycle. Please see below.



In 2023/2024, we received £18220. All funds used.



In 2024/2025, we received £18200. All funds used.



In 2025/2026, we are projected to receive £18400. All funds allocated across the plan for this academic year.



THE INTENT: SEPTEMBER 2023

The three year cycle established in our last plan has proved more successful for school leaders in creating a sustainable plan for growth with the clearest direction and potential for legacy. Legacy and sustainability are key to our plans. Quick fixes and temporary measures are not our aim. We are therefore using the three year format with ongoing reviews and revisions once again. Considering capacity and growth is therefore easier when looking across a broader period of time.

Each Key Indicator has a new priority, or in many cases, an enhancement upon the previous priority in that area. We have used the evaluated position, from summer 2023, in the previous three year report as the baseline for these generated priorities but these have been rationalised by the known context of school at the point of writing in September 2023.

*Based upon what we have seen, listened to, witnessed, assessed and quantified....
...here are the five priorities within the five Key Indicator areas.*



*In addition school will continue to identify need, and commit to, swimming top-up where required.
Within each of these priorities – we have identified a target groups of 'inactive' pupils for engagement at each stage.*



STARTING POINT POSITION: SEPTEMBER 2023

Key indicator 1: The engagement of all pupils in regular physical activity.

30 minutes as our aim for lunchtimes each day is in place. Sustaining this in the first instance as we move towards 60 minutes is of primary concern and motivation. The 'Fit2Learn' lunchtime physical and mental activity model must continue and, through the use of directed Sports Premium funding, be enhanced across the three year cycle. Year One will be to sustain the current offer. Year Two will be to reasonably grow and enhance the offer. Year Three will be to maintain these growth areas and enhancements – funding dependent to a degree. The numbers involved in positive, physical and mental activities in our zones is high and this has reduced, almost to the point of eradication, of CPOMs level issues between children fulfilling our aim to be physical and mentally fit to learn each afternoon. There remains, in our view, much to do to keep the offer fresh and engaging and this will involve more adults, more zones and greater knowledge for those leading the zones. Year Two in particular will be a focal point for this intended growth.

Key indicator 2: The profile of PE and sport being raised across the school.

There were challenges, and these remain, within the sustainable capacity of our priority in this area at the point of evaluation in June/July 2023. We have a model and system and we see the profile is hugely raised by our approach and methods but we need to find a way to sustain this and, in time, grow this further. We have aspiration to widen the 'champion' notion into a faculty that can lead and promote on the kind of level that has already commenced, equally we want to grow the champion idea in pupil captaincy, with them promoted as sporting/PE role models during this next three years. School leaders worries are that the ever increasing demands and expectations will limit the scope of this as leaders try to balance well-being and workload for staff amidst these ambitions. We will therefore set out a reasonable, moderated and achievable plan for the three years ahead.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.

The planning mat methods and support for this remains ongoing at the point of evaluation and needs to remain a focus for this next cycle, however it will evolve into broader and more supportive Knowledge Guide work over the coming cycle. Effectively, this will continue with the planning support but make those resources more visual, practical and tighter in terms of essential procedural knowledge for fundamental skills and an enhanced presence and position of these skills across each year group. Initial training has shown that where adult knowledge is strongest there is a close correlation to greater progress over time and where this is less so we see less emphasis and less focus upon this. **'Levelling the Playing Field' the Physical Education Subject Report has just been published at the point of these notes being written** and there is a clear accent upon the strength of these skills and the core knowledge needed by adults to deliver them consistently. Our Knowledge Guides and the structure of them will have a major leaning upon these in order to take the planning mat model on a further stage. We plan for it to take two years for these guides to come to full curriculum fruition alongside its relevant training input.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.

Despite figures having increased in terms of % school involved at July 2023, there remains a concern at the level of funding required to maintain and develop this offer. There is always a strong element of staff goodwill and donation of time to prepare and lead this provision and on top of the constantly increasing requirements and expectations there will always be a fine balancing act for school leaders to find. External support is neither viable nor delivering our most prominent and meaningful outcomes and therefore the next stage must overcome these hurdles, maintain the level of offer, numbers and engagement but do so in a revised context. Leaders will now go in search of how we can keep the offer, improve it in identified areas and make 'it stick' within the pressures outlined.

Key indicator 5: Increased participation in competitive sport.

A really strong, positive and pivotal area that has produced excellent outcomes so far with strong engagement and increased profile alongside a weekly pool of competitive meaningful sport. Moving forward we intend to add a third full sport, leading to a fourth sport within the mini league structure across the next three years. We have the arenas that must continue to be physically developed alongside this. What we want to see is the further growth in girls taking part. The numbers have grown rapidly but there remains a discrepancy between boys and girls competitive engagement. We will aim to close this gap within the next cycle.

Other indicator identified by school:

Top –up funding for additional swimming will be used where significant minorities of our target cohorts are not achieving expected standards in this area. This will be considered year-by-year and allocated if deemed appropriate for the children concerned.

IMPLEMENT & IMPACT: Action Plan and Budget Tracking

2023/2024 – 2025/2026

Total Guaranteed Funds: £18220 (First Year), £18200 (Second Year)

Date Updated: September 2024

Key indicator 1: The engagement of all pupils in regular physical activity.

School Focus	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Sustain and enhance the minimum active lunchtime 'Fit2Learn' offer towards the recommended daily physical activity 60 minutes for primary children.</p>	<p>Year One Maintain current layout and organisation utilising field space on a daily basis.</p> <p>Start the year with 7 core physical and mental zones from existing pool rotating across the 13 available zones.</p> <p>HT to lead zone and monitor standards alongside LSPM.</p> <p>Year Two Two new staff leaders to oversee provision alongside LSPM to ensure consistency of delivery.</p> <p>Start the year with 9 core physical and mental zones each led by an identified adult.</p> <p>Year Two & Three Refresh layout and organisation of grounds with reference to active zones, considering increased space for key sports.</p> <p>Continued development of new zones: two identified involving bikes/carts around our track. Timescale for completion: Autumn 2025.</p> <p>Engage external Sports Cool Team in a weekly zone.</p> <p>Continuous Across Cycle Sports Captains to be trained to lead three zones.</p> <p>Maintain Sports Captain & LSPM role throughout cycle.</p> <p>Year Three New training base for Sports Captains to be established.</p>	<p>Approximately 26% of three year guaranteed funding is ring-fenced for this area.</p> <p>£1000 per year for first two years: £3000 core resource budget to maintain, train, develop and upgrade existing and new zones and, moreover, staff knowledge with use of these and effective deployment.</p> <p>£3000 Leader Release across years 1 and 2 for Sports Captain training and support in their Fit2Learn roles.</p> <p>£3600 identified for dedicated Lunchtime Sports Play Leader hours across three years to maintain and prepare zones. To meet and train colleagues using the equipment.</p> <p>Engagement of Sports Cool within the play zone project to assist with new zone in years 2&3: £2000</p> <p>£1200 x 2=£2400 Provided for staff Fit2Learn leadership project roles fixed in year 2 of cycle.</p> <p>£5400 in first year. £4400 in second year. £4200 in third year.</p> <p>Funding is split between maintenance of offer/provision and new elements.</p>	<p>Years One & Two LSPM & Staff Lead <i>LSPM led programme effectively throughout the year. Continues to be key to Fit2Learn lunchtimes.</i></p> <p>Layout and organisation utilising field space on a daily basis. <i>Current spaces will be renewed for third year. Main playground new layout from year 2 of cycle is working well. Maintain and carefully add – where staffing allows.</i></p> <p>Core physical and mental zones. <i>Of the 13 zones, two are no longer gaining the numbers we have targeted and will be retired for now: skipping; basketball (in its current format). Engagement in physical zone sits at 69% coverage across school. Engagement in mental agility zones sits at 54% coverage across school. Target physical group sits at 82%.</i></p> <p>Sports Captains to be trained to lead three zones. <i>Short, sharp bursts sees the greatest impact here in terms of Sports Captains as physical activity role models. Keeping duties and responsibilities fresh. Keep going – working well.</i></p> <p>HT to lead zone and monitor standards alongside LSPM. <i>Yes, undertaken, but stretched. Some areas of impact less easy to measure as a result and finding a balance on this around capacity will be a challenge in the third year.</i></p>	<p>End of Second Year % of engagement with children remains high, although less than we have targeted by end of third year, which indicates the importance of continually refreshing the offer (including further layout in year 3 of cycle).</p> <p>School remains pleased with target group engagement, with the 18% outside of this on the radar of lunchtime leaders for 25/26.</p> <p>LSPM remains essential to the maintenance of offer. Ensure she remains without direct lunchtime portfolio in order to provide that management, organisation and overview.</p> <p>In third year of model, capacity is reached with LSPM being supported by HT and supplemented by Teaching Assistant zones and additional Sports Captains.</p> <p>HT will maintain the Sports Captain training and readiness in Year 3 of cycle alongside refreshed training base for Sports Captains.</p>

Key indicator 2: The profile of PE and sport being raised across the school.

School Focus	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Develop the well-being champion priority, into a wider leadership pool for sport including a staff faculty and Pupil Sports Captains model.</p>	<p>Year One Establish the faculty approach. Can we solidify the three sports leads plus supporting colleague/s? Commence in Sept. 2023 with work.</p> <p>Work with lead governor for Sports Premium on the promotion of Pupil Sports Captains model. Lead governor keen on practical role: 1) Announce Positions 2) Appoint 3) Equip with Captain's Jackets 4) Focus upon mini league initially for their work.</p> <p>Lead governor to support faculty team in promotion of mini leagues and captaincy duties. Using MAYFIELD TV to film and communicate.</p>	<p>Approximately 25% of three year guaranteed funding is ring-fenced for this area.</p> <p><i>* In order to make maximum use of funds, the colleagues concerned have increased the scope of their roles without any financial enhancements. This is just willingness to enrich and widen the offer from dedicated professionals.</i></p> <p>Money has therefore being able to identified for two remaining areas:</p> <p>1) Commitment to £3000 for an initial year. Monies allowed for 3 days per week to include before and after school extended hours.</p> <p>£3000 each for second year and third year. To maintain existing model.</p>	<p>Years One & Two Establish and maintain the faculty approach. <i>Yes, in Cricket and Football (NT has taken football lead in year two), due to temporary staffing change, Netball has seen a change in lead that has run to the end of year two of the cycle.</i></p> <p>The promotion of Pupil Sports Captains and mini league model. <i>Yes, fully in place and working extremely well. Very impressed with prominence and level of impact. Expanded and doubled numbers in year two of cycle. Presence is strong via our social media presence. This has played an important role in new families choosing to join Mayfield.</i></p> <p>Mini League developments and enhancements. <i>Senior Football Mini League – Long Established</i> <i>Junior Football Mini League – Established</i> <i>Academy Football Mini League – Newly Introduced</i></p> <p><i>Netball Mini League – Established</i></p> <p><i>Cricket Super 8s/6s – Established</i></p> <p><i>Girls' participation across mini leagues is 35% - an increase of 20% over two years.</i></p>	<p>End of Second Year <i>This has worked well. School is delighted with the progress of this work and is on track in almost all aspects.</i></p> <p><i>The unforeseen need to change Netball lead temporarily provided our main setback but this has been overcome and established with another member of the 'faculty'. This can revert back to original plan for third year of cycle.</i></p> <p><i>We have doubled the Pupil Sports Captains in the second year to identify more girls within this and have begun our Academy mini league in the second year of cycle.</i></p> <p><i>Can we now aim for stand-alone girls mini-league? Recruitment and promotion will be central to this.</i></p> <p><i>The athletics mini-league will be the plan for year three should capacity allow for the relevant trained staff.</i></p> <p><i>The promotion of the work via Mayfield TV etc.... has moved to a new lead for the final year of the cycle.</i></p> <p><i>The lead governor has left the governing body during year two of the cycle. We are currently identifying an appropriate new lead name moving forward.</i></p>
	<p>Year Two Due to maternity leave, temporary revision will need to be made to team.</p> <p>Introduce new Academy mini league for football reaching further down school with addition of two adults to team.</p> <p>Formalise the format for cricket and netball within the successful football framework and boundaries.</p>	<p>2) £1000 Pupil Sports Captains fund for development of these roles including resources, promotional materials and time to record journeys and work in first year.</p> <p>£1000 Pupil Sports Captains Annual fund for maintenance into second year and third year.</p>		
	<p>Year Three Launch athletics mini-league in Summer 2026.</p> <p>Aim to build a stand-alone girls football mini-league – recruitment of number will be key to success.</p> <p>This includes the maintenance of year one and year two cycle actions.</p>	<p>3) £1500 Athletics Mini League & Girls Football Advancement Additional monies to establish this enhanced provision – this will form an extra-curricular offer in year three if capacity allows.</p> <p>£4000 in first year. £4000 in second year. £5500 in third year.</p> <p>Funding is split between maintenance of offer/provision and new elements.</p>		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.

School Focus	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Establish a knowledge support mat approach to PE, capturing and using the current body of input and moving this directly into each unit of teaching across school with a strong accent upon fundamental skills and supporting repeated drills for skill enhancement.</p>	<p>Year One HT to lead training on disciplinary concepts and skills in relation to curriculum planning.</p> <p>Subject Leader to receive time and support to begin interpreting key drills support mats, the curriculum overview and the role of fundamental skills within this during Summer Term 2024.</p> <p>Year Two Subject Leader to trial the support mats and the production of mini films to assist with teacher subject knowledge when delivering learning. (Technical support required for this – at cost.)</p> <p>Subject Leader and filming team to receive additional time to complete work.</p> <p>Subject Leader will require will ring-fenced time for this work to be completed.</p> <p>Model and team teach of new methods and drills with all teachers during Spring Term 2025.</p> <p>Year Three In the final phase of this work, Subject Leader will lead practical training on tested systems for full use and support across school during Autumn Term 2025.</p>	<p>Approximately 7% of three year guaranteed funding is ring-fenced for this area. <i>** We believe that some areas of this work should come from core school budget as aspects fit within an existing school leader brief, therefore we have committed only specific funds that cover the areas expected within Sports Premium funding.</i></p> <p>£1500 has been allocated across each of the first two years for this priority – which is more front loaded. £3000 in total. Broken down in the following ways:</p> <p>Subject Leader additional time for the creation of the milestones, progression, overview and final planning stages of curriculum updates ready for knowledge support mats. £1600 allocated spread across the first two years.</p> <p>Model and team teach process during Spring Term 2025. £900</p> <p>Practical creation of filming support for staff training purposes during the year – Technical support £500</p> <p>£1500 in first year. £1500 in second year.</p> <p>£600 in third year to support final production of documents and materials for teacher use.</p>	<p>Years One & Two HT to lead training on disciplinary concepts and skills in relation to curriculum planning. Yes, completed with all teachers during Summer Term 2024 and then additional sessions planned into Autumn Term 2024. Teachers' awareness of disciplinary concepts and skills greatly enhanced – taking PE fundamental skills as a core example to break down.</p> <p>Subject Leader – Support Mats <i>Yes, but more time is still needed into Autumn Term 2024. HT must build this into subject leadership CPD planned group sessions. This is requiring more work based upon learning from initial attempts than realised.</i></p> <p>Production of resources to aid curriculum delivery. <i>This is ongoing and not complete as desired. It has not proved practical to do everything in the format desired, so revisions have been made and we have returned to the initial plan for support mats and practical training for many elements. This will come to a conclusion in Autumn 2025.</i></p> <p>Team Teach PE Support. Yes. <i>Excellent use of time and resources. But sustaining this will be hard. Impact strongest here. Can we do more?</i></p>	<p>End of Second Year <i>This has made the slowest practical progress in the first two years, despite concentrated work during Summer Term 2024 as planned. It is largely due to the scope of the initial plans and how we needed to make constant revisions to formats for teachers to make them workable and practical. Trailing and testing our work is a key element of what we do and although we have reached now where we want to be – it has been a process of trial and error to settle on the subject knowledge support that is right and practical right now.</i></p> <p><i>Support mats in their current format are being produced and it will be ongoing well into the final year of the cycle. Training will naturally support this and is planned.</i></p> <p><i>The strongest and most successful area has been the Team Teach methods. Really enhanced practice and knowledge. So now we have to consider if we can continue this – obviously this is an implication beyond the Sports Premium funding if we are going to sustain this for a much longer period.</i></p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.

School Focus	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To maintain and enhance our wider, active and well-being focused extra-curricular offer building upon the previous cycle position.</p>	<p>Year One/Year Two/Year Three <i>(The nature of this priority requires the same routines and systems to be used across the cycle.)</i></p> <p>Draw up ideal calendar for lunchtimes.</p> <p>Draw up ideal calendar for extra-curricular after school hours.</p> <p>Identify gaps and fill with ring-fenced funding where required.</p> <p>Disseminate offer to stakeholders.</p> <p>Quantify impact in terms of pure numbers and numbers from target group, disadvantaged, EAL, SEND, Boy/Girl.</p>	<p>Approximately 14% of three year guaranteed funding is ring-fenced for this area.</p> <p>£2500 has been allocated across each of the years for this priority. £7500 in total.</p> <p>Broken down in the following ways:</p> <p>Pure delivery of a wider extra-curricular offer with provision beyond that already identified at 8 hours per week across 35 weeks.</p> <p>Lunchtime additional offer made for an active play zone x 2 hours per week across 37 weeks.</p> <p>All aspects of core offer made from within core delegated budget outside of these monies to support this enhanced provision and ensure delivering a tight, but viable and sustainable model.</p> <p>£2500 in first year. £2500 in second year. £2500 in third year.</p>	<p>Years One & Two</p> <p>Draw up ideal calendar for lunchtimes. <i>Yes, complete and working effectively, however in line with KI ONE this was enhanced for second year of cycle..</i></p> <p>Draw up ideal calendar for extra-curricular after school hours. <i>Completed but revisions made in each year. Extensive on three days per week (MONDAY/TUESDAY/THURSDAY) which achieves the first aim. Offer strongly embedding the mini league system and this is prominent throughout and popular.</i></p> <p>Identify gaps and fill with ring-fenced funding where required. <i>Sports Cool have assisted with the process and this has dovetailed well with the core offer at affordable and sustainable levels. This has then spread into our broader wrap around offer which is reaping the additional benefit of this work.</i></p> <p>Disseminate offer to stakeholders. <i>Yes, completed: September 2023 on timetable; January 2024 on timetable; April 2024 on timetable; September 2024 on timetable; January 2025 on timetable; April 2025 on timetable; September 2025 is fully prepared.</i></p> <p>Quantify impact in terms of pure numbers and numbers from target group, disadvantaged, EAL, SEND, Boy/Girl. <i>Target Active Group: 73% Disadvantaged: 91% EAL: 89% SEND: 73% Boys: 59% versus Girls: 41% 35% Girls Competitive Mini-League Engagement. Up 20% over the first two years of the cycle.</i></p>	<p>End of Second Year</p> <p><i>A tentative first year was completed to make this offer fit a tighter financial model amidst other needs, as outlined in the final review of the last three year plan.</i></p> <p><i>A fully 'in house' offer has made this work but has stretched capacity at the same time and therefore the quality and range of offer has to be watched carefully. We have to continue with this approach but the fine balancing will be the above once again.</i></p> <p><i>The expansion of the offer continues but this will rely upon the capacity of the same staff to undertake the additional sporting requests. We believe this is possible but must proceed with care.</i></p>

Key indicator 5: Increased participation in competitive sport.

School Focus	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Sustain and increase the intra-school sports leagues with a particular focus upon further closing the ratio of girls: boys.</p>	<p>Year One Fully add a year round calendar of cricket and netball leagues. (Year round does not relate to winter months for cricket.)</p> <p>Trial Junior mini league. We need to add new staff member to sports faculty for that.</p> <p>Complete sporting arenas for netball and cricket.</p> <p>Purchase additional kits for netball and cricket to supplement current range.</p> <p>Implement calendar of 'Family Medal Events' across three sports.</p>	<p>Approximately 16% of three year guaranteed funding is ring-fenced for this area.</p> <p>£2660 allocated for offer in first year – this provides the capacity required to deliver on focus priority.</p> <p>£3640 in second year, for sustainable growth to meet aims. (See final point under year two actions as this additional funding is essential for growing the calendar and range of opportunities.)</p>	<p>By the end of second year: Number of pupils involved: 178 (Up 63 from end of last funding cycle.)</p> <p><i>% of active target group participants involved from 178: 38% (Up 23% including a higher overall number.)</i></p> <p><i>35% Girls Competitive Mini-League Engagement. Up 20% over the first two years of the cycle.</i></p> <p>Number of events: 110 (Up 65 from end of last cycle.)</p> <p>Range of sports involved: 3 (Up 1 from end of last cycle.)</p> <p>Kits were purchased and utilised at the full calendar of Family Medal Events. All events were well attended by families. The events were spread across the three terms. 7 events took place in total.</p> <p>Sporting arenas are nearing completion. Small details remain: scoreboards, aesthetic final touches.</p> <p>Junior mini league established attracting 24 children and additional staff member helping: CS.</p> <p>Academy mini league is new but being established. First year has over 20 regular attendees.</p> <p>Full calendar has been utilised in football, netball and cricket. Athletics is a still a desirable for 2025/2026 as is the launch of our first girls only mini-league.</p>	<p>End of Second Year Two years of solid progress where three sports have been fully established with a calendar in place and younger year groups working in football.</p> <p>We have been able to get all our intended actions underway and within the tight allocation financially compared to the previous cycle.</p> <p>The family engagement events have proved successful and are a permanent part of next steps moving forward.</p> <p>Further developing the Junior & Academy levels remains a focus, adding the fourth sport (athletics) and tightening the cricket model are starting points for next year.</p> <p>Can we sustain the girls' mini-league? Interest probably. Staffing capacity is the main question to successful delivery.</p>
	<p>Year Two Cricket to be fully implemented.</p> <p>All three existing sports to be standardised and brought under one calendar. Expansion of staff time and release for more events to take place. <i>(This has extensive budget implication and will utilise much of the additional funding during 24/25 to enable this to happen.)</i></p> <p>Launch full Junior mini league and introduce Academy mini league.</p> <p>Year Three Launch athletics mini-league in Summer 2026.</p> <p>Aim to build a stand-alone girls football mini-league – recruitment of number will be key to success.</p>	<p>£3440 in third year, for sustainability and sensible targeted growth.</p> <p>£9740 in total committed across the three year cycle.</p>		

Other indicator identified by school: Additional swimming				
<p>Year 5 or 6 pupils not at the national 25 metres standard receive top-up pool sessions where appropriate.</p> <p>Additionally, to extend to year 5 or 6 pupils being able to perform safe self-rescue over a varied distance so they are confident and safe in water.</p> <p>In each of the three years an additional pool session was purchased during Summer Term for the identified target group to attend. £2160 per year x 3 = £6480</p>	<p>To utilise the coach based at the swimming pool to work alongside teachers.</p> <p>Review on an annual basis according to need and school/cohort context at the time. Now confirmed for full 3 year cycle.</p> <p>Leaders have committed to this cycle based upon baseline assessment of cohorts starting point.</p>	<p>Approximately 12% of funding is ring-fenced annually for this area.</p> <p>£2160 for the pool and transport in <u>each</u> Summer Term 2024/2025/2026.</p>	<p>Additional top-up swimming sessions have taken place in Summer Term 2024 and 2025 for targeted group of pupils in Years 5 or 6 who had not, at that stage, met national targets for end of KS2.</p>	<p><i>The 2024 & 2025 Years 5 & 6 cohort were able to receive their planned top-up swimming for target groups not yet at standard.</i></p> <p><i>The top-up swimming enabled some members of this target group to meet standard with an additional 10 session programme.</i></p> <p><i>Not all pupils were able to reach standard and a minority remained below standard at the end of KS2. See data below.</i></p>

Year 6 Pupils: Meeting national curriculum requirements for swimming and water safety. End of Summer Term 2024	Pupils
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	73%
What percentage of your current Year 6 cohort use a range of strokes effectively [e.g. front crawl, backstroke and breaststroke]?	65%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	71%
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?	Yes, please see above plan.

Year 6 Pupils: Meeting national curriculum requirements for swimming and water safety. End of Summer Term 2025	Pupils
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	75%
What percentage of your current Year 6 cohort use a range of strokes effectively [e.g. front crawl, backstroke and breaststroke]?	72.5%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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?	Yes, please see above plan.

Year 6 Pupils: Meeting national curriculum requirements for swimming and water safety. End of Summer Term 2026	Pupils
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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?	