

Physical Education, School Sport and Physical Activity Development Plan and Premium Impact Report

at St Andrew's Academy

Evidencing the impact of the primary PE and sport premium

This is a working document that will be updated regularly.

In 2024 – 2025, St Andrews Academy received **£17,270** (TBC) Primary PE & School Sport Premium. This will be used in conjunction with other grants and funds from the school budget to raise standards in curriculum **Physical Education, School Sport, Physical Activity** and Healthy living (PESSPA).

Vision: ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

Objective: To build **capability** within school and achieve **self-sustaining improvement** in the **quality** of PE and sport in primary schools against the 5 key grant condition indicators:

- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles (Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school).
- The profile of PE and sport being raised across the school as a tool for whole school improvement.
- Broader experience of a range of sports and activities offered to all pupils.
- Increased participation in competitive sport.

Any further school or subject development priorities:

- a) To improve attainment in reading and writing.
- b) To improve and develop oracy across the school
- c) To develop the teaching and learning in mathematics so that children meet ARE
- d) To ensure pupils know more and remember more.
- e) To improve personal development of pupils with a focus on British values, Protected Characteristics, Cultural Capital and SMSC
- f) Parental engagement
- g) Monitor and tracking of assessment.
- h) Developing pupils roles and responsibilities

The following **PESSPA Development Plan** includes all planned and continued actions to support the schools PESSPA program and its vision, building upon previous achievements and sustaining the most valued approaches that support positive pupil outcomes.

This action plan is a working document within St Andrews Academy that is **subject to change** throughout the academic year. Actions may be RAG rated to support school self-review.

In the planning stages, costs are estimated where possible and **actual spend** recorded when known.

This development plan will also include (and state clearly) actions and areas not funded directly from the PE & Sports Premium grant (free or other) to support a move towards a self-sustaining approach. See the External School PE and School Sports Premium Budget- ledger for any further specific cost breakdown.

The Primary PE and Sport Premium spend IMPACT will be finalised and reported on our school WEB by e.g. 31st July 2025. Any collated evidence referenced to support impact statements, can be found within the school PESSPA moderation folders.

Sports Premium Grant Conditions 1-5 & (if applicable) School Priority Link a-e	INTENT <i>What are your aims?</i> <i>What do you hope to achieve?</i> What do you wish pupils to learn/know/practice and achieve? Is your intent focus clear about the target of your impact (whole school/cohort/group)	IMPLEMENTATION <i>What steps and actions will you take?</i> <i>How will you achieve it?</i> <i>Link your actions to support your intentions.</i> <i>You may consider a stepped approach to show your actions building over time.</i>	SPEND Predicted, known or estimated Actual Spend	IMPACT <i>What will the impact of our actions be?</i> Intended impact Actual Impact and Evidence (Qualitative and Quantitative) What do pupils now know/demonstrate/show/Articulate? What improvements have been made and how successful has the impact been?	SUSTAINABILITY <i>What actions need to be continued, developed or altered?</i> <i>How will cost implications change?</i> <i>What considerations will you make for the next academic year or developmental cycle?</i>
1. Increased confidence, knowledge and skills of all staff in teaching PE and sport	New reception class teacher and HLTA -increased confidence and knowledge in teaching Physical development throughout reception class with the support of Go Well	8 hours of specialist support – move With Max program. Create physical development block based around fundamental movement skills linked to a book of choice to add to others created over the last two years with the previous reception class teacher. Class teacher and HLTA to teach the lessons created and this will support in understanding steps to develop and build on fundamental movements. Also to support how to	£543	Upskilled reception class teacher and HLTA in teaching Physical Development within reception class. Created a new Move with Max Resource linked to a book of interest. Feedback form children was that they enjoyed their physical development lessons. Feedback from teachers-children are all engaged and active throughout the lesson.	New reception class teacher next year. CPD needed to create resources and embed into curriculum.

	<p>Nursery teacher- Develop an understanding of how physical development is embedded within the curriculum 8 hours of specialist support with Go Well.</p> <p>A bespoke session with County PESSPA lead PESSPA lead to develop a better understanding of what this looks like in nursery.</p> <p>Sport apprentice- work with HLTA in all PE lessons to develop an understanding how Physical Education supports the development of specific skills to crate physical</p>	<p>teach other parts of the program already created.</p> <p>8 hours of specialist support – move With Max program. Begin to identify how physical development is embedded into the nursery curriculum and begin to create a bank of physical activities and resources to build upon this.</p> <p>Begin to develop a LTP and progression of skills document for nursery. Begin to identify how these progress into reception and year 1. Identify if there is a need for an assessment document.</p> <p>Sport apprentice to shadow and support HLTA, year 1, 2 and 4 teachers, and year 1 TA in physical education lessons Autumn and Spring. Summer term -work with staff to use PE lesson plans, resources and</p>	<p>£543</p> <p>Free</p>	<p>Work with nursery teacher and staff who are beginning to embed physical development into the curriculum.</p> <p>Not done</p> <p>TH is beginning to plan and lead physical education lessons throughout school.</p>	<p>Use skills gained to embed in to curriculum.</p> <p>Work with Go well expert, County PESSPA lead and Nursery teacher to develop a better understanding and create a progression of skills document.</p> <p>Continue to develop.</p>
--	--	---	-------------------------	---	--

	<p>literacy. Begin to understand how this builds throughout the year groups and develops through the school curriculum.</p> <p>Yr1 teacher, HLTA and apprentice- Increased confidence in teaching invasion games throughout the school-What does it look like in each year group.</p> <p>Year 2 teacher to increase confidence in teaching gymnastics to year two children as previously taught reception- How does it progress and challenge? What does this look like?</p>	<p>assessments to create a warmup and or a cool down to support the children in developing the appropriate skills. Summer 2 work with staff to create lesson plans to develop skills needed. Begin to understand what physical literacy is.</p> <p>Cancelled</p> <p>Year 2 teacher to attend County gymnastics training 18/02/2025 (PHY910). Use the resources to support in teaching families of actions. Use the gymnastics core task and the gymnastics assessment to support in creating lessons that will build upon prior learning.</p>	<p>Gymn £280</p>	<p>More able to plan a high-quality gymnastics session that build on prior learning.</p>	<p>Use resources and learning gained to teach gymnastics lessons.</p>
--	--	---	-------------------------	--	---

	<p>Year 4 teacher to increase confidence in teaching dance using movement cards and verbs ensuring children work in small groups, individual and whole class. Developing an understanding that the children are to create their own movement phrase following the assessment and small steps documents.</p> <p>Year 1 teacher (PESSPA lead)- Progressions through rolling- Follow with CPD to share learning.</p> <p>Year 1 teacher to develop a better understanding of how to add early essential movement patterns into</p>	<p>Dance CPD 16/01/2025 (PHY 907)</p> <p>Print off movement cards and use to develop a whole class movement phrase. Use the core task and the assessment to create lessons that support in the development the appropriate skills.</p> <p>Cancelled</p> <p>Year 1 teacher (PESSPA lead)-SAQ-early essential movement patterns training.</p>	<p>Dance £280</p> <p>eEMP £280</p>	<p>More equipped to deliver a dance programme that builds upon previous learning using movement cards.</p> <p>Developed a 6 week program to start in reception class</p>	<p>Year 4 teacher to teach a progressive dance block using resources and skills gained.</p> <p>Six week program to start in September with</p>
--	--	---	--	--	--

	<p>school PESSPA offer. Develop children who are physically literate, can focus, can listen to and follow instruction, are ready to learn, improved handwriting.</p> <p>Follow with daily sessions in year 1- Hold CPD to share learning.</p> <p>PESSPA lead to create assessment bespoke to the needs of our children each term. This is to build on robust, rigorous and consistent Formative Assessment across school using Core Tasks, Assessment for Learning approaches and effective recording/tracking of pupils.</p> <p>All staff that are teaching PE gain knowledge to build confidence in the assessment</p>	<p>Incorporate into letterjoin handwriting program in year 1 with daily exercises. Trial and then identify what works well then create a plan of action for handwriting in year 1. Incorporate into PESSPA- PE lessons during warmups and core task. CR to hold CPD with staff delivering movement programs and PE.</p> <p>Support from County advisor to complete the assessments.</p> <p>Staff to use the assessments and give feedback</p> <p>HLTA to feedback on whether the assessment provides next steps for learning and to support in developing knowledge of previous steps needed.</p>	<p>Free</p> <p>Free</p>	<p>2025-26. Year 1 will have a 6 week program to start. 15% of class 1 had some improvement in handwriting. 85% of children in class 1 had a significant improvement to their handwriting.</p> <p>Staff voice reported that the assessments supported them in knowing and understanding what was expected at each stage better.</p>	<p>reception class and year 1.</p> <p>CR deliver CPD to staff to equip them to run the program. CR to monitor weekly.</p> <p>Discuss program with SENCO and identify where this will support school through interventions.</p> <p>County advisor to support CR to create other assessments.</p> <p>CPD with CR and County advisor on how to use the assessments for effective tracking of pupils.</p> <p>There were three teachers and an HLTA teaching Physical</p>
--	--	---	-------------------------	---	--

	<p>of PE- What this looks like for our children. Focus on creating a whole school assessment tool with support of County PESSPA advisor.</p> <p>PESSPA lead begin to Monitor and track assessment across the school. Enabling trends to be spotted as well as bespoke support for staff as required.</p> <p>EYFS and KS1 staff to complete level 1 forest school five of which will complete an Accreditation with NOCN.</p>	<p>Identify staff who are teaching PESSPA- KH, MP, CR, SG, NC, SH, AT, TH</p> <p>Encourage staff to complete assessments and give feedback as to how robust assessment is to the skills and ability of each class.</p> <p>6 in EYFS and nursery to complete a 4 twilight forest school level 1</p> <p>5 staff to gain accreditation for the training</p>	<p>Free</p> <p>Forest school</p> <p>Level 1</p> <p>£1200</p> <p>NOCN</p> <p>accred £750</p>	<p>Feed back was that the assessments were useful to track assessment across the school. HLTA feedback was that it was difficult to complete all the assessments independently and that it would benefit having teacher input.</p> <p>Forest school training completed all 5 staff gained level 1 forest school accreditation. Forest school trainer commented on how</p>	<p>Education this year. Every teacher to teach at least one of their PE sessions 2025-2026.</p> <p>Complete assessments and have a half termly meeting to assess how the tracking system is working throughout school.</p> <p>Further develop forest school in EYFS. Nursery and Reception to use the forest school when the need arises. Look for TA</p>
--	--	--	---	---	---

	<p>Subject lead to work with Head teacher to identify time each half term to develop PESSPA.</p>	<p>1 afternoon each term</p> <p>Create a plan of action for each session</p>	<p>£175</p> <p>£126.49</p> <p>£126.49</p> <p>£77.84</p> <p>£203.33</p>	<p>well the children were able to use the forest school code.</p> <p>Plan of action developed.</p> <p>LTP and MTP created</p> <p>Leagues and competitions added to calendar.</p> <p>Linked after school clubs to leagues and competitions.</p> <p>Liased with local clubs and arrange sessions within school</p> <p>Encourage active travel</p> <p>Encourage least active</p> <p>Keep up to date with Swimphony.</p> <p>Update Sport premium log and spend document.</p>	<p>to be level 3 forest school trained.</p> <p>Continue to be given time to develop and review the PESSPA offer in school.</p>
--	--	--	---	--	--

	<p>see next. Sport apprentice to initiate active play during playtimes.</p> <p>MO-to hold football sessions during playtimes linked to competitions and festivals.</p> <p>Active blasts must be monitored each half term by PESSPA lead.</p>	<p>Children begin to use independently with supervision.</p> <p>Identify dates, create a timetable, inform MO of children who will attend sessions.</p> <p>Drop ins each half term to chat to children about active blasts. Identify good practise and any areas to develop. Provide support and ideas for staff if needed.</p>	<p><u>Free</u></p> <p><u>Free</u></p> <p><u>Free</u></p> <p><u>Free</u></p>	<p>Timetable created for festivals and competitions. This worked well, skills, teamwork and resilience improved.</p> <p>Sessions created a strong team who displayed resilience, integrity and determination. One of the dad's came in to an after school Friday club to support and supported at the football league.</p> <p>Children enjoyed having an active break. One child said it</p>	<p>Create a football timetable so each class has a football day. Year 1-2. Year 3-4. Year 5-6. Girls football.</p> <p>TH to support children in being active through playing games. Have a bank of resources.</p> <p>Children have asked for a weekly football afterschool club. Look in to making this possible.</p> <p>Continue to improve by creating a bank of resources and CPD. Continue to monitor.</p>
--	--	---	---	--	--

	<p>Content of the active lifestyles during health lessons monitored.</p> <p>Develop a forest school LTP and a development plan. Seek advice from Curriculum leads as to how effectively it will fit into our curriculum. I must support learning in those areas.</p> <p>Look into parent's forest school qualification.</p> <p>CR to have time out of class to develop the forest school. CR to visit forest schools at other sites.</p>	<p>Identify who is teaching and when. Drop in to gain pupil and staff voice.</p> <p>Identify how and when to teach forest school. Which year groups and which lessons would work well as a forest school session? Seek support from OASES</p> <p>Email Sarah</p> <p>Identify an extra afternoon each term to work on forest school. Identify a time with head teacher</p>	<p>helped their brain to work better. Another child said that it made her feel in the yellow zone (excited). It has been suggested that teachers do star breathing at the end of an active blast.</p> <p>Not done</p> <p>Action group- improve the school supported in developing forest school.</p>	<p>Continue to monitor and develop.</p>
--	--	---	--	---

	<p>Support from OASES. Apply for a £10000 fund to develop forest school.</p> <p>CR to create a 3 year forest school development plan.</p>		<p><u>Free</u></p>	<p>Children voice was that we create a willow tunnel for them to use at playtimes and a wild flower garden. Father's day and community day- Parents came into school to help develop the forest school.</p> <p>Staff discussed with children but ran out of time to create a wall of fame.</p>	<p>Look into willow and plant with parents during a parent and child event.</p> <p>Sports leaders to be trained and TH support and encourage the children to keep on top of a sport bulletin board. All sport news to be added. Leagues, teams, competitions, swimming and festivals to be added here. A wall of fame for</p>
	<p>Wall of fame to be developed and monitored by PESSPA lead. Regular posts on dojo asking parents to send in photos of the children doing a sport that they love. Least active- send a photo of them being active.</p>	<p>Add to weekly bulletin. Encourage teachers to ask children about being active outside of school. Sport apprentice to create a wall of fame with support of TA.</p>	<p><u>Free</u></p>		

	<p>Work with Robert Proud to engage pupils and their parents. Pirate Rob taster session. Pirate Rob toy to go with the trial of his new book when it is published. Continue to build on local links with Rob. Supporting us to get our community more active. Links with dads and lads. We can offer them a garden space as an allotment for the local community. Support us in engaging our community in becoming more active.</p> <p>Active homework bags in class 1.</p> <p>Active Ted bags in Nursery, Reception, Class 1 and Class 2</p>	<p>Book wellbeing day for child mental health week- team games and tug of war. Identify when book will be completed and set a date for Rob to come in as a trial. Identify dates for dads and lads events.</p> <p>Send 2 bags home weekly</p> <p>Send home weekly. Create excitement by sharing Active Ted's journey at home with the children.</p>	<p><u>£200</u></p> <p><u>£200</u></p> <p><u>£100</u></p> <p><u>£200</u></p> <p><u>£150</u></p> <p><u>£362</u></p> <p><u>£181</u></p>	<p>Robert Proud supported with our wellbeing week.</p> <p>Came into school to support the children to be active during wrap around.</p> <p>Ran a pirate day, team building session and supported sports day activity.</p> <p>Nursery, Reception, Year 1 and year 2 taking active tad home. Class 1 pupil voice- I keep my fingers crossed when a name is drawn from the pot. One day it was me. I took him everywhere. We went swimming, on my bike and for</p>	<p>children in and out of school.</p> <p>Moitor active bags termly. Share in assembly, weekly</p>
--	---	---	--	---	---

				<p>a walk. Parent voice- He talks about active ted and is desperate to get it. He took ted to a football match and was so excited to share with his friends.</p> <p>Active bags in year 1 explored and enjoyed.</p>	bulletin and on dojo in EYFS
<p>3. The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>See key indicator 2- forest school, Robert Proud, healthy lifestyles and play times.</p> <p>Bring the school and community together by hosting a SMILES for pupils. Mother's day, father's day events. Parents and carers events</p>	<p>Identify a date with head teacher for event. Create a timetable for classes.</p> <p>Plan a Blaze pods day, create timetable, inform staff</p> <p>First aid training so there is always a member of staff first aid trained</p>	<p>£543</p> <p>£550</p>	<p>Healthy lifestyles through different ways to be physically active.</p> <p>Team work, resilience and integrity developed and embedded throughout the session. Coordination and control when following the lights.</p>	<p>Look in to creating events for mother's day and father's day so events run smoothly and safely.</p> <p>Look at exploring a new smile day.</p>

	<p>Maintain the profile of PESSPA across the school. Sports Awards, displays around school, collecting pupils voice at the end of units of work in PE.</p> <p>Continue to add photographs to PESSPA notice board. Sport Crew to be developed and support in keeping this updated.</p> <p>Swimming and water safety to be taught as a key life skill. Raise awareness of the importance of and embed</p>	<p>within a PE lesson to keep children safe</p> <p>Identify a wall to have a notice board, identify what need to be added to it. Sport apprentice, HLTA, MO, SG CR Class 6 and school council to support with the content and keeping it up to date.</p> <p>Inform staff, create an information document with ideas of what to do. Active blast ideas. Where this is in our curriculum safety lesson.</p>	<p>Free</p> <p>Free</p>	<p>Following a bee sting and some other minor incidents it was identified that all staff should be first aid trained during a PE session.</p> <p>Identified and created a notice board. Difficult to keep on top of.</p> <p>Not done</p> <p>Added to curriculum throughout each half term. Embedded into class 1 active blasts- float to live.</p>	<p>Training from GoWell sport leaders bespoke training. TH and MH to take part in this training and support the sport leaders to create their own notice board for the whole school.</p> <p>Monitor and evaluate each class PSHE swim</p>
--	---	---	-------------------------	--	---

	<p>water safety into PSHE, PE and active blasts. This must not be a one-off session.</p> <p>SEN and movement difficulties to be supported through Early essential movement patterns programme- PESSPA lead to start this in year 1.</p> <p>Raise profile of sports day- following on from last year's plan. Create a big event with an excitement for Physical activity and competition.</p>	<p>Discuss with SEN Co. Support TA to use eEMP resources. Sport apprentice to observe and complete training. Sport apprentice to take SEND chn as stated on support plan from Spring 2.</p> <p>Plan, seek support from staff, children learn sports day skills in PE.</p>	<p>Free</p> <p>Free</p>	<p>To be implemented Autumn 1 2025</p> <p>Created event linked to Euros. Rob Proud into work with parents and children to create a dance. Year 4 created their own activity to explore with whole school. Year 5 created a warmup. Quad kids' competition with medals. School given colour teams. Parent brochure created to explain event. Practise run through with whole school. Unfortunately, the sports day was cancelled due to rain.</p>	<p>safety lesson- Time out of class.</p> <p>CR to deliver Early Essential Movement patterns CPD to EYFS, Year 1, Year 2, MP and TH Autumn term 1.</p> <p>Use sports day template for next year sports day.</p>
--	--	---	-------------------------	--	--

	<p>PESSPA lead to create LTP with festival and events included for each class.</p> <p>Create a PESSPA notice board for each class,</p> <p>Sport lead to create a PESSPA events timetable for each half term to be uploaded onto google drive for staff, printed off and put on to PE notice board.</p>	<p>Post festivals and competitions in weekly bulletin at the beginning of each half term.</p> <p>Create LTP, print off and put onto notice board in the staffroom</p>	<p>Free</p> <p>Free</p>	<p>Staff voice- Can we do sports day in Autumn 1?</p> <p>Added to Bulletin. Parent voice- have asked for more notice. LTP is added to website</p> <p>Given out to all staff as a paper copy, added to google drive and notice board in staffroom.</p>	<p>Send LTP to parents via email. Events timetable to be added to school window and bulletin board. Reminders in weekly bulletin.</p> <p>Continue to add.</p>
--	--	---	-------------------------	---	---

<p>4. broader experience of a range of sports and activities offered to all pupils</p>	<p>Sports apprentice and wrap around care to support with providing a range of sports available.</p> <p>Afterschool clubs to be provided for the least active.</p> <p>PESSPA lead to ensure at least one of the afterschool clubs are targeted to the children competing in leagues and competitions. Clubs linked to need. Education Enterprise to support in providing. Sport apprentice to support.</p> <p>Identify local clubs to establish links with and develop by inviting into school.</p>	<p>Identify competitions and leagues. Make a timetable. Choose which festival or league to train for. Education Enterprise staff to be employed to run the club on a Friday afternoon.</p> <p>Organise a cricket development day and create a timetable. Rugby coaching 6 week 1 hour session for year 4 and 5. Identify other clubs and invite into school</p>	<p>£1430</p> <p>£1430</p> <p>£1248</p> <p>Free</p>	<p>TH active sessions at wrap around care.</p> <p>Education Enterprise engaging children in sport.</p> <p>Children more prepared for leagues as they arise. Children said they were more aware of the rules and more confident in attending the sport leagues.</p> <p>Rugby coaching- children inspired and joined rugby team in Bishop Auckland. A huge interest in rugby league starting in September.</p>	<p>TH to continue to provide a range of sport and physical activity to engage the least active.</p> <p>Focus next year on the least active.</p> <p>Inform parents early of leagues and competitions.</p>

	<p>School games application opens in May- HT to give CR time to complete form.</p> <p>Swimming gala raise profile and approach parents early so they can prepare.</p> <p>Continue to engage the least active. Children who are unable to attend clubs in the local community.</p>	<p>Identify children, contact parents, organise 2 swimming sessions session 1 to ensure chosen children can swim safely. Session 2 to identify children for individual races.</p> <p>Education enterprise wellbeing day High Ropes Team Building Jacobs Ladder. High Ropes Team Building, Crate Stacking, Archery, Canoeing Sessions.</p> <p>Bespoke sessions to engage least active</p>	<p>Free</p> <p>Free</p> <p>£45</p> <p>£150</p> <p>Free</p>	<p>Need to ensure we create a sports crew or sport leaders</p> <p>Ran well. All children confident and were able to compete at a high level.</p> <p>Correct children chosen for each race. Ensured that no children attended who would be unsafe in the water.</p> <p>4 children attended building self confidence and resilience through teambuilding activities.</p> <p>Nerf wars with Active futures. Yoga with Active futures. Children active for a whole</p>	<p>Sport leaders training with All stars cricket. Go Well bespoke training to be discussed.</p> <p>Bespoke extra swimming sessions for chosen children.</p>
--	---	--	--	--	---

				afternoon and asking to take part again.	
5. Increased participation in competitive sport	Continue to attend league events through Education Enterprise SLA but focus on a smaller amount. Football, dodgeball and cricket. Build up confidence in rugby and netball. Provide children with an opportunity to attend a high quality afterschool or lunch club to prepare them for competitions and festivals.	Audit current provision of 'intra' competition through planning scrutiny of staff understanding of 'competition' as a learning platform embedded approach to 'competition' –pupils setting personal 'next step' challenge/target, embedded team paired/small group/team competition in lesson structures. Invite a rugby coach into school to engage and encourage. Run a rugby afterschool club summer 2 to prepare for the rugby league in Autum 1 2025 PESSPA lead to create a document linking afterschool clubs and lunchtime clubs to leagues and competitions for each half term. This will provide children with the knowledge needed to compete at a high level. See Key Indicator 3.	Free Free Free	Focussing on less leagues has given us more time to prepare the children. They feel more confident and competent when entering leagues. Cricket is something they were not interested in. We had a cricket coach in for a day and the children really enjoyed it. See Key indicator 3	All stars free cricket programme to develop skills and inspire children to attend a local club booked for next academic year- Autumn 1.

	<p>Teachers to prepare children for competitions during PE lessons</p> <p>Ensure high quality PE sessions for all to enable children to be physical literate and apply skills across a range of sports.</p> <p>Inform parents of events that will be happening to give them the opportunity to</p>	<p>PESSPA lead to identify which competitions to prepare for and add to LTP.</p> <p>PESSPA lead ensure all teachers know where to find resources. Ensure the resources enable teachers to teach a high-quality physical education session. Ensure all teachers are aware of what children in their class need for each core task</p> <p>Phone calls post in the weekly bulletin. Inform staff and children involved.</p>	<p>Free</p> <p>Free</p> <p>Free</p>	<p>Competitions timetable created. Letters sent out to parents and chosen children attended Friday afterschool club to prepare for competitions.</p> <p>Year 1, 2, 3, Nursery and Reception class teaching 1 PE lesson each. Resources are in files on google drive. Teaches given training in chosen area of development.</p> <p>Parent voice- need more notice of events and competitions. They miss the</p>	<p>All teachers to teach at least one PE lesson each week.</p> <p>Send LTP to parents via email. Events timetable to be added to school</p>
--	--	--	-------------------------------------	--	---

	<p>prepare. Provide support to parents of how to support the children.</p> <p>Sign up to School Games identify G and T children to progress to level 1</p> <p>PESSPA lead to investigate how to support G and T children.</p> <p>PESSPA lead to provide staff CPD to build competition within school. Active blasts-keeping it simple.</p>	<p>Sign up school, choose events, create a school games timetable. Share with staff. Inform parent via message and weekly bulletin</p> <p>Seek advice from County advisor</p> <p>PESSPA lead to identify appropriate time for CPD to ensure all staff are able to attend.</p>	<p>Free</p> <p>Total Spent</p> <p>17,017.15</p>	<p>dojo system as they found it easier to communicate and find information.</p> <p>School Games competitions timetable created and shared with staff. Parents informed. Did not progress to County finals this year.</p> <p>Not done</p> <p>Seek more advice on how to do this within school</p>	<p>window and bulletin board. Reminders in weekly bulletin.</p> <p>See above.</p> <p>Discuss CPD with County advisor.</p>

			Surplus 207.85		
--	--	--	-------------------	--	--

St Andrews Primary School year 6 swimming data 2024-25

Swimming is a national curriculum requirement and by the end of key stage 2 pupils are expected to be able to swim confidently and know how to be safe in and around water. There are 3 national curriculum requirements for swimming and water safety. See the below table.

The following year 6 attainment data is provided from swimming lessons within the County Durham Swimming SLA provision.

The data from Swymphony is as follows:

St Andrews Primary school year 6 swimming data 2024-25	
Swim 25m unaided	63%
Perform a range of recognised strokes	67%
Perform a safe self-rescue	63%

St Andrews Primary school year 6 swimming data 2023-24	
Swim 25m unaided	40%
Perform a range of recognised strokes	53%
Perform a safe self-rescue	53%

St Andrews Primary school year 6 swimming data 2022-23	
Swim 25m unaided	82%
Perform a range of recognised strokes	82%
Perform a safe self-rescue	82%

St Andrews Primary school year 6 swimming data 2021-22	
Swim 25m unaided	95%
Perform a range of recognised strokes	80%
Perform a safe self-rescue	80%

St Andrews Primary school year 6 swimming data 2020-21	
Swim 25m unaided	80%
Perform a range of recognised strokes	80%
Perform a safe self-rescue	93%

St Andrews Primary school year 6 swimming data 2019-2020.	
Swim 25m unaided	73%
Perform a range of recognised strokes	55%
Perform a safe self-rescue	55%

St Andrews Primary school year 6 swimming data 2018-2019.	
Swim 25m unaided	95.5%
Perform a range of recognised strokes	95.5%
Perform a safe self-rescue	100%

St Andrews Primary school year 6 swimming data 2017-2018.	
Swim 25m unaided	86.7%
Perform a range of recognised strokes	86.7%
Perform a safe self-rescue	100%

Shared with and signed off by	Date	
Headteacher		
Governor		