



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department  
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

**The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).**





## The profile of PE and school sport at St Philip's RC



### **St Philip's RC Primary School: Championing Sports Excellence and Holistic Development**

At St Philip's RC Primary School, we are steadfast in our commitment to fostering a vibrant sports culture that emphasises high-quality teaching and learning opportunities in Physical Education. Our goal is to meet the diverse needs of all our pupils, enabling them to achieve their full potential through a rich and varied sports curriculum.

#### **Comprehensive PE Curriculum**

We offer a broad and balanced PE curriculum that spans a wide range of sports and physical activities. This ensures that every child can discover their passion and talent in various sports disciplines, fostering both physical literacy and a lifelong love for physical activity.

#### **Targeted Use of Sport Premium Funding**

Our Sport Premium funding is strategically allocated based on a thorough needs analysis. This approach identifies priority classes, groups, or individuals who require increased participation in PE and sports. Although resources are finite, we strive to maximize the impact of our funding, ensuring that interventions reach those who need them the most.

#### **Commitment to Physical Literacy and Lifelong Participation**

By the time our pupils leave St Philip's, they will be physically literate and equipped with the knowledge, skills, and motivation necessary for a healthy, active lifestyle. Our PE program is designed not just to enhance physical capabilities but to instill a lifelong commitment to physical activity and sports.

#### **Level 2 and 3 Sports Opportunities in Salford and Manchester**

We prioritize providing our pupils with opportunities to participate in Level 2 (intra-school) and Level 3 (inter-school) sports competitions within Salford and Manchester. These experiences are crucial for developing teamwork, resilience, and competitive spirit. We aim to nurture our students' talents and give them platforms to excel and shine in various sports arenas.

## Expected Outcomes

Our rigorous and inclusive PE program aims to achieve the following outcomes:



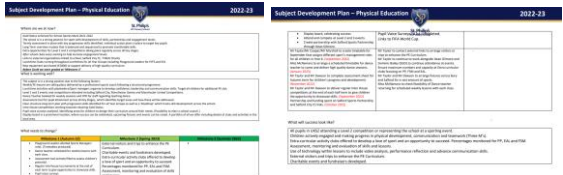
1. **Raised Attainment Across All Key Stages:** We are dedicated to improving academic and physical performance across all key stages through high-quality PE instruction.
2. **Increased Participation for All Children:** We ensure that every child has ample opportunities to engage in physical activities, fostering inclusivity and enthusiasm for sports.
3. **Enhanced Confidence, Knowledge, and Skills for Staff:** Continuous professional development for our teachers ensures they are well-equipped to deliver outstanding PE lessons.
4. **Reduced Gaps in Attainment:** Targeted interventions help bridge gaps in basic skills, ensuring equitable progress for all students.
5. **Meeting Diverse Needs through Informed Teaching:** Our planning and instruction are tailored to meet the unique needs of each child, promoting personalized learning experiences.
6. **Targeted Clubs for Specific Needs:** We offer specialized clubs to support the needs of specific groups, enhancing their engagement and performance in sports.
7. **Increased Participation in Competitive Sports:** By encouraging more students to take part in competitive sports, we aim to develop their sportsmanship and competitive edge.
8. **Focus on Gifted and Talented, Less Active, and Pupil Premium Students:** Our programs are inclusive, catering to the gifted and talented, less active children, and those receiving pupil premium, ensuring no one is left behind.
9. **Promotion of Healthy Lifestyle Choices:** We educate and inspire children to adopt and maintain healthy lifestyle habits.
10. **Focus on Mental Health and Wellbeing:** We integrate mental health and wellbeing into our PE curriculum, recognizing the profound connection between physical activity and overall mental health.

## Vision for the Future

St Philip's RC Primary School is committed to being a beacon of sports excellence and holistic development. Our unwavering dedication to high-quality PE, strategic funding, and inclusive practices ensures that all our pupils are well-prepared for a lifetime of active, healthy living and successful participation in sports at all levels. We believe in the power of sports to transform lives, and we strive to create an environment where every child can thrive and achieve their fullest potential.

# Review of last year's spend and key achievements (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments/Targets
<p>Over 100 sporting opportunities have been created for children to participate and represent their school.</p>  <p>Pupil engagement in sport and inclusive offer for girls' and positive discrimination is at an all time high with 16 football fixtures for the girls' teams this year.</p> <p>Attended a variety of events for inclusion, including Inspire Golf and new events such as Ultimate Frisbee and Lacrosse as well as Foundation 92 events.</p> <p>The profile of sport within school has dramatically increased with participation levels and desire to participate in clubs.</p> <p>Lunchtime clubs and activities available for all children, led by Sports coach and Playground Leaders.</p> <p>Clear assessment in place for tracking, monitoring and identifying targeted pupils.</p> <p><u>Ofsted Visit - Subject Deep Dive Success:</u> Discussion Areas:</p> <p>Curriculum Development</p> 	<p><b>Creation of Over 100 Sporting Opportunities</b></p> <p>The creation of over 100 sporting opportunities has significantly enhanced our pupils' engagement in physical activities. This broad spectrum of opportunities has allowed children to discover and pursue their interests in various sports, fostering a more active and healthy lifestyle. By representing their school in numerous sports events, children have developed a strong sense of pride and belonging, boosting their self-esteem and teamwork skills.</p> <p><b>Increased Pupil Engagement and Inclusive Offer for Girls</b></p> <p>Our commitment to pupil engagement and inclusivity, particularly for girls, has yielded remarkable results. The scheduling of 16 football fixtures for girls' teams this year exemplifies our positive discrimination efforts. This initiative has led to increased participation and enthusiasm among female students, breaking down gender barriers and promoting equality in sports. Girls are more confident and motivated, contributing to a more inclusive and supportive school environment.</p> <p><b>Participation in Diverse Events</b></p> <p>Participation in a variety of events, including Inspire Golf, Ultimate Frisbee, Lacrosse, and Foundation 92 events, has broadened our students' exposure to different sports. This diversity not only enhances their physical skills but also introduces them to new experiences and cultures, fostering a well-rounded education. These events have been instrumental in promoting inclusivity, ensuring that every child, regardless of their background or ability, has the opportunity to participate and excel.</p> <p><b>Dramatically Increased Profile of Sport</b></p> <p>The profile of sport within our school has seen a dramatic increase. This heightened awareness and enthusiasm have led to</p>	<p>Subject development Plan</p>  <p><b>St Philip's RC Primary School: Sports and PE Curriculum Targets</b></p> <ol style="list-style-type: none"> <li><b>Enhanced Physical Literacy:</b> Ensure all students develop core physical skills, such as coordination, balance, and agility, by the end of Key Stage 2.</li> <li><b>Inclusive Sports Participation:</b> Achieve equal participation rates in sports for boys and girls, promoting inclusivity and gender equality.</li> <li><b>Daily Physical Activity:</b> Integrate at least 30 minutes of structured physical activity into the daily timetable for all pupils.</li> <li><b>Diverse Sports Curriculum:</b> Offer a curriculum that includes a wide range of sports such as football, netball, gymnastics, swimming, cricket, and new sports like ultimate frisbee and lacrosse.</li> <li><b>Mental Health and Wellbeing:</b> Incorporate mindfulness and mental health education into PE lessons to promote overall wellbeing.</li> <li><b>Competitive Sports Engagement:</b> Increase the number of students participating in inter-school and intra-school competitions, aiming for 75% participation by Year 6.</li> <li><b>Foundation Stage PE:</b> Introduce fundamental movement skills early in the Foundation</li> </ol>

Assessment

Lesson Structure

Participation time in lesson

Opportunities for external events

Links with providers

Impact and profile of sport.

Inter-house competitions to conclude every half terms learning.



Key areas of success:

Positive discrimination

Structure to build upon FMS and increase the 6 hours.

Assessment moving away from always being competitive and more skill based.

The vast number of opportunities in a variety of sports.

External Links with organisations and charities:



Clear PE Curriculum established with unit overviews.

Values promoted of sporting athletes through reward schemes and incentives.

New kit purchased and new kit for girls' football to allow children comfort.



higher participation levels in sports clubs and activities. Children are more eager to join and remain active, contributing to their overall physical and mental well-being. The increased visibility of sports has also cultivated a school-wide culture of health and fitness, encouraging students to prioritise physical activity.

### Lunchtime Clubs and Activities

The introduction of lunchtime clubs and activities, led by a sports coach and Playground Leaders, has provided all children with consistent opportunities to engage in physical activity. These sessions help children develop fundamental movement skills, improve their fitness levels, and build social connections. Lunchtime activities also ensure that even the busiest students have the chance to participate in sports, promoting a balanced and active lifestyle.

### Clear Assessment and Targeting of Pupils

Our clear assessment system for tracking, monitoring, and identifying targeted pupils has been crucial in addressing individual needs. By providing tailored interventions, we can support students who require additional help or challenge those who excel. This personalised approach ensures that every child receives the appropriate guidance and encouragement to progress in their physical education journey.

### Ofsted Visit - Subject Deep Dive Success

During the recent Ofsted visit, the following areas were highlighted as key strengths of our PE programme:

### Curriculum Development and Lesson Structure

Our well-developed curriculum and structured lessons ensure that all pupils receive high-quality PE instruction. This comprehensive approach guarantees that students develop a wide range of physical skills and knowledge.

### Participation Time and External Opportunities

We maximise participation time in lessons and offer numerous external events, allowing students to apply their skills in real-

Stage, ensuring a strong start to physical education.

8. **Swimming Proficiency:** Ensure that all students can swim 25 metres confidently and proficiently by the end of Key Stage 2.
9. **Assessment and Progress Tracking:** Implement a robust assessment system to track and monitor pupils' progress in PE, ensuring targeted support and challenge.
10. **Professional Development for Staff:** Provide ongoing CPD for teachers to enhance their confidence and competence in delivering high-quality PE lessons.
11. **Active Lunchtimes:** Establish structured lunchtime activities and clubs led by sports coaches and Playground Leaders to promote active play.
12. **Parental Engagement:** Engage parents in the school's sports programme through regular updates, workshops, and family sports events.
13. **Healthy Lifestyle Education:** Integrate lessons on nutrition and healthy living into the PE curriculum to promote lifelong healthy habits.
14. **Extracurricular Opportunities:** Offer a variety of after-school sports clubs to cater to different interests and abilities.
15. **Sports Leaders Programme:** Develop a Sports Leaders programme where older pupils mentor younger ones, fostering leadership and responsibility.
16. **Use of Technology:** Incorporate technology, such as fitness trackers and video analysis, to enhance learning and engagement in PE.
17. **Adapted Sports for SEND Pupils:** Provide adapted sports opportunities and equipment to ensure all children, including those with special educational needs and disabilities, can participate fully.
18. **Community Links:** Establish partnerships with local sports clubs and organisations to

world settings. These opportunities reinforce learning and motivate students to continue their engagement in sports.

#### **Links with Providers and Impact on Sport Profile**

Strong links with external organisations and charities have enriched our PE curriculum and expanded the opportunities available to our students. These partnerships have elevated the profile of sport within our school, highlighting its importance in our educational ethos.

#### **Key Areas of Success**

1. **Positive Discrimination:** Our efforts to promote inclusivity and equal opportunities, particularly for girls, have resulted in higher engagement and participation rates.
2. **Fundamental Movement Skills (FMS):** A structured approach to building fundamental movement skills has laid a strong foundation for all students, enhancing their physical literacy.
3. **Skill-Based Assessment:** Moving towards skill-based assessments rather than purely competitive ones has allowed us to focus on individual growth and development.
4. **Variety of Sports Opportunities:** Offering a wide range of sports ensures that every child can find an activity they enjoy and excel in, promoting lifelong physical activity.

#### **Clear PE Curriculum and Values Promotion**

A clearly established PE curriculum with unit overviews ensures consistency and comprehensiveness in our teaching. Promoting the values of sporting athletes through reward schemes and incentives has instilled a sense of discipline, teamwork, and sportsmanship in our students.

#### **New Kit for Comfort**

Investing in new sports kits, especially for girls' football, has ensured that all children can participate comfortably. This focus on providing appropriate attire supports our efforts to create an inclusive and encouraging environment for all students.

enhance the school's sports programme and provide additional opportunities for pupils.

19. **Sustainability and Outdoor Learning:** Integrate outdoor learning and sustainability education into the PE curriculum, using the school's grounds and local environment.
20. **Celebrating Achievements:** Create a system for recognising and celebrating pupils' achievements in sports, both in and out of school, to motivate and inspire all students.


These targets align with new curriculum changes and Ofsted expectations, ensuring that St Philip's RC Primary School provides a comprehensive, inclusive, and high-quality PE and sports programme for all its pupils.

## Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p><i>Continue to implement a comprehensive physical literacy programme that includes coordination, balance, and agility exercises integrated into the PE curriculum from Nursery, Reception to Year 6.</i></p>	<p><i>All students from Reception to Year 6.</i></p> <p><i>PE lead and PE delivery staff.</i></p> <p><i>Increased participation in sporting activities.</i></p> <p><i>Increased levels of sociability and participation amongst children, especially those who have not historically taken part in extra-curricular school clubs before.</i></p> <p><i>At St. Philip's we have invested in a range of high quality PE equipment. Equipment to facilitate in the teaching of a range of lessons. This has benefited PE lessons throughout the school as teachers deliver lessons of a higher quality.</i></p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>This initiative ensures that all students develop fundamental physical skills early on, setting a strong foundation for future sports participation. Sustainability will be achieved through continuous teacher training and curriculum updates.</i></p> <p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p>	<p><i>£2000</i></p>



<p><i>Promote gender equality by offering sports clubs and teams for both boys and girls, ensuring equal access and encouragement.</i></p>	<p><i>All students, with a focus on girls.</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>This action will boost participation rates among girls, fostering an inclusive environment. Sustainability will be maintained through regular monitoring and adjustment of programmes to ensure they meet the needs of all students.</i></p>	
<p><i>Integrate at least 30 minutes of structured physical activity into the daily timetable to ensure it is consistently there across all year groups.</i></p>	<p><i>Having produced an activity heat map for all year groups using the active school planner, we were able to identify the areas of target. We have now introduced a breakfast club that encompasses nutrition and physical activity.</i></p> 	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>Regular physical activity will improve students' overall health and fitness. Sustainability will be achieved by embedding physical activity into the school routine and culture.</i></p>	<p><i>£500 for resources and materials.</i></p>
<p><i>Incorporate mindfulness and mental health education into PE lessons.</i></p>	<p><i>Enthuse children about the importance and benefits of leading a healthy lifestyle whilst delivering key points about drink, nutrition and exercise.</i></p> <p><i>Pupils will have an awareness of foods, which are healthy; how to maintain a balanced diet and the dangers of smoking and of not</i></p>	<p><i>Key Priority 1 Health and Well-Being To encourage children to lead healthy and active lives through engagement in regular physical activity.</i></p> <p><i>Ofsted Factor: a greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils' health</i></p>	<p><i>This will enhance students' mental health and overall wellbeing. Sustainability will be achieved by training teachers and embedding these practices into the regular PE curriculum.</i></p>	

<p>Continue to implement and monitor delivery of fundamental movement skills (FMS) early in the Foundation Stage.</p> <p>Provide ongoing CPD for teachers to enhance their confidence and competence in delivering PE lessons.</p>	<p><i>exercising regularly.</i></p> <p><i>Cross-curricular/cultural links. Opportunities for homework projects/ fun days at school, eg- themed breakfast from a country.</i></p> <p><i>Foundation Stage pupils.</i></p> <p><i>All teaching staff.</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key Priority 3 Professional Development in PE</i></p> <p><i>To increase the knowledge and skills of all staff and ensure they are suitably trained and have the expertise to deliver high quality Physical Education.</i></p> <p><i>Ofsted Factor: how much more inclusive the physical education curriculum has become; growth in the range of provisional and alternative sporting activities</i></p>	<p><i>Early introduction of FMS will lay a strong foundation for future physical education. Sustainability will be achieved by integrating FMS into the daily routine and ongoing teacher training.</i></p> <p><i>This will improve the quality of PE instruction. Sustainability will be achieved through regular CPD sessions and access to professional development resources.</i></p>	<p><i>£1000 for training and resources.</i></p> <p><i>£1,500 annually for CPD workshops and materials</i></p>
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<p>Transport - minibus insurance, repairs and tax</p>	<p>All pupils and staff able to drive the minibus.</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity</p>		<p>£4875</p>
<p>Specialist Coaches- high quality teaching and wide variety of sporting courses</p>	<p>Pupils and all teaching staff</p>	<p>Key Priority 3 Professional Development in PE To increase the knowledge and skills of all staff and ensure they are suitably trained and have the expertise to deliver high quality Physical Education.</p>		<p>£4500 (SAM)</p>
<p>Top Up Swimming- Pool hire costs and logistics/transport</p>	<p>Pupils who haven't met the standard expectations for swimming in Year 5/6.</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5</p>		<p>£2,250</p>
<p>Playground Expenditure- Playground development</p>	<p>All pupils, Playground Leaders and Lunchtime staff.</p>	<p>to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p>		<p>£1000</p>
<p>Membership of Salford SSP- with Dean Gilmore</p>	<p>All Pupils, Business Manager and selected teams.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>		<p>£1000</p>
<p>Experiences for pupils- Lots of sporting trips and activities.</p>	<p>All Pupils , especially PP, EAL and G&amp;T</p>	<p>Key Priority 1 Health and Well-Being to encourage children to lead healthy and active lives through engagement in regular physical activity.</p>		<p>£875</p>
<p>Staffing - Staff training for CPD and Playground cover at Lunchtime.</p>	<p>All Staff.</p>	<p>Ofsted Factor: a greater awareness amongst pupils about the dangers of obesity, smoking and other such activities that undermine pupils' health</p>		<p>£750</p>

<p><i>Kits for events- Boys and girls kits for multi purpose events.</i></p> <p><i>Equipment</i></p>	<p><i>All Pupils</i></p>			<p><i>£625</i></p> <p><i>£1000</i></p> <p><b><i>Total:</i></b> <i>£21,975</i></p> <p><b><i>Sports Premium:</i></b> <i>£18,840</i></p> <p><b><i>Overspend:</i></b> <i>£3,035</i> <i>(covered by the school budget)</i></p>
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## Key achievements 2024-2025

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments

## Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>93%</p>	<p><i>7% of our children are unable to swim competently, confidently, and proficiently over a distance of at least 25 metres.</i></p> <p><i>This shortfall is due to several challenges we have faced in our swimming programme. Firstly, there has been a significant reduction in available pool space due to the refurbishment of our main local swimming facility. This has forced us to rely on a smaller pool at a nearby school, which has limited the number of pupils we can accommodate in each session.</i></p> <p><i>As a result, we have had to rotate pupils through swimming lessons over different terms, meaning some children have had fewer lessons than others. This inconsistency in lesson frequency has impacted their ability to develop and practice their swimming skills adequately.</i></p> <p><i>We are actively seeking solutions, including negotiating additional pool time, exploring alternative venues, and implementing intensive catch-up swimming sessions, to ensure that all our pupils meet the expected swimming proficiency standards by the end of Key Stage 2.</i></p>
<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>93%</p>	<p><i>7% of our children are unable to use a range of strokes effectively (for example, front crawl, backstroke, and breaststroke).</i></p> <p><i>This shortfall is primarily due to the challenges in accessing adequate swimming facilities. The closure of our main local pool for refurbishment has significantly reduced the availability of suitable pool space. Consequently, we have had to utilise a much smaller pool at a nearby school, which restricts the number of pupils we can accommodate in each session.</i></p> <p><i>Due to these limitations, we have had to prioritise basic swimming skills and water safety over the instruction of multiple strokes. This has resulted in some pupils receiving fewer lessons focused on developing a range of strokes.</i></p>

		<p><i>To address this issue, we are exploring options to increase pool access and provide targeted stroke improvement sessions. We are also working to secure additional pool time and considering partnerships with local swimming clubs to ensure that all pupils can develop proficiency in a variety of swimming strokes by the end of Key Stage 2.</i></p>
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<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>89%</p>	<p><i>This proficiency gap can be attributed to several factors impacting our swimming programme. The primary challenge has been the reduced access to a full-sized swimming pool due to the refurbishment of our main local facility. This has forced us to rely on a smaller pool at a nearby school, limiting the scope of our swimming lessons.</i></p> <p><i>With restricted pool time and space, our focus has necessarily been on fundamental swimming skills and water safety basics, which has left less time for teaching and practicing comprehensive self-rescue techniques in various water-based scenarios. Additionally, the smaller pool does not adequately simulate the diverse environments required for effective self-rescue training.</i></p> <p><i>We are actively working to address this issue by seeking additional pool time and alternative venues that can better support self-rescue training. We are also planning to introduce specialised self-rescue workshops and collaborate with local water safety organisations to ensure that all pupils can perform safe self-rescue in different water-based situations by the end of Key Stage 2.</i></p>
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<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>Yes/No</p>	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	<p><b>Professional Development for Staff</b></p> <p><i>In response to the current challenges in our swimming programme, we recognise the importance of enhancing our staff's ability to effectively teach swimming and water safety. Next year, we are planning to explore several initiatives aimed at addressing this need, with a key focus on providing comprehensive Continuing Professional Development (CPD) for our staff.</i></p> <p><b>Action Plan:</b></p> <p><b>I. CPD Workshops:</b></p> <ul style="list-style-type: none"> <li>• <b>What we are planning to do:</b> Organise a series of CPD workshops focused on swimming instruction and water safety, delivered by certified swimming instructors and water safety experts.</li> <li>• <b>Who does this action impact?:</b> All PE teachers and staff involved in the swimming programme.</li> <li>• <b>Impacts and Sustainability:</b> These workshops will enhance the knowledge and confidence of our staff, enabling them to deliver high-quality swimming lessons and comprehensive water</li> </ul>



		<p>safety training. Sustainability will be achieved through regular refresher courses and continuous access to updated teaching resources.</p> <ul style="list-style-type: none"> <li>• <b>Cost:</b> Estimated £2,000 for workshop fees, materials, and expert trainers.</li> </ul> <p>2. Access to Online Resources:</p> <ul style="list-style-type: none"> <li>• <b>What we are planning to do:</b> Provide access to online training modules and resources related to swimming instruction and water safety.</li> <li>• <b>Who does this action impact?:</b> All PE teachers and support staff.</li> <li>• <b>Impacts and Sustainability:</b> Online resources will allow staff to learn at their own pace and revisit materials as needed, ensuring ongoing professional growth. Sustainability will be ensured by maintaining subscriptions and regularly updating the available resources.</li> <li>• <b>Cost:</b> Estimated £500 annually for online subscriptions and resource access.</li> </ul> <p>By investing in these CPD initiatives, we aim to significantly improve the quality of our swimming and water safety instruction. This will ensure that all pupils at St Philip's RC Primary School can swim competently, confidently, and proficiently, and are equipped with essential self-rescue skills.</p>
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Signed off by:

Head Teacher:	<i>Miss R McNamara</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr J Taylor Year 6 Teacher and PE and School Sport Lead</i>
Governor:	<i>Mr P Riley</i>
Date:	17.07.24