

Review of the last academic year (2024/2025)



association for
PHYSICAL EDUCATION



- Take some time to reflect on your intent, implementation and impact from last academic year to celebrate your wins but to also think about improvements for the year ahead.
- You do not need to complete every box. Just record the information that is key to your school's priorities and areas of focus.

Remember - Be clear about how you focused spending on key groups such as SEND, girls and disadvantaged pupils.

Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	Our swimming provision has supported pupils to develop greater confidence, competence and proficiency in the water. Pupils have had regular opportunities to develop their swimming strokes, breathing techniques, water safety awareness and endurance, with a focus on ensuring they can swim continuously over a distance of at least 25 metres. The provision has enabled pupils to make progress from their individual starting points, with targeted support provided for those who were less confident or unable to swim 25 metres independently. Staff have monitored progress throughout the programme and adapted	Although the swimming programme has had a positive impact overall, some pupils have not yet reached the expected standard of being able to swim confidently and proficiently over 25 metres. There remains a variation in pupils' swimming ability and confidence, particularly for those who have had limited previous experience of swimming outside of school. The time available for swimming provision can also limit the amount of practice and progression that can be achieved within the programme. Some pupils would benefit from more regular or additional sessions to

	provision where necessary to ensure pupils were given appropriate challenge and support. Supporting evidence: • Assessment information demonstrates that pupils have made progress towards the expected swimming and water-safety outcomes. • Pupils have increased in confidence and independence when swimming. • A number of pupils have successfully achieved the ability to swim at least 25 metres continuously. • Swimming sessions have provided opportunities to develop a range of strokes, breathing techniques and water-safety skills. • Pupil and staff feedback indicates increased confidence and enjoyment in swimming. • Provision has been reviewed against pupils' starting points to identify those requiring additional support or further opportunities to develop their skills. • Swimming attainment and participation have been monitored to inform future provision and ensure the Sports Premium funding has had a positive impact on pupils' physical development and safety. 72% of Year 6 pupils can now swim 25m, compared with 68% at the start of the programme	consolidate their strokes, breathing, endurance and water-safety skills. Supporting evidence: • Assessment data shows that some pupils have not yet achieved the 25-metre swimming expectation. • A proportion of pupils continue to require adult support or additional practice to swim confidently and independently. • Differences in pupils' starting points mean that progress is not consistent across the cohort. • Limited curriculum time and access to swimming facilities can restrict opportunities for additional practice. • Pupil feedback identifies that some children remain less confident in the water. • Swimming assessment information highlights pupils who would benefit from targeted intervention or further swimming opportunities. Next steps: We will continue to monitor swimming attainment closely, identify pupils who have not yet achieved the 25-metre standard and explore opportunities for additional targeted provision. We will also strengthen the consistency of assessment and tracking to demonstrate the impact of Sports Premium funding more clearly
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2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	Sports Premium funding has enabled the school to provide high-quality swimming provision that has improved pupils' competence, confidence and technique across a range of strokes, including front crawl, backstroke and breaststroke. As a result of the additional swimming opportunities, pupils have had increased time to practise, refine and apply different strokes, leading to improved coordination, breathing, body position and overall swimming efficiency. Pupils have made progress from their individual starting points, with targeted support helping less confident swimmers to develop their skills and more proficient swimmers being challenged to improve their technique and endurance. The funding has directly increased pupils' access to specialist swimming provision and additional opportunities to practise key swimming skills. This has contributed to improved swimming ability, confidence and water safety, supporting more pupils to meet the expected swimming outcomes. Supporting evidence: - Swimming assessment data demonstrates progress from pupils' individual starting points. - More pupils are able to demonstrate a range of strokes with improved control and technique.	Although Sports Premium funding has improved access to swimming provision, the impact was not consistent for all pupils. Some pupils did not develop the same level of competence or confidence across all three strokes, particularly breaststroke, which requires greater coordination and technique. Limited swimming time meant that some pupils did not have enough opportunities to practise and refine each stroke before the end of the programme. As a result, progress was stronger in some strokes than others, and a number of pupils still required additional support to improve their technique, breathing and stamina. - Assessment data identified that not all pupils could use a range of strokes effectively and consistently. - Some pupils were more confident in front crawl or backstroke but found breaststroke more challenging. - Limited pool time restricted opportunities for repetition, individual feedback and targeted intervention. - Differences in pupils' prior swimming experience resulted in varying rates of progress. - Some pupils required further support to improve stroke technique and sustain effective strokes over longer distances. Next steps: Sports Premium funding will be used to explore additional or targeted swimming opportunities for pupils
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	• Pupils are increasingly able to swim for longer distances using appropriate strokes. • Staff observations show increased confidence, independence and competence in the water. • Targeted support has helped pupils who were less confident or less experienced to make progress. • Pupil feedback indicates increased enjoyment and confidence in swimming. • The investment has strengthened the school's swimming provision and contributed to pupils developing an important lifelong physical and water-safety skill.	who have not yet developed competency across a range of strokes. Progress will be tracked more closely to identify gaps early, allowing teaching and intervention to be adapted to ensure a greater proportion of pupils can confidently and effectively use front crawl, backstroke and breaststroke, , linked with the external service used.
3. Perform safe self-rescue in different water-based situations	Sports Premium funding has supported pupils to develop important water-safety skills and the ability to perform safe self-rescue in a range of water-based situations. Pupils have developed a greater understanding of how to respond if they unexpectedly enter water, including remaining calm, controlling their breathing, floating, turning and swimming to safety. The provision has increased pupils' confidence in applying self-rescue skills practically rather than simply understanding them theoretically. Pupils have been given opportunities to practise skills such as floating, treading water, changing direction, swimming to the poolside and exiting the water safely.	Although pupils have developed their understanding and practical application of safe self-rescue, not all pupils were able to demonstrate these skills confidently and consistently across different water-based situations. Some pupils found it challenging to remain calm, control their breathing and apply the correct sequence of actions when presented with an unfamiliar scenario. The limited time available for swimming also reduced opportunities for repeated practice and individual feedback. This meant that some pupils needed further opportunities to consolidate their self-rescue skills and develop greater confidence and independence. Impact and supporting evidence:

	The funding has strengthened the school's water-safety provision and provided pupils with practical skills that could potentially keep them safe in an emergency. Pupils are increasingly confident in recognising unsafe situations and demonstrating appropriate self-rescue responses. Supporting evidence: • Swimming assessments show improved confidence and competence in self-rescue skills. • Pupils can demonstrate appropriate responses to different water-based scenarios. • Pupils understand the importance of remaining calm and conserving energy in an emergency. • Pupils can demonstrate floating, treading water and moving safely towards an exit point. • Staff observations show increased confidence and independence when practising self-rescue skills. • Pupils have developed greater awareness of water safety and the risks associated with open water.	• Assessment observations identified pupils who required further support to perform self-rescue skills independently. • Some pupils lacked confidence when faced with unfamiliar or simulated emergency situations. • Pupils' ability to apply self-rescue techniques consistently varied according to their swimming ability and prior experience. • Limited pool time reduced opportunities for repetition and targeted intervention. • Further reinforcement is needed to ensure pupils can transfer their learning to a range of water-based situations. Next steps: We will provide additional opportunities to practise self-rescue and water-safety skills, particularly for pupils who have not yet demonstrated consistent competence. Assessment will be used to identify specific gaps and ensure future Sports Premium investment is targeted towards improving pupils' safety, confidence and independence in and around water, linked with the external service used.
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PE and sport premium for primary schools

If your school receives PE (physical education) and sport premium funding, you must publish a report by the 31st July

You must include:

- ☐ how much funding you received
- ☐ a full breakdown of how you've spent the funding or will spend the funding
- ☐ the impact of the premium on pupils' PE and sport participation and attainment
- ☐ how you'll make sure these improvements are sustainable

How many pupils within their year 6 cohort can do each of the following:

72%	swim competently, confidently and proficiently over a distance of at least 25 metres
69%	use a range of strokes effectively
89%	perform safe self-rescue in different water-based situations

Total Sports Premium income £9,455

Swimming cost £5000