

PE Funding Evaluation Form

2024-2025

Review log: 30/09/24, 05/11/24,
16/06/25, 11/07/25

PE Subject Leader: Lauren McCartan
Headteacher: David Toddington
PE Governor: Allister Brown

Commissioned by



Department
for Education

Reporting PE and
Sport Premium
Grant Expenditure
on DfE digital
reporting tool
submitted on
16/07/2025

Created by



Images courtesy of Youth Sport Trust

PE Funding Evaluation Form

- It is intended that this template should be used as preparation for the completion of the statutory digital reporting tool being introduced this academic year. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of the funding in 2023/24.
- All spending of the funding must conform with the terms outlined in the Conditions of Grant document.
- **The template is a working document that you can amend/update during the year.**
- Based on your evaluation of last year's funding you should decide what you intend to do this academic year, how you will do it, and what impact you expect it to have?
- It is important that the funding is used effectively and based on your school's needs.
- You must use the funding to make additional and sustainable improvements to the PE and sport in your school. • You must develop and add to the PESSPA activities that your school already offers.
- *Summative digital reporting from July 2025 will continue to include swimming and water safety information therefore funding can be used to provide top-up lessons where necessary to ensure pupils meet national curriculum swimming requirements.*

2024-2025 School Improvement Plan Key Priorities

Key Priority 1:

To develop teacher confidence in the delivery and assessment of the subject.

Subject leader is fully aware of the National Curriculum expectations in each subject.

Subject leader is to remain updated about current developments in each subject area.

Monitoring of subject area to increase.

Feedback from monitoring is timely, effective and is actioned.

Evidence of formative and summative assessment to be consistently gathered, recorded and action steps planned within pupil progress meetings.

Real-time and specialist intervention – timetabled and impact monitored.

Key Priority 2:

To consider ways in which sticky learning and adaptive teaching can be embedded in the curriculum.

Teachers are aware of strategies and resources available to ensure children are able to make links and recall unit knowledge, application to new learning, misconceptions are addressed in real-time, rapid graspers are stretched and mastery is achieved through adaptive teaching by focusing on whole class.

Teachers' confidence throughout school about using the outdoors or embedding physical activity to enhance learning and reaching all pupils.

Review of last year 2023/24

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

What went well?		How do you know?	
Awarded Gold in the School Games Mark on 14th July 2024.	Celebrated by SGO and Headteacher for inter-school competition and participation event engagement – 37 events – highest attending school in the West Craven area. Increase in non-active and PP participation in active minutes and extra-curricular offer.		
CPD	School has established an effective and supportive partnership with Lancs Senior PE consultant, Jess Squires & John Sansom through the Gymnastics and Outdoor Learning CPD – this has led to further partnership between our Geography and Science subject Leader and John as they have designed a fieldwork long term overview for the next academic year which will further enhance our active minutes offer during curriculum time. Staff teaching confidence audits issued Aut.23 & July.24) Following signposted specialist mentoring, all teachers reported an increase in skill, confidence and understanding of delivering and assessing against the PE SOW.		
Bikeability	All pupils who participated were able to complete the course and were awarded their levelled pin and certificate.		
Resources Development	All teachers and pupils were able to easily set up and equip their lesson progressions. Children gained experience of safely transporting equipment, following lesson overview illustrations and responsibility of setting up and storing.		

What went well?		How do you know?	
PE Passport	Monitoring of data has become very accessible and accurate. Pupil attainment, tracking of participation and active minutes offer were audited by the PE Governor and he was pleased with the information available. The filtering tool allowed our ongoing whole school focus around girls, SEND and PP children to be easily monitored and inform the need for any provision improvements.		
Raising the profile of 60 active minutes	Girl population was regularly consulted, tracked and encouraged to access girls only physical activity/clubs. Girls Football club experienced a surge in participation and these numbers were maintained. FA Pledge to girls football led to our school receiving an invite to represent Team Pendle in the Y3/4 Girls Football skills at the Party in the Park in June 2024. Playground leaders and welfare staff gained experience in set up and rules to encourage activities in their areas. Children across different cohorts learnt to collaborate and participate with each other. Increase in engagement of children partaking or seeking out physical activity, children experience broader range of sports and games, children are more likely to join after school clubs if they have tried the sport with a coach at a lunchtime. Increase in numbers participating in physical activity during the active minutes offer incl. teachers injecting physical activity opportunities into cross-curricular lessons. Children experienced a broader range of sports and are able to transfer these skills into PE lessons.		

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
PE and Sport Expenditure will be submitted to DfE digital reporting tool before 31st July 2025 – Downloaded submission will be published on school website in summer 2. INTERNAL 1. School based extra-curricular opportunities 2. Internal Sports Competitions 3. Top-up swimming lessons 4. Active Travel 5. Equipment and resource 6. Membership fees 7. Use of educational platforms and resources EXTERNAL 1. Activities organized by School Games Organiser network 2. Other inter-school sports competitions 3. External coaching staff	1. Profiling of girls in PE, gathering pupil voice around confidence and interests, leading half termly girls only clubs after school. Develop Learn 2 Ride opportunities for KS1 children by upskilling staff. 2. Offer broader range of intra-league sports on Friday lunchtimes to further develop the playground welfare staff and SLT. 3. Increase number of pupils leaving Year 6 in July 2025 with national curriculum requirements in both swimming and safe self-rescue by using funding for Top-up sessions. 4. In response to PE Governor action plan, establish an Active Travel incentive daily and one themed day. Track levels of participation and set thresholds for awards. 5. Replenishment of PE SOW specific sports equipment 6. Pendle School Sports Partnership – annual fee. PE Passport – annual subscription. AfPE Safe Practice in PE – training in new handbooks and purchase license for online handbook. 7. PE Passport – planning (inc. adaptive teaching), assessment and resource library. Motor Screening Programme for EYFS and upcoming PD updates following curriculum review. 1. PLT network meetings offer CPD for subject leader, updates on national initiatives, playground leader training, 2. Continue to prepare and enter teams across all ability groups into Pendle inter-school participation and competition events with focus on SEND, PP and girls this year. 3. PE Teaching confidence level audit to determine CPD pathway and identify teachers who require specialist mentoring when teaching PE. Develop lunchtime Sports Clubs offer so that external coach can target specific groups of pupils – SEMH and non-active. Develop staff teaching confidence and subject leadership through Local Authority CPD offer. Signpost specialist coach to SEND and FSM interventions.

Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
1. PE Teaching confidence – Improvement in teacher and support staff's high quality delivery of the PE curriculum, confidence in adaptive teaching and making accurate and informed assessment judgements. Pupils will foster a love and enjoyment of personal and physical development. Intra-leagues - More pupils meeting their daily physical activity goal, more pupils encouraged and interested in taking part in PE and extra-curricular sporting activities. 2. Profile of PE/Sports for girls, SEND and Greater depth is raised - Leads to them fostering and sustaining a love of physical activity and participation in sports throughout primary and secondary school journey. 3. Active minutes participation - Welfare staff observe and evidence decrease in behavioural incidents, upskilled in collaborative play and provision, increase in engagement of children partaking or seeking out physical activity, children experience broader range of sports and games, children will be more likely to join after school clubs if they have tried the sport with a coach at a lunchtime. Active Minutes before and after school to be monitored. 4. Sports equipment - All lesson progressions from EYFS to Y6 are effectively equipped and teachers can deliver high quality lessons in line with PE Passport SOW. 5. CPD - Primary teachers more confident to deliver high quality PE. Subject leader upskilled and equipped to develop staff through whole school initiatives. 6. Swimming and Safe self-rescue top-up funding - (data available from after Dec. 24 – numbers who met national curriculum and numbers in need of top up funding) 7. Pendle School Sports Partnership – Recognised for weekly participation in events, increase in numbers of children representing school, pupils develop interest in grass roots club pathways, broader range of LVL 2 coaches hosting clubs within school which introduces children to new sports, key messages and statutory requirements are met, playground leaders are well trained and actively improve the experience of physical activity amongst their peers. Active Travel initiative to be established with support of SGO/Jess Squires. 8. PE Passport – Consistency in the delivery of high quality PE, monitoring and effective provision mapping through analysis of participation of significant pupil groups, teachers feel equipped with long term planning overview/resource library/success criteria/modelling/evidence base/unit outcomes. Children identified as working below in key skills will be signposted to specialist intervention and highlighted to SENCO for potential referral to external agencies. Children working at greater depth will also receive breadth and depth sessions to further hone and master skills.	1. <u>K.I. 1,3,4,5</u>: PE Passport data and evidence, increase in confidence scores in teacher and whole school PE audits following signposted mentoring, gathering pupil voice, participation numbers in extra-curriculum club offer, decrease in behaviour incidents on the playground, increase in children displaying School Game Values, pupils are capable of communicating the difference between physical education, physical activity and extra-curricular, learning walks will show consistency in high quality teaching and subject knowledge of respective year group's start and end points. 2. <u>K.I. 3</u> Profiling of girls reports, gathering girls' voice, appointing girl Sports Ambassadors and assigning key roles, increase in numbers attending girls only clubs as they are subject to change in line with their interests, body image and confidence in changing for PE is improved. 3. <u>K.I. 2,4,5</u>: CPOMS, Travel Tracker platform, PE Passport, ASC registers, pupil voice, welfare staff feedback and engagement, numbers participating in physical activity, improved attention and core strength in classrooms, after school sports club registers. 4. <u>K.I. 1, 2, 3, 4</u>: Learning walks, lesson observations, engagement, pupil voice, pupil knowledge and progression in skill, PE Passport. 5. <u>K.I. 1</u>: Teacher subject knowledge, PE Passport, lesson observations, PE teaching confidence audits, feedback and embedding of new skills. 6. <u>K.I. 2, 3, 4, 5</u>: Swimming data collated by swimming instructors and accompanying staff – national swimming requirements and safe self-rescue. 7. <u>K.I. 1, 3, 4, 5</u>: SGO data, sharing successes and participation on social media, School Games Mark award, increased participation in competitive sport, engagement and equality of experience in regular physical activity, PE Passport (extra-curricular clubs offer and numbers attending). 8. <u>K.I. 1,3</u>: PE Passport video evidence and logging of end of unit assessments, significant groups tracked and reported to governors, teacher confidence audits, pupil voice, learning walks, App monitoring, increase in children being identified for tailored specialist intervention and greater depth (Gold) extension.

Actual impact/sustainability and supporting evidence

Swimming Data – Year 6 Cohort - Sport Premium funded top-up sessions

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	15/28 pupils Dec. 2024 =54% 22/28 pupils Following Top-up sessions from June-July 2025 = 79% 2023: 66% 2022: 68%	• Pandemic related pool closures in KS1 • Cultural/Religious barriers • Decrease in families prioritizing swimming achievements and outings to the local pool. Until Lancashire standardize swimming, our school is timetabled 17 weeks, per academic year by Pendle Leisure Trust, which run from September to February. Jess Squires (LPDS) is striving for all Year 3 and Year 4s to be prioritized by pool providers within curriculum swimming.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	15/28 pupils Dec. 2024 =54% 22/28 pupils Following Top-up sessions from June-July 2025 = 79% 2023: 66% 2022: 68%	• Pandemic related pool closures in KS1 • Cultural/Religious barriers • Decrease in families prioritizing swimming achievements and outings to the local pool. Until Lancashire standardize swimming, our school is timetabled 17 weeks, per academic year by Pendle Leisure Trust, which run from September to February. Jess Squires (LPDS) is striving for all Year 3 and Year 4s to be prioritized by pool providers within curriculum swimming.

Actual impact/sustainability and supporting evidence

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	15/28 pupils Dec. 2024 =54% 28/28 pupils Following Top-up sessions from June-July 2025 = 100% 2023: 96% 2022: 100%	This is based on the water safety attainment data recorded by the swim instructors during Autumn 2 swimming lessons. Our school's pool provider follows the STA School Swimming Academy - Water Safety and Skills for Life programme.
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?	Yes/No	School swimming lessons finished for this cohort in Dec. 2024. The PE subject leader discussed the 13 children who did not meet national curriculum criteria with Pendle Leisure Trust's swimming coordinator (Christine Britton). Top-up sessions hosted by our pool provider (WCSC) are to take place from June – July 2025 on Friday afternoons at a cost of £5.60 per pupil (funded by 2024-25 Sport Premium).

Actual impact/sustainability and supporting evidence

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	PE subject leader has attended the 'Everything you need to know about school swimming' LPDS course last academic year and relayed key information and updates to teaching and accompanying staff. Staff who are attending curriculum swimming, follow instruction from qualified swimming instructors and are developing their skills by mirroring and leading a group. Accompanying staff also have access to PE Passport's Swim England SOW. Impact has been evidenced by the fantastic increase in pupil participation in swimming lessons and higher attainment data. Staff are confident to accompany swimming, emulate swimming instructors and mentor their own groups. Within next academic year's CPD roadmap, accompanying swim staff will be attending the course detailed above.
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Actual impact/sustainability and supporting evidence

AUTUMN TERM

- PE Passport SOW and evidencing progression through video entries and assessing against outcomes in each unit -staff refresher and monitoring has taken place.
- Teacher confidence audits completed and specialist mentoring signposted– 2023-24 pre and post mentoring audits have been filed and new issued to Y2 and Y4. Specialist mentoring has been assigned for autumn 2.
- Barriers to learning and SEND difficulties within lessons have been identified. Provision adaptations, TA shadowing and specialist intervention have been taking place on Fridays with specialist coach. Reports on provision and skill progression have been collated.
- Teachers and accompanying staff at swimming lessons are fully participating and taking the lead from swimming instructors. Teachers are provided with School Swimming Academy Curriculum document and Swimming Tab within PE Passport to support their poolside input.
- Subject leader attending rearranged Sticky Learning in PE course at Preston Grasshoppers (Nov. 2024) – roll out strategies and resources to all teachers in Autumn 2.
- New Playground leaders have received training and are more present on the playground (following their timetable and accessing their replenished resources). They are scheduled to help co-host a sports event with the Pendle SGO in the New Year.
- Teachers have been reminded to host effective discussions around physical changes in the body during movement, character skill development and attitudes towards physical education and physical activity – increasing children’s abilities to communicate their personal and physical development
- EYFS and Year 1 – reading around Birth to 5 Matters and Development Matters has been completed. Gross and Fine Motor provision mapping document has been written for EYFS and Y1 (children who did not meet PD in ELGs).
- Active Travel – Beat the Street success
- Swimming and PE risk assessments have been reviewed.
- Phil Cain has profiled girls and subsequently mapped out intra-league and after school offer on Fridays around pupil voice.
- PE Subject leader attended AfPE Safe Practice in PE 2024-25 update training and purchased license to new online format.
- Sports Cool external coaches enhanced active minutes offer two lunchtimes per week.

Actual impact/sustainability and supporting evidence

SPRING TERM

- Ofsted Deep Dive took place – all positive feedback given by inspector with elements being described as 'above and beyond' and no actions/gaps in provision identified.
- Appointed 4 x girls Sports Ambassadors and roles have been assigned. 18 girls wrote applications for the role. PE lead meets with Sports Ambassadors weekly and jobs are delegated to them. To date: Assist in active travel tracking and awarding raffle tickets on Wheelie Wednesdays, handing out letters and boosting participation in after school sports club offer, handing out and collecting returned team kits, collecting data around local clubs that pupils attend away from school and monitoring playground leaders.
- Girls who were unsuccessful have been appointed as a fresh batch of playground leaders. This is due to the drop off in engagement in upper KS2. Training is taking place on Friday 7th March with Fiona Callaghan (Pendle SGO).
- New Y2 and supply Y4 teachers have been signposted to specialist mentoring with Phil Cain for the spring term.
- Specialist interventions continue to take place on Fridays with Phil Cain.
- Year 4-6 have now completed their annual swimming programme. As requested by PE Governor (Allister Brown), Year 6 swimming date from previous years has been added to the published document on the website. This was noted and discussed with Ofsted inspector. 13 children have finished their Y6 swimming programme in Autumn 2 without meeting national curriculum expectations. This group of children have been booked into WCSC for intervention top-up sessions from Friday 6th June (after SATs). When I have monitored Year 5 end of Spring 1 swimming data, the number of children who did not meet NC is larger. This will be monitored closely and intervention, funded through the Sports Premium, will be booked in again next academic year. The Ofsted inspector, who is a serving head, suggested I look into pop-up pool provision as this has worked well at his school.
- Teachers have been reminded to host effective discussions around physical changes in the body during movement, character skill development and attitudes towards physical education and physical activity – increasing children's abilities to communicate their personal and physical development. Ofsted inspector was very pleased to hear and see Character Values embedded without our PE offer and referred to it within the personal development section feedback.
- EYFS and Year 1 –Gross and Fine Motor provision mapping document has been updated with spring provision for EYFS and Y1 (children who did not meet PD in ELGs). EYFS autumn term data evidenced that a balanced number of children (17) are on track in both fine and gross motor skills. Children who are not on track are listed and monitored as part of the Physical Development EYFS document I have compiled.
- Active Travel – Wheelie Wednesdays introduced to promote a weekly target of coming to school on wheels (exc. Cars). On 26/02/25, we reached 29!
- Simon Harrison has been in school to launch a new active travel initiative, 'WOW Challenge'. From 03/03, children are tracked in all classrooms using the online platform every morning and can achieve unique monthly badges.
- Ofsted were pleased with the partnership, audits and monitoring taking place between PE lead and PE Governor. Evaluating the sustainability of expenditure governor report was shared and acknowledged as good practice by the inspector.
- Phil Cain has profiled girls and subsequently mapped out intra-league and after school offer on Fridays around pupil voice.
- Nicola Boon (EYFS lead) and Ashlea Crowther (Reception TA) have both completed their 'Learn 2 Ride' qualification which means they can now deliver this ongoing cycling training to our Reception classes.
- Bikeability took place for Year 4 – required hire of bikes and helmets purchased
- Taxi transport funded by Sports Premium to access inter-school competition
- Equipment replenished to enhance spring term PE units and Playground Leaders
- PE Subject Leader attended LPDS PE Network Meeting online
- Sports Cool external coaches enhanced active minutes offer two lunchtimes per week.

Actual impact/sustainability and supporting evidence

SUMMER TERM

- We have achieved the Gold award in the School Games Mark for a 3rd consecutive year (6th since PE subject leader took on the role).
- Sports Ambassadors meet with PE Subject Leader weekly and carry out duties which enrich and maintain PE and Sport provision. They are currently in discussion about hosting their first WC cluster sports event at our school.
- Pendle's School Games Organiser has been contacted in regards to arranging playground play training with Welfare Assistants. Our team of welfare staff have been great at setting up games and playing alongside children when accessing the field. Initiating play on the playground is the next step.
- Phil Cain has been signposted to a group of teachers for specialist mentoring this half term.
- He has also been delivering specialist intervention with children who are provided with OT/Physio reports or who have gaps in FMS.
- EYFS teacher has attended Motor Screening Programme (funded by Sports Premium) ahead of curriculum review where Physical Development is being prioritised (talks of increasing PE to 3 hours a week for younger children). Mrs Boon thoroughly enjoyed the course and found it insightful. She has already begun to complete screening with current class and all teachers have agreed to all classes being screened across the 16 areas within the autumn term. Physical Development underpins children's ability to concentrate and demonstrate behaviour for learning. Through screening, children who are lacking in PD will be assigned tailored intervention and tracked.
- 13 children finished their Y6 swimming programme in Autumn 2 without meeting national curriculum expectations. This group of children have been booked into WCSC for intervention top-up sessions from Friday 6th June (after SATs) – funded by Sports Premium. 7 children have now been 'signed off' as meeting NC swimming expectations.
- Active Travel – Wheelie Wednesdays remains a huge success and something our children and sports ambassadors love participating in. Our current record is 64! Children are reporting their fondness of travelling in an active way and talking with their families on the way to school. Winners last term received vouchers for the Green Playhouse and Air Unlimited (not Sport Premium funded). Travel Tracker in each class has been embedded fully in morning routines and children enjoy being celebrated at the end of each month when receiving their badges. It is wonderful to see children committing to our current threshold of two active journeys a week and excitement around collecting each 'one-time only' badge (design changes and cannot be earned again). In summation, we have received less complaints from neighbours i.e. blocked drives, cars are no longer stopping in unsafe zones and safety banners are clearly visible from the roadside.
- WOW challenge Active Travel data: This term, school has recorded a total of **6402** active trips, of which **3989** were walking all the way trips. This equates to **40% walking trips**, a **17%** increase from your baseline. Not only this, but this term school has seen a **41% decrease in car trips** from baseline, too. School has also logged an engagement rate of **85%**. Keep up the great work in the next academic year.
- As always, our school has committed to weekly inter-school competitions and participation events with many children representing school for the first time. Events and successes are shared on social media and school website.
- Police attending Wheelie Wednesday on 02/07/25 as they are offering free Bike Marking and registering. Forms were circulated to our school families.
- Nicola Boon and Ashlea Crowther have established their Learn 2 Ride after school club on Thursdays. Children in Reception and Year 1 with identified gaps are attending the club weekly. Extra required safety helmets were purchased and Ashlea (TA) paid for 1 hour weekly coaching through Sports Premium.
- PE Subject Leader gained some 'key takeaways' at the recent Deputy Headteacher Network Meeting where the Road Safety Team were in presenting. To further enrich our Road Safety element within Personal Development in school, pupils will be enrolled on the JRSA programme (Junior Road safety Ambassadors) and offer them the opportunities to make our school safer for pupils e.g. presenting at new intake induction evenings about our Coates Lane culture and what it expected of parents when bringing children to school. Road Safety Team made leaders aware that Car seat checks and KS2 Right Start materials will be available from September 2025.
- Equipment replenished to enhance summer term PE units and Playground Leaders

Actual impact/sustainability and supporting evidence

SUMMER TERM cont.

- Phil Cain Specialist Mentoring and intervention report: The following is my take on how the academic year has gone with the current timetable in place, the impact this has had on staff and children, and the success we have seen. This year there have been 5 main objectives. The five aims start with last year's objective, if appropriate, and how we have adapted that to the staff and children's needs this year; 1. 2024 - "Develop the ability and confidence of teachers whilst teaching PE using the PE Passport following the national Curriculum". This year the role has changed slightly to include Mentoring the teachers whilst they lead the sessions hoping that 2024/25 was a good stepping stone to them now leading quality PE lessons. ◦ All teachers that identified themselves have been worked with for at least one full half term. ◦ All work has been done using the PE passport, showing teachers example of low and high end performances of the skill. ◦ Email communication improved between myself and staff to allow questions and feedback about lessons and upcoming sessions. 2. 2024 - "Hold small intervention groups to improve the Fundamental Movement Skills of children with low skill levels, low self-esteem and confidence issues". This year we have had 3 groups instead of two, working for longer and in more depth. ◦ Year one group was identified through a FMS assessment early in the year and a small group of 7 children came weekly. This has been reassessed each term and changed if needed. ◦ The same as above with Year 2. ◦ From Year 3 and 4 a group of 5 boys have been taken for 20/30 minutes each week to work on their skills but also to allow them to regulate their emotions and deal with PE better in a larger setting. 3. 2024 - "Enhance the attendance and promote the confidence for girls to stay active in physical activity". This year this has been a constant for all 6 half terms with massive participation levels and a huge variety of activities. ◦ Two surveys done, one by myself and one by year 6 girls asking girls what they want to see at after school sports clubs. ◦ 6 clubs including every year group at least once. ◦ Participation from girls is notably higher at lunch times during organised sport. A questionnaire to be done week on Friday 4th July. 4. 2024 - "Create and deliver positive competition at lunch times with intra-school tournaments on Friday lunch times". Following on from last year's success we aimed to include more year groups with a bigger selection of sports. ◦ Last year we offered football and handball. This year we have played the same, plus, cricket, hockey, golf and tennis. ◦ Football still dominated by older boys but slowly changing. ◦ Tournaments becoming pupil led with adult guidance. 5. New for 2025/26 we have introduced a "Greater Depth" sports group for year 3 and 4. Identifying children who we do not want to leave to stagnate and allow them to perform at high levels alongside gifted peers. ◦ Group of 12 children, boys and girls are coached in a variety of sports techniques and skills they do not get taught in curriculum time. ◦ Notable improvement in sportsmanship and discipline. ◦ Children accessing not only quality coaching but more importantly quality teammates and opponents to improve their technique. Overall another fantastic year at Coates Lane.
- Nicola Boon Learn 2 Ride CPD and ASC provision report: Two Early Years (Reception) staff members were trained in Level 1 and Level 2 of 'Learn to Ride' with a Bikeability cycling coach in early Spring term 2025. This was done alongside the children in our Reception class and, as part of this training, we also received 6 balance bikes. Every child had a session of learning to ride a balance bike (or becoming more competent at using one) initially and then we selected children following this who we thought needed more support, either with a balance bike or with learning to ride a pedal bike. Children were grouped accordingly. We have used the balance bikes twice within curriculum time since then, supporting all children in Reception with their balance bike skills. During the summer term, the two trained staff members (Reception class teacher and TA) have been running a 'Learn to Ride' cycling after school club. Children for this were carefully selected from both Reception and Year 1, to be a mixture of balance-bike early riders and pedal bike early riders. We received donated pedal bikes from people in our local community, had them checked over by a parent who works for Hope Technology and started the club. There have been 12 children in the club, which has run for 10 weeks. 7 of these children have become significantly more confident using a balance bike. We have been focusing on a variety of skills, including bike checks, putting on/taking off their own helmet, clothing checks, walking their bike safely, mount/ dismount, stopping safely, lifting feet, swerving, weaving, looking behind and riding one-handed. 3 children could already ride a pedal bike and have worked on skills such as safe stopping using their brakes, swerving, weaving, looking behind and riding one-handed, whilst playing games from our Bikeability Trust handbook 'Activities for Get Cycling Leads'. One child has learnt to pedal and ride a pedal bike during the 10 weeks, and another child has just mastered pedalling and can ride for a short distance unaided. All 12 children have made good progress and have really enjoyed the sessions. A few who didn't have bikes at home are now getting one as parents are pleased that they are now willing to have a go with them!