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| Total amount allocated for 2025/26                                                                  | £36,910                 |
| How much (if any) do you intend to carry over from this total fund into 2026/27?                    | £0                      |
| Total amount allocated for Hanham Primary Federation                                                | £36,910                 |
| Total amount of funding for Hanham Primary Federation. To be spent and reported on by 31st July 26. | Total Allocation £36910 |

| Meeting national curriculum requirements for swimming and water safety.                                                                                                                                                         |     |
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| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of atleast 25 metres?                                                                                              | 96% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?                                                                                       | 96% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?                                                                                                                     | 98% |
| Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way? | Yes |

| Academic Year: 2025/26                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Total fund allocated: £ |                                                                                                                                                                                                                                      | Date Updated: 29.06.26 |                                                                                                                                                                                                                                                                                                                                                           |
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| Key indicator 1: We invested in a Scrapstore subscription to increase outdoor provision and encourage purposeful outdoor play that develops gross motor skills and physical confidence. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                         |                                                                                                                                                                                                                                      |                        | Percentage of total allocation:                                                                                                                                                                                                                                                                                                                           |
| Intent                                                                                                                                                                                  | Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                         | Impact                                                                                                                                                                                                                               |                        |                                                                                                                                                                                                                                                                                                                                                           |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:                             | Make sure your actions to achieve are linked to your intentions:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Funding allocated:      | Evidence of impact: what do pupils now know and what can they now do? What has changed?                                                                                                                                              |                        | Sustainability and suggested next steps:                                                                                                                                                                                                                                                                                                                  |
| We invested in a Scrapstore subscription to increase outdoor provision and encourage purposeful outdoor play that develops gross motor skills and physical confidence.                  | Purchase and curate Scrapstore resources to provide varied, open-ended equipment (loose parts, balance beams, crates, ropes, tyres) and training for staff and lunchtime supervisors in how to use these resources safely and purposefully.<br><br>Timetable & delivery: Weekly planned outdoor sessions timetabled for each Reception and Year 1 class plus daily open-access outdoor play opportunities at continuous provision and during lunchtime. Run a termly staff workshop demonstrating activity stations and progression ladders for gross motor skills. | £3265<br><br>£4337      | 80% of Reception and Year 1 pupils participated in at least one focused outdoor gross motor session per week.<br><br>70% of pupils showed measurable improvement in balance and coordination on termly PD checklists after one term. |                        | Embed resources in continuous provision so they become part of normal teaching; train more staff and lunchtime supervisors each term so provision is not reliant on a single champion.<br><br>Next steps: Create a resource loan rota, a simple progression booklet for each activity station, and plan a termly review of resource condition and impact. |

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|  | Additional steps: Train pupil leaders and lunchtime supervisors to set up rotated activity stations and organise short focused challenges (e.g., obstacle circuits), and document linked learning intentions for each station (balance, coordination, upper-body strength). |  |  |  |
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| Academic Year: 2025/26                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Total fund allocated: £8033 |                                                                                                                                                                                                                                                                                                                                                        | Date Updated:                   |                                                                                                                                                                                                                                                                                                                                   |
| Key indicator 2: We sustained a Premium Partnership and membership with the PE Association to increase staff CPD, broaden the range of activities (including fencing), and support competitive opportunities. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                             |                                                                                                                                                                                                                                                                                                                                                        | Percentage of total allocation: |                                                                                                                                                                                                                                                                                                                                   |
|                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                             |                                                                                                                                                                                                                                                                                                                                                        |                                 |                                                                                                                                                                                                                                                                                                                                   |
| Intent                                                                                                                                                                                                        | Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                             | Impact                                                                                                                                                                                                                                                                                                                                                 |                                 |                                                                                                                                                                                                                                                                                                                                   |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:                                                   | Make sure your actions to achieve are linked to your intentions:                                                                                                                                                                                                                                                                                                                                                                                                                                   | Funding allocated:          | Evidence of impact: what do pupils now know and what can they now do? What has changed?                                                                                                                                                                                                                                                                |                                 | Sustainability and suggested next steps:                                                                                                                                                                                                                                                                                          |
| All children and adults to engage positively with sport and celebrate the benefits of participation.                                                                                                          | Membership to CSET Sports Partnership.<br><br>Use partnership CPD to upskill teachers in PE pedagogy, assessment and curriculum sequencing; access networked competitions and specialist coaching (e.g., fencing).<br><br>Timetable & delivery: Termly INSET focused on planning/sequencing, peer observations and access to external specialist coaches for modelling lessons.<br><br>Additional steps: Use PE Association resources to standardise progression grids and assessment criteria for | £8033<br><br>£600           | Children have greater understanding of rules and conventions of competitive games.<br><br>Children have resilience and stamina to compete against peers.<br><br>Children have developed a wider range of sports skills through competitive and non-competitive offer.<br><br>Clubs well attended and impact to wellbeing and sporting ability evident. |                                 | To be reviewed in line with national updates to Sports Premium.<br><br>Continue to provide opportunities for intra-school competitions.<br><br>Identify two staff as PE leads to take on mentor roles; schedule annual review meetings to align spending and outcomes with the five key indicators of Primary PE & Sport Premium. |

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|  | PD/PE across year groups. |        |  |  |
|  | Engage in The Leaf games  | £2,000 |  |  |

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| Academic Year: 2025/26                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Total fund allocated: |                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Date Updated:                                                                                                                                                                                                                                                                                                                                             |  |
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| Key indicator 3: We targeted Year R and Year 1 physical development with upgraded outdoor apparatus (e.g., monkey bars, climbing opportunities) to accelerate fundamental movement skills. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Percentage of total allocation:                                                                                                                                                                                                                                                                                                                           |  |
| Intent                                                                                                                                                                                     | Implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       | Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                           |  |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:                                | Make sure your actions to achieve are linked to your intentions:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Funding allocated:    | Evidence of impact: what do pupils now know and what can they now do? What has changed?                                                                                                                                                                                                                                                                                                                                                                        | Sustainability and suggested next steps:                                                                                                                                                                                                                                                                                                                  |  |
| We targeted Year R and Year 1 physical development with upgraded outdoor apparatus (e.g., monkey bars, climbing opportunities) to accelerate fundamental movement skills.                  | <ul style="list-style-type: none"><li>• Install or upgrade appropriate, age-appropriate climbing and upper-body equipment; provide progressive challenges and teaching sequences so children practise swings, hangs, climbs, and transitions safely.</li><li>• Timetable &amp; delivery: Daily continuous provision time plus focused PD sessions 2x weekly that target fundamental movement skills (hanging, pulling, reaching, climbing, jumping).</li><li>• Additional steps: Baseline assessment of gross motor skills at the start of</li></ul> | £7500                 | <ul style="list-style-type: none"><li>• Faster progression in upper-body strength, shoulder stability and agility; fewer pupils required targeted motor interventions by the end of the year.</li><li>• The proportion of pupils below age-expected gross motor levels was reduced by 30% over the year.</li><li>• 75% of pupils were able to perform age-appropriate progression tasks (for example, a single swing or a short traverse) by summer.</li></ul> | <ul style="list-style-type: none"><li>• Ensure equipment meets safety standards and is included in site maintenance budgets; embed progression sequences in EY/KS1 PE planning across years.</li><li>• Next steps: Develop a 3-year equipment inspection and replacement plan; cascade skilled practice via peer mentoring and video exemplars.</li></ul> |  |

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|  | the year; differentiated small-group interventions for children needing extra support; share home-activity suggestions for families. |  |  |  |
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| Academic Year: 2025/26                                                                                                                                          |  | Total fund allocated: £                                                                                                                                                                                                                                                                                                                                                                                      |                    | Date Updated: 26.06.26                                                                                           |                                                                                                                                                                                                                                                                       |
| Key indicator 4: We delivered age-appropriate swimming provision (Year 2 and a Year 6 booster programme) to raise water confidence and meet statutory outcomes. |  |                                                                                                                                                                                                                                                                                                                                                                                                              |                    |                                                                                                                  | Percentage of total allocation:                                                                                                                                                                                                                                       |
| Intent                                                                                                                                                          |  | Implementation                                                                                                                                                                                                                                                                                                                                                                                               |                    | Impact                                                                                                           |                                                                                                                                                                                                                                                                       |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:     |  | Make sure your actions to achieve are linked to your intentions:                                                                                                                                                                                                                                                                                                                                             | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?                          | Sustainability and suggested next steps:                                                                                                                                                                                                                              |
| We delivered age-appropriate swimming provision (Year 2 and a Year 6 booster programme) to raise water confidence and meet statutory outcomes.                  |  | Continue Year 2 statutory swimming blocks focused on water confidence, basic strokes and safety; fund Year 6 booster sessions for pupils below expected standards plus pool hire/transport and coaching costs. <ul style="list-style-type: none"><li>• Timetable &amp; delivery: Year 2: term-long weekly blocks; Year 6 booster: targeted blocks during summer/spring term for identified pupils.</li></ul> | £5500              | See Y6 data above.<br><br>Year 2 —85% of pupils met targeted water-confidence milestones by the end of the block | Build regular assessment and catch-up systems into the PE curriculum; budget a small contingency for targeted catch-up each year.<br><br>Next steps: Strengthen links with local pools/clubs and seek gift-aid or community sessions for continued subsidised access. |

| Academic Year: 2025/26                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                              | Total fund allocated: £ |                                                                                                                                               | Date Updated:                                                                                                                 |  |
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| <b>Key indicator 5: We ran regular enrichment sessions (including fencing every other week) and entered pupils into local tournaments to extend physical and personal development beyond curriculum PE.</b><br><b>and</b><br><b>We invested in a strengthened whole-school Sports Day and targeted enrichment support to promote participation, celebrate progress and raise the profile of physical activity across the school.</b> |                                                                                                                                                                                              |                         |                                                                                                                                               | Percentage of total allocation:                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                              |                         |                                                                                                                                               | 2.3%                                                                                                                          |  |
| Intent                                                                                                                                                                                                                                                                                                                                                                                                                               | Implementation                                                                                                                                                                               |                         | Impact                                                                                                                                        |                                                                                                                               |  |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:                                                                                                                                                                                                                                                                          | Make sure your actions to achieve are linked to your intentions:                                                                                                                             | Funding allocated:      | Evidence of impact: what do pupils now know and what can they now do? What has changed?                                                       | Sustainability and suggested next steps:                                                                                      |  |
| Children to participate in a wide range of sport.                                                                                                                                                                                                                                                                                                                                                                                    | Deliver fortnightly enrichment sessions (e.g., fencing) and enter local tournaments and in-school competitive events to broaden experience and increase participation.                       | £3000                   | Broader experience of sports, increased participation in competitive and non-competitive opportunities, and raised aspirations and enjoyment. | Develop inclusive event formats and pre-event practice plans; collect and publish impact data to inform subsequent budgeting. |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                      | Invest £1,181 plus £300 specific to Sports Day logistics and resources to ensure full-pupil participation, adapted activities so all pupils engage, and opportunities to officiate and lead. | £1585                   |                                                                                                                                               |                                                                                                                               |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                              | £1481                   | 100% of children had enrichment opportunities throughout the year.                                                                            |                                                                                                                               |  |

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| Signed off by   |                                   |
| Head Teacher:   | Gabby Howells                     |
| Date:           | 14.7.26                           |
| Subject Leader: | Mr Steve Evans and Mrs Alex Curry |
| Date:           | 14.7.26                           |
| Governor:       |                                   |
| Date:           |                                   |