





The Primary PE and sport premium

Planning, reporting and evaluating website tool

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Commissioned by

Department for Education

Created by

association for Physical Education

YOUTH SPORT TRUST



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 Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not

necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2026.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Review of last year's spend and key achievements (2024/2025)

For the purpose of supporting the delivery of Physical Education (PE) at Ormiston Queensmill Academy (OQA), the Primary PE and Sport Premium funding plays a vital role in ensuring that all pupils can access a broad, inclusive and personalised programme of physical activity.

As a specialist SEND provision, OQA is committed to providing opportunities that meet the individual needs of pupils with a wide range of physical, sensory, communication and learning needs. These resources support the removal of barriers to participation and help ensure that all pupils can access meaningful physical activity opportunities regardless of ability, confidence or level of independence.

The funding enables OQA to maintain high quality provision already established within the Academy, whilst also developing new opportunities that promote inclusion, accessibility and participation. It also allows the Academy to work alongside external providers, access specialist facilities and provide community based experiences that enrich the PE curriculum and support wider outcomes for pupils.

The focus of PE and physical activity at OQA extends beyond traditional sporting outcomes and includes physical wellbeing, communication, confidence, independence, community participation and preparation for adulthood. Through a broad and personalised approach, pupils are supported to engage successfully in physical activity in ways that are meaningful, accessible and responsive to their individual needs.

For many pupils, physical activity also plays an important role in supporting emotional regulation, engagement and readiness to learn. Through personalised and inclusive opportunities, pupils are supported to access activities that are meaningful, motivating and responsive to their individual needs.

Activity/Action	Impact	Comments
Community and External Partnerships: Ongoing partnership with London Sports Trust, supporting the delivery of inclusive Boccia sessions and kayaking opportunities alongside school staff. Collaboration with Bikeability Trust also supported the delivery of cycling education and training opportunities.	• CYP were able to access a broader range of inclusive and community based physical activities. • Pupils benefited from specialist opportunities that complemented the PE curriculum and widened access to adapted sport, cycling and outdoor learning opportunities	• Increased exposure to a wider variety of sports and physical activities. • Improved confidence, independence and engagement when participating in activities beyond the school environment.
Staff training and professional development. • Internal trampolining training delivered by the PE Lead to staff at OQA Main Site (twice during the academic year) and OKQMA (once during the academic year)focusing on the safe use of trampolining equipment, risk management and effective delivery of trampolining activities.	• Staff increased their confidence, knowledge and practical skills when delivering trampolining activities. • Training supported the safe and consistent delivery of physical activity opportunities across different provisions and increased staff understanding of how to adapt activities to meet individual pupil needs.	• Improved consistency of practice and supported the sustainable delivery of trampolining activities across the school. • Increased staff confidence when supporting pupils to access trampolining safely and effectively.

Organisation and delivery of off site activities and outdoor education. • Regular swimming lessons (<u>The whole Academy, including FPS)</u> • Visits to Snakes & Ladders indoor adventure centre (Lower and Upper Primary) • Tennis sessions (Upper Primary) • Rock climbing and kayaking opportunities. • Access to outdoor gyms and community gym facilities.	• **Swimming:** pupils developed water confidence, physical fitness, coordination and independence through participation in regular swimming lessons. • **Rock Climbing:** pupils developed strength, balance, grip, problem solving skills and resilience through structured climbing activities. • **Kayaking:** pupils developed teamwork, communication skills, turn taking and confidence whilst participating in water based activities. • **Tennis:** pupils developed hand eye coordination, movement skills and participation in structured sporting activities. • **Snakes & Ladders:** pupils developed balance, coordination, movement exploration and social interaction through active play experiences .• **Outdoor Gyms and Community Facilities:** pupils developed physical fitness, confidence and independence whilst accessing community based exercise	• **Swimming:** increased independence and essential life skills, including changing routines, personal organisation and participation in community facilities. • **Rock Climbing:** improved physical confidence, resilience and self belief when completing physical challenges. • **Kayaking:** stronger communication skills, cooperation and confidence in unfamiliar environments. • **Tennis & Snakes and ladder** were successfully introduced as new activities during the academic year, increasing the range of physical opportunities available to pupils. • **Outdoor Gyms and Community Facilities:** increased confidence and participation in physical activity beyond the school environment

Raising the profile of PE and Sports. • Participation in external sporting galas through Panathlon, including football, swimming and Boccia events.(OQA Main Site and Fulham Primary School) • Participation in the Duke of Edinburgh Award programme, including Physical Activity, Volunteering, Skills and an overnight Expedition. • Annual Sports Day events promoting participation, achievement and enjoyment in physical activity. • Educational visit to Wimbledon, providing pupils with access to a major sporting venue and professional sporting environment.	opportunities. • **External Galas:** CYP participated in inclusive sporting events alongside pupils from other schools, developing confidence, teamwork and positive attitudes towards physical activity. • **Duke of Edinburgh Award:** pupils participated in the four sections of the programme, including Physical Activity, Volunteering, Skills and an overnight Expedition. Through these experiences, pupils developed independence, resilience, teamwork, communication skills and personal responsibility whilst engaging in meaningful challenges both within and beyond the school environment. • **Sports Day:** pupils engaged in a range of inclusive sporting activities that promoted participation, achievement and enjoyment across all ability levels. • **Wimbledon:** pupils experienced a major sporting venue and gained greater awareness of sporting opportunities, pathways and careers within sport.	 • **External Galas:** increased motivation and enthusiasm towards PE and physical activity, whilst providing opportunities to represent the school in a wider sporting environment. • **Duke of Edinburgh Award:** supported personal development, confidence and preparation for greater independence beyond school. Pupils developed practical life skills, teamwork and self confidence through sustained participation in the programme and successful completion of an overnight expedition. • **Sports Day:** raised the profile of sport across the school and provided opportunities to celebrate achievement, participation and healthy competition. • **Wimbledon:** promoted positive attitudes towards sport and physical activity whilst inspiring pupils through exposure to a nationally recognised sporting environment.

Providing OQA with new PE and sport equipment. • Investment in gym equipment, including exercise bikes and treadmills. • Development of cycling opportunities through the provision of bikes and scooters. • Purchase of sensory and adapted equipment to support participation in physical activity for pupils with a range of needs and abilities. • Annual inspection and maintenance of the school trampoline to ensure safe and continued access to trampolining activities.	• **Gym Equipment:** CYP had access to a wider range of fitness and physical activity opportunities, supporting physical development, cardiovascular fitness and healthy lifestyles. • **Bikes and Scooters:** pupils developed balance, coordination, confidence and independence through structured cycling and active movement opportunities. • **Sensory and Adapted Equipment:** pupils were able to access physical activities in ways that were appropriate to their individual sensory, physical and developmental needs.	• **Gym Equipment:** increased opportunities for regular physical activity and supported engagement in fitness based activities across the school. • **Bikes and Scooters:** promoted active participation, confidence and enjoyment whilst developing key motor skills. • **Sensory and Adapted Equipment:** improved accessibility and inclusion, enabling a greater number of pupils to participate meaningfully in PE and physical activity opportunities.

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
Staff training and professional development programme. • Trampolining training delivered internally by the PE Lead three times throughout the academic year. • Implementation of PE training programme (Autumn Term). • Implementation of PE Through Games training programme (Summer Term 1).	Teaching staff, support staff and pupils at OQA Main Site.	**Key Indicator 1:** Increased confidence, knowledge and skills of all staff in teaching PE.	Increased staff confidence, knowledge and practical skills. Improved consistency of PE delivery. Increased understanding of how to adapt physical activities to meet individual needs.	**Total :** 292.38£

Swimming Provision • OQA Main Site: Four weekly swimming sessions delivered across two West London venues, providing access to all pupils. • Additional opportunities available for pupils requiring further support.	• Pupils requiring additional support to access aquatic activities. • Pupils working towards individual aquatic and water safety outcomes.	**Key Indicator 1** – Increased confidence, knowledge and skills of all staff in teaching PE and sport. **Key Indicator 2** – The engagement of all pupils in regular physical activity.	• Increased access to swimming opportunities and aquatic environments for all pupils. • Development of water safety awareness, water confidence and aquatic participation. • Improved physical wellbeing, independence and engagement through regular access to swimming provision. • Access to personalised aquatic opportunities that meet individual pupil needs. • Access to multiple venues supports long term sustainability and progression opportunities for pupils with different abilities and needs. • Swimming provision supports inclusion by ensuring pupils can access meaningful aquatic experiences regardless of ability level.	OQA Main Site: 5450.92
Rock Climbing Provision • Weekly rock climbing sessions providing access to adventurous physical activity opportunities. • Development of strength, coordination, balance, confidence and problem solving skills. • Sessions delivered	• Upper Primary pupils.	**Key Indicator 1** – Increased confidence, knowledge and skills of all staff in teaching PE and sport. **Key Indicator 2** – The engagement of all pupils in regular physical activity. **Key Indicator 3** –	• Increased access to adventurous activities and community based sporting opportunities. • Pupils will develop resilience, confidence, teamwork, physical coordination and problem solving skills. • Extension of the programme to Upper Primary pupils increases participation opportunities across the Academy.	**Total:** 2691£

through a combination of external instructors and the OQA PE Lead, increasing internal expertise and sustainability.(Westway Sports Centre). **Kayaking Provision** • Two kayaking sessions per week providing access to water based outdoor and adventurous activities. • Development of teamwork, communication, resilience and confidence in outdoor environments. • One session funded through external funding and one session funded through the PE and Sport Premium budget.(External community venue) **Snakes & Ladders Active Play Programme**	• OQA students	Broader experience of a range of sports and activities offered to all pupils. **Key Indicator 1** – Increased confidence, knowledge and skills of all staff in teaching PE and sport. **Key Indicator 2** – The engagement of all pupils in regular physical activity. **Key Indicator 3** – The profile of PE and sport is raised across the school as a tool for whole school improvement.	• The involvement of the OQA PE Lead supports long term sustainability and reduces reliance on external providers. • Small group delivery allows activities to be adapted to meet individual pupil needs and promote inclusion. • Pupils will continue to develop teamwork, communication skills, resilience and confidence through participation in outdoor water based activities. • Increased access to adventurous and community based physical activity opportunities. • Activities promote independence, engagement and participation beyond the school environment. • Provision has been successfully maintained despite provider costs increasing by approximately 186%. • Additional funding secured during the academic year supports the long term sustainability of the programme and reduces the overall cost to the Academy.	**Total:** 5000£ **2500£ funded**

• Two visits per week providing access to active play opportunities within a community setting. • Activities designed to develop balance, coordination, gross motor skills, confidence and physical participation. • Opportunities for pupils to access physical activity in a safe and engaging environment outside of school.(Snakes & Ladders Play Centre) **Community Gym Membership Programme** • Annual gym membership programme providing access to a local community gym. • Three annual	• Lower Primary pupils. • Upper Primary pupils	**Key Indicator 1** – The engagement of all pupils in regular physical activity. **Key Indicator 2**– The profile of PE and sport is raised across the school as a tool for whole school improvement. **Key Indicator 3** – Broader experience of a range of sports and activities offered to all pupils	• Increased participation in regular physical activity through active play experiences. • Development of balance, coordination, confidence and gross motor skills. • Increased access to community based physical activity opportunities. • Supports inclusion by providing activities that can be adapted to meet a wide range of pupil needs. • Encourages social interaction, communication and engagement within a community environment.	**Total:** 553£

memberships allowing pupils to access all areas of the gym. • Two supported sessions per week delivered by the PE Lead. • Additional independent access available throughout the week. • Individual fitness programmes designed and monitored by the PE Lead. (Local Community Gym) **Sports Day Events** Annual Sports Day events delivered across OQA. • Separate Sports Day events organised for Lower Primary, Upper	• OQA stduents	**Key Indicator 1** – Increased confidence, knowledge and skills of all staff in teaching PE and sport. **Key Indicator 2** – The engagement of all pupils in regular physical activity. **Key Indicator 3** – The profile of PE and sport is raised across the school as a tool for whole school improvement.	• Increased access to community based physical activity opportunities. • Supports preparation for adulthood by developing confidence and independence when accessing community leisure facilities. • Pupils develop lifelong fitness habits, personal responsibility and self management skills. • Individual programmes ensure activities can be adapted to meet personal interests, abilities and fitness goals. • The programme promotes inclusion, accessibility and long term engagement in physical activity beyond school.	**Total:** 899.70£

Primary. • Additional activities provided to maximise participation and engagement. • Bouncy castle provision for Lower Primary and Upper Primary pupils. **Bikeability Provision** • Continued participation in the Bikeability programme throughout the academic year. • Development of cycling skills, road safety awareness and independent travel skills. • Access to nationally recognised cycling training opportunities. **Boccia Provision**	• Pupils across OQA. • OQA students	**Key Indicator 1** – The engagement of all pupils in regular physical activity. **Key Indicator 2** – The profile of PE and sport is raised across the school as a tool for whole school improvement. **Key Indicator 3** – Increased participation in competitive sport. **Key Indicator 1** – The engagement of all pupils in regular physical activity. **Key Indicator 2** – The profile of PE and sport is raised across the school as a tool for whole school improvement.	• Increased participation in physical activity through inclusive Sports Day opportunities. • Promotes enjoyment, confidence, teamwork and positive attitudes towards physical activity. • Activities can be adapted to meet a wide range of physical, sensory and learning needs. • Raises the profile of PE and physical activity across the Academy. • Provides opportunities for all pupils to experience success, achievement and participation • Pupils develop confidence, independence and competence when accessing cycling activities. • Increased understanding of road safety and safe travel within the community. • Supports preparation for adulthood through the development of practical life skills. • Encourages participation in lifelong	**Total:** 282.08£ Fully funded through Bikeability Programme

• Two weekly Boccia sessions delivered throughout the academic year. • Inclusive physical activity programme designed to promote participation, coordination, concentration and teamwork. • Delivered in partnership with London Sports Trust. **External Galas and Sporting Visits** • Participation in Panathlon Football events. • Participation in Panathlon Swimming events. • Educational visit to Wimbledon Championships. • Opportunities for pupils to represent the Academy in external	• Upper Primary pupils. • OQA studens	**Key Indicator 3** – Broader experience of a range of sports and activities offered to all pupils. **Key Indicator 1** – The engagement of all pupils in regular physical activity. **Key Indicator 2** – The profile of PE and sport is raised across the school as a tool for whole school improvement. **Key Indicator 3** – Broader experience of a range of sports and activities offered to all pupils. **Key Indicator 1** – The profile of PE and sport is raised across the school as a tool for whole school improvement.	physical activity opportunities beyond school. • Continued access to external funding supports long term sustainability of the programme. • Increased access to inclusive sporting opportunities for pupils with a wide range of needs and abilities. •Development of coordination, concentration, communication and teamwork skills. • Promotes participation and engagement in physical activity through activities that can be adapted to individual needs. • Supports inclusion by ensuring all pupils can access meaningful sporting experiences. • Partnership working with London Sports Trust supports the sustainability of the programme and continued access to specialist provision. • Increased participation in sporting events beyond the school environment. • Pupils develop confidence, teamwork, resilience and communication skills through participation in external events. • Opportunities to represent the Academy	Fully funded through London Sports Trust **Panathlon Events:** Fully funded

sporting events and community activities. **Specialist activities/External providers.** External football coach delivering inclusive PE sessions every other Thursday. The coach works with all primary classes with a targeted football and movement skills session. Sessions include football, cooperative games, motor skills activities, teamwork and confidence-building.	Regular sessions at OQA have increased pupil engagement and participation in PE across the school. All pupils have had the opportunity to take part, with activities adapted to meet individual needs where possible. The sessions have particularly supported pupils who are less confident in PE,	**Key Indicator 2** – Broader experience of a range of sports and activities offered to all pupils. **Key Indicator 3** – Increased participation in competitive sport. **Key Indicator 1:** Engagement of all pupils in regular physical activity. **Key Indicator 2:** The profile of PE and sport is raised across the school as a tool for whole-school improvement. **Key Indicator 3:** Broader experience of	help raise aspirations and engagement in sport. • The Wimbledon visit provides exposure to a world class sporting venue and promotes awareness of future sporting opportunities. • Activities strengthen links between school, sport and the wider community. Pupils have shown increased confidence, motivation and enjoyment of physical activity, particularly those who were previously reluctant to engage in PE. The sessions have developed teamwork, movement and fundamental motor skills through a wide variety of inclusive activities. The coach has also modelled effective practice for staff, enabling strategies and activities to be embedded into future PE lessons, ensuring a sustainable impact beyond the programme.	**Wimbledon Visit:** £25 per pupil (partially funded) **Total:** £4,788

	encouraging greater participation, enjoyment and physical activity. Staff have also benefited from observing inclusive teaching strategies and a range of practical activities that can be embedded into future lessons.	a range of sports and physical activities offered to all pupils. .		

Key achievements 2025-2026

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
Maintaining and Expanding Specialist Physical Activity Provision • Continued swimming provision across OQA. • Fulham Primary pupils accessed swimming during the Autumn Term and Half Term 1 of Spring. • Continued delivery of rock climbing, kayaking, Boccia and Snakes & Ladders programmes • Membership Programme • Rock climbing provision to include Upper Primary pupils.	• Pupils continued to access a broad and inclusive range of physical activity opportunities throughout the academic year. • Increased participation, confidence, independence and engagement in physical activity across a variety of settings. • Increased opportunities for pupils to access activities that match their individual strengths, interests and needs.	• The Academy successfully increased access to personalised physical activity opportunities for pupils with the most complex needs. • Through the use of individualised timetables, off site activities were successfully embedded as motivating and regulating opportunities to support wellbeing, engagement and access to learning. • The use of personalised off site provision enabled pupils who may otherwise struggle to access larger group activities to participate successfully and achieve positive outcomes. .• For some pupils, participation in off site activities became a key motivator for school attendance, engagement and participation in wider school life. • Community Gym Membership Programme was successfully established during the academic year and had a significant positive impact on participating pupils. • In addition to the supported sessions delivered by the PE Teacher on Tuesdays and Thursdays, pupils were able to access the gym on additional days throughout the week, increasing participation and promoting greater independence. • The programme provided meaningful opportunities for pupils to follow personalised fitness programmes, access gym facilities independently and develop skills that can be transferred beyond school

Developing Staff Knowledge and Internal Expertise • Delivery of internal three trampolining training .• Delivery of PE training and PE Through Games training programmes.	• Staff increased their confidence, knowledge and competence when delivering PE and physical activity sessions. • Improved consistency and quality of provision across the Academy. • Increased staff confidence when adapting activities to meet individual pupil needs.	• Internal training reduced reliance on external providers and increased sustainability. • Staff were better equipped to adapt activities to meet individual pupil needs. • Increased staff knowledge and confidence positively impacted the quality of PE sessions and pupil engagement within lessons. • Improved staff practice contributed to increased participation, engagement and positive outcomes for pupils. • Increased internal expertise has strengthened the long term development of PE provision across the Academy.
Maintaining Access to Specialist and Adventurous Activities • Continued delivery of rock climbing and kayaking opportunities. • Increased participation in community based physical activity opportunities.	• Pupils developed resilience, confidence, teamwork, physical coordination and problem solving skills. • Increased access to adventurous and community based activities.	• Climbing provision was successfully maintained despite a 30% increase in provider costs. • Kayaking provision was maintained despite provider costs increasing by approximately 186%. • Funding was successfully secured to maintain Boccia, Bikeability and Kayaking provision throughout the academic year. • Additional external funding was secured to maintain access to kayaking opportunities. • Effective budget management enabled the Academy to adapt to increased provider costs whilst maintaining access to high quality specialist activities for pupils

Promoting Inclusion, Participation and Community Engagement Through Sport • Participation in Panathlon Football, Swimming and Boccia events. • Sports Day events delivered across all departments. • Participation in Bikeability and community based activities. • Wimbledon educational visit. .	• Increased participation in sport and physical activity beyond the school environment. • Pupils developed confidence, teamwork, resilience and communication skills through participation in external events and activities.	• Sporting opportunities promoted inclusion and ensured pupils could access a wide variety of experiences regardless of ability level. • Activities strengthened links between school, sport and the wider community. • Pupils were provided with meaningful opportunities to represent the Academy and engage in community based activities.

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

Question	**Stats:**	**Further context** **Relative to local challenges**
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	**OQA Main Site:** Approximately 10% of pupils are currently able to travel 25 metres in the water using flotation support.	Ormiston Queensmill Academy is a specialist school supporting children and young people with autism and complex needs. Pupils access a personalised curriculum designed to meet their individual strengths, needs and developmental priorities. Swimming provision focuses primarily on developing water confidence, water safety, aquatic participation and independence rather than solely achieving National Curriculum swimming outcomes. For many pupils, swimming also supports physical development, sensory regulation, communication, social interaction and preparation for adulthood. Due to the diverse needs of pupils across the Academy, swimming outcomes are measured against personalised targets and individual progress. As a result, some pupils may make significant progress in water confidence, safety and participation without necessarily achieving traditional swimming milestones such as swimming 25 metres or using a range of recognised strokes. OQA continues to prioritise access to swimming opportunities through the use of specialist off site facilities across West London. Swimming provision is delivered across multiple venues to ensure pupils can access appropriate aquatic environments that meet their

		individual needs and support meaningful participation in physical activity.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	**OQA Main Site:** Approximately 5%.	The primary aim of swimming provision at OQA Main Site is not the acquisition of formal swimming strokes. The programme focuses on water safety, water confidence, aquatic participation, independence and individual aquatic outcomes. There is a greater emphasis on the development of aquatic skills, with pupils working towards increased independence, water safety,swimming progression and the transfer of core aquatic skills into recognised swimming strokes where appropriate. Across both provisions, swimming outcomes are personalised and reflect the individual needs, abilities and developmental priorities of each pupil.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	**OQA Main Site:** Approximately 20%.	Water safety remains a key priority across both provisions. Swimming programmes focus on developing confidence, safe entry and exit, floating, recovery skills and personal safety in and around water. Outcomes are personalised and reflect the individual needs and abilities of pupils accessing the 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?	No	We have not used the Primary PE and Sport Premium to provide additional top-up swimming sessions. Due to the specific needs of our students we are currently unable to offer extra sessions beyond the core swimming lessons.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	I have received formal CPD in swimming, having completed both levels of the Swimming Teacher course. This has provided me with the knowledge and confidence to teach swimming and water safety to our students, ensuring sessions are delivered safely and effectively while considering the individual needs of children and young people with autism and complex needs.

Signed off by:

Head Teacher:	*(Name)*
Subject Leader or the individual responsible for the Primary PE and sport premium:	*Javier Arranz Escorial*
Governor:	*(Name and Role)*
Date:	