



PE Funding Evaluation Form

2024/2025

Commissioned by



Department
for Education

Created by



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 June 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.

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?	What didn't go well?	How do you know?
Swimming- pop up pool.	<u>Baseline for Year 4- 59 chn</u> 0% children could swim at least 25m 19% of children were able to use a range of strokes effectively 0% of children were able to perform safe self rescue in water based situations <u>End result for Year 4</u> Impact 55% children could swim at least 25m 83% of children were able to use a range of strokes effectively 74% of children were able to perform safe self rescue in water based situations <u>Baseline for Year 5</u> 0% children could swim at least 25m 27% of children were able to use a range of strokes effectively 0% of children were able to perform safe self rescue in water based situations	In Year 4 we still have 45% of the year group unable to swim the NC of 25m. In Year 5 we still have 53% of the year group unable to swim the NC of 25m.	

Review of last year 2023/25

	<u>End result for Year 5</u> Impact 47% children could swim at least 25m 76% of children were able to use a range of strokes effectively 54% of children were able to perform safe self rescue in water based situations Assessment was clear and detailed outlining different areas of swimming in which we have to report on: Distance Range of Strokes Water Safety We used the last week of the pool for taster sessions for Year 3. This has informed groupings for the next year.		
Sports coach	To have our own Woodlands member of staff teaching PE across the academy is has so many benefits. They are embedded in school life and the routines of the school. Relationships with the children and our sports coach are strong which enables a safe environment for our children to learn.		
Health and Fitness week	Every year the whole academy comes off timetable to have a whole week immersed in being active and learn new sports. We want to make sure children at Woodlands have a healthy lifestyle and work on positive mental wellbeing.		

Review of last year 2023/26

After school clubs	Children at Woodlands have the opportunity to attend after school clubs. These are available for all of KS1 and KS2 children. This enables us to provide provision up to 150 children per week. We have allocated money in our sport coaches salary to provide a free after school clubs for our PPG and SEND children. This was an area highlighted by AfPE. They stated that when children reach secondary school age the amount of physical activity undertaken reduces drastically; most of these children are SEND and PPG. At Woodlands, we want to instill a love for being active and being healthy for all children.		
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Schools should prioritise Premium spending to make improvements in the following 5 key areas:

1. increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities
2. increasing engagement of all pupils in regular physical activity and sporting activities
3. raising the profile of PE and sport across the school, to support whole school improvement
4. offer a broader and more equal experience of a range of sports and physical activities to all pupils
5. increasing participation in competitive sport

Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
Children to continue their extra 15 minutes of activity through the Weekly Mile.	- Teachers to keep activity as a priority on their weekly timetables. - Children to track their progress on the Weekly tracking sheet - Sports coach to analyse data and praise children who have made the most progress rather than fastest times.
Own Sports Coach has been employed to give high quality PE teaching and expertise to our children.	- Provide high quality PE lessons - Provide expert knowledge in each area of sport. - Staff to have access to high quality Continuous Professional Development
Children have the opportunity to take part in structured activity during lunchtime along with a choice of After School Clubs.	- Provide afterschool clubs for both Key Stage 2 and one for Key Stage 1. KS1- 1 after school club with Sports Coach KS2- 4 after school clubs (2 with Sports Coach, 1 with Judo company and 1 with dance teacher) One of the Sport Coach's after school clubs is a PPG/SEND club. This targets these groups of children specifically. This is free for these children and have priority for this club. - Provide lunchtime clubs for both Key Stages
Raise attainment of children reaching ARE and GD in PE.	- Staff to ensure that the curriculum objectives are being taught for each year group using the MTP. - Planning to reflect Rosenshine and implement levels of challenges to support and challenge children per lesson. - Lessons to follow the progression and weekly AFL to take place. - Ensure non-participant registers are taken and children who are not taking part in physical activity are identified. - PE coordinator to monitor planning and speak to staff about barriers to learning and what adaptations need to be undertaken for all children to achieve.

Intended actions for 2024/25

	Achievements celebrated in assembly (match results and notable achievements in lessons etc.)
Sports Star of the week celebrated every week to ensure the whole school is aware of the importance of PE and Sport. It encourages all pupils to aspire to be involved in the assemblies.	- Photographs of the children achieving in and out of school displayed on the PE notice board and weekly newsletter - Sporting poster on school newsletter. - Sports Coach to identify 1 child from each class per week to celebrate their achievements. - Sports Coach to use the School Games Values language.
Annual Health and Fitness Week is a whole week of physical activity for the whole school.	- Provide outside agencies to come in to provide a range of activities for the children and staff. - Place emphasis on the importance of Physical Fitness on everyday life. - Special Health and Fitness newsletter given to the parents at the end of the week to share and celebrate sporting activities and achievements over the academy. - Involve external clubs, especially during Health and Fitness week, to come in and work with staff and pupils to share good practice.
Use the assessment tool to track children's progress on a half termly basis in each subject area.	- Teachers to use the objectives on the Long Term plan to plan progress lessons. - Teachers to use the objectives to come to a judgement on children's attainment at the end of each half term. - Teachers and Sports coach to track children's progress on a half termly basis giving % of chn Working Towards, ARE and Greater Depth - Attainment is reported on the children's reports at the end of the year.
PE equipment (inc lunchtimes), storage and area marking	- Use the equipment to aid lessons in school. - Use the equipment to aid structured activities during lunchtime
Woodlands continues to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved in sport and become more active.	Continue with the offer of afterschool clubs for all children at Woodlands.

Intended actions for 2024/25

	• Afterschool club for PPG/ SEND children to attend free of charge • Sports coach time for additional PPG and SEND afterschool club
Ensure the Forest School and Outdoor Learning curriculum is implemented in Woodlands.	• To follow the Outdoor and Adventurous curriculum which facilitates learning from Nursery to Year Six. • To follow and know there progression steps for each area. • To incorporate the cross curricular links into Forest School sessions. • Assess pupil's progress against the curriculum criteria and record pupil progress. • To use pupil voice at the end of a year groups Forest School provision to determine effectiveness of sessions and take into consideration pupil's views and opinions for future planning. • Report to link governor and Leader of Learning for science on effectiveness of Forest School provision and any subject developments. • Forest School lead reports to PE half termly. • Termly meetings with other schools and outdoor education providers to improve and ensure good quality provision in Forest School.
Promotion of healthy eating and teach children to prepare healthy foods, snacks and meals through Taste Time and Phunky Foods which is part of our D& T curriculum.	• Foods to be purchased to support the curriculum for healthy eating.
Increase the number of children reaching NC in swimming in Year 6 (statutory) and Year 5 (additional) using a Pop Up Pool for 7 consecutive weeks. Use our 7th week to introduce swimming to children in another year group and provide booster groups for children from Year 5 and 6.	• Children swimming for 45 minutes 5 days a week for 3 weeks. • Baseline assessment took by Swim Ed (STA approved) using an online tracking tool. This reports on Distance, Effectiveness of stroke and Water Safety. • End of swim assessment took against same baseline criteria. • Progress assessed continually in every lesson • Swimming certificates given in a celebration assembly with parents in July. • Extra staff to monitor changing of the children and to collect for their lesson • Provide swimming boosters for children who did not reach NC attainment in years 5 and 6.
Provide taster session for Year 4 to inform us of teaching groups for next year.	• Children in this year group to experience swimming. We are aware some children have never been in a pool so over coming these barriers before structured lessons will help

Intended actions for 2024/25

	build confidence.
Provide a swimming after school club for Year 3 and 4	• Extra staff for the collection of children and to monitor changing of the children before and after lessons • Session taught by a specialised swim coach
Increase the number of children taking part in competitive sports.	• Increase participation in intra-school competitions. All classes compete in houses against each other in their last lesson every half term. • Results to be recorded by Sports Coach and celebrated. • Yearly Sports Day • To take part in an inter competition to compete against other local schools.

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?
Children to continue their extra 15 minutes of activity through the Weekly Mile. Children across the Academy improved their overall fitness through number laps, increasing endurance and stamina. Most of all to promote physical fitness and a healthy mind and body for all our children at Woodlands. Data from each class, which is recorded and kept in the classrooms for children to check their progress and set personal goals.	Record sheets Pupil voice
Own Sports Coach has been employed to give high quality PE teaching and expertise to our children All children take part in at least one hour of a high quality PE lesson. A termly review of PE provision takes place to seek ways to improve. Adaptations to be planned for so all children can achieve regardless of their ability	Planning Adaptations being planned and used
Children have the opportunity to take part in structured activity during lunchtime along with a choice of After School Clubs. Increased participation in lunchtime clubs Increased participation at after school clubs Increased participation of PPG/SEND children attending an additional one hour afterschool club free of charge	Registers Increased participation

Expected impact and sustainability will be achieved

Raise attainment of children reaching ARE and GD in PE.

Activities are being planned for and are progressive.

PE lead checks the assessment to monitor chn Working Towards, ARE and GD. These saved on the planning drive for staff to access when they need.

GD children are identified through AfL and then challenged to develop their understanding and knowledge

Adaptive teaching is also used during lessons to ensure all learners are achieving including PPG and SEND children-

EYFS curriculum to fall in line with the EYFS Development Matters Document

Planning scrutinies.
Half Termly Assessment tool
AfL book kept by Sports Coach

Sports Star of the week celebrated every week to ensure the whole school is aware of the importance of PE and Sport. It encourages all pupils to aspire to be involved in the assemblies.

Celebrate our success and share on the weekly newsletter that goes out to all parents- promote healthy minds

More awards are being celebrated in weekly assemblies and documented on our weekly newsletter

Newsletters
Website
Weekly assembly celebration

Annual Health and Fitness week which is a whole week of physical activity for the whole school.

New love for sports that are new to children

Children to instill the school games values.

Positive approach to activity from our children at Woodlands.

Children's attitude
Children using language from the School Games Values.
Pupil Voice
Sports Day results- reward
Health and Fitness newsletter

Expected impact and sustainability will be achieved

Children are more physically active during that week and we promote being active throughout every day. Sports Days included to promote competition	
<i>Use the assessment tool to track children's progress on a half termly basis in each subject area.</i> PE coordinator to track % of children who are below, ARE and GD on a half termly basis Sports Coach to identify children who are below ARE during lessons.	Half termly assessments Continuous AfL
<i>Woodlands continues to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved in sport and become more active.</i> Lunchtime clubs a week available for all children to attend. Drop in club no limit of children who want to attend. 5 afterschool clubs for children to attend. From the pupil surveys our Sports Coach is now rotating his lunchtime clubs on a half termly basis and assessing the popularity of afterschool clubs and changing those accordingly Increased participation from our SEND/PPG children in specific target after school club.	Registers from After School Clubs Increased participation in lunchtime clubs
<i>Ensure the Forest School and Outdoor Learning curriculum is implemented in Woodlands.</i> Curriculum is being implemented by our Forest School lead. Learning which takes place during Forest School is linked to children's learning throughout the year.	Assessment tracking through Forest School lead Pupil voice

Expected impact and sustainability will be achieved

Promotion of healthy eating and teach children to prepare healthy foods, snacks and meals through Taste Time and Phunky Foods which is part of our D& T curriculum. Children undertake Taste Time Termly therefore increasing their knowledge of healthy eating and how to prepare a range of food types	Changes in attitudes to a healthier lifestyle Children wanting to try new healthier options
Provide a swimming after school club for Year 3 and 4 Children who do not have the opportunities to go to out of school sessions are able to take part in school grounds and close to home. Increase confidence and children's ability at Woodlands. This also provides a life skill which all children should be able to access.	We are able to offer 20 spaces for this club- registers Increased confidence in swimming. Pupil Voice
Increase the number of children taking part in competitive sports. Increase participation in intra-school competitions. All class compete in houses against each other in their last lesson every half term. Results to be recorded by Sports Coach and celebrated. Yearly Sports Day	Planned intra-school competitions at the end of every unit taught in PE- recording sheet Planned intra-school competitions Health and Fitness week – see H&F planning Competitive sport out of school- website/ newsletter Yearly Sports Day- results Children wanting to take part in inter competitions to compete with other schools

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?

Promotion of healthy eating and teach children to prepare healthy foods, snacks and meals through Taste Time and Phunky Foods which is part of our D& T curriculum.

Phunky Foods ambassadors gave out healthy drink alternatives. Children on KS2 tried a mixed berry with kiwi and mint infused water and a mango and pineapple infused water. This was to encourage children to try and drink non sugary alternatives.

Annual Health and Fitness week, which is a whole week of physical activity for the whole school.

More children asking for lunch time clubs and afterschool clubs

Children wanting to start up new school teams e.g netball.

What evidence do you have?



See newsletter using link

<https://primariesite-prod-sorted.s3.amazonaws.com/woodlands-academy-of-learning/UploadedDocument/61f87e29-b10f-400c-9a12-880a0d646f8f/friday-4th-july.pdf>

Health and Fitness Week 2025

By Mrs L Newton

Our focus this week for Health and Fitness Week has been the Women's Rugby World Cup. We have also been learning new sports, learning about the ways to keep fit and healthy and most of all getting our hearts pumping!

Because of the lovely weather, most of our Sports Days have taken place this week. Year 5 and 6 is rescheduled for Monday afternoon next week.

The School Games Values that we follow at Woodlands are very important to us and we are pleased to announce that we have been awarded the School Games Gold Award!

What else has been happening?

We started the week with a bang by skipping and target throwing on the playground before school.

Billie who runs our KS2 Cheer leading afterschool club on a Friday night, popped in to school twice this week. She taught the children some dance moves and worked together to perform a dance. (Scan the QR code to have a sneak peek!)

On Thursday our Phunky Foods ambassadors gave out healthy drink alternatives. Children on KS2 tried a mixed berry with kiwi and mint infused water and a mango and pineapple infused water. This was to encourage children to try and drink non sugary alternatives. Well done everyone for giving it a try.

Swimming has continued in our Pop Up Pool for Year 5 where each child has swum every day for 40 minutes. Year 6 have completed their 3 weeks of lessons, I am looking forward to the results. This has been fabulous exercise and it is nearly all of their recommended 60 minute a day physical activity!

Year 4 will be having some swimming taster sessions in the last week, which I know they will be so excited about.

Other events that have taken place this week:

- Year 2 had a scooterthon.
- Year 6 had a great day at the beach.
- Year 4 and 5 had fun at Pool Hays watching a performance of Frozen.

I can imagine you have had some very tired children this week, they have worked so hard. Enjoy your weekend.

Mrs L Newton

Health and Fitness Week 2025 by Mrs L Newton

Year 3 have been taking part in small games out on the playground.

Reception have been dancing with Billie.

Year 1 have been making leaflets about the School Games, learning about turns and the Red Kites and designed their own rugby balls.

Year 4 have learned how to play netball. They also played dodgeball and rounders.

Year 6 went to the beach.

Actual impact/sustainability and supporting evidence

Increase the number of children reaching NC in swimming in Year 6 (statutory) and Year 5 (additional) using a Pop Up Pool for 7 consecutive weeks.

Baseline for Year 5 (58 chn)

38% children could swim at least 25m

81% of children were able to use a range of strokes effectively

0% of children were able to perform safe self rescue in water based situations

End result for Year 5

Impact

52% children could swim at least 25m

86% of children were able to use a range of strokes effectively

90% of children were able to perform safe self rescue in water based situations

Baseline for Year 6 (59 chn)

17% children could swim at least 25m

88% of children were able to use a range of strokes effectively

0% of children were able to perform safe self rescue in water based situations

End result for Year 6

Impact

59% children could swim at least 25m

95% of children were able to use a range of strokes effectively

88% of children were able to perform safe self rescue in water based situations

Assessment was clear and detailed outlining different areas of swimming in which we have to report on:

- Distance
- Range of Strokes
- Water Safety

Pupil voice

Angel- It was amazing and fun.

Imogen- It was really fun because I figured out how to do the butterfly stroke.

Harley- They taught me how to keep safe if I was every to fall in a canal.I also learned how to do the correct butterfly stroke.

Actual impact/sustainability and supporting evidence

	Leela- Last year I did 13metres and this year I have completed 25metres.
Provide a swimming after school club for Year 3 and 4	20 children from Years 3 and 4 attended 14 children were females 6 children were males 3 children were SEND 7 children were Disadvantaged Pupil Voice Oliver- I learned how to do a backstroke. Phoebe- I feel like I have got much better at swimming. Miyah- At the start I could had to use a noddle but by the end I could swim half way without one.
Increase the number of children taking part in competitive sports.	Planned intra-school competitions during Health and Fitness week –see picture Year 4 Netball competition in house colours 

Actual impact/sustainability and supporting evidence

Children taking part in competitive sport out of school is celebrated weekly during assembly increasing awareness of different opportunities for children.



Yearly Sports Day enables all children at Woodlands to represent their House colour. Sports Day results are added up and winning house has time on a bouncy castle.



Sports Day Points

Year group Sports Day	Foxes	Rabbits	Squirrels	Hedgehogs
EYFS	214	249	218	209
Year 1 and 2	394	231	421	121
Year 3 and 4	159	177	208	249
Year 5 and 6	313	425	227	280
	Total= 1080	Total= 1082	Total= 1074	Total= 859

This year we have attended Ultimate Frisbee (Inclusive competition) which was a School Games based competition and football matches with a local primary school. We held try outs for the football teams on a lunchtime. 35 children (boys and girls) wanted to be part of the Year5/6 team. In Year 3 and 4, 42 children (boys and girls) wanted to be part of the team. This was incredible and showed that Woodlands children want to be part of a team and play sport.

Actual impact/sustainability and supporting evidence

Data

Ultimate Frisbee- 12 children attended.

- 11/12 children were PPG.
- 6/12 children were SEND

Football Year 3 and 4- 11 children attended

- 3/11 children were PPG
- 0/11 children were SEND

Football Year 5 and 6- 10 children attended

- 3/10 children were PPG
- 0/10 children were SEND

Pupil voice from Ultimate Frisbee (Inclusive competition)

W, 'It was ok but it was a bit rough.'

N, 'It was brilliant!'

R, 'It was amazing!'

L, 'It was very fun.'

J, 'It was challenging.'

Year 5 Ultimate Frisbee Competition



Results

Game 1	Game 1	Result
Woodlands A 2	Dalves A 1	Won
Woodlands B 0	St Thomas B 2	Lost
Game 2	Game 2	Result
Woodlands A 2	St Thomas A 0	Won
Game 3	Game 3	Result
Woodlands A 0	St Anne 3	Lost
Woodlands B 0	Dalves B 0	Lost

Year 3 and 4 Football Match- 26.06.25

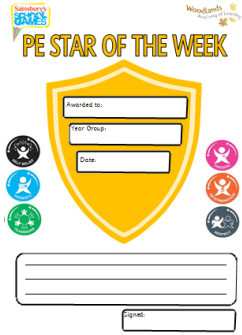


Results

Woodlands 3	Pool Hayes 0
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Actual impact/sustainability and supporting evidence

	M, 'We learned new skills.' H, 'I loved all the games we played.' Year 5 and 6 Football Match- 19th June 2025  <table border="1" data-bbox="1736 443 1960 507"> <thead> <tr> <th colspan="2">Results</th> </tr> </thead> <tbody> <tr> <td>Woodlands</td> <td>12</td> </tr> <tr> <td>Pool Hayes</td> <td>3</td> </tr> </tbody> </table> 	Results		Woodlands	12	Pool Hayes	3
Results							
Woodlands	12						
Pool Hayes	3						
Sports Star of the week celebrated every week to ensure the whole school is aware of the importance of PE and Sport. It encourages all pupils to aspire to be involved in the assemblies.	Our sports coach writes these and uses the language from the school games values 						
Ensure the Forest School and Outdoor Learning curriculum is implemented in Woodlands.	Forest school is taught to every year group from Nursery to Year 6. All children are expected to attend and we use our local woods to give the children real experience of being outdoors. This curriculum links well with Science and PE. Children use orienteering to follow maps to get to different locations during the lesson. Evidence sheets are put in children's Science books Newsletters are also added to the website to share our outdoor learning with parents and celebrate achievements. See below example.						

Actual impact/sustainability and supporting evidence



Woodlands Academy of Learning

Forest School & Outdoor Learning News

Year Five Construct Nests With a Difference

Year Five have been getting to grips with building nests with a difference. The children have been learning about life cycles. One life cycle they have studied was that of birds. So the children had a go at building nests for themselves.

birds are the children could only use twigs (like a birds beak) to make their nests. The children had to consider where they would site their nest, what materials would protect the developing eggs. How they would make the materials birds will use to make their nests and in some instances some birds make no nests at all, but their eggs have adapted to the environment such as steep cliff faces.

The team work was excellent and the nests were very impressive. Well done Year Five.

The children had a great time working to complete their nests, many of which had very interesting additional features. As the children worked we discussed the different nesting

The activity required team work and to prove how clever mother bird comfortable and how they would keep the eggs warm.

Each of the children took their dream catchers home and many of the children came back to tell me where they had hung them in their homes.

Letters will be sent to participant groups.

Forest School Rangers for This Half Term

Nursery— John, Millie

Reception— Mason, Bani

Year Four — Evie, Serina

Year Five— Mia, Alfie

Forest School Dates For Next Half Term.

Year Three —Monday Mornin

Miss Adam's Class

Monday 28th April, 10th May

Mrs. Galighly's Class

Monday 12th May, 21st May

Reception Tuesday Afternoon

Letters will be sent to participant groups.

Nursery is Friday Afternoon

Septings are Friday Morning

2nd May, 9th May and 16th May.

Spring Term 2025

Year Five Construct Nests With a Difference 1

Reception Are In For A Good Nights Sleep 1

Forest School Rangers For This Half Term 1

Forest School Dates For Next Half Term 1

Year Five Newsletters In The Making 2

Year Four Dig Ducky Challenge 2

Conservation 2

What to Look Out For 2

Pupil voice sheets have been analysed by the Forest School lead at the end of every unit of work.

Woodlands continues to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved in sport and become more active.

Participation of our Free School Meal, Disadvantaged and SEND After School Club.

Autumn- 17 children attended
Spring- 20 children attended
Summer- 29 children attended.

This shows how popular the club is and that participation has increased from 17 children in Autumn to 29 in Summer. This is an increase of 12 children being more active.

This was a football club. Next, we could look in to other sports. Children have mentioned Netball.

Actual impact/sustainability and supporting evidence

This year we have taken part in a sponsored 'Foamathon'



We have also reached School Games Gold Award for the first time.



Own Sports Coach has been employed to give high quality PE teaching and expertise to our children

See appendix 1

Actual impact/sustainability and supporting evidence

Appendix 1

	PE End of Year Summative Judgement- Whole school		
	Working Below ARE	Working at ARE	Working at GD
Nursery	15 chn 58%	11 chn 42% ARE	-
Nursery	14 chn 88%	2 chn 13%	-
Reception	3 chn 11%	24 chn 89%	0 chn 0%
Reception	0 chn 0%	29 chn 100%	0 chn 0%
Year 1	1 chn 3%	29 chn 97%	0 chn 0%
Year 1	0 chn 0%	30 chn 100%	0 chn 0%
Year 2	0 chn 0%	24 chn 92%	2 chn 8%
Year 2	2 chn 7%	21 chn 75%	5 chn 18%
Year 3	1 chn 3%	29 chn 94%	1 chn 3%
Year 3	4 chn 13%	26 chn 87%	3 chn 10%
Year 4	0 chn 0%	27 chn 90%	3 chn 10%
Year 4	3 chn 10%	24 chn 80%	3 chn 10%
Year 5	2 chn 7%	25 chn 83%	3 chn 10%
Year 5	2 chn 7%	21 chn 72%	6 chn 21%
Year 6	3 chn 10%	24 chn 80%	3 chn 10%
Year 6	0 chn 0%	24 chn 83%	5 chn 17%