

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Achieving together



Created by





Bowling Green Academy Sports Premium Plan 2021/22

Headteacher's name:	Jamie Stuttard	Signature:	J Stuttard
Chair of Governors name:	Ken Inwood	Signature:	K Inwood
Sports Premium Co-ordinator:	Tom Andrews	Signature:	T Andrews

A DfE announcement in July 17 stated that the PE and sport premium grant will be doubled – Education Secretary Justine Greening stated that the money would materialise in September, as part of the [£1.3 billion in additional funding promised to schools](#) over the next two years. As a result of the increase in funding, the accountability measures of the grant will be far more stringent; ultimately, schools will not only be far more accountable for the use of the grant but also in terms of outcomes upon pupils' general wellbeing and fitness.

It is expected that schools will see an improvement against the following five key indicators:

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. The profile of PE and sport being raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

This year we will look to further increase our participation in sport (last year, all of our year 6 children took part in an external sporting event), providing a border range of opportunities for pupils in the wider school community, cluster and the city. We are also looking to raise standards, attainment and progress of all pupils within the curriculum. Moreover, we strive to promote healthy and active lifestyles for all our children.

We will evaluate the impact of the Sports Premium funding as part of our normal self-evaluation arrangements. We will look at how well we use our Sport Premium to improve the quality and breadth of PE and sporting provision, including increasing participation in PE and sport so that all pupils develop healthy lifestyles and reach the performance levels they are capable of. We will look at pupil's progress in PE as well as other areas of development such as self-esteem, confidence and the numbers of pupils involved in sporting activities in and out of school. Assessments will be made both formally and informally using our school assessment systems as well as feedback from staff and visitors to the school. We will also evaluate the impact of professional development opportunities in improving teaching and learning in PE.

Total fund allocated: £17,200

Total = £23,691

Left from last year – £6,491

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<p>Playground markings and equipment has increased physical time during the day and lunchtime/playtimes</p> <p>Daily Mile course laid and encouraged in each class.</p> <p>Extra-curricular clubs have enabled all children to have access to sporting coaching and activity.</p> <p>P.E. is regarded by all staff as a key part of school development.</p> <p>Resource audit and orders have supported PE teaching, including focus events such as Healthy Eating Week, Curo and Olympic-themed days.</p> <p>Real PE CPD sessions have had a positive impact on staff confidence</p> <p>CPD – Cricket and Rugby coaches have provided further development for staff</p> <p>Sports Cool lunchtime clubs – positive impact on engagement of physical activities of all children and renewed confidence in lunchtime staff.</p> <p>New equipment have enabled engagement of more children during play and lunchtimes.</p> <p>Sports Cool have delivered a variety of clubs and activity across a variety of disciplines, including frisbee, multi-sport and cricket.</p>	<p>Increased targeted activities to involve and encourage last active children and those with limited opportunities.</p> <p>Daily mile – needs to be relaunched and given higher profile.</p> <p>Swimming needs to re-start.</p> <p>Sports Leader Programme – led by BBS- for a target year group</p> <p>CPD focus for new teaching/non-teaching staff for 2021/22</p> <p>Post-Covid restrictions, coordinate and entering more sport competitions or tournaments across the local area/cluster/MAT.</p>

Meeting national curriculum requirements for swimming and water safety.	To be completed at the end of the school year.
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	No reliable figures due to COVID and pool closures.
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	No reliable figures due to COVID and pool closures.
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	No reliable figures due to COVID and pool closures..
<p>Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	Yes/ No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2021-22	Total fund allocated: £17,200 Left from last year – £6,491 Total = £23,691	Date Updated: September 2021		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 23%
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:		Sustainability and suggested next steps:
Timetabled daily physical activity introduced throughout the school over and above allocated PE slots. Activities either classroom based e.g. Go Noodle, Yoga or outside e.g. daily mile/ 1K a day	Each class to participate daily. This will be organised as a ‘competition’ with each class aiming to reach specific, age-appropriate goals.	N/A	Increased PE times – over 1.5 hours per week Year 1 to Year 6.	All classes to complete daily. Best practice reviewed and shared.
To increase the amounts of physical activities on offer to children by offering a wider range of sports.	‘Sports Cool’ to run a number of lunchtime activities – each class, targeted physical activity time. Lunchtime staff to gain CPD.	Three lunchtimes per week (33 wks) £3000	Clubs this year have included archery, fencing, tri-golf – pupils speak highly of the range.	All children to be offered a wider range of activities to match age and ability. Review which activities have greater interest and number of children attending, including targeted children.
Training of play leaders/lunch staff/non-teaching staff to increase activity during lunch and playtimes.	Delegated class to be trained to lead activities for other class. Lunchtime supervisors to be trained to lead on additional activities.	£560 play leaders CPD for lunch staff £750 for	Year 6 play leaders have enjoyed the role and responsibilities. Other children speak highly of play leaders and activities offered.	Greater opportunities for all children to take part in physical activity. Observe which children are not taking part.

<p>Analysis of activities children take part in both in out of school. Identification of children not taking part in any physical activities.</p> <p>Promotion of additional activities for children outside of school in a broader range of activities including disability sports.</p> <p>Specific year group (Y4) to participate in outdoor and adventurous activities.</p>	<p>Numbers of children participating in physical activity outside of school established.</p> <p>Children not engaging in a regular exercise targeted for lunchtime and after school sports provision</p> <p>Introduce residential activity for Y4 children- O/A activities only to be funded.</p>	<p>additional equipment.</p> <p>£200 supply costs.</p> <p>TBC 17 x £50 approx. £850</p>	<p>Pupil voice identified some children who complete a lot of activities. Those who complete less have suggested activities in school and clubs.</p> <p>eHNA completed – 22/23.</p> <p>SEND clubs and resources shared via SeeSaw and via parent focus groups – some uptake.</p> <p>This did not go ahead as planned – additional Forest School sessions for this cohort (locally and at an alternative primary setting).</p>	<p>Review participation half-termly. Activities to be reviewed, changed and adapted according to participation – specifically those children who do not engage in physical activities out of school.</p> <p>Outdoor and adventurous activities to be reviewed to see where adaptations can be made within the school setting and surroundings in order to meet NC expectations.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation:</p>
	<p>18%</p>

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>Investment in equipment for different types of sport to be made available and introduced to all children in order to enhance provision.</p>	<p>Throughout the year, classes to be introduced to different sporting equipment and how to play and use these – e.g golf, stilts (lower level), hoola, cheerleading.</p>	<p>£1500</p>	<p>Children speak highly of variety of clubs offered and variety of resources at lunchtimes.</p>	<p>Greater exposure to different activities and equipment. Next steps would involve introducing specialists to encourage further engagement in a wider range of sporting activities.</p>

<p>Explore possibilities of widening exposure to different types of sport.</p>	<p>Explore companies who offer different types of sporting experiences, e.g. martial arts/forest school leaders and host 'experiences' and 'taster sessions' for all children to take part in.</p>	<p>£2000</p>	<p>Increased work with Stainland Cricket Club has been positive – more children joining club in their own time, including some PP children.</p>	<p>Teacher and pupil feedback positive. After next sessions, ask children to record thoughts.</p>
<p>PE Co-ordinator to organise a 'Health Week', with the inclusion of different sporting challenges, including a focus on mental health and healthy eating.</p>	<p>All children to be involved in a Health Week which will introduce them to a wider range of different sports.</p>	<p>£200 supply costs.</p>	<p>Assemblies and health activities show good encouragement.</p>	<p>Work collaboratively with all staff to organise around relevant and appropriate activities, including less common sports which are inclusive to all, e.g. Boccia, yoga.</p>
<p>To increase focus on healthy bodies/lifestyles, including healthy minds and food.</p>	<p>Explore 'Phunky Foods' and how small changes to our diet and activity can make a difference. Purchase equipment to support this programme.</p>	<p>£500</p>	<p>Continued as part of revised Science and DT curriculum, as well as existing PSHE curriculum.</p>	<p>Review focus year groups throughout the year.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				23%
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:
That staff knowledge, understanding and skills about how to teach P.E. effectively improves. To upskill staff in a wider range of sporting activities.	Deployment of specialist sports coaches for 3- afternoons per week. Teachers to observe as CPD – focus on involving all pupils / physical warm ups and structured activities.	Six classes /teachers per week (33 wks) £3350	Staff have additional confidence in Real PE scheme delivery, particularly in assessment and ‘starter’ / warm up activities. CPD sessions increased due to some inconsistencies. Real PE enjoyment for teachers and children is good. Skills are taught well and are progressive and revisited regularly. Teaching and learning meets children’s needs – from learning walk and surveys.	Increase of staff confidence and understanding.
To provide all new members of teaching staff and support staff with CPD within P.E.	‘Real PE’ scheme which includes structured P.E. training for all teaching staff, including HLTAs where necessary	£1390 (two sessions plus an afternoon)		All staff will be fully trained – review impact through monitoring
To provide access to PE portal (Jasmine / Real PE) in the Hall to support staff confidence and benefit children’s skills through expertly modelled example.	Jasmine scheme access in the hall through screen to project modelled examples and songs (KS1).	£720	Impact of seeing WAGOLS on the scheme portal – upskilling teachers and children.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				18%
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:

That all children are given the opportunity to access a wide range of sporting activities.	Wider range of activities on offer to all children through P.E. lessons by following the purchased scheme of work and Sports Cool incentive which focuses on different sports such as golf, frisbee etc.(as allocated above)	As above – already allocated.	Clubs this year have included archery, fencing, tri-golf – pupils speak highly of the range.	Monitor and review which activities are engaging the higher proportion of children, specifically any children which we need to target. Ensure activities offered are reviewed and changed regularly.
That all children are able to participate at their own level of ability, age and fitness.	After school clubs to include multi-sports, tri-golf, orienteering. Inviting vulnerable and targeted children to attend for free.	Multisport after school clubs £2731	Vulnerable children offer – including for holiday clubs – has had a pleasing uptake. Pupils speak about skill progression and enjoyment.	Explore purchasing of equipment in order to enable activities to be run by MDS.
Explore the availability of a gymnastic/dance teacher in order to widen the full offer of sporting activities available.	Dance/gymnastic sessions to be offered to children.	24 weeks of gym/dance @£60 per session=£1440	This has not happened – to support next year. Mini Golf visited, Real Dance trialled in some classes – linked to scheme.	Sports Cool or other company to be deployed to ensure that dance and gymnastics are offered.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				19%
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:

To become involved with competitive events organised within school and also through local cluster schools.	For travel and transportation costs to attend events.	£500	E.g. In summer term - In total 49 children represented school made up of 28 different children.	Links with cluster schools and Brooksbank/Calderdale schools to organise inter-school football matches.
That Bowling Green Primary School is represented in a wider range of local and regional competitions.	Purchase uniforms and kits for sporting events. New logo to be added.	£1500	Uniform adaptations, kits, storage and teacher kits purchased – all positive in representing Bowling Green. Several competition wins over the year for Bowling Green through Calderdale and locally arranged events.	Review costings for different companies to provide the uniforms and explore sponsorship to enhance further. Measure impact of sessions on child's performance during and enjoyment of competitive sports.
To identify and offer extra provision for gifted, talented, and more able children.	Liaise with Yorkshire Cricket, Halifax Town, Halifax Panthers, Huddersfield Giants, Halifax Diamonds, and other sporting to offer extra provision for the school's talented athletes.	£35 - £90 per session blocks of 6 sessions per sport £2500	Yorkshire Cricket sessions delayed due to COVID. Stainland Cricket Club well supported by the club for some gifted pupils.	

Signed off by	
Head Teacher:	J Stuttard
Date:	9.9.21
Subject Leader:	T. Andrews
Date:	9.9.21
Governor:	K. Inwood
Date:	20.9.21

Review Update
Autumn term
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school

Children at Bowling Green currently far exceed the recommended 30 minutes of physical activity through two weekly PE lessons and the offer of sports activities with sports cool at dinner times and after school.

Children have spoken positively about the opportunities for physical activity at lunch times. *“It’s really good when we play different games with Sports cool and everybody joins in because we are never bored.”*

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improve

The work done with Real PE has brought the PE curriculum inline with the school’s new values. The skills that run at the core of the Real PE scheme promote independence through taking control of their own learning, kindness through the feedback we give to others during activities, tenacity in the face of challenges we face when trying to master skills and enjoyment by ensuring that as individuals we enjoy ourselves but also that our classmates enjoy themselves. This in turn promotes the school values and provides opportunities for children to display the desired qualities in other lessons and in turn drives school improvement.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Staff have spoken positively about the REAL PE scheme. The offer of videos and child modelled examples along with the lesson-by-lesson guide has helped staff deliver PE lessons that meet and will soon exceed the expectations of the NC. It has also had an impact on the vocabulary staff, and children, are using such as ‘front pivot’ and ‘reverse pivots’ during coordination lessons. This in turn is broadening the vocabulary children are exposed to and can then use.

Staff have received further training by Real PE which has improved staff understanding of the schemes aims and how to use the platform with the children. This will be followed up by a day’s modelled teaching in January 2022.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Since September, a number of children have been taking part in tri-golf, fencing and orienteering as part of after school clubs. Identified PP children attended these clubs free of charge.

Sports cool will continue to offer a range of sports after school clubs and Sports competitions through Brooksbank school will increase the opportunities further in the new year.

Key indicator 5: Increased participation in competitive sport.

Participation in competitive sport, for the school, has been very low over the last few years, due to covid. The school has already started to correct this by entering: orienteering, cross-country, SEND panathlon, Boccia and new age Kurling competitions before Christmas. However, staffing and transport issues prevented us from attending some events whilst others were cancelled due to covid.

In the new year, we will explore a number of possibilities to help overcome these obstacles, such as parents transporting pupils and using community transport. We will also look to explore running competitive house competitions internally to further increase the opportunities for children to participate in competitive sport.

This will provide children in school with the opportunity to experience not only competitive sports but also competitive sports which aren’t available locally.

Spring 2

Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school

Children at Bowling Green currently far exceed the recommended 30 minutes of physical activity through two weekly PE lessons and the offer of sports activities with sports cool at dinner times and after school.

PE lessons are now more focussed on the physical education of a child rather than meeting the end product of a sport or game.

Children continue to speak positively about the opportunities for physical activity at lunch times.

The range of sports activities offered outside of clubs continues to vary.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improve

The work done with Real PE has brought the PE curriculum inline with the school’s new values. The skills that run at the core of the Real PE scheme promote independence

through taking control of their own learning, kindness through the feedback we give to others during activities, tenacity in the face of challenges we face when trying to master skills and enjoyment by ensuring that as individuals we enjoy ourselves but also that our classmates enjoy themselves. This in turn promotes the school values and provides opportunities for children to display the desired qualities in other lessons and in turn drives school improvement.

Improved delivery of the Real PE scheme has continued to have an impact on the above.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Following the delivery of a modelled lesson, for all year groups, by a REAL PE expert teachers feedback that they are now in a much stronger position to deliver the scheme confidently and can further see the value in offering the children good physical education as opposed to exercise.

Outside agencies (Sports Cool) are now also delivering PE sessions which fit with and use the REAL PE scheme which has further improved PE. Training was offered to the Sports Cool members of staff but due to scheduling they couldn't make it. In place of the training, subject lead met with Sports Cool leader to discuss and advise on how the scheme could also be used by them.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Since September, a number of children have been taking part in tri-golf, fencing and orienteering as part of after school clubs. Identified PP children attended these clubs free of charge.

During the Spring term, a number of further clubs ran these were attended by a mix of ages and genders.

Sports cool will continue to offer a range of sports after school clubs and Sports competitions through Brooksbank school will increase the opportunities further in the new year.

Key indicator 5: Increased participation in competitive sport.

Participation in competitive sport, for the school, has been very low over the last few years, due to covid. The school has already started to correct this by entering: orienteering, cross-country, SEND panathlon, Boccia and new age Kurling competitions before Christmas. However, staffing and transport issues prevented us from attending some events whilst others were cancelled due to covid.

Opportunities in the spring term for competitive sports were very limited. However, in the coming half-term we have children taking part in tag rugby and cricket competitions with competitions in football, ten-pin bowling tennis and cricket planned for summer 2.

Discussions have been had with Sports Cool about how we can use our KS2 PE afternoons at Stainland Cricket Club to run interhouse competitions to offer further opportunities for competitive sport to all children.

Summer 2

Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school

Children at Bowling Green currently far exceed the recommended 30 minutes of physical activity through two weekly PE lessons and the offer of sports activities with sports cool at dinner times and after school.

PE lessons are now more focussed on the physical education of a child rather than meeting the end product of a sport or game.

Children continue to speak positively about the opportunities for physical activity at lunch times.

The range of sports activities offered outside of clubs continues to vary.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improve

The work done with Real PE has brought the PE curriculum inline with the school's new values. The skills that run at the core of the Real PE scheme promote independence through taking control of their own learning, kindness through the feedback we give to others during activities, tenacity in the face of challenges we face when trying to master skills and enjoyment by ensuring that as individuals we enjoy ourselves but also that our classmates enjoy themselves. This in turn promotes the school values and provides opportunities for children to display the desired qualities in other lessons and in turn drives school improvement.

Improved delivery of the Real PE scheme has continued to have an impact on the above.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Following the delivery of a modelled lesson, for all year groups, by a REAL PE expert teachers feedback that they are now in a much stronger position to deliver the scheme confidently and can further see the value in offering the children good physical education as opposed to exercise.

Outside agencies (Sports Cool) are now also delivering PE sessions which fit with and use the REAL PE scheme which has further improved PE. Training was offered to the Sports Cool members of staff but due to scheduling they couldn't make it. In place of the training, subject lead met with Sports Cool leader to discuss and advise on how the scheme could also be used by them.

The acquisition of 12 i-pads for use in PE will further strengthen the ability of staff to tailor the activities in a lesson to the needs of individual and groups of children.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Since September, a number of children have been taking part in tri-golf, fencing and orienteering as part of after school clubs. Identified PP children attended these clubs free of charge.

During the Spring term, a number of further clubs ran these were attended by a mix of ages and genders.

We currently have 25 children engaged in after school sporting activities made up of 24 different children. (16 boys, 8 girls.) These activities include cricket, Olympic track and field events and multi-skills activities for our ks1 children.

Key indicator 5: Increased participation in competitive sport.

In the summer term, we have had children represent the school in competitive events such as tag rugby, girls cricket, ten-pin bowling and rounders. In total 49 children represented school made up of 28 different children. (15 boys, 13 girls)

Details with regard to funding

Please complete the table below.

How much (if any) do you intend to carry over from this total fund into 2021/22?	£6, 491
Total amount allocated for 2021/22	£17, 200
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 23, 691

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<p>Improved quality of PE lessons due to Real PE scheme and staff CPD delivered by scheme provided.</p> <p>Lessons are now better resourced through the purchase of key equipment (range of different sized balls, line markers)</p> <p>PE lessons are now focussed on the physical education of the children and fundamental movements, balances, agility and body control.</p> <p>Lessons offer challenge for more able children and support for lower achieving children through the range of suggested activities provided by the scheme and improved teacher confidence following CPD.</p> <p>Offer of a wider range of after school and dinner time sports clubs delivered by Sportscool: including sports not accessed by children outside of school. (golf, frisbee, orienteering, fencing)</p> <p>Increased participation for UKS2 in competitive sports. (tag rugby, cricket, ten-pin bowling, rounders)</p> <p>Year 6 children successfully completed sports leaders course and ran break and dinner time activities – spoken positively about by children.</p> <p>PP children and children with least opportunities have accessed sports clubs throughout the year.</p>	<p>Increased opportunities for competitive sports for children throughout school. Accessed via the school games calendar and arranging fixtures with neighbouring schools (Heathfield) – 28 different children represented school in competitive sports (26 were UKS2.)</p> <p>Increase the number of children achieving NC objectives in swimming. (Y6 continuing for a further term currently 29%)</p> <p>Further increase the number of PP children accessing sports clubs and competitive sport through school.</p> <p>Deliver whole staff CPD on how to make Real PE work alongside competitive sports and how the two can help each other.</p>

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	78%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. Please see note above	94%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	89%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	67%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes/ No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Signed off by	
Principal:	Jamie Stuttard
Date:	21.7.22
Subject Leader:	Tom Andrews
Date:	21.7.22
Governor:	
Date:	