

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	
<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> <p>Please see note above</p>	85 %
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	85 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	77 %
<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>	<u>Yes/No</u>

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: £20,040		Total money spent: £20,040 + £9,340			
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school						Percentage of total allocation:	
						52.2%	
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?:	
Provide children with equipment for break and lunch times to increase physical activity.		New equipment purchased for KS2 playground. Equipment and suggested activities used to encourage children to use break and lunch times to be active.		£2000		Pupils able to play specific games and carry out specific activities to increase daily activity.	
Develop playground to incorporate specific areas for children to be active.		Playground sectioned into ‘play zones’ to ensure appropriate space to carry out activities successfully.		£1000 (still in progress for 2022/23)		Pupils more willing to engage in activity during break and lunch times. Pupil’s skills and knowledge of playing games increased.	
Increase amount of lunchtime and after school clubs.		Provide lunch and after school clubs using own staff and sports coaches.		£750		Pupils develop skills and have increased daily activity. Pupils introduced to sports not always taught through P.E. lessons	
Lunchtime/After school club targeted for least active children across key stage 1 and 2.		Identify least active pupils across school and provide club to develop and enhance physical activity and a love for sports.		As above		Pupils have increased their weekly activity. Pupils able to develop skills in activities they enjoy.	
						Sustainability and suggested next steps:	
						Monitor usage and ensure equipment/activities matches pupil’s interests. Introduce play leaders once all pupils have break and lunch times in same area.	
						Train up midday assistants and Y6 leaders to support and develop use of playground activity.	
						Increase and develop clubs available. Bring in external coaches to provide sports not delivered by school staff.	
						Continue with clubs and increase amount of sessions.	

Provide additional swimming sessions on top of provision from years 4,5 and 6 to enhance swimming ability for end of KS targets.	Providing a broader experience for children to achieve their 25m and to develop and learn an important life skill.	£9,600	Higher percentage of children leaving Y6 with ability to swim 25m.	Monitor swimming ability in school. Provide additional sessions if needed. Look at safe-self rescue and water safety in classroom in addition to swimming venue.
Provide children the opportunity to take part in more physical activity through the use of interactive technology (isports wall).	Provide pupils will additional time outside of P.E. lessons to access isports wall.	N/A	Increases daily physical activity. Develops specific skills such as throwing and aiming.	Continue to use isports wall and update software regularly.
Promote physical activity in classrooms through 'Active Blast' sessions and 'Classroom Supermovers' linked to maths and English.	Teachers to be shown range of physical activities available to be carried out in the classroom. Staff to implement them into classroom routines.	Teachers / sports coaches to lead	Pupils now able to increase activity in classroom setting. Pupils able to access activities at home.	Continue to promote activities in classroom. Enquire about external interactive programme.
Continue to use balance bikes in EYFS to enhance activity.	Provide EYFS with balance bikes to increase daily activity and develop skills.	£2000	Pupils able to use balance bikes with more confidence. Pupils participate in focused activity.	Add to equipment if necessary. Provide training for staff to increase learning opportunities for pupils.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 6.8%
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:
Improve levels of equipment for the teaching of P.E. to improve enthusiasm.	Pupils have been provided with quality equipment to ensure quality of all lessons are at a high standard.	£2000	Pupils are able to participate in lessons more successfully by having the correct equipment available. Pupils are able to work	Monitor and replace equipment when needed.

			at the correct ability by selecting most appropriate equipment.	
Increase use of social media linked to P.E. and Sports across school.	Improved promotion of PE and sport through social media and communication with parents.	Sports coaches / Teaching staff to lead	Children have increased knowledge and understanding of what is being achieved in school. Children feel sense of pride through recognition of achievements.	More displays around school of children taking part in PE and sport.
Pupils internal and external sporting achievements to be acknowledged and celebrated in school. (classroom, social media, seesaw, achievements book, assemblies)	Pupil's achievement shared with classmates. External achievements shared on social media and Seesaw	Sports coaches / Teaching staff to lead	Teaches pupils to be proud on achievements. Shows other pupils what can be achieved in sport outside of school.	Continue to celebrate sporting achievements. Create display for whole school to see pupil's sporting achievements.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5.1%
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:
Implement, adapt and follow 'Getset4PE' to support staff with teaching national curriculum P.E.	PE lead to create a new long-term plan for PE. Teachers can access lesson plans for the half termly topics.	£ 1157	A more creative and inclusive vision for PE. More children engaged and enjoying PE. Increase in health and physical activity levels.	Annual membership. Feedback from staff and pupils.
Improve the skill-set of teachers in P.E.	Teachers to work alongside sports coaches so that they feel more confident in teaching PE. Increase teacher's knowledge and skills for teaching high quality PE lessons. Teachers to utilize 'Getset4PE' resources, videos and planning to improve teaching ability and delivery of lesson.	Sports coaches to facilitate	Increased knowledge and confidence of staff. Teachers will have improved knowledge, which will help them to deliver high quality PE lessons. Higher quality of PE lessons resulting in improved skill set of children.	Monitor PE lessons. Feedback from staff.
P.E. lead to observe range of P.E. lessons across the school.	PE lead to be released from class to observe PE lessons across all phases.	School to facilitate	Release of PE lead for lesson observations.	Teachers to share areas that they feel less confident.
Provide CPD through online (GetSet4PE) and face to face training for staff.	PE Lead to seek feedback on what CPD teachers want now and in the future. CPD provided for teachers.	Within costs of online programme	Teachers feel more confident in delivering all areas of the curriculum.	PE lead to arrange more CPD.

External coaches to provide CPD for teachers during P.E. lessons	Teachers to work alongside external coaches to improve their knowledge and skills of teaching key PE areas.	£350	Teachers become upskilled and more confident in key areas of PE	Teachers share knowledge and experience with other staff members. Teachers use ideas when teaching own lessons.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 33.4%
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:
Provide after school clubs (external coaches) that focus on sports outside the national curriculum.	Target pupils to attend clubs which they are interested in.	£300	Children consider sporting activity outside of school and in local clubs/teams.	Continue to provide provision and take feedback from children to provide sports they wish to participate in.
Subsidise residential trip to Robinwood for year 6 children.	Pupils will experience a range of activities not provided in school setting.	£9,023	Pupils have experienced a variety of activities not experienced before. Pupils given life skills whilst away from home and school setting.	Continue to provide this experience for future pupils. Recreate some of the experience in school. (possible use of forest schools/outdoor learning)
Provide opportunities for pupils to participate in outdoor adventure activities to widen outdoor experiences.	Remapping of school for orienteering. Y5/6 pupils to participate in orienteering sessions provided by CLOK (Cleveland orienteering club)	£500	Pupils are more confident at mapping reading skills, team work and using intuitive to support completing tasks.	Continue to use school grounds for orienteering session. Carry out intra competitions between year groups in KS2.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6.8%
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:
Join 'sports partnership programme' and attend as many events as possible.	Member of the Middlesbrough Primary School Sports Partnership.	£1000	Number of events attended increases therefore the number of children participating increases.	Use of SGO data to prove attendance figures. Children want to be part of all the school teams.
Inter school competitions	Attend cluster events with different children to those who attend Sports Partnership events. Attend inclusive schools festivals in order to ensure there is increased participation in competitive sport for SEND children.	£1000	Greater number of children participating and representing the school.	Use of SGO data to prove attendance figures. Children want to be part of all the school teams. Ensure increased number of SEND pupils and girls attend competitions and festivals.
Intra school competitions (house system)	Competition held in school linked to house teams.	Not completed – will create timetable for next academic year.	Every child participates in a range of athletics events working for their team.	Continue to build a culture within school, that it is great to take part.

Signed off by	
Head Teacher:	J. Rodwell
Date:	22.11.22
Subject Leader:	L. Johnston

Date:	22.11.22
Governor:	
Date:	

