

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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	92 %
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	92 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%
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?	<u>Yes</u> /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: 2022/2023	Total fund allocated: £20,040	Total money spent: £20,040 + £15,960 = £36,000		
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children to receive a higher and more inspirational standard of PE lesson through an improved skill set of leaders in PE.	SLT and PE lead attend Tees Valley PE conference. EYFS leaders attend EYFS PE Conference.	£150	Feedback to staff with new and innovative ideas.	Staff meetings and staff training.
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.	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.	Monitor PE lessons. Feedback from staff.

	Teachers to utilise 'Getset4PE' resources, videos and planning to improve teaching ability and delivery of lesson.		Higher quality of PE lessons resulting in improved skill set of children.	
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 EYFS during P.E. lessons	Teachers to work alongside external coaches to improve their knowledge and skills of teaching key PE areas.	£1000	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 2: The engagement of all pupils in regular physical activity				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase amount of lunchtime and after school clubs.	Provide lunch and after school clubs using own staff and sports coaches.	£500	Pupils develop skills and have increased daily activity. Pupils introduced to sports not always taught through P.E. lessons	Increase and develop clubs available. Bring in external coaches to provide sports not delivered by school staff.
Provide children with equipment for break and lunch times to increase physical activity.	New equipment purchased for KS1 and 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.	Monitor usage and ensure equipment/activities matches pupil's interests. Introduce play leaders once all pupils have break and lunch times in same area.
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.

Continue to use balance bikes in EYFS to enhance activity.	Provide EYFS with balance bikes to increase daily activity and develop skills. Ensure balance bikes are maintained and health and safety is adhered to.	£500	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.
Provide an outdoor speaker and music during playtime, lunchtime and additional outdoor time to increase movement and activity.	Speaker and music to be played outdoors during all available opportunities, especially during play and lunchtimes.	£600	Pupils able to use music to dance and move to during outdoor times. Increase in activity, particularly aimed at pupils who do not often engage in sports.	Take feedback from pupils through school council and sports leaders to update playlist and provide music the pupils want.

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
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.	£3000	Pupils are able to participate in lessons more successfully by having the correct equipment available. Pupils are able to work at the correct ability by selecting most appropriate equipment.	Monitor and replace equipment when needed.
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.
To instil in every child a belonging to Park End PE. To help children feel pride with their school.	Purchase PE kit for children. Every child has a branded Park End PE kit.	£3500	Children feel pride in their own Park End branded PE kit, also, when representing the school, enough kit for every child to be part of the team. Children to feel sense of belonging to a sporting	Photos of teams and positive impact it has on the children getting to wear the kit. Pride.

			team both in PE lessons and external competitions.	
Children to be given roles and responsibilities within PE and the school day.	A group of Y5/6 children have been selected to be part of the 'sports leadership team'. They will assist with PE lessons and be available to play games on the playground.	PE lead and sports coaches to monitor	The selected children have grown in confidence and have improved leadership and communication skills.	A new group of children to be selected annually. Current sports leaders will mentor new children.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
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.	£10,400	Higher percentage of children leaving Y6 with ability to swim 25m. Increase amount of physical activity pupils have within academic year.	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.
Subsidise residential trip to Robinwood for year 6 children.	Pupils will experience a range of activities not provided in school setting.	£8000	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)
Introduce and develop outdoor learning using 'Alfresco Learning' training providers.	Pupils will learn a range of other subjects and skills through outdoor and more physically active learning.	£3000	A specifically designed programme that would help pupils to learn fun and engaging way whilst being more active.	Continue to develop and implement programme across the school. Staff meetings, lesson observations and SLT support to improve provision.

Y6 children to participate in onsite orienteering programme ran by CLOK	Pupils will engage in competitive orienteering activities lead by local expert orienteering club.	£350	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.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To provide children with opportunities for competitive sport.	<p>Join the sports partnership programme and attend as many events as possible.</p> <p>KS2 Cross country Y5/6 Girls football Y5/6 Boys football Y6 girls tag rugby Y6 boys tag rugby MFC Y6 boys' football Y4 Indoor athletics Y6 Indoor athletics Table Tennis Year 6 girls' cricket Year 6 boys' cricket Year 4 boy's cricket Year 4 girl's cricket Y5/6 Outdoor athletics Year 2 Outdoor athletics</p>	£3000	Number of events attended increases therefore the number of children participating increases	<p>Use of SGO data to prove attendance figures. Children want to be part of all the school teams.</p> <p>Ensure increased number of SEND pupils and girls attend competitions and festivals.</p>

	<p>Year 3/4 Outdoor athletics Y4 Boys football Y4 Girls football (see completion timetable for all events)</p> <p>Attend inclusive schools festivals in order to ensure there is increased participation in sports and activities for SEND children.</p> <p>Plus transport costs.</p>			
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