

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	N/A
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?	N/A
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 2021. Please see note above	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A
Please see note above	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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.

Academic Year: 2024/2025		Total fund allocated: £17210 Spent - £15820 left over - £1390, spent on physical equipment for SEN accessibility.		Date Updated: March 2025		Percentage of total allocation: £10,600
Key indicator 1: The engagement of <u>all</u> 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						
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:		
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:	£340	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Continue to use the GetSet4PE platform across the school. The platform enables existing and new staff members to deliver high quality PE lessons across a broad and balanced curriculum. The development of skills and fitness areas are in line with the National		
To ensure that pupils have high quality PE lessons that foster their progression and provide them with a range of sporting activities.	To continue to subscribe to the Get Set 4 PE online scheme and PE resources. PE Coordinator to continue to develop a progressive and engaging long-term plan using these lessons for each year group.	£340	The class teachers demonstrate a good understanding of the PE lesson objectives and the long-term planning is clear. There is clear progression and development of skills throughout the units as well as throughout year groups. The assessment tool is utilised to track the progress of children. It is easy to use and not time consuming for teachers. Assessments are consistent across	Continue to use the GetSet4PE platform across the school. The platform enables existing and new staff members to deliver high quality PE lessons across a broad and balanced curriculum. The development of skills and fitness areas are in line with the National		

			<p>classes and the data inputted allows assessment analysis to be carried out by the subject lead at the end of terms.</p> <p>GetSet4PE lesson plans supports the learning for SEND and EAL children, through the use of diagrams and videos and these are also help to improve the confidence of non PE specialist teachers.</p> <p>The PE curriculum shows clear progression and provides teachers with differentiation strategies and 'I can' statements to support assessment.</p> <p>Pupil voice has shown that the children are enjoying PE lessons and are able to talk about their learning. For example, year 2 children were able to tell me that "in order to jump further you need to bend your knees and swing your arms up high to get more power". Year 1 children told me they have been "performing different balances in Yoga and that you need strength and flexibility to be able to hold balances."</p> <p>They were able to show me how to challenge themselves in Yoga (by going on to tip toes) and how to make balances easier (using the wall to support when balancing). Children were proud to explain the new skills they had learnt in PE.</p> <p>Clear lesson objectives and key vocabulary on the GetSet4PE lesson</p>	<p>Curriculum aims.</p> <p>PE subject leader to continue to review the long term planning and monitor the progression and assessment of skills.</p> <p>PE lead to continue to use GetSet4PE platform to create vocabulary cards and differentiation cards for teachers and TA's to use in lessons. A varied curriculum map ensures that children are experiencing a wide range of sports and activities throughout the year and are developing a number of different skill and fitness areas. Children take part in gymnastics, dance, fitness, yoga, fundamentals, team building, ball skills and striking and fielding units.</p> <p>Where possible, activities are linked to termly Topics, particularly dance units. In the last term, children</p>
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<p>Playground leaders</p>	<p>Year 2 children can apply to be a playground leader. 6 children to be selected to take on the role at break and lunchtime.</p>		<p>plans are used by teachers and coaches in lessons so that children develop their language in PE as well as their understanding of what they are learning and how they are being assessed. PE subject definition used by teachers at the start of every PE lessons helps children understand PE as a subject as well as aims and objectives as set out if GetSet4PE.</p> <p>Play leaders encourage children to be involved in an activity and not playing on their own. Play leaders can initiate playground games</p>	<p>complete a teambuilding unit which links in to the transition process of moving up to a new year group.</p> <p>Upskill children to support active play.</p>
<p>Ensure that all pupils have access to physical equipment, a range of resources and activities that are available to them every day in PE lessons and at playtimes and lunchtimes.</p> <p>All pupils to be physically active throughout playtimes and lunchtimes.</p>	<p>Premier Education: PE coach to deliver additional PE lessons and small group targeted sessions to our vulnerable children, on a rotation system. Key strand focus developing resilience, being able to talk about things we are good at and working / communicating with others.</p>	<p>See total cost for premier education £14,625 - £4365 (Expected income for rental agreement during holidays) = £10,260.</p>	<p>All classes have one lesson of PE per week with a specialised PE coach from Premier Education. The PE coach delivers lesson from the GetSet4PE scheme and the PE lead and SLT work with the PE coach to ensure consistency across lessons.</p> <p>The PE coach also delivers vulnerable groups coaching sessions, which have been very successful. A positive relationship has been built with the children in the vulnerable groups and this has stretched to the coach being able to support individuals at lunch time. The children thoroughly enjoy the sessions and they have had the opportunity to learn about teamwork and to take part in team building activities supporting their PSED.</p>	<p>The vulnerable groups coaching sessions give SEN, pastoral and PPG children the opportunity to develop their skills to become more confident, more resilient, better able to self regulate and develop crucial team-work skills. It also give these children a further opportunity to be physically active in smaller group sessions, developing key fine motor and gross motor skills as well as fitness and mental well being benefits.</p>
	<p>Lunchtimes:</p>			<p>Lunchtimes:</p>

	<p>PE coach employed to run specialised sports activities during lunchtimes, which are open to all of the children every day of the week. PE coach to use their expertise to help to upskill the lunchtime assistants so that they can help to lead daily activities at playtimes and lunchtimes such as on the daily mile, adventure playground and circle games. Develop zoned physical activity areas during lunchtimes and playtimes with the use of quality physical activity equipment.</p>	<p>Lunchtimes: Children are more engaged in physical activity at lunchtimes and pupil voice has shown that children enjoy taking part in these activities. There is more purpose and focus to be physically active at lunchtimes. Children are also able to work on developing specific skills and fitness in fun ways. The zoned physical activity areas at lunchtimes ensures we are making the best use of our outside/playground space. In addition lunchtime staff are more confident to support physical activities.</p>	<p>PE coach to continue to work with the lunch time staff to review and monitor outdoor lunchtime provision and activities. PE coach from Premier Education to be booked to continue to run lunchtime sessions for Reception and KS1 children SLT to continue to monitor accident book.</p>	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				
<p>Implementation</p>		<p>Impact</p>		
<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>

To ensure pupils in all year groups have access to high quality sports equipment including children with SEND.	Purchase physical equipment for SEN accessibility in the cube.	£1390		
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:				
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	

To ensure pupils in all year groups have access to high quality sports teaching through additional specialist coaching.	Each class takes part in a dance session delivered by a qualified dance teacher during dance units.		A qualified dance teacher (who is also a parent) delivered a fun, high energy dance session to all of the classes at F&B.	Future links established. The dance teacher has agreed to support the gym and dance show that will be running (for the first time) next year. She is going to provide dances for each year group to learn to perform.
	Each class takes part in a gymnastics session delivered by a qualified gymnastics coach		A qualified gymnastics coach (who is also a parent) delivered a specialist gymnastics session to all of classes at F&B. The feedback was extremely positive from teachers and children. The children loved using the equipment in different ways and	Future links established. The gymnastics coach has expressed at interest in providing a G&T gymnastics session next year for our GD children.

			working different muscle groups. They learnt how to pull themselves up and down the ropes and wooden blanks safely. They also learnt how to perform different rolls and jumps as well as handstands and cartwheels. Children also got the chance to practise balancing on different beams.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Percentage of total allocation:				
£4180				




Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<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>To provide an afterschool sports club to all of the children (Reception upwards) post COVID 19 to encourage them to be active and to help them to develop/improve their gross motor skills and PSED.</p>	<p>PE coach to run a range of sports clubs after school accessible for all children.</p>	<p>See total cost for premier education.</p>	<p>Increase in numbers of children attending the after school clubs The children enjoy the clubs and are able to practise a variety of skills outside of their PE lessons. They also receive more professional support with skill development. The children have had an insight to lots of different games and sports. The children have had the opportunity to learn more about teamwork competition and to take part in team building activities supporting their PSED. The sports coach also makes links</p>	<p>Continue to offer a range of after school clubs for children in all year groups. Clubs to change to ensure a variety is offered and also activity choice will be based on numbers and demands. A specific target for next year is to encourage more of an uptake from girls joining in with the after school clubs.</p>

<p>To provide skill builders for the Nursery children to help to improve their physical development post COVID 19 as this is an area that has been highlighted to us in our assessments.</p>	<p>To provide cycling skills builder sessions to the children in Nursery through Foxy Cycling. Once per week – nursery.</p>	<p>£110/w x 38 w £4180 total</p>	<p>between the afterschool club and the skills that the children are working on in their PE lessons and gives the children the opportunity to use these skills in different ways.</p>	<p>Book Foxy Cycling for next year for Nursey Buy some balance bikes and helmets to help the children to continue to practise these skills during ChIL time.</p>
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Key indicator 5: Increased participation in competitive sport

		Percentage of total allocation:	
		£500	
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>To ensure all pupils will access competitive activities as part of Sports Day.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>To ensure Sports Day is competitive with pupils competing in teams within school.</p> <p>To coordinate Sports Day with our Junior School Readings so that we can use their school field.</p> <p>To award the following Sports Day resources to children: Medals Ribbons Certificates</p>	<p>Funding allocated:</p> <p>£100</p> <p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Sports day at F&B provides opportunities for children to display skills learnt through-out the year. Children develop and demonstrate teamwork, co-operation and sportsmanship skills. Children experience competition and learn key values of winning and losing.</p>	<p>Sustainability and suggested next steps:</p> <p>Sports day next year- date needs to be organised.</p> <p>Medals will be bought for next year.</p> <p>PE lead and Premier Education and PE governor to help run the day if possible.</p>

Signed off by

Head Teacher:		_____
Date:	16.15.07.25	_____
Subject Leader:		_____
Date:	17.7.25	_____
Governor:		_____
Date:	16.15.07.25	_____