

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.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	N/A
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	N/A
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: 2023/2024	Total fund allocated: £17210 Spent - £17378 (extra £168 spent) came out of PE subject bid.	Date Updated: June 2024		Percentage of total allocation: 62% £10,600
<p>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</p>				
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: To ensure that pupils have high quality PE lessons that foster their progression and provide them with a range of sporting activities.	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 continue to subscribe to Get Set 4 PE online scheme and PE resources. PE Coordinator to continue to develop an exciting 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, and assessment is consistent across classes. PE assessment analysis is carried out by the subject lead.	Continue to use the GetSet4PE platform across the school. The platform enables existing and new staff members to deliver high quality PE lessons and skill/fitness development is consistent.	PE subject leader to continue to review the long term

		<p>and videos and these are also helping to improve the confidence of teachers. 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 lessons and learning. For example, year 2 children were able to tell me that "warming up helps to prepare the body for exercise and prevents injuries". Year 1 children told me they have been "performing balances in Yoga and that you need strength and flexibility to be able to hold balances." They were able to show me how to challenge themselves in Yoga and how to make balances easier (using 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 lessons plans is 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</p>	<p>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 complete a teambuilding unit which links in to the transition process of moving up to a new year group.</p>
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<p>Playground leaders</p> <p>Introduction of the school community mid-week morning mile</p>	<p>Year 2 children can apply to be a playground leader. 6 children to be selected to take on the role and break and lunchtime.</p> <p>Open to families in the school community to promote a healthy active lifestyle.</p>		<p>GetSet4PE.</p> <p>Play leaders encourage children to be involved in an activity and not playing on their own.</p> <p>Children come along with siblings, parents and grandparents and take part in the mid-week morning mile. Children aim for different distances.</p> <p>1 mile – 14 laps ½ mile – 7 laps 1km – 9 laps</p>	<p>Upskill children to support active play.</p> <p>Continue with the very successful morning mile next year and include themed morning mile events throughout the year.</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>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.</p> <p>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.</p> <p>Develop zoned physical activity areas during lunchtimes and playtimes with the use of quality physical activity equipment.</p> <p>Premier Education:</p> <p>PE coach to deliver additional PE lessons and small group targeted</p>	<p>£14,625 - £4365 (Expected income for rental agreement during holidays) = £10,260.</p> <p>See total cost for premier education</p>	<p>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>All classes have one lesson of PE per week with specialised PE coach from Premier Education. The PE coach delivers lesson from the GetSet4PE</p>	<p>PE coach to continue to work with the lunch time staff to review and monitor outdoor lunchtime provision and activities.</p> <p>PE coach from Premier Education to be booked to continue to run lunchtime sessions for Reception and KS1 children</p> <p>SLT to continue to monitor accident book.</p> <p>The vulnerable groups coaching sessions give SEN, pastoral and PPG children the opportunity to develop their</p>

	<p>sessions to vulnerable children, on a rotation system. Key strand focus:</p> <ul style="list-style-type: none"> developing resilience, being able to talk about things we are good at and working / communicating with others. 		<p>scheme and the PE lead and SLT work with the PE coach to ensure consistency across lessons. The PE coach delivers vulnerable groups coaching sessions, which have been very successful. A positive relationship has 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 have had the opportunity to learn about teamwork and to take part in team building activities supporting their PSED.</p>	<p>skills to become more confident, more resilient, better able to self regulate and develop crucial teamwork 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 benefits.</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>I n t e n t</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 you now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To ensure pupils in all year groups have access to high quality sports teaching through additional specialist coaching.</p>	<p>PE coordinator to keep up to date with guidance and sporting opportunities and organise up to date CPD for teachers: PE Teacher to purchase most</p>	<p>£40</p>	<p>Staff have access to endorsed document to support with any safety queries relating to PESSPA.</p>	<p>Buy the new addition and continue to support staff in accessing resource.</p>

AFPE Safe Practice in PE	recent AFPE book for up to date guidance. Support to risk assess PE and school sport				
KS1 BSP Gymnastics Competition	To take part in the Gymnastics BSP competitions.	£70 + £60 travel	KS1 Gymnastics competition		Stretch and challenge opportunity.

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

Percentage of total allocation:				
2%				
£320				
Intent	Implementation	Impact	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	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:	Funding allocated:		

Continued PE CPD for upskilling of staff.	PE lead to arrange gymnastics CPD for staff and support staff	£70	Teachers identified gymnastics as an area in PE where they would like to develop more confidence. PE lead arranged for coach at Stortford Gymnastics Coach to deliver CPD. The feedback from staff was excellent and the ideas are now used in lessons and units.	PE lead to create resources and summary based on CPD and keep in staff shared area for staff to easily access.
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Continued CPD for upskilling of staff	Arrange an Olympic dance workshop for all classes	Specialist dance company to deliver a work shop to all classes. Teachers to gain ideas for future lessons.	Planned for July 2024
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			
Percentage of total allocation:			
35%		£6038	
Intent		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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
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.	PE coach to run a range of sports clubs after school accessible for all children.	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 between the afterschool club and the skills that the children are	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.
Funding allocated:			
See total cost for premier education.			

<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>working on in their PE lessons and gives the children the opportunity to use these skills in different ways.</p>	
<p>To provide further opportunities to be engaged in physical activity, developing fitness and teamwork skills.</p>	<p>Install one stationary inclusive active play board in the playground and one mobile inclusive interactive play board for the children to use in lessons, at break time and at lunchtimes as well as during small group focus sessions</p>	<p>£1849</p>	<p>Children have developed coordination, safety, spatial awareness and fundamental cycling skills. The cycling workshops have also helped the children to develop their muscle strength, turn taking and confidence. The staff and the parents have given excellent feedback on the sessions. The sessions have encouraged more of the children to be active and the children have then used the skills that they have learnt/continued to practise their skills outside of school with their families. Children enjoy being physically active using the different engaging reaction games. The games can be played individually or in pairs/small groups encouraging teamwork and competition opportunities.</p>	<p>Book Foxy Cycling for next year for Nursery Buy some balance bikes and helmets to help the children to continue to practise these skills during CHIL time. The boards are used by children in all year groups, they are fully inclusive and all teachers and staff have received training on how to set up and use the boards with the children.</p>

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Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:		Impact	
1%		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
£250		Funding allocated:	
Intention	Implementation	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	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 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>Sports Day resources: Medals Ribbon Certificates</p> <p>PE equipment:</p> <ul style="list-style-type: none"> • football pop up goals • large skipping ropes • Equipment for children with sight impairments (ball with bells, contrasting colour bean bags and brightly coloured cones). • Gym balls for sensory circuits 	<p>£100</p> <p>Opportunities to showcase skills learnt through-out the year. Children develop teamwork, co-operation and sportsmanship skills. Children experience competition and learn key values of winning and losing.</p> <p>£150</p> <p>Purchase playground equipment that children and lunchtime staff requested.</p>	<p>Junior School 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> <p>Next steps: Create bags for each class / year group that have a variety of sports equipment, games and challenges to encourage children to be active each day.</p>

Signed off by	
Head Teacher:	
Date:	
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Date:	12.07.24
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Date:	12.07.24