**Primary PE & Sport funding**

At St Wilfrid’s Catholic Primary School, we are utilising the Primary PE & Sport Premium funding to improve the quality and breadth of our PE & Sport provision through continually developing teaching and learning in PE, encouraging our pupils to adopt healthy active lifestyles and to take part in a wide range of sports and physical activities including more competitive school sport.

Our school will develop or add to the PE, physical activity and sport activities that we already offer and build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

**Total underspend carried forward from 2019/2020 £13**

**+ New grant for this academic year 2020/2021 £18,254**

**= Total available for spend in 2020/21 £18,267**

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| **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** |

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

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| Key achievements to date until July 2021: | Areas for further improvement and baseline evidence of need: |
| **Our Year 6 Athletics Team finished 5th out of 150 schools in a Virtual Athletics competition.**  **Year 5 continue to thrive with Forest School activities and Y6 enjoyed their end of year Forest School Days.**  **Personal Challenges: All children in KS2 have taken part in virtual competitions and have enjoyed these personal challenges. These include football, hockey, netball, basketball, cricket and athletics**  **During lockdown and since returning to school, the importance of physical activity for our wellbeing has been highlighted; more time has been devoted to outdoor activities**  **In February, we participated Children's Mental Health Week which included Problem Solving challenges to encourage resilience, yoga, dance, personal challenge and coordination activities. We continue to use My Happy Mind and practise yoga as a Mini Me Yoga School.**  **Many of our families took part in some of the11 Family Photo Trails across Winsford & Northwich**  **We promoted activities to keep fit during Lockdown in every weekly plan. These included challenges from our School Sports Partnership, the PE Hub and Activity Calendars.**  **Trek2Tokyo Looking forward to the Tokyo Olympics, our school challenge is to run or walk 9,490km to Tokyo.  As a school, we need to do 37,960 laps of the track! In the first five weeks, we achieved over 1.3 million metres.** | Because of Covid, usual inter-school competition has not been possible. We look forward to recommencing this when safe to do so.  Because of Covid, we have not been able to run as many extra- curricular activities as we would have liked. We look forward to bringing in more Specialist teachers to teach specific skills and to upskill staff.  We have recently subscribed to Koboca which should enable us to use cross-referenced online physical activity surveys that enable the identification of all pupils’ exercise levels. |

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| **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 | | | | Percentage of total allocation: |
| 26% |
| **Intent** | **Implementation** | | **Impact** | **Sustainability** |
| 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 consolidate that our school is an active school. Children are active for at least 30 minutes a day at school and are encouraged to be active for 30 minutes a day at home. | We have received training regarding the recommended 60 active minutes from Youth Sport Trust & Vale Royal School Sport Partnership. The training has included sharing best practice in the active schools’ agenda through local case studies.  We have used the Active School Planner.    Our school has engaged in Vale Royal School Sport Partnership Subject Leaders Active Schools Development Group in order to develop actions.  We are using fitness activities to provide children with a fun way to be active, to provide active breaks across the timetable or to bring focus to groups during lesson times  Where possible, we will ensure every child has the opportunity to get involved in extra-curricular activity whether at lunchtimes, playtimes or in after-school clubs  Our Milky Way staff and our Family Liaison Officer will encourage children to take up physical activities and maintain healthy lifestyles. Targeted children take part in Sensory Circuits each morning.  Our school runs a recreational running programme called Track time or Trek2Tokyo where pupils run or walk laps of our designated track  We have developed Play Leader roles who create activities to make lunchtimes more active. Our Sports Leaders have become ‘Bubble Leaders’ and have received training in order to provide further activity within their bubble.    We planned Bikeability training to improve pupils’ skills and confidence and support them and their families take up more active travel to and from school.  Throughout school closure our school has continued to promote physical activity with its school community, reinforcing the message that children should take part in 60 minutes of moderate/vigorous activity each day for example through our local Family Photo Trail programme where families follow simple trails which motivate participation  We have shared personal best challenges each day and have promoted 12 Active Days of Christmasl, Children Mental Health Week, Change 4 Life Week campaigns as well as the use of programmes such as 5-a-day fitness, Go Noodle, Cosmic Yoga, Joe Wicks Workouts etc  For children in school we have maintained regular daily activity and shared this activity to inspire further engagement of those at home  On reopening our school focused on supporting social reconnection with outdoor learning.  In the absence of school residentials the young people have taken part in activities focused on team building, problem solving, trails and orienteering.  We took part in National School Sport Week Together Challenges designed to encourage engagement and celebrate physical activity across the whole school  Some classes took part in daily skipping activities across to support increased physical fitness and function following the Spring lockdown. | VRSSP £3200  5 a day £197  Practice guidance £40.52  Active Learning – Maths of the Day £495  Balance bikes £630  Helmets £45  Cover for cycling instruction £100 | Training has been shared with staff. They have identified opportunities to incorporate more physical activity into the school day. All staff understand the positive impact of physical activity on emotional wellbeing.  The increase in time spent being physically active has seen improvements in the children’s wellbeing  “It gives you time to grab air, freshen up and get your mind in the right place.” Y5 pupil  Approximately 80% of children join in the before-school running/walking activities. 50% of Y6 took part in the after-school Cricket Club.  Encouraging a healthy lifestyle has seen attendance, punctuality, behaviour, progress, attainment. A targeted Y6 child explained, “I’ve been doing exercise before bed and in the morning. I’ve been eating healthier food like peppers, cucumber and broccoli. It’s really helped my stamina and strength.”  Pupils enjoy track time - Trek2Tokyo as it enables them to continually strive for personal best distances. Our excel documents record highest individual daily/weekly/monthly distance plus highest class daily/weekly/monthly distance as well as the school’s total distance.  In September, our Y4 and Y6 Play Leaders received training from our PESSCo. “We learnt games to help get to know everyone. The more friends you make, the more sociable you are.” “Then you’re not lonely in life.” Two Y6 Sports Leaders.  Y5 children had signed up for Bikeability – but sadly it was cancelled due to raising Covid figures.  4 more Y6 children have taken up cycling to school this year. “I like cycling and I don’t like being in a car – sitting in traffic. It’s easier for my mum.”  Our Family Liaison Officer has been building self-esteem by assisting a child with cycling.  **One of several emails sent during lockdown with links: Keep active! Being physically active for at least 60 minutes each day will help your child’s health, focus, wellbeing and increase their enjoyment of sport. The following activities and challenges have been listed on your child’s weekly Home Learning Overview.  It would be lovely to see photos of them getting involved.**  Evidence of high levels of enjoyment and participation in physical activity from photos and emails shared during lockdown and the home learning.  Our school Facebook page shared children participating in challenges.  Since Lockdown, more curriculum time has been devoted to outdoor activities to support rebuilding friendships.  As Year 6 missed their residential, we organised two Forest School days and a Quidditch Day.  Morning skipping has reaped great benefits: “It livens you up in the morning, getting you ready to learn. It makes you happier.” “It pumps your heart, makes you energetic. It makes you keep awake so you don’t trip over the rope; you carry that to your lessons.” “It makes you feel motivated.” Y5 skippers | Continue to monitor the activity of our children. Children who appear to be inactive will be targeted to join daily Sensory Circuits - to get children involved in physical activity. Purchase more Sensory Circuits equipment – liaise with SENCO and TAs  Revisit Active School Planner  Train EYFS and KS1 staff for Ready, Set Bike  Engage with Big Pedal and encourage walk, scoot, cycle to school with termly events  Engage with Bikeability for Y5 & Y6 (Y6 children missed their training due to Covid.    Identify KS2 children who are unable to ride a bike and put support in place. Buy bigger bike if needed.  Continue to work with sports partnership PESSCo to train playground leaders. |

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| **Key indicator 2:** The profile of PE, School Sport & Physical Activity being raised across the school as a tool for whole school improvement | | | | | Percentage of total allocation: |
| 27% |
| **Intent** | **Implementation** | | | **Impact** | **Sustainability** |
| 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 embed a sporting culture within the school.  To promote healthy life-style and wellbeing as part of the school culture.  To link PE skills to positive mindset and building resilience | | We ensure our PE Subject Leader has appropriate support to develop our PE & School Sport offer and lead our teachers effectively. Our PE Subject Leader will attend regular training and receive focused support from Vale Royal School Sport Partnership & Youth Sport Trust trainers.  Welcome an athlete role-model to school to inspire our pupils to increase their participation in PE & School Sport.  Staff discussions on increasing attainment in Maths and English through physical activity in order to maximise the opportunities for our pupils to be physically active  We identified a group of children who were not ready to learn in the mornings but were keenly interested in sport. We used our morning Sensory Circuits to gauge their moods and to get them active. We used funding to pay for equipment for these children to use.    Throughout lockdown periods or where children are required to self-isolate, our school has supported a daily challenge programme to promote regular physical activity and has taken part in a cluster assembly led by an athlete mentor which referenced the strategies they use to keep themselves well in terms of both of physical and mental wellbeing.  Following lockdown, we increased outdoor activities to encourage co-operation, resilience and responsibility through physical activity. This learning will also be transferred into other lessons, their life in school and to their wider lives.  To support Y6 transition, we have purchased individual copies of ‘You are awesome’ | Cover for staff £465  Sensory Circuit equipment £50  48 x ‘You are awesome’ books’ for Y6 £351.36  Reception area equipment  £378  Outdoor area for Y1 £315.80  Y2 Playtime equipment £231  KS2 outdoor learning area £3200 | Please see Key Indicator 3 for Subject Leader training undertaken. Evaluations for this training showed Subject Leaders expected to see the following impact back in school:   * Achieve the School Games mark. * Train Playleaders school * Making sure we continue to promote healthy lifestyles in school * Use of 5 a day website * Engage KS2 pupils as Sport leaders, * Encourage less active pupils to engage in a healthy active lifestyle * Teaching staff taking a more active role in PE and school sport and in supporting the healthy lifestyles of our pupils’ * To improve teachers confidence in delivering PE   Email of thanks for the interview with an athlete, Nicola Minichiello :  Dear Mr Armstrong,  Year 6 Venus class would like to thank you for preparing this amazing assembly - we all enjoyed it very much.  We would like to thank you for taking the time for organising this and please pass our thanks to Nicola.  We think that she is an admirable, inspirational role model; we loved her optimism.  To do bobsleigh, she must be very courageous with a can-do attitude.  We have our own copies of 'You are awesome' by Matthew Syed; Nicola's words not only inspired us, but also linked very closely to this book.  We know that to get better, we have to practise and it is a good idea to try lots of different sports.  With best wishes from Year 6 Venus  Views of a TA who delivers Sensory Circuits each day: “It’s an all-rounder – it’s just brilliant. The children set their own targets and when they achieve them, they have a great sense of worth. It promotes team work – they help each other. Initially they are shy, but they come together as a team.” | All staff to attend at least one training course  Linked to increasing attainment through physical activity  Continue to use myhappymind and yoga to promote wellbeing and good mental health  Staff encouraged to access CWAC links for wellbeing support for themselves  Embed active culture in school with staff, children and parents encouraging participation in physical activity  Celebrate success and participation in assemblies, with displays  Provide a range of acivities for children to participate in and enjoy |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 8% |
| **Intent** | **Implementation** | | **Impact** | **Sustainability** |
| 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 expand the range of sports and coaches offered to staff and pupils so as to develop opportunity and a rich curriculum  To upskill staff  To ensure progression and a variety of activity/skills | We ensure our teachers have quality training specific to their age phase which develops exciting, progressive and inclusive teaching and learning in PE.  Our school has the support of a specialist PE teacher (our PE & School Sport Coordinator) who co-delivers PE lessons with staff who have identified that they would benefit from additional support.  Year 6 staff benefited from assisting the Cricket Coach to deliver cricket lessons  A teacher engaged with the Royal Opera House/Royal Ballet ‘Create: Dance’ training programme which will see increased confidence, competence and a wider range of resources in school to support the teaching of dance.  Our lunchtime supervisors received training from our PE & School Sport Coordinator to help them support the delivery of more active games.  Our school plans PE development priorities based on the criteria of the Youth Sport Trust Quality Mark.  The PE Lead continued to engage in professional development in PE, School Sport and Physical Activity throughout COVID-19, including:   * The power of a well school YST * Leading high quality teaching and learning across the school YST * Leading achievement in PE YST * Assessment in PE * Creating the best PE Provision for our learners * Happy Mind evening course   All staff completed the St John Ambulance – Paediatric First Aid Support Modules | PE hub membership £495  Cricket coach £500  Evolve training £100  Ballet cover £160  Quidditch Days (HLTA £200) | All staff have reported a positive impact of training through evaluations and also by using the PE hub plans. .The evaluations of KS1, KS2 & PESSCo support show teachers have brought about improvements in:   * Ability to support KS1 staff in planning and teaching progressive sessions * Lots of good ideas to help deliver the curriculum more effectively. * The course provided new ideas and approach to planning and delivering PE and what to look for to assess children and identify their needs. * More ideas about how to enable the children to make progress through the skills. * The PESSCO’s activities offer different, fun and enjoyable activities that can be linked to all areas of PE. The classes have loved them; there was a buzz of excitement when the PESSCO was spotted in school! * Pairing up with children, meant that staff could try out the games and activities for themselves to feel what it is like to be a pupil in a PE situation. * More confident in teaching more advanced skills * Improved PE lessons and pupils’ engagement with lessons * Improve differentiation within the lesson * Lots of short activities to keep children engaged * Improved confidence in delivery of dance * Deeper thinking about steps to develop basic skills for KS1. * More confident in own ability to teach skills in PE and in helping less able children make good progress through better teaching * More confidence in the ability to teach dance * Much better understanding of the skills progression and also trouble shooting early barriers to success in P.E. * Enhanced questioning * It has been extremely valuable to observe a specialist PE teacher * Staff found this co-delivery really useful and really enjoyed all aspects of it. | Encourage all staff to access training in PE  PE lead looking forward to face-to-face meetings with VRSSP and other PE Leads to share good practice  Ensure that Job Share staff who did not work with PESSCO this year are able to do so next year  Cricket coach to work with 4 classes next half term so that staff feel confident in their own ability to teach cricket/ ball skills and in helping less able children make good progress through better teaching  Our lunchtime supervisors to receive further training from our PE & School Sport Coordinator to helpthem support the delivery of more active games, activities and competitions. | |

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| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 32% |
| **Intent** | **Implementation** | | **Impact** | **Sustainability** |
| 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 make best use of lunch times and before and after school time to offer children a range of opportunities to be active.  To expand the range of sports and coaches offered to staff and pupils so as to develop opportunity and a rich curriculum. | We aim to provide a broader range of sports and activities to engage all children. This means that we will seek the views of our children before developing programmes such as extra-curricular clubs to ensure that they are in an activity which maximises engagement of all groups, at a time/venue which best engages those we want to engage and are rewarding to take part in.  Our PE curriculum is designed to engage all learners and ensure they have the skills and confidence to take part in a wide range of activities.  School staff are trained to create activities in PE and extra-curricular activity which meet the needs of every learner in order to support their progress.  Our offer is inclusive, ensuring equal opportunity is presented to all groups and also includes a range of disability and adapted sports such as Boccia for Milky Way children  Throughout COVID-19, our pupils have been able to continue to engage in a wide range of inclusive physical activities through the personal challenge programme.  We have used PE, School Sport & Physical Activity as part of our recovery curriculum for returning students or for vulnerable children/those of key worker and have used lessons to build confidence, fitness and skills.  We have used PE Hub and personal best lesson plans designed to support learning across the PE curriculum. These enable young people to engage with competitive activities at a level relevant to their confidence, competence and motivation.  We have used recovery activities to ensure we use a range of activities to support young people returning to school with both physical and emotional impacts of the pandemic.  Some classes have engaged with skipping programmes to improve their fitness, coordination and confidence. | PE Hub £495  2x Personal Safety Awareness sessions £150  Forest School equipment including first aid £315  Sinks to facilitate safe outdoor learning and Forest School  £3200  2 Forest School Days cover £320  Quidditch Day (Enrich) £600  Drama teacher £450  Dance decking £270 | Face-to-face activities have been limited due to the Pandemic but we have made great use of online resources. We have increased number of activities offered as part of the PE curriculum with extra outdoor time and track activities. .We have raised the profile of PE in school.  TA “When they engage in exercise, the frown turns into a smile and a smile turns into a laugh. It’s really beneficial.”  A new HLTA has taught Quidditch to two classes which has been immensely popular with pupils: “It’s a mixture of basketball and running – my two favourite things.” “It’s unusual and different and very fun.”  During lockdown, when teaching KW and vulnerable children, our Forest School teacher was able to share her knowledge and skills with staff. In particular, FS teachers were inspired to utilise the forest area more for teaching activities.  Our Judo teacher delivered two Personal Safety Awareness sessions for Year 6. This provided them with life skills and was great for bonding and wellbeing.  Approximately 80% of children join in the before-school running/walking activities. 50% of Y6 took part in the after-school Cricket Club.  Post lockdown RAG ratings were used to identify children who needed support. Increased physical activities has been one of the ways we have supported them.    In order to fulfil the minimum H&S policy/insurance requirements, coaches should have the following qualifications for deployment in schools:  A minimum of UK Coaching Certificate Level 2 in the sport/activity they are delivering (or level 1 for assistant coaches who work under the direct supervision of a teacher or Level 2 coach who leads the session)  A minimum of £5 million cover for professional and public liability  Safeguarding training within the last three years  Emergency First Aid training within the last 3 years  An enhanced DBS (Disclosure and Barring Service) check in line with the school policy  In addition to these requirements we would strongly recommend a full induction programme be put in place so that the visitor understands your school policies, can support school development and is clear on the expectations on them.  By following these policies/requirements we would expect to see extra-curricular sessions which are safe and entirely suited to the needs of the participants. Impact here can be measured via attendance registers and participant surveys.) | One of our pupils, in her application letter to be a School Leader, set out her vision for even more physical activities at playtimes. These will be discussed and incorporated where possible.  Develop links with Northwich or Winnington Rugby Clubs, Northwich Netball Club, Ben Derbyshire at Vale Royal Abbey Golf, John Walsh at Hartford Tennis club. (Delayed due to COVID).  Re-establishing of links with coaches that support the school following COVID disruption.  Cricket, Judo and Archery coaches have been booked for the next academic year.  Approach our Night Owls leader to deliver Tai Chi in school  PE Lead to deliver a Yoga Club  HLTA to deliver Quidditch Club  Establish links with a Swimming Instructor | |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 6% |
| **Intent** | **Implementation** | | **Impact** | **Sustainability** |
| 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 build on improved participation and involvement at competitive sports events and festival event | Teachers attend a range of sport specific training courses to help us broaden the range of competitions we provide for our children. Our staff will attend training focused on the School Games formats for intra and inter school competition  We take part in a wide variety of competitive sports both within school and against other schools. By planning a range of intra-school competitions which can be accessed by all groups in school, selecting pupils and teams to take part in local inter-school competitions against other schools (both within the local cluster and across the Vale Royal School Sport Partnership), we aim to be fully involved in the School Games and other schools’ competitions  Our school takes part in an annual School Games Festival which takes place to celebrate National School Sport Week. We engage with a wide-range of festivals and events which cater for many different children.  We annually apply for a School Games Mark award and strategically plan to develop our offer of competitive sport in line with the criteria (for example by involving a group of young people in the planning of our involvement in the School Games through our SSOC or by increasing the number of sporting events we enter)  Throughout COVID-19 our school has been able to engage with the personal challenge programme, National School Sport Week Together and also the Cheshire & Warrington Virtual School Games, all of which aimed to reflect the competition programme familiar to our children. The competition programme has also allowed our children to compete alongside their peers in intra-school events as well as virtual competitions against other schools across the local area and wider county.  Our school supported higher ability children from Key Stage 2 by enrolling them in the Performance Academy which supports those ready to take their competing further with masterclasses focusing on the fundamentals and goal setting. | Sports Equipment to enable Personal Best challenges competitions  £946.50  Sports Day equipment £127 | Please see Key Indicator 3 for training accessed by staff    As detailed earlier, because of PESSCO support, the quality of PE delivery has improved in school, new content has been introduced into curriculum PE.  We achieved the School Games Mark framework, in recognition of our ongoing engagement in the School Games and for competing the School Games mark Framework for 2020/21.  Personal Challenges: All children in KS2 have taken part in virtual competitions and have enjoyed these personal challenges. These include football, hockey, netball, basketball, cricket and athletics. (See submitted data, video and photographic evidence). Each activity has focused on achieving a personal best in order to promote resilience, determination, self-belief and to build confidence.  Our Year 6 Athletics Team (20 children) finished 5th out of 150 schools in a Virtual Athletics competition. (See video and photographic evidence). We also received a Spirit of the Games certificate for our participation in this event.  20 Y5 and Y6 were invited to join the Performance Academy for G&T pupils in PE. Part of an email from a parent: “M was so excited about being invited to join in this.  She has filled in the work book and we have taken a few photos of her doing the activities as well as videos.  I do feel she would have gained far more from being at the activity week (completely understand why she couldn’t be) but we did our best each day.  M amazed me with her determination as she would set herself a goal and try to beat it every time.” | Continue to participate in staff training and in Sports Partnership events aiming to reach finals Increase participation in events/competitions  Achieve Gold Award  Organise intra school competitions for: Football Netball Dodge ball Golden Mile  Involve all staff in preparing children for competitions  Consider use of specialist coaches for sports where staff lack expertise (to work alongside staff |

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| **Meeting national curriculum requirements for swimming and water safety** | **Please complete all of the below\*:** |
| 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 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. | 77%  4 new children arrived since last possible swimming lessons |
| 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. | 58% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 92% |
| 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? | No due to Covid 19 |

\*Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school.

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| Signed off by | |
| Head Teacher: |  |
| Date: |  |
| Subject Leader: | Jane Clark |
| Date: | 20.07.21 |
| Governor: |  |
| Date: |  |

