

## 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.

<b>Total underspend carried forward from 2020/2021</b>	<b>£0</b>
<b>+ New grant for this academic year 2021/2022</b>	<b>£18,112</b>
<b>= Total available for 2021/22 to be spent by 31<sup>st</sup> July 2022</b>	<b>£18,112</b>

***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***

Key achievements to date until July 2021:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• We gained the Gold award in the School Games Mark</li> <li>• We have followed the 'Celebrate', 'Aspire' &amp; 'Inspire' grouping for School Games to ensure we are better able to engage a wider range of children in competitive activities.</li> <li>• Great success in inter-school competitions. Our Girls football team won the local event, were second in the Vale Royal finals and qualified for the Cheshire finals at Crewe Alexandra, finishing second in their group.</li> <li>• We won the Inter-school Sports Hall Athletics (Y5&amp;6) and were second in the Vale Royal Finals.</li> <li>• We also won the Inter-school Hockey tournament and the Inter-school Basketball (a Celebrate competition).</li> <li>• Following Covid Restrictions we have welcomed back our Sports Coaches – Cricket, Rugby, Judo and Archery.</li> </ul>	<p>Continue to identify children who will benefit from Sensory Circuit activities each morning.</p> <p>Keep using Koboca surveys (allow us to use cross-referenced online physical activity surveys that enable the identification of all pupils' exercise levels).</p> <p>We look forward to bringing in even more Specialist teachers to teach specific skills and to upskill staff.</p> <p>Involve all staff in preparing/ accompanying children for competitions.</p> <p>Many of next year's Y6 boys are incredibly talented in PE; ensure they are challenged, coached and have the opportunity to shine in Inter-School competitions.</p> <p>Continue to celebrate success and participation in assemblies, with displays and on social media</p>

<ul style="list-style-type: none"> <li>• We hired a swimming pool and Y4, Y5 and Y6 benefited from 10 days of Swimming Lessons.</li> <li>• Our Sensory Circuits sessions have supported 45 children in 7 groups.</li> <li>• Parents attended our Sports Day for the first time in 3 years (after Covid restrictions).</li> <li>• Our Koboca survey showed that 72/72 children are active for at least 150 minutes per week and that 71/72 enjoy PE.</li> </ul>	
--	--

<b>Key indicator 1: The engagement of <u>all</u> 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</b>				Percentage of total allocation:
				61%
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:
<ul style="list-style-type: none"> <li>• providing targeted activities or support to involve and encourage the least active children</li> <li>• encouraging active play during break times and lunchtimes</li> <li>• establishing, extending or funding attendance of school sports clubs and activities</li> </ul>	<p>We have received training regarding the recommended 60 active minutes from Vale Royal School Sport Partnership (VRSSP) and our PESSCO. The training has included sharing best practice in the active schools agenda.</p> <p>1)Our school has engaged in Vale Royal School Sport Partnership training and</p>	VRSSP membership: £3397 +£800	<p>1) Training has been shared with all staff and they have continued to identify opportunities to incorporate more physical activity into the school day.</p> <p>2) Using Koboca has allowed us to use cross-referenced online physical activity surveys that enable the identification</p>	<p>All staff to attend at least one training course</p> <p>Linked to increasing attainment through physical activity</p> <p>Continue to use Koboca to also promote wellbeing and good</p>

<p>and holiday clubs, or broadening the variety offered</p> <ul style="list-style-type: none"> <li>• having a daily activity programme eg Sensory Circuits, skipping, running on our track</li> <li>• raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2 – aiming for every child should leave primary school able to swim</li> <li>• advocating active travel to increase activity levels before school (as well as reducing road traffic at drop-off/pick-up times)</li> </ul>	<p>used their website for guidance and activities.</p> <p>2) We have taken up training delivered by Vale Royal SSP to increase staff motivation, confidence and competence to incorporate more physical activity across the whole school day.</p> <p>3) We are using fitness activities to provide children with a fun way to be active, to provide active breaks and to bring focus to groups during lesson times</p> <p>4) We try to ensure every child has the opportunity to get involved in extra-curricular activity before school or in after-school clubs</p> <p>5) We consult pupils (through the School Games Activity Survey on Koboca) about what extra-curricular activity they would take part in and strive to include this in our offer in order to reach our priority groups</p> <p>6) Our Sensory Circuits in KS2 will encourage children to take up physical activities and maintain healthy lifestyles</p>	<p>Skipping ropes £95</p> <p>Sports equipment for Sensory Circuits: £ 252</p>	<p>of all pupils' exercise levels during the school day and after school.</p> <p>Our Koboca survey showed that 72/72 children are active for at least 150 minutes per week</p> <p>3) Skipping ropes purchased for all KS2 children. Track time and stretching.</p> <p>VRSSP website activities have provided good activities and challenges.</p> <p>4) Greater participation in extra-curricular clubs – Sensory Circuits (45 children), Cricket (24 children), Judo (32 children), Archery (26 children), Girls football (11 Y6 girls) (See our school promotional video and attendance registers)</p> <p>5) The results of the Koboca School Games Physical Activity Survey showed that the top requested sports are Football, Basketball and Athletics. All of these sports have been taught in PE, there have been inter-school events which we won, moving on to the next stage of competition; we have also held intra-school events in these sports.</p> <p>6) 45 children (some SEN, some least active and some</p>	<p>mental health, as well as monitoring physical activity of pupils.</p> <p>Staff encouraged to access CWAC links for wellbeing support for themselves</p> <p>Continue to fully embed active culture in school with staff, children and parents encouraging participation in physical activity</p> <p>Continue to celebrate success and participation in assemblies, with displays and on social media</p> <p>Purchase more strider bikes as there will be a lot more children in Reception next year.</p>
---	--	---	---	--

	<p>7)Our school runs a recreational running time where pupils run or walk laps of our designated track</p> <p>8)We have delivered a recreational skipping programme to improve fitness, coordination and confidence across all school groups. We took part in the Skipping GWR attempt during National School Sport Week designed to encourage engagement and celebrate physical activity across the whole school</p> <p>9)We have developed Play Leader roles; they create activities to make lunchtimes more active. Our midday assistants have attended training in previous years to help them develop more activity at dinner times</p> <p>10)We planned to do Bikeability courses to aid pupils skills and confidence and support them and their families take up more active travel to and from school.</p> <p>11)Our school has focused on supporting social reconnection with outdoor learning as part of our COVID Recovery Curriculum, in particular our Forest School.</p> <p>12) In order to raise attainment in primary school swimming to meet</p>	<p>Forest School cover: £603</p>	<p>Pupil Premium) and have been divided into 7 groups for Sensory Circuits every morning. We believe that this helps to improve attendance, punctuality, behaviour, progress, attainment Pupil: “Sensory Circuits calms your mind. It’s balancing. It helps you relax.” Pupil: “ It helps you get energy and gives you energy for your lessons.” 7)Pupils enjoy their morning runs on the track as it enables them to continually strive for personal best. (See our school promotional video.) 8)All KS2 children have been bought a skipping rope (colour matching their House). All took part in a rehearsal for A Guinness World Record attempt – greatest number of people skipping at one time. 9)The children needed to remain in their bubbles on the playground for the first half of the year due to Covid. The Y6 Playleaders did receive 4 training sessions in September from our PESSCO to help them develop activities. 10)Bikeability courses were unfortunately cancelled due to Covid.</p>	
--	---	--------------------------------------	--	--

	requirements of the national curriculum before the end of key stage 2 (aiming for every child should leave primary school able to swim), we made installations and hired a pool for 2 weeks	Swimming pool installations and hire £5900	Our Early Years children love their strider bikes, gaining balance, improving core strength and confidence. (See our school promotional video.) <i>11)</i> Since Lockdowns, more curriculum time has been devoted to outdoor activities to support rebuilding friendships and to reap the feel-good benefits of sport. Year 5 missed a lot of Forest School in Year 4 due to Lockdowns and Bubbles so they did Forest School every Wednesday afternoon during Year 5. (Y4 have Forest School every Monday afternoon.)	
--	---	--	--	--

<b>Key indicator 2:</b> The profile of PE, School Sport & Physical Activity being raised across the school as a tool for whole school improvement				Percentage of total allocation: 12%
Intent	Implementation	Funding Allocated	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<ul style="list-style-type: none"> <li>actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sports leader' or peer-mentoring schemes)</li> <li>embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching</li> <li>using physical activity and/or school sport as the vehicle for meeting some of the school priorities as identified in the whole school development plan e.g. increasing confidence in girls through active storytelling</li> <li>we use the key opportunities in the sporting calendar to raise the profile of e.g. sport, British Values and international collaboration and to foster greater engagement in all pupils in school</li> </ul>	<p>1)We ensure our PE Subject Leader has appropriate support to develop our PE &amp; 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 &amp; Youth Sport Trust trainers.</p> <p>2)Welcome an athlete role-model to school to inspire our pupils to increase their participation in PE &amp; School Sport.</p> <p>3)Staff continue to appreciate that physical activity can increase attainment across the curriculum; they value the opportunities for our pupils to be physically active (Initiative such as Pop Project and Active Maths)</p> <p>4)PESSCO worked with 6 SEN Y6 boys for 20 minutes each week during the Autumn term. We identified this group of boys from year 6 who would benefit from Mr Armstrong's attention and skills to motivate them to improve their focus and attitude.</p> <p>5)We attended our local Commonwealth Games Celebration Event to participate in a variety of CWG sports, centred on the values of Humanity, Destiny &amp; Equality.</p>	<p>PE cover £1347</p> <p>Active Maths £426</p> <p>Pop Project £375</p>	<p>1)Subject Leader training has met and liaised regularly with our PESSCO, Mr Armstrong and our VRSSP leader, Mr Story. Continued impact back in school:</p> <ul style="list-style-type: none"> <li>School Games mark – Gold achieved for the first time this year.</li> <li>Play Leader training from PESSCO.</li> <li>Advice implemented -eg monitoring Y3</li> <li>Engaged KS2 pupils as Sport leaders (SSOC)</li> <li>Continue to encourage less active pupils to engage in a healthy active lifestyle</li> <li>Teaching staff taking a more active role in PE and school sport and in supporting the healthy lifestyles of our pupils'</li> <li>Improve teachers confidence in delivering PE</li> </ul> <p>Pupil: " Mr Armstrong's lessons are fun, active, enjoyable." Pupil: "They're exciting, brilliant, outstanding."</p> <p>2)In July, we welcomed Pete Mitchell (a Paralympic cyclist guide) to speak to KS2 pupils. His visit and his discussion of the forthcoming Commonwealth Games in Birmingham has encouraged the aspirations of pupils when taking part in physical activity and sport.</p>	<p>All staff to attend at least one training course Linked to increasing attainment through physical activity</p> <p>Continue to promote wellbeing and good mental health. Koboca survey can help to identify concerns and these should be referred to the Family Liaison Officer.</p> <p>Staff encouraged to access CWAC links for wellbeing support for themselves</p> <p>Embed active culture in school with staff, children and parents encouraging participation in physical activity</p> <p>Continue to celebrate success and participation in assemblies, with displays</p>
---	--	--	--	--

	<p>6) In our school assemblies, sporting events and successes celebrated.</p>		<p>3) Skipping, running, stretches breaks physical activities to revive focus and improve concentration.  Pupil on skipping: “ I feel woken up, energised and ready to learn. It helps you focus on your maths.”</p> <p>4) The Y6 SEN thrived in their sessions with the PESSCO. They gained life skills such as co-operation, resilience and responsibility through Physical Education. This learning will hopefully be transferred into other lessons, their life in school and to their wider lives.</p> <p>5) We took part in our local Schools Baton Relay and made a pledge to support the legacy of the CW Games. The whole school greeted our neighbours from Greenbank and cheered 21 of Our high achieving athletes as they delivered the baton. (See evidence in Wednesday Word assembly – 13.07.22)</p> <p>6) Children are very proud when their sporting success in and out of school is celebrated, See Friday Celebration assemblies and Wednesday Word – in particular the Sports edition.  Pupil: “I feel proud. I feel recognised for my hard work.” Pupil: “All my hard work has paid off.”</p>	<p>Continue to provide a wide range of activities for children to participate in and enjoy</p>
--	---	--	--	--

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
				5%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	<b>Sustainability</b>
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:
<ul style="list-style-type: none"> <li>providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school</li> <li>hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils - teachers should learn from coaches the necessary skills to be able to teach these new sports and physical activities effectively</li> </ul>	<p>1)Our school has the support of a specialist PE teacher (our PE &amp; School Sport Coordinator) who co-delivers PE lessons with staff who have identified that they would benefit from additional support. We also subscribe to PE Hub for planning resources.</p> <p>2)4 classes and their teachers worked with M. Greaves of Cheshire Cricket for a half term. 2 classes and their teachers worked with coaches from Northwich Rugby Club. Our Judo teacher also delivered two Personal Safety courses for Y6.</p> <p>3)Our staff have continued to engage in professional development in PE, School Sport and Physical Activity including:</p> <ul style="list-style-type: none"> <li>PESS Premium for Governors Training</li> <li>The Power of an Active School</li> <li>The Power of a Well School</li> <li>Leading High-Quality Teaching and Learning across the School</li> <li>Leading Achievement in PE</li> </ul>	<p>PE Hub £600</p> <p>Personal Safety courses £350</p>	<p>All staff have reported a positive impact through evaluations of PESSCO's support – see their emails. Similarly, staff feel empowered by observing cricket and rugby lessons. The evaluations of KS1, KS2 &amp; PESSCO support show teachers have brought about improvements in:</p> <ul style="list-style-type: none"> <li>Ability to support KS1 staff in planning and teaching progressive sessions focussed on the identified next steps of each child.</li> <li>Lots of good ideas to help deliver the curriculum more effectively.</li> <li>New ideas and approach to planning and delivering PE and what to look for to assess children and identify their needs.</li> <li>The start to move gives a different view on how to teach key stage 1 PE, leading to increased confidence when delivering P.E.</li> <li>More ideas about how to enable the children to make progress through the skills.</li> </ul>	<p>Encourage all staff to access training in PE</p> <p>PE lead looking forward to more face-to-face meetings with VRSSP and other PE Leads to share good practice</p> <p>Ensure that Job Share staff who did not work with PESSCO this year are able to do so next year</p> <p>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</p>



	<ul style="list-style-type: none"> <li>• Creating the Best PE Provision for our Learners</li> <li>• My Personal Best Workshop</li> <li>• Preparing for a 'Deep Dive'</li> <li>• Assessment in PE</li> <li>• Teach Active English &amp; Maths Workshop</li> </ul> <p>In the last few years, our lunchtime supervisors received training from our PE &amp; School Sport Coordinator to help them support the delivery of more active games, activities and competitions.</p>		<ul style="list-style-type: none"> <li>• Highly effective in introducing the STEP differentiation process</li> <li>• Trying out the games and activities for myself, to feel what it is like to be a pupil in a PE situation.</li> <li>• More confident in teaching more advanced skills</li> <li>• Instant feedback and use of physical education vocabulary</li> <li>• Improved PE lessons and pupils engagement with lessons</li> <li>• Knowing in greater detail what is required during a PE session</li> <li>• Improve differentiation within the lesson</li> <li>• Lots of short activities to keep children engaged</li> <li>• Deeper thinking about steps to develop basic skills for KS1.</li> <li>• More confident in own ability to teach skills in PE and in helping less able children make good progress through better teaching</li> <li>• Much more organised and challenging lessons with a clear objective.</li> <li>• More confidence in the ability to teach dance and use of ICT</li> <li>• Enhanced questioning</li> <li>• It has been extremely valuable to observe a specialist PE teacher</li> </ul>	<p>Our lunchtime supervisors to receive further training from our PE &amp; School Sport Coordinator to help them support the delivery of more active games, activities and competitions.</p>
--	--	--	--	--

Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:	
				%	
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?:	
<ul style="list-style-type: none"> <li>introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities</li> <li>partnering with other organisations to run sports and physical activities and clubs</li> <li>providing more and broadening the variety of extra-curricular physical activities delivered by the school or other local sports organisations</li> </ul>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Our offer is inclusive, ensuring equal opportunity is presented to all groups. We have used PE &amp; Physical Activity as part of our recovery curriculum for students and have used lessons to build confidence, fitness and skills.</p>			<p>An increased number of activities have been offered as part of the PE curriculum. See Curriculum map. We must be one of a very small number of schools that offer Y5 and Y6 a half term of Quidditch! 71/72 children enjoy PE. 72/72 are active for at least 150 minutes per week.56/72 feel good after exercise (See Koboca survey)</p> <p><b>Extra-curricular clubs</b> – Sensory Circuits (45 children), Cricket (24 children) , Judo (32 children), Archery(26 children), Girls football (11 Y6 girls) (See our school promotional video and attendance registers.) We have promoted local clubs and seen children join them, achieving great success.</p>	<p>Sustainability and suggested next steps:</p> <p>Continue to develop links with Cheshire Cricket, Northwich Rugby Club, Northwich Netball Club, VR Athletics Club and Hartford Tennis club.</p> <p>Cricket, Judo and Archery coaches have been booked for the next academic year. Look in to Fencing and Rugby.</p> <p>Approach our Night Owls leader to deliver Tai Chi in school</p> <p>PE Lead to a deliver Quidditch Club</p>

	<p>We have used a range of activities to support young people returning to school with both physical and emotional impacts of the pandemic.</p> <p>We have followed the 'Celebrate', 'Aspire' &amp; 'Inspire' grouping for School Games to ensure we are better able to engage a wider range of children in competitive and non-competitive activities.</p> <p>We have purchased skipping ropes for all KS2 pupils to support a wider group of young people to improve their fitness, coordination and confidence.</p>			
--	--	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 6%
Intent	Implementation	Funding Allocated	Impact	Sustainability
<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>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>
<ul style="list-style-type: none"> <li>increasing and actively encouraging pupils' participation in the School Games</li> <li>organising more sport competitions</li> </ul>	<p>1) 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</p>	<p>Cricket -6 full days + afterschool clubs £980</p>	<p>1)PE lead has accessed a lot of training. This year we entered a dodgeball competition and a Quad Kids competition which we had not done before. See photos. Of 72 children surveyed, 71 enjoy PE.</p>	<p><i>Our staff will attend training focused on the School Games formats for intra and inter school competition</i></p>

<p>or tournaments within the school</p> <ul style="list-style-type: none"> <li>• coordinating and entering more sport competitions or tournaments across the local area</li> </ul>	<p>2) We have followed the 'Celebrate', 'Aspire' &amp; 'Inspire' grouping for School Games. 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</p> <p>3) Our school takes National School Sport Week activities. We engage with a wide-range of events which cater for many different children, this year this focused on Commonwealth Games sports &amp; football to utilise the impact of the UEFA Womens Euros.</p> <p>4) 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)</p> <p>5) We have followed the 'Celebrate', 'Aspire' &amp; 'Inspire' grouping for School Games to ensure we are better able to engage a</p>		<p>2&amp; 3)We have followed the 'Celebrate', 'Aspire' &amp; 'Inspire' grouping for School Games to ensure we are better able to engage a wider range of children in competitive activities. As a result, of 72 children surveyed, 58 had represented school in inter-school competitions.</p> <p>Great success in inter-school competitions. Our Girls football team won the local event, were second in the Vale Royal finals and qualified for the Cheshire finals at Crewe Alexandra, finishing second in their group. We won the Inter-school Sports Hall Athletics (Y5&amp;6) and were second in the Vale Royal Finals. We also won the Inter-school Hockey tournament and the Inter-school Basketball (a Celebrate competition). We also competed in Inter- School tournaments in Quad Kids, Quick Sticks Hockey, Bee Netball and Quicksticks Hockey.</p> <p>4)School Games Mark level was Bronze in 2018, Silver in 2019. It remained at Silver during 2020 &amp; 2021 (unable to go higher due to Covid restrictions) In 2022, we achieved GOLD.</p>	<p>Continue to participate in staff training and in Sports Partnership events aiming to reach finals</p> <p>Increase participation in events/competitions</p> <p>Again achieve Gold Award in School Games Mark</p> <p>Organise a greater range intra school competitions</p> <p>Involve all staff in preparing children for competitions</p>
--	---	--	---	--

	wider range of children in competitive and non-competitive activities.			
--	--	--	--	--

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. <b>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.</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of atleast 25 metres? <b>N.B.</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 2022. Please see note above.	72%
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.	64%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	68%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes – 10 x 30 minute swimming lessons for children in Y4, Y5 as well as Y6

\*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.

Signed off by	
Head Teacher:	J.M.McEniff
Date:	16.07.22
Subject Leader:	J Clark
Date:	15.07.22
Governor:	E.Morrissey
Date:	16.7.22

