

# St. Lawrence Church of England Primary School

## Evidencing the use of the PE and Sport Premium funding: Action Plan and Impact Review 2018-19

### The DfE Vision for the Primary PE and Sport Premium

**ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to ensure impact against the following Objective and Indicators:

**To achieve self-sustaining improvement in the quality of PE and sport in primary schools.**

We would expect indicators of such improvement to include:

1. the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

It is important to emphasise that the focus of spending must be sustainable and leave a lasting legacy beyond the funding allocation.

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium is available on the school website. Schools also have a responsibility to publish on their website the % of children who achieve the expectation for swimming by the end of Year 6.

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| <b>Academic Year:</b>            | 2018-2019 |
| <b>Total Funding Allocation:</b> | £16,510   |
| <b>Actual Funding Spent:</b>     | £16,990   |

## PE and Sport Premium Action Plan

**Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school**

| Objective   | Key Actions  | Allocated funding                    | Anticipated outcomes  |
|---|--|--------------------------------------|---|
| To ensure all children are taking part in at least 30 minutes of physical activity a day.               | CT to ensure all children take part in at least 30 minutes of exercise every day using Jump Start Johnny.  | £149                                 | <ul style="list-style-type: none"> <li>All pupils more physically active during the school day</li> <li>Improved concentration from pupils</li> </ul>   |
|   | Active Maths lessons using Maths of the Day at least once a week   | £250                                 | Improved concentration from pupils and cross curricular links.  |
| Increase provision of physical activity opportunities during lunchtimes                                 | Leadership training for Year 6 play leaders to support structured play opportunities at lunchtimes   | Part of the school games pack - £400 | <ul style="list-style-type: none"> <li>Increased and varied physical activity opportunities available for children to participate in</li> <li>More children being physically active at lunchtimes</li> <li>Further reduction in incidences of poor behaviour at lunchtimes</li> </ul> |
| To help make UKS2 children aware of how physically active they are and how to lead an active lifestyle. | Order pedometers for UKS2 to use. 4 pedometers per class. They will keep a record of daily steps and try and beat their own record and classmates. | £64                                  | <ul style="list-style-type: none"> <li>Children realise how physically active they are</li> <li>Children learn new ways to lead an active lifestyle.</li> <li>Children will enjoy the competitive side of beating daily step count – for themselves and class.</li> </ul>             |

| <b>Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b> |  |  |   |
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| Objective   | Key Actions  | Allocated funding                      | Anticipated outcomes  |
| To achieve School Games Bronze Award  | <ul style="list-style-type: none"> <li>Follow criteria to achieve Bronze</li> <li>All staff on board to support</li> </ul>   | £0                                     | School is awarded with the Bronze award. Brings all children and staff together as a school community as all have worked to achieve the award. Award to be given in celebration assembly.   |
| To continue to celebrate sporting achievements in assemblies  | Celebrate all achievements, individual and team performances, including personal bests   | £0                                     | Celebrating achievement will be embedded into the ethos of St Lawrence for all pupils, staff and parents.   |
| To provide the school with a cross-curricular link to English and storytelling for World Book Day.                    | <ul style="list-style-type: none"> <li>Have a dance specialist carry out a dance workshop based on specific books for the different key stages.</li> <li>To tell stories through dance</li> <li>The whole school will benefit from having a dance specialist</li> <li>30 minutes of physical activity for the day</li> </ul> | £500                                   | Children will participate in a dance workshop based on the book they will be looking at during English for World Book Day. They will tell the story through dance using emotions and actions to portray characters and events that happen. This will also be their 30 minutes of physical activity for the day. |
| <b>Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport</b>  |  |  |   |
| Objective   | Key Actions  | Allocated funding                      | Anticipated outcomes  |
| To allow staff attend CPD training  | <ul style="list-style-type: none"> <li>When CPD training is available outside of school, offer to other members of staff.</li> <li>Staff CPD meeting once a term.</li> </ul>   | Part of the School Games pack - £1,300 | <ul style="list-style-type: none"> <li>Increased confidence of staff to teach PE</li> <li>Increased subject knowledge of staff in relation to teaching PE</li> <li>Pupils have access to high quality PE lessons</li> <li>75% of teaching and learning within PE judged to be good or better</li> </ul>         |
| To have outside PE specialists work and support staff   | <ul style="list-style-type: none"> <li>Work with local sports clubs and have them in to teach/team teach and pass on skills and give staff confidence to teach new sport and</li> </ul>  | Part of the School Games pack - £200   | Gives staff more opportunities to become more confident and new ideas when teaching different sports. Can team teach with coaches.  |

|  | <ul style="list-style-type: none"> <li>physical activity.</li> <li>Year 1 Gymnastics coaching</li> <li>Year 6 Tag rugby coaching</li> </ul>   |  |  |
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| <b>Indicator 4: Broader experience of a range of sports and activities offered to all pupils</b> |   |  |  |
| Objective  | Key Actions   | Allocated funding  | Anticipated outcomes   |
| To purchase and repair high quality resources  | <ul style="list-style-type: none"> <li>Order Balanceability bikes and helmets</li> <li>Replacement equipment – balls, gymnastics mats, wobble cushions</li> <li>Basketball nets and balls and longer hockey sticks for Year 6</li> <li>Pedometers</li> <li>Table tennis tables for KS2 playground</li> <li>Repair broken equipment</li> </ul> | <p>£700</p> <p>£1000</p> <p>£400</p> <p>£60</p> <p>£1500</p> <p>£700</p> | <p>Children in EYFS gain balance and agility skills from balanceability bikes and training.</p> <p>Replacement equipment allows more participation in PE lessons and more opportunities for Young Leaders to run lunchtime clubs. Basketball nets and hockey sticks for Year 6.</p> <p>Pedometers for UKS2 to make them aware of levels of physical activity.</p> <p>Table tennis tables outside for use at break and lunch. This will go towards the 30 minutes of physical activity.</p> |
| To provide Bikeability and Balanceability training   | <ul style="list-style-type: none"> <li>Send EYFS teacher on Balanceability training to allow EYFS children to take part in balanceability lessons in PE</li> <li>Level 1 Bikeability for Year 3 and 4 children</li> </ul>   | <p>£200</p> <p>Part of the school games pack - £400</p>                  | <p>EYFS teacher to run balanceability in PE.</p> <p>Bikeability will allow more children to bike to school safely which will go towards their 60 minutes of physical activity a day.</p>   |
| To use IT in PE lessons.   | <ul style="list-style-type: none"> <li>Order 10 ipads to be used in PE lessons as an extra tool.</li> <li>Can be used for videos on youtube, recording final performances in dance or gymnastics, recording skills to</li> </ul>  | £4000  | <p>Children will be able to search for more ideas (gymnastics or dance moves, skills in basketball, hockey etc) in a lesson.</p> <p>Teachers are able to record</p>  |

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|   | feedback to children and to show progression.  |       | performance at the beginning of a unit and can then record at the end of a unit and show progression of skills.  |
| To provide additional swimming for Year 4 and 5.                  | <ul style="list-style-type: none"> <li>Send Year 4 and 5 on additional swimming lessons to ensure all children can swim 25m before they leave Year 6.</li> </ul> | £1500 | All children will leave primary school being able to swim 25m and be able to swim a variety of strokes.  |
| To improve fine and gross motor skill development in Early Years. | <ul style="list-style-type: none"> <li>Use Hartbeeps to provide fine and gross motor skill development for EYFS.</li> <li>Provide this every term</li> </ul>     | £3000 | Children in EYFS will develop their fine and gross motor skills. During the session, they are very active. They will dance, sing and move around to music. |

#### Indicator 5: Increased participation in competitive sport

| Objective  | Key Actions   | Allocated funding                                 | Anticipated outcomes   |
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| Pupils given the opportunity to compete in wider range of Level 2 School games events. | <ul style="list-style-type: none"> <li>Enter all Level 2 competitions for KS1 and KS2.</li> <li>Children who excel at sports to be given the opportunity to take part in appropriate level competitions</li> <li>Less sporty children to be given the opportunity to represent their school in competitions</li> </ul>                      | Part of the school games pack - £1,600            | Children are given confidence and exciting opportunities which they will hopefully take away with them and apply this confidence in their learning and outside of school. Every class in school will get to attend at least one level 2 competition. |
| Pupils given the opportunity to compete in intra-school competitions.                  | <ul style="list-style-type: none"> <li>Use house teams in competitions to develop team work and link to school. Competitions for KS1 and KS2.</li> <li>Sports Day for the whole school will be in house teams and winning team will be awarded the house trophy. In the individual races stickers will be given for every child.</li> </ul> | Part of the school games pack - £1,600<br><br>£20 | Children get to compete with and against friends, which will hopefully make it more exciting. They will understand teamwork and use the other values used in the school. House teams will encourage team spirit and competitiveness.                 |

## PE and Sport Premium Impact Review

| Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school   |  |             |  |   |
|---|--|-------------|--|---|
| Key Actions taken   | Actual Outcomes  | Actual Cost | Impact (school, staff, pupils) with Evidence   | Sustainability/next steps   |
| To ensure all children are taking part in at least 30 minutes of physical activity a day. – Set up an Active Schools display board which displayed advice on how to achieve 60 minutes of physical activity a day. Bought into Jumpstart Johnny for quick 3-5 minute activities. Led a staff meeting on importance of being physically active and encouraged staff to ensure they had 30 minutes a day of physical activity. Maths of the Day was also bought to be used once a week to use a cross curricular angle to engage physical activity. | <ul style="list-style-type: none"> <li>Staff use Jumpstart Johnny, Go Noodle, BBC Supermovers and Just Dance as quick 3-5 minute active breaks.</li> <li>Children enjoy active breaks and respond very well to them physically and mentally.</li> <li>School is a lot more active</li> <li>Teachers made a tally of 30 minutes at the beginning of the day and rubbed off minutes as they were achieved.</li> <li>Maths of the Day used once a week by all staff.</li> </ul> | £744        | <ul style="list-style-type: none"> <li>Staff are more aware of how to ensure children are receiving their 30 minutes of physical activity in school. Some days this is difficult but they do ensure they get as much as they can in.</li> <li>Children are more willing to take part in the active breaks as they are short and it gives them a break from work to allow them to regain focus. They also enjoy picking the different activities to do and to see the tallies disappear off the board.</li> <li>Children are much more physically active throughout the day.</li> </ul> | <ul style="list-style-type: none"> <li>Continue using Jumpstart Johnny etc.</li> <li>Way to assess levels of fitness.</li> </ul>            |
| Increase provision of physical activity opportunities during lunchtimes – Year 6 children took part in Young Leader training.   | <ul style="list-style-type: none"> <li>Year 6 children go out on Friday playtime with EYFS and KS1.</li> <li>Year 6 get equipment out and play different games with the younger children.</li> <li>Year 6 are in charge of the table tennis tables on different days at lunchtimes.</li> </ul>   | £400        | <ul style="list-style-type: none"> <li>Friday playtimes are very successful with no issues occurring due to all children having something to do. Younger children are learning new skills from Year 6.</li> <li>Staff have seen a difference in playtime on a Friday. Children are happier and less issues arising.</li> </ul>   | <ul style="list-style-type: none"> <li>Continue this into next year</li> <li>Set up a buddy system with Year 6 and EYFS and KS1.</li> </ul> |
| To help make UKS2 children  | <ul style="list-style-type: none"> <li>Children wore pedometers</li> </ul>   | £64         | <ul style="list-style-type: none"> <li>Children were made aware of how</li> </ul>  | <ul style="list-style-type: none"> <li>Continue using</li> </ul>  |

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| <p>aware of how physically active they are and how to lead an active lifestyle – pedometers ordered for UKS2. A child gets to wear one for a day and records daily steps taken. The child changes every day.</p> | <p>on a daily rotation.</p> <ul style="list-style-type: none"> <li>Children recorded scores and were motivated to beat their previous score.</li> </ul> |  | <p>physically active some were and how physically inactive others were.</p> <ul style="list-style-type: none"> <li>When children had the pedometers on, they would do extra running around at break and lunch to beat their previous score</li> <li>Children who were inactive, were disappointed with their scores initially but found ways to increase their scores and became much happier about wearing a pedometer.</li> </ul> | <p>pedometers.</p> <ul style="list-style-type: none"> <li>Introduce to Year 4.</li> </ul> |
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**Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement**

| Key Actions taken  | Actual Outcomes  | Actual Cost | Impact (school, staff, pupils) with Evidence   | Sustainability/next steps   |
|--|--|-------------|--|---|
| <p>To achieve School Games Bronze Award – throughout the year, attended different sporting events. Ensured that different children (including SEND and less active children) attended sporting events.</p>                               | <ul style="list-style-type: none"> <li>School has achieved the Bronze level.</li> <li>Lots of intra-school competitions and club links were made.</li> </ul>   | <p>£0</p>   | <p>More intra-school competitions happened giving all children the chance to take part and experience competition. Club links were made by having coaches in from local clubs giving the children a chance to be taught by a professional and the staff a chance to learn from the professional.</p> | <ul style="list-style-type: none"> <li>Continue with school games and work towards achieving Silver.</li> </ul> |
| <p>To continue to celebrate sporting achievements in assemblies – children were encouraged to bring in any sporting achievements outside of school. Children who attend competitions in school are awarded certificates in assembly.</p> | <ul style="list-style-type: none"> <li>Children who had sporting achievements outside of school are encouraged to bring in certificates, medals or trophies into school to share.</li> <li>Children who attend competitions with the school are awarded their certificate in the celebration assembly. They will also be mentioned in the newsletter.</li> </ul> | <p>£0</p>   | <ul style="list-style-type: none"> <li>More children want to attend school competitions.</li> <li>More children showing sportsmanship and being awarded with values certificates.</li> <li>More children bringing in outside of school achievements</li> </ul>                                       | <ul style="list-style-type: none"> <li>Continue next year to celebrate during celebration assembly.</li> </ul>  |

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| <p>To provide the school with a cross-curricular link to English and storytelling for World Book Day – dance specialist brought into the school who worked with all year groups for 45 minutes.</p> | <ul style="list-style-type: none"> <li>• A dance specialist came into the school and worked with all year groups for 45 minutes.</li> <li>• The children were given a book to focus on for the week and did lots of English work around it.</li> <li>• The dance specialist linked English into the dance asking how the characters felt, how they knew, how we can show expression through dance etc.</li> </ul> | <p>£500</p> | <ul style="list-style-type: none"> <li>• Children and staff saw how to link English into PE.</li> <li>• Staff observed the dance session so this included some development in their dance teaching.</li> <li>• Children really enjoyed the sessions.</li> </ul> | <ul style="list-style-type: none"> <li>• Look at booking in for next year using different books.</li> <li>• Staff able to see how easy dance and English can be linked through characters and expression. This could also help develop writing.</li> </ul> |
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**Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport**

| Key Actions taken   | Actual Outcomes  | Actual Cost  | Impact (school, staff, pupils) with Evidence  | Sustainability/next steps  |
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| <p>To allow staff attend CPD training – staff have had one CPD training session a term.</p>   | <ul style="list-style-type: none"> <li>• All staff have taken part in CPD training once a term.</li> <li>• Staff have applied training to PE lessons.</li> <li>• PE lead attended PE and Sport Premium CPD.</li> </ul>   | <p>£1360</p> | <ul style="list-style-type: none"> <li>• Staff are more confident in different areas of PE</li> <li>• Staff have better understanding of how to differentiate for Greater Depth children</li> <li>• PE lead has a better understanding of reporting the impact of Sport Premium.</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to use CPD in lessons</li> <li>• Ask staff what CPD they would like for the next year</li> </ul>   |
| <p>To have outside PE specialists work and support staff – specialist coaches have been into school to work with different year groups.</p> | <ul style="list-style-type: none"> <li>• Year 1/2/3 Gymnastics coaching – staff observed coach and gained confidence in how to further challenge the more able.</li> <li>• Year 3/ 4 Dance – staff observed how to link the topic of Romans to create a dance. Gave the member of staff lots of ideas and</li> </ul> | <p>£200</p>  | <ul style="list-style-type: none"> <li>• The children have benefitted from outside specialists as they have been taught proper techniques and skills.</li> <li>• Staff have seen the correct way to teach certain skills and have more confidence in repeating these.</li> </ul>            | <ul style="list-style-type: none"> <li>• Continue to bring in specialists coaches</li> <li>• Freshen up staffs knowledge by recapping on what they have seen</li> <li>• Observe lessons to ensure they are confident in what they are teaching.</li> </ul> |



|  | <p>feels confident to repeat this themselves.</p> <ul style="list-style-type: none"> <li>Year 6 Tag Rugby - member of staff observed and applied what had been learnt to prepare pupils for a competition.</li> </ul>   |  |  |   |
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| Indicator 4: Broader experience of a range of sports and activities offered to all pupils  |   |  |  |   |
| Key Actions taken  | Actual Outcomes   | Actual Cost  | Impact (school, staff, pupils) with Evidence   | Sustainability/next steps   |
| To purchase and repair high quality resources – lots of equipment was ordered at the beginning of the year in preparation for an extra year group. | <ul style="list-style-type: none"> <li>Lots of equipment was purchased</li> <li>Equipment purchased allowed for bigger class groups</li> <li>Balanceability bikes ordered for EYFS</li> <li>Boxercise equipment purchased for UKS2 PE lessons and afterschool club.</li> <li>Repair broken equipment</li> </ul> | £4302.03   | <ul style="list-style-type: none"> <li>More children are active during PE lessons</li> <li>There is a wider range of PE lessons available for UKS2</li> <li>Boxercise afterschool club was attended by children from Years 3-6 who don't attend any other clubs.</li> </ul>                                      | <ul style="list-style-type: none"> <li>Continue to provide Boxercise club and PE lessons</li> <li>Order more equipment to ensure there are enough for larger class sizes.</li> </ul>  |
| To provide Bikeability and Balanceability training – EYFS teacher went on Balanceability training and Years 3/4/5 have had Bikeability.            | <ul style="list-style-type: none"> <li>All children in Year 3 and 4 passed Level 1 Bikeability</li> <li>All children except three, passed Level 2 Bikeability</li> <li>EYFS teacher successfully qualified as a Balanceability trainer and has been teaching this in PE.</li> </ul>                             | <p>Bikeability - £400</p> <p>Balanceability - £140</p> | <ul style="list-style-type: none"> <li>Children are more confident riding their bikes to school</li> <li>Children biking to school will contribute to their 60 minutes of physical activity a day</li> <li>More children cycling to school</li> <li>Children gain new skills – balance, motor skills.</li> </ul> | <ul style="list-style-type: none"> <li>Children who didn't complete Level 2 Bikeability will have the chance to try again next year.</li> <li>Provide Bikeability training for Years 3,4 and 5 next year</li> <li>Continue Balanceability for EYFS</li> </ul> |
| To use IT in PE lessons – I pads bought to be used in PE lessons.  | <ul style="list-style-type: none"> <li>10 iPads purchased to link ICT and PE. Cases were also purchased to protect them during lessons.</li> </ul>  | £3085.77   | <ul style="list-style-type: none"> <li>Children have been able to see correct techniques if teachers aren't as confident in specific areas.</li> </ul>   | <ul style="list-style-type: none"> <li>Continue to use iPads in PE to help with techniques</li> <li>Use iPad videos to</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Children have used iPads during PE to watch videos of different moves in dance and gymnastics. UKS2 have also used them to watch videos on techniques and how to improve. For example, bowling in cricket.</li> <li>• Teachers have taken photos and videos as a way of assessment.</li> </ul> |       | <ul style="list-style-type: none"> <li>• Teachers have been able to look at pictures and videos to help with end of year assessments.</li> </ul>  | <p>help children show their progression.</p> <ul style="list-style-type: none"> <li>• Find a way of assessment to link to the videos.</li> </ul>  |
| To provide additional swimming for Year 4 and 5 – Year 4 and 5 were sent on additional 6 weeks of swimming.  | <ul style="list-style-type: none"> <li>• Majority of Year 5 can swim 25m.</li> <li>• Majority of Year 4 can swim 25m. They will go swimming again in Year 5 to ensure they can all swim 25m before they leave primary school.</li> </ul>  | £1410 | <ul style="list-style-type: none"> <li>• Children are confident about swimming</li> <li>• Teachers and parents feel safe about children being around water.</li> <li>• Some children have taken up swimming lessons outside of school as a result of swimming with school.</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to use Year 4 and 5 for additional swimming lessons to ensure they can swim 25m confidently before leaving primary school.</li> </ul> |
| To improve fine and gross motor skill development in Early Years – brought in a company called Hartbeeps to run weekly sessions with EYFS every half term. | <ul style="list-style-type: none"> <li>• Hartbeeps encourages movement and development of fine and gross motor skills.</li> <li>• All children in EYFS were able to access and have made good developments.</li> </ul>  | £2784 | <ul style="list-style-type: none"> <li>• Children have made good progress in the Early Years Foundation Stage Goals.</li> <li>• Teacher has seen a good improvement in fine and gross motor skills.</li> </ul>  | <ul style="list-style-type: none"> <li>• Continue to have Hartbeeps next year.</li> </ul>   |

| Indicator 5: Increased participation in competitive sport   |  |   |   |  |
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| Key Actions taken   | Actual Outcomes  | Actual Cost   | Impact (school, staff, pupils) with Evidence  | Sustainability/next steps  |
| Pupils given the opportunity to compete in wider range of Level 2 School games events – all children have taken part in at least one Key Stage competition. | <ul style="list-style-type: none"> <li>• Every year group in school have attended at least one Level 2 competition.</li> <li>• Children have really enjoyed attending competitions and experiencing new sports.</li> </ul>   | £1600   | <ul style="list-style-type: none"> <li>• Staff have seen children in a competitive situation and seen some children really thrive.</li> <li>• Children have been able to experience new sports.</li> <li>• Children have shown school values which have been identified by leaders of competitions.</li> <li>• All competitions have been inclusive allowing all children to attend.</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to enter all year groups to Level 2 competitions.</li> <li>• Encourage UKS2 to prepare children for competitions in PE to allow progression to Level 3 if they qualify.</li> </ul> |
| Pupils given the opportunity to compete in intra-school competitions – KS2 had intra-school competitions and all children took part in Sports Day.          | <ul style="list-style-type: none"> <li>• KS2 had intra school competitions – OAA and UKS2 had rounders. Children were arranged into houses as extra motivation.</li> <li>• The whole school took part in Sports Day. Again children were arranged into houses.</li> <li>• Bought stickers for everyone in the individual running races.</li> </ul> | £1600 – included in the price above.<br><br>£19.36 - stickers | <ul style="list-style-type: none"> <li>• Children are motivated when put into houses as they are competing for house points for their house to win the trophy at the end of half term.</li> <li>• Teachers look for school values and award certificates to those children showing the values</li> <li>• Increases level of competition within the school.</li> </ul>                           | <ul style="list-style-type: none"> <li>• Introduce some more intra-school competitions to raise the level and importance of competition more.</li> </ul>   |

## Meeting National Curriculum Requirements for Swimming and Water Safety

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| <b>The pupil outcomes of the statements below <u>must</u> be reported on the school website for the current Year 6 cohort</b>   |     |
| What percentage of Year 6 pupils can swim competently, confidently and proficiently over a distance of at <b>least 25 metres</b> ?  | 91% |
| What percentage of Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  | 83% |
| What percentage of Year 6 pupils can perform safe self-rescue in different water-based situations?  | 91% |
| Schools can choose to use their 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 |