

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2023.</p> <p>Please see note above</p>	82%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	82%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<p>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?</p>	Yes

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23		Total fund allocated: £17,787		Date Updated: 31.07.23	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 29% £5110
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	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:
Children to be physically active throughout the school day and beyond. Children to understand how to improve their physical health and how this improves wellbeing.	To provide high quality extra curriculum PE clubs both at lunchtimes and after school. Sports coach to work with year groups across school on a rota basis to provide additional physical activity and lead multi-skill games. Teachers and Teaching Assistants provide extra clubs at lunchtime and after school Futsal ball for indoor club use.		£3940	Clubs data shows that there are on average over 100 pupils attending sports clubs each term (approximately half of the school). Children are active on the playground and pupil's comment: 'I play handball, it makes me tired!' 'I like skipping, it makes me move a lot!' Pupil voice demonstrates improved knowledge in how to improve physical health and wellbeing.	Further analysis of clubs to begin next year, targeting children who are not participating in a club to see why this is. Pupil voice sought to see if other clubs could be put on to target these individuals.
Children to be physically active at play and lunchtimes in unstructured times. Children to understand how being physically active will help to support their health and wellbeing.	To provide children with high quality equipment to engage in meaningful lunchtime play and activity. Through assemblies, promote physical and mental wellbeing and how they may achieve this. Provide sustainable, durable equipment for use at lunchtime to facilitate play for children on the field and playground across all phases.		£370	Assemblies have been taken to promote physical activity in the playground and increased numbers of children have been skipping outdoors. Pupils speak positively about skipping in the playground as well as having equipment to play games with. Pupils say 'Skipping is really good because you can do it by yourself or with friends so we are all busy.'	Year 5 playground leaders to be timetabled to support younger pupils in active games. Equipment to be ordered to encourage further physical activity. Continue to promote skipping for physical fitness at break and lunchtime – in particular targeting new reception children and Year 1.

			Increased sports day races including skipping from Year 2 upwards due to improved skills in the children.	
Children to be able to participate fully in lessons, practicing fundamental skills repeatedly. Children to be able to master fundamental skills such as controlling a ball, jumping, balancing, running.	To order new resources to enhance lessons, enabling maximum participation (equipment for each child) Purchase equipment so that in lessons children have equipment that is fit for purpose and enough for the all class. To ensure that resources enable children to master fundamental water skills.	£300	Lesson observations and learning walks show that children fully participate in lessons. Children use equipment to blow across the pool, become confident in moving in water, splashing their faces, having water poured over them and going under the water to retrieve objects. Children have loved the equipment and games associated to these. Children describe being out of breath and worked hard in PE lessons. Excellent fundamental movement skills demonstrated on sports day.	Further spare PE kits provided for each class so that children always take part in lessons if they have forgotten their kit.
Children to practise fundamental movement skills at break and lunchtime with their friends. Children to be more active and engage with their friends in physical activity.	Additional member of staff outside at lunchtime to engage children in games and active play using the equipment. Senior teacher to engage children outside at lunchtime and oversee staff.	£500	Throwing, catching, skipping are being consolidated at play and lunchtimes. Pupil voice re playtimes are positive.	Training for lunchtime staff in playground games. Organised rota for new Y6 children to lead playground games with KS1 children. Continue with new Year 5's being trained as playground leaders.

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				10% £1710
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	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 develop leadership skills in children To raise the profile of Physical Education to all children in school. Develop life skills in pupils	Two Year 5 children attend the SOKE partnership training on Sports Ambassadors, to train and lead physical activity sessions with the rest of school either as part of special events such as Sports Day or with the Sport Coach dealing clubs. Promote good sportsmanship across school. Sports Ambassadors promote sporting achievements in school and out of school through assemblies. They are used to set up and lead events on Sports Day. All Year 5 children to be trained as Playground Leaders. Soke Leader from AMVC into school to train the children. Y5 trained as playground leaders. Y5 to run multiskills events for Year 1 and 2 pupils.	£210	Sports Ambassadors in assemblies Sports ambassadors help during sports day. 'I loved helping on sports day, it was really good to be in charge and be a leader'. Y5 pupils spoke positively about leading the event, enjoying being 'in charge' and taking responsibility. They liked setting the course up and giving instructions to the younger children. The children spoke in detail about the games and knew how to make the challenges easier or harder depending on the ability of the children.	Y5 playground leaders to organise playground and lunchtime games for younger pupils on a rota.
Children to experience a range of physical activity during 'active week' to engage them in new sports that they may want to try outside of school. Children to know health benefits of being active for both physical and mental health. Children to understand which foods are needed to create a balanced diet which supports overall health and wellbeing.	More sports and games events are organised to encourage having fun and being active in sports week. Children to experience new sports. Additional outside special events such as table tennis, bowls, boxercise, tri golf to try new physical activities. Healthy Selfie board – children/families,	£650	Dietician visited Year 2 to focus on healthy meals and a balanced diet. Children thoroughly enjoyed this and they have remembered key knowledge. Fantastic participation in the Healthy Selfie challenge. Children have really enjoyed looking at the 'Healthy Selfie' board in school – reinforcing a variety of ways to keep healthy. This was promoted in whole school assembly and	

To inspire children to love physical activity that they may want to continue into later life.	staff and governors.		children stop to look at the display in school. Improved understanding of how to keep your body healthy.	
To improve knowledge and vocabulary associated with healthy eating and effects of exercise on the body. Children to have a better understanding of this.	Children to understand how health and wellbeing are embedded in many subjects that we learn about in school.	No cost	Pupils show understanding of how to stay healthy. E.g Year 1 children could talk about eating healthily, exercising, keeping clean and keeping the brain active and healthy. Year 2 children could discuss more specific nutrients such as carbohydrates and knew that showering was important. Children also spoke about how to protect themselves in the sun for instance. Dietician visited Year 2 to carry out age appropriate workshop on healthy eating. The children thoroughly enjoyed this and could talk about healthy foods and a balanced diet.	Organise visitors to school to enhance the curriculum e.g nurses, dieticians, dental hygienist.
To inspire children to want to represent the school. Children to want to take part in competitions and class events with other schools. Children to enjoy taking part in physical activities at different levels.	Purchasing further Duke of Bedford Hoodies to wear when representing the school. Children take great pride in training and competing in events.	£96	Children that have taken part in representing the school know how proud they feel when they put on the school top. Children did not want to take the hoodie off when they were running cross country as they wanted everyone to see the badge! They knew how to compete both individually in this race and to work as a team to get the lowest score.	More Hoodies to be ordered in larger sizes so that more teams can use these as we enter leagues next year. Consider staff PE kit for sports coach and staff taking children to events. Possible purchasing of a new Football /netball kit next year.
To inspire children to want to join local clubs and continue being active beyond the school day.	Thorney Rugby club taster sessions organized and delivered to children.	No cost.	Children now know what tag-rugby involves and where their local club is based. They have tried an alternative sport and enjoyed the session.	Invite local clubs back into school over the course of the academic year. Approach other clubs that have not been into school before.

<p>Children to take part in active sessions at the start of the day. Children to feel calmer and more prepared for learning.</p>	<p>Sensory circuits used x 4 per week. For a group of children to raise the profile of physical activity helping concentration in class. 4 x children to access trampette and physical movement every afternoon.</p>	<p>£703.80</p>	<p>Children are more focused after sensory circuits. Improved core strength, fitness and balance seen in children after sensory circuits has been implemented for a term.</p>	<p>Sensory circuits to continue next academic year. SENCo to consider if any other children would benefit from this.</p>
<p>Development of PE display board in school to inspire children to want to take part in being physically active in and out of school.</p>	<p>Children to engage with the display board looking ahead at fixtures coming up. Promote sporting achievements outside of school.</p>	<p>£50</p>	<p>PE display board being updated has improved the children's enthusiasm in looking for upcoming events and the team sheets. Improved enthusiasm for participating in teams to represent the school. Pupils more engaged in looking at this display – asking questions about the upcoming leagues.</p>	<p>Continue with updating PE display board with upcoming fixtures and photos of the latest team events.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:	
				23%	£4027.05
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	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:	
Teachers to be more knowledgeable about the PE curriculum. Children to understand the substantive and procedural knowledge to be able to practise skills. Children to have time to consolidate their skills through practice in lessons.	Release time with cover and CPD for the PE Subject Lead to attend workshops and meetings which provide CPD which is then shared back to improve the knowledge of other teaching staff. PE leader to become more knowledgeable through CPD, to enable children to attend more events and keep ahead of new developments. Meeting with PE Lead from Cambridgeshire. PE learning walks to monitor the implementation of the new PE planning scheme. Support the development of good practise with constructive feedback to staff. CPD with teachers regarding procedural and declarative knowledge taught in PE – shown in progression documents.	£1751	Observation of PE lessons has shown that children are active and that teachers share key knowledge in lessons. The observations have enabled positive and constructive feedback to take place for continual improvement. Pupil voice demonstrates that PE lessons are active and children say ‘we get sweaty’, ‘we get out of breath and need a drink’, ‘we are very active’. Pupils also comment on the technique that they are learning in particular lessons e.g ‘we are doing shot put at the moment. You have to aim and push from your neck’, ‘in athletics we are doing javelin and we have to hold it in the middle and aim’. Children can describe the learning that is taking place in lessons.	CPD mapped out for PE next academic year to support teachers and new staff to the school.	
To experience high quality provision in the area of Dance with a specialist to teach across school enabling the children to access well taught dance skills. Children to understand how to create a dance from a given stimuli. Children to be able to interpret music and create rhythm and movements to represent music.	Teachers to observe the Dance teacher take their class each week to upskill their knowledge in the teaching of Dance. Children to learn the skills and gain the knowledge required to perform a dance to music. Year 3 practise and perform a dance at a Dance festival as part of Soke. Year 6 to perform their dance to parents and the whole school at the end of year assembly.	£780	Y3 performed their dance at Soke festival. Children experience a range of dance across the school from Zumba to street dance. Children really enjoy the lessons, all taking part and experience appraising other performances and being creative in sections of the dance. Y6 dance unit was tailored to the Y6 end of year performance. The dance really showcased their talent and had a positive	Dance teacher to continue to support teachers in lessons.	

			impact on the assembly as a whole. Children really enjoyed learning this and performing to an audience.	
Teachers to become more confident with the knowledge, vocabulary and skills needed to be taught in each lesson. As the teachers' confidence and knowledge increases, the children to learn more specific substantive knowledge. The teacher to ensure that the children understand the procedural knowledge to be able to carry out specific skills.	Teachers to be upskilled by working alongside a sports coach enabling them to be more knowledgeable about specific aspects of teaching PE. Children to learn well. Teachers work alongside a sports coach for 6 lessons. Discussion facilitated before and after lessons to reflect and improve teaching.	£221	Data collated demonstrates improved confidence and knowledge in teaching. Improved confidence and knowledge in teaching particular aspects of PE. Teachers upskilled to now be able to teach this next academic year.	Sports coach to be used at particular times throughout the year to support teachers in delivering particular parts of the PE curriculum that they do not feel confident with.
To redevelop the PE curriculum, ensuring that it is working for the children in our school. Use aspects from different schemes to create a bespoke plan to meet children's needs.	To work with the PE Advisor for Cambridgeshire to redevelop the PE curriculum. To purchase the Cambridgeshire PE Scheme. Continue subscription of PE Planning Further development of the PE planning scheme needed to ensure that it meets the children's needs. Time to deliver the curriculum to staff and embed the learning. Curriculum redevelopment to continue to support teachers delivering each lesson. Teachers to use retrieval and knowledge checks to ensure that children are remembering the substantive and	£750	Reception and KS1 have a main focus on fundamental movement skills. Both the PE planning and Cambridgeshire scheme are utilised to create a bespoke PE curriculum for our school that is progressive and meets the needs of our children. CPD enables the teachers to feel confident to deliver the lessons. Excellent resources for the teachers to refer to with videos to watch to support delivery of dance for example. PE curriculum adjusted to support children's needs.	PE curriculum to be monitored with any adjustments being made where needed to suit the needs of our children. Increased swimming to be put into the curriculum to ensure that the children are confident in the water at a young age.

	procedural knowledge and vocabulary associated with the activities.			
To upskill staff in their knowledge and confidence with teaching swimming.	Completing a swimming and lifesaving course led by PE advisor for Cambridgeshire for 10 staff.	£575	Staff upskilled in the safe and effective delivery of swimming. Bank of resources compiled to support further swimming delivery next academic year. Teachers felt more confident and have a refreshed knowledge of how to teach swimming and a range of games and fun activities to approach fundamental water based skills.	Plan for school staff to deliver swimming next academic year.
PE lead to become more knowledgeable about School Games Mark. To keep up to date as a subject leader enabling us to facilitate further activities for the children.	Course attended to look at criteria, application process and completing the school games mark forms. To attend Soke meetings with local schools that are part of Soke Cluster. Meetings with other leads in the cluster to support with sharing ideas. Workshops are held throughout the year to promote different sports/companies.	No cost – part of the Soke cluster agreement.	Bronze School Games Mark achieved.	Enter further School Games events as well as Soke competitions to enable the school to achieve a higher School Games Mark award and enter in a wider variety of competitions.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:	
				14%	£2404
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	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 provide an experience of different types of sports that children could participate in out of school.	<p>Promoting and giving a taste of new sports by attending a range of events through the Soke Sports partnership. Consequently, children may decide to take up new sports out of school as a new hobby.</p> <p>Sports coach to introduce new sports to year groups during Sports week: Boules Table Tennis Ceilidh</p>		<p>Children enjoyed participating in new activities.</p> <p>Pupil voice regarding the ceilidh visit to school. 'I really enjoyed it. It was fun because it was a group activity and the music was really jolly'. 'Most people enjoyed it. Interesting learning new things.' 'It was good, I enjoyed it. They played for us. It felt a bit liked country dancing.'</p>	<p>Sports week – book in a variety of different sports and activities for children to participate in.</p> <p>Ceilidh Golf – Stu Warren Sport – Professional golf player. Martial arts</p>	
A wider range of sports to be offered when visiting other schools or hosting events.	<p>Transport to and from events at AMVC and other friendly matches other local schools E.g</p> <p>Y3 Dance Festival Y5 table tennis class event at AMVC. Football tournament at AMVC attended (Y5/6 team). Netball tournament at AMVC attended (Y5/6 team). Football tournament at St John Fisher (Y5/6 team), team came 3rd place. SEND pupils attended AMVC event which involved Boccia, Dance and Curling. Y5/6 Rounders tournament at AMVC, team came 4th place. Y1/2 multi skills event. Y3-6 Athletics Festival at AMVC</p>	£2901	<p>Children have thoroughly enjoyed participating in a range of events across the year. They talk vividly about their experiences and many really enjoy visiting the local secondary school where they may go to.</p> <p>Children have participated in a range of activities – trying different events that they have not taken part in before.</p> <p>Cross country was a longer course than the children have ever taken part in which they found very difficult. Resilience and determination were key in this event. SEND pupils attended an event and were very nervous about taking part. They thoroughly enjoyed the Boccia and Curling which they had never experienced before and were very</p>	<p>Purchasing Boccia sets for in school activities and games. Host events with other local schools for SEND pupils.</p>	

			<p>positive when returning to school.</p> <p>29 children across Y3-6 entered the athletics festival and participated in a procession with the school flag. They wore school vests and felt very proud to represent the school. They won various medals and came 5th overall against much larger schools. They took part in both traditional and other races and demonstrated great sportsmanship and a competitive nature. Excellent behaviour seen by the whole team.</p>	
<p>Children to develop water confidence and have extra swimming sessions in smaller groups.</p> <p>Children to learn self-rescue and life-saving skills.</p>	<p>Additional tuition above core requirements.</p> <p>Life-saving equipment being purchased for the swimming pool.</p>	£385	<p>All year groups have experienced swimming this year, making excellent progress with confidence and fundamental water skills.</p> <p>Some Year 6 children benefitted from additional sessions to focus on them achieving swimming 25m.</p>	<p>PE curriculum to be monitored with any adjustments being made where needed to suit the needs of our children. Increased swimming to be put into the curriculum to ensure that the children are confident in the water at a young age.</p>
<p>Children to be able to experience new activities.</p>	<p>Tri golf and boxercise introduced for the children to try.</p>		<p>Children really enjoyed boxercise and want this club again next academic year. Children participated well, enjoyed being physically active.</p>	<p>Consider offering other clubs, activities and sports across the year such as martial arts.</p>
<p>To provide a broader range of activities for the children to experience.</p>	<p>Ceilidh band to visit school. Y3-6 pupils dance to the music and learn about the musical instruments that they are using.</p>	£200	<p>See photos of how much fun it was!</p> <p>Pupil voice – see sections above.</p> <p>The Ceilidh had great participation and all of the children had a great time trying new dances and learning about the music/instruments being played.</p>	<p>Re-book Ceilidh for next academic year – possibly for KS1 as well.</p> <p>Book Golf-experience day.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				25% £4500
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	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:
Children to understand sportsmanship and competition, playing by rules and working as a team.	SOKE Schools Partnership Throughout the year there are many competitions held between local primary schools for KS2 pupils attend. Children are selected based on their commitment and talent in each sport.	Part of the Soke Cluster agreement	Pupils have learned valuable skills such as resilience, determination and sportsmanship. Pupils want to represent the school and so participation at clubs and effort in lessons has enhanced. Whole school assembly celebrates the achievements together focused on the competitive sport and key values.	Increase entry into various competitions and festivals. Book coaches early to try to reduce cost.
Children to work as a team, learn dance moves and rehearse through regular practice.	To take part in Country Dancing festival with other local schools. To represent the school in a different style of dance. Country dancing competition held locally against other schools for children in Y2-6. Costumes to be made.	£50	50 children have taken part in the weekly club and festival. The school tradition is that a lot of children take part. It is a very popular club which approximately a quarter of the school participate in. The children demonstrate their dance at the Summer Fayre. Pupil voice 'You hold hands a lot! We go every week and the festival is great. You can get ice cream, dance, we have great outfits. We perform at the same time as other schools.' See amazing photos of our outfits and team.	Enter country dancing festival again and continue the very popular club in school.
Children to participate in additional friendly competitive matches with other local schools.	Football v Eye primary to give pupils an experience of competition against another local primary school.	£200	Children experienced competitive matches held at our school. They built resilience and showed excellent sportsmanship throughout the game. They learned how to start the game, the etiquette of shaking hands and doing 3 cheers for the opposition at the end of the match.	Host further friendly matches with an increased number of schools.

<p>Children to learn a variety of competitive races to perform in front of a large audience. Children to understand and experience what it is like to perform in front of others.</p>	<p>Competitive sports day in front of a large audience including children from pre-school to Year 6. Resources purchased to ensure that enough equipment was in place in each lane. Markings put onto the field. Music for the children to walk out to – as if attending a large sporting event.</p>	<p>£310</p>	<p>Inclusive and competitive sports days organised with resources, adult support and timings. Children took part in front of a large audience and competed in races. Resilience seen with the whole school taking part in the marathon. Effective teamwork in house relays. House trophy presented to the team captains. Parent voice 'I just wanted to let you know what a pleasure it was to attend Sports Day on Wednesday. It was all very well organised and the children's behaviour was impeccable, they were a credit to the school and their families. I have never seen so many happy faces!'</p>	<p>Ensuring that the new Y6 children are trained ready to support leading the event. Ensuring that the high profile of skipping is maintained to enable more children to participate in the skipping races. Ordering equipment and stickers well in advance to ensure that all children get a sticker as pupil voice demonstrates how proud they all were when getting a sticker.</p>
<p>Children to work in their house team to compete in matches. Children to understand teamwork, resilience/perseverance and sportsmanship.</p>	<p>Organised Intra-school competitions.</p>	<p>£500</p>	<p>Pupil voice – 'We have taken part in Dodgeball, tennis, rounders, cricket towards the end of our unit to test our knowledge and skills learned.' 'we have done tennis, hockey and rounders. You get to know how good other teams are – you get a chance to have a good team against others.' 'We have done rounders and tennis. It's good to compete in our teams as children are different abilities at different sports.'</p>	<p>Continued and enhanced Intra school competitions organised throughout the year.</p>
<p>To experience a range of sports and learn the knowledge and vocabulary associated with these. Children to practise a range of sports in school but also at other venues – competing with other schools.</p>	<p>Throughout the year there are many competitions held between local primary schools. Being part of Soke Schools through AMVC offers school links, competitions and Support. Every year group is offered the chance to take part in a variety of sports at AMVC led by young leaders. Y1/2 multiskills event will be led by our Y5 pupils.</p>	<p>£3440.00</p>	<p>A range of festivals and competitions entered. Children engaged in sport and physical activity which they enjoy. Children have experienced physical activity in a range of settings and want to represent the school in teams. Year 5 children trained to host events and organise playground games. Y6 trained to help on sports days.</p>	<p>Plan out a suite of competitions and leagues to enter next year.</p>

Signed off by	
Head Teacher:	K.Pinguenet
Date:	July 2023
Subject Leader:	K.Pinguenet
Date:	July 2023
Governor:	K.Allgood
Date:	July 2023