

Swimming Data

Please report on your Swimming Data below.

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| <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> | 78% |
| <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> | 72% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 90% |
| <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.

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| Academic Year: 2023/3034 | | Total fund allocated: £17,824 | | Date Updated: June 2024 | |
| | | Spend planned £17,879 | | | |
| 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: 44% |
| Intent | Implementation | | Impact | £7822 | |
| 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?: | |
| Children to be active for at least 30 minutes in the school day. Children to learn new games to play with their friends. | Active playtimes led by Y6 children. Time for AHT to organise the Y6 children and monitor the provision. Playground leaders rota established. Purchase resources to enhance playtimes and lunchtimes. New football goals purchased. | | | Pupils can play and be active in a range of ways in the playground. They interact well with children in different year groups. Y6 pupils have learned good leadership skills, putting their training into practice. They ran games and activities for half a term and are more confident in leading an activity now. | |
| Children to be active both within and outside of the school day. Children to experience physical activity in different forms, sometimes learning new sports. | Lunchtime and after school clubs provided each half term (including swimming). All clubs to be free of charge to parents. Additional adults were used to support children with an EHCP. | | £2156 | Children are engaged in different clubs at lunchtime or after school. They understand how this helps them to be healthy. Variety of clubs on offer. Children with an EHCP were able to attend a club as additional adults were paid to support in the club. 22 different clubs were | |
| | | | | New Y6 leaders to organise a new rota and implement games in September. This needs to be monitored by staff to ensure that the children are running it and it continues all year. | |
| | | | | Clubs timetable established again for each half term. Each year group to be planned with a club to attend. | |

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| | | | offered across the academic year, running for at least 6 weeks each. | |
| <p>Younger children within the school to become water confident and begin to learn how to swim.</p> <p>Swimming to be provided to every year group for at least 2 half terms in the academic year.</p> | <p>Additional swimming for Key Stage 1 children / Y3,4,5 and Y6 booster sessions.</p> <p>Each year group had at least two half terms of swimming across the academic year.</p> | £1265 | <p>Children have become water confident in Key stage 1, learning the rules and routines of the pool as well as how to be safe around water. They have practiced some basic skills required for swimming and water safety. When confident, children have progressed onto learning skills to swim efficiently.</p> <p>Data collated for each class, enabling the children to continue their learning and progress further next academic year.</p> | <p>Data used next academic year. Swimming teacher to use the data to know where individual children had progressed to. Making best use of swimming pool time, children to continue to be water confident and learn to swim effectively by Year 6.</p> |
| <p>Children to learn how movement and calming activities can help to prepare them for the day.</p> <p>Identified children to have a morning routine to help them to be calmer and more focused on their learning.</p> | <p>Sensory circuits organised each morning for 17 children, 4 staff attend.</p> <p>Afternoon movement breaks are organised for some children. This can be carried out in the classroom or may involve walking or jumping on a trampette with an adult supervising.</p> <p>Resources purchased to support the circuits, allowing more children to join and different activities to be undertaken e.g spinning activities.</p> | £4401 | <p>Pupil voice shows that the majority of children who attend circuits enjoy the session and feel that they are more prepared for learning in the classroom.</p> <p><i>"I love the trampette the best" Year 3 child. "I love jumping over the blocks as it gets all of my energy out." Y4 child.</i></p> <p><i>"I love the calming station where I get the ball rolled over me, it's so relaxing." Year 5 child.</i></p> <p>Staff voice shows that 94% of children attending are noticeably calmer when they go to the classroom after sensory circuits and are more focused on their learning.</p> | <p>Sensory circuits training to be given to staff.</p> <p>New rota for staff established in September to ensure smooth running of the group.</p> |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | Percentage of total allocation: |
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| | | | 4% |
| Intent | Implementation | Impact | £633 |
| 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 : | Sustainability and suggested next steps: |
| Promote leadership in school sport by attending sports ambassador training. Older children in the school model the sportsmanship, teamwork and respect needed in competitions and playing team games. Year 5 to lead a Multiskills event for younger children in the school to enjoy. | Attend sports ambassador training. Provide transport and staff to support this event. Purchase badges for the sports captains to raise the profile within school. Multi skills event organized and carried out in school. | £20 | Continue the sports ambassador training at AMVC. Leaders to support the teacher with the Multi skills day run in school for younger children. |
| | | Y5 ambassador training took place in preparation for the Y1/Y2 Multi skills day. The children chosen were very responsible and understood their role. Y5 sports ambassador was also confident to promote and run a table tennis club at lunchtime. Y5 children led the Y1/Y2 Multiskills day which built upon their leadership skills, taking charge of groups and varying the task dependent on the pupils' ability in PE. <i>"I loved helping the younger children, we made the activities harder or easier depending on what they needed."</i> Y5 child. <i>"It was so much fun!"</i> Y1 child. Sports ambassadors used their knowledge and training to demonstrate games that they learned and how the games were | |

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| | | | adapted for different abilities. | |
| Promote representing the school and taking pride in wearing school kit. Player of the match/tournament chosen when representing the school. | Assemblies Certificates, trophies, celebrating success when representing the school. Player of the match celebrated in assembly. Celebrating success in physical activity out of school | £100 | In assemblies, the teams are celebrated – even reaching the Golden Book of Greatness for fair play, kindness and sportsmanship. Physical activity out of school is also celebrated in assembly and promoted on our display boards. Engraving trophies is really important to the children and keeping their names / teams as a record is a strong tradition in the school. Photos put onto our school Facebook page. Positive parental feedback received. | Continue to promote success and taking part in assemblies. This is really important and the children enjoy seeing their photos in school. |
| Pride in our school when competing with other schools. Looking like a team when representing the school – wearing the same colours. | Team kit purchased: School logo hoodies and sports t-shirts the school colour. | £413 | Children take great pride in wearing the school Sports kit. They understand that they represent the school, even if out at another venue. Netball team has appropriate tops, making them look like a team when playing together. Hoodies worn at events such as Athletics competition and there are enough for each child now. | No further team kit needed for children currently. |
| Promote both fun and competitive physical activity in and out of school. | Displays in school promote physical activity out of school. Santa run carried out in school, classes wearing Santa hats. Photos and displays in school and on | £100 | A variety of photos are displayed in school to promote physical activity. This is activity in school and out of school. The Santa run is always very | Look into Santa runs or alternatives over next academic year. |

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| | social media to be kept up to date. | | popular with children as they have a lot of fun in Santa hats but also get more physical activity running around the daily mile track. | |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 16% |
| Intent | Implementation | | Impact | £2810 |
| 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 have teaching from confident and knowledgeable staff. | <p>CPD provided for ECT in Football from our sports coach.</p> <p>Dance specialist models teaching a range of dance styles across the school to the class teachers.</p> | <p>£200</p> <p>£930</p> | <p>The children understand and made good progress with the sports coach modelling good football lessons to the ECT. The children understand what part of the foot to use and how to pass the ball effectively.</p> <p>Pupils understand the basic dance moves to a range of styles such as hip hop. They can discuss the style of music that is used and dance specific terminology such as canon, unison, rhythm etc. They are becoming much more confident in performing to an audience as this has been built into each dance unit.</p> | Provide further CPD bespoke to teachers. AMVC provide some CPD and utilize strengths of existing staff e.g sports coach for football. Billie Finns swimming teachers used for CPD for swimming teaching / team teaching. |

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| <p>Continual improvement of PE. Children to learn more knowledge. Remember more.</p> <p>All groups of ability children are catered for in lessons.</p> | <p>SLT to carry out learning walks, observations in PE and gather pupil voice. Feedback given to staff to improve PE provision.</p> | <p>£800</p> | <p>Lesson observations have identified strengths and areas for improvement across the year. The feedback given to staff has improved standards in lessons and focused on vocabulary and knowledge. Children can talk about how to be healthy in a range of ways, linking to other learning also in science. Children can identify sport specific skills and knowledge learned in lessons. Lessons observed in the summer term had improved vocabulary and knowledge as a focus.</p> | <p>Further learning walks and pupil voice to take place to ensure that all staff maintain high standards and are focused on vocab, knowledge and learning skills to apply to game situations.</p> |
| <p>Children to have a breadth of dance throughout the school taught by a specialist teacher. Knowledge and vocabulary taught well so that the children can recall it.</p> | <p>Dance teacher to work with HT on redeveloping the dance provision and progression.</p> <p>HT to redevelop the dance lesson plans and progression of knowledge and skills.</p> | <p>£780</p> | <p>Dance lessons and progression of knowledge and skills further mapped out. Dance teacher aware of vocabulary to be specifically taught as well as the knowledge of different dance moves and styles. Children can perform the moves and use correct vocabulary. A breadth of dance styles learned across the school. Children confident to perform to an audience. Learning walk showed vocabulary and knowledge explicitly being taught in dance lessons.</p> | |

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| To improve knowledge of staff when teaching swimming. Children to understand key next steps to enable them to improve in their swimming technique. | Swimming teacher attending a training course based on: Organisation of the learning environment, swimming and water safety in the NC, developing water confidence and key underpinning skills, the use of practices and games to aid learning and an introduction to swimming strokes. | £100 | Sports coach further trained in the teaching of swimming enabling lessons to be more effective and children to learn a better technique. Lesson observation in Summer term 2 showed clear differentiation, improved behaviour management and confidence in understanding children's next steps. | |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 6% |
| Intent | Implementation | Impact | £1042 | |
| 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 enjoy learning new activities, having a go and potentially wanting to take up new activities out of school. Children to understand that they can do physical activity in a range of ways. Children to become confident at riding their bikes and learning road safety. | Year 2-5 experience a different dance style with a local Ceilidh. Children to experience a Rebound Fit lesson to music. Golf day KS2 Stu Warren for all | £200 £450 | Children have experienced different instruments being played and a different dance style through the Ceilidh coming to school. This was thoroughly enjoyed by the children. "I loved swinging my partner round to the music, it was fun." Y3 child. Rebound fit taught the children a fun way to exercise and raise their | Look to advertise clubs out of school that the children can attend. Consider running a rebound fit club in school. |

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| | | | activities and are able to describe the skills that they have learned with correct vocabulary. | |
| Children to participate in competitions and represent the school – possibly for the first time. | Entering School Games events where possible. Boys Friendship Football entered with different children representing the school. | | In addition to Soke sports activities, other School Games competitions have been entered. Children were really pleased to be chosen to represent school, often for the first time. They were overjoyed at receiving the letter. | Continue to look at School Games events. These need to be booked as soon as the email is received otherwise schools do not get into the event. |

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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| Intent | Implementation | Impact | £5572 | |
| 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 entered into a League which they have not experienced before. Teams to work together to improve in a number of matches spaced over the academic year. | Soke annual subscription to events. Football and Netball league matches played. Increased number of competitions entered: Soke AMVC class events and competitions. | £4000 Coaches, taxis and staff to support these £1272 | Children have applied their learning in a competitive situation. They have learned how to interact with their peers in regards to teamwork, leadership and communication. Children now understand how a league works. | Continue to enter events from Soke, School Games and arrange friendly matches. New PE Lead to be established. Transport to events booked early to reduce costs. |

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| | School Games Friendly matches | | Children understand how to interact appropriately with officials. The children were taught to shake hands with officials and the opposition after matches. The school received a wonderful email from another school we had played in the league, saying how friendly the children were and how enjoyable it was to play against our school. The children were entered into The Golden Book of Greatness in school for this. Cultural capital experiences. | |
| Children to have the opportunity to attend a country dancing club and perform in a festival. | Club attended by approx. 50 pupils. Country dancing festival attended. | | The club is attended by several children who do not enjoy other physical activity. Children have entered a big competition and have danced in a large group (interacting beautifully with their peers, being fully inclusive). They understand choreography, timing, how to move to music and perform as a team. The children have taken great pride in their costumes for the performance and have been a credit to the school. | |
| Opportunities to promote physical activity out of school. | Assembly held to advertise the local Thorney Fun Run. | | A large number of our children attended the event on the | Continue this next academic year. |

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| <p>To ensure that the children know about events in the surrounding area that they can attend.</p> | <p>Members of the Thorney Running Club attended and showed the children the medals that they could win.</p> | | <p>weekend. We celebrated their certificates and medals in assembly the following week and we had one child who won the event and therefore won a trophy. Excellent participation from our school.</p> | |
| <p>Organise a competitive sports day for parents / carers to attend. Children to perform to a large audience in races. Children to act competitively but also support others, cheer on friends and children in their team. Allow Year 6 children to support with organizing the resources for the event.</p> | <p>Competitive sports day organized with children taking part in at least 3 races each. Resources purchased, additional staff used to support the running of the event, markings organized on the school field and music/microphones used. Staff meeting time used to ensure teachers are confident in the smooth running of the event. Marathon completed as a school event together from Reception to Year 6. Competitive sports day held including pre-school children. Year 6 helpers to set up resources for each race, ensuring the event ran to time. Training was given to the Y6 children prior to the day.</p> | <p>£300</p> | <p>Children have learned how to represent their house. They understand the collective teamwork and responsibility for their house (working as part of a larger team). Children have overcome performing in front of a very large audience of adults. They demonstrate sportsmanship and caring towards their peers and younger pupils. Year 6 sports day helpers were excellent in being vigilant and proactive when resources were not in the correct place. They supported children and ensured that the sports day ran to time. Parents/carers enjoyed a picnic with their children afterwards making it a wonderful community event.</p> | <p>Continue to organise next academic year. Train Year 6 helpers again. Consider using AMVC sports leaders.</p> |

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| Signed off by | |
| Head Teacher: | Mrs Pinguenet |
| Date: | 24.07.24 |
| Subject Leader: | Mrs Pinguenet |
| Date: | 24.07.24 |
| Governor: | Mrs Allgood |
| Date: | 24.07.24 |