



Mayfield Primary School

Sports Premium 3 Year Plan & Final Report: 2020/2021 - 2022/2023

A three year **responsive and recovery** plan to deal with the changing needs and context of Mayfield active lives after the impact of the pandemic.

'It is time to adapt and refine what we thought in order to recover.'

Original document format initially created by, and based upon,:





**** Mayfield Primary School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation. ****

FUNDING - UPDATE

We had a carry forward, due to the Covid-19 situation, from 2019/2020 of £4763.



**We received £18800 in 2020/2021.
Giving a total of £23563 in 2020/2021.**



**Due to the continuing pandemic situation we carried £7833 forward from 2020/2021.
In 2021/2022, we received £18610. Giving a total of £26443.**



**In 2022/2023, we received £18570.
There was no carried forward figure from 2021/2022.**



THE RATIONALE: LATE SUMMER 2020

In a very new climate for wider life since Covid-19 entered our world, it is the view of school leaders that a shorter twelve month cycle of new planning established on principles from before the pandemic can no longer simply be applied.

So, we created five areas of intended impact formulated over an initial three part, three year plan. New intent based upon what we have seen, listened to and witnessed.

Here is our INTENT for the use of PE & SPORTS PREMIUM in recovery mode for our children.

Get the Fit2Learn
30 minutes out
there through the
re-energised new
active lunchtimes.

KI ONE

Establish an active
well-being champion
to maintain a high
profile of creative and
sporting provision.

KI TWO

Lead a bespoke, long
term programme of
subject knowledge
training and support
for identified
colleagues.

KI THREE

The significant,
sustained and unique
establishment of a
wider, active and
well-being focused
extra-curricular offer.

KI FOUR

The creation of
structured,
intra-school sport
competition.

KI FIVE

In addition school will continue to identify need, and commit to, swimming top-up where required. Within each of these priorities – we have identified a target group/s of 'inactive' pupils for engagement at each stage.



STARTING POINT POSITION: LATE SUMMER 2020

Key indicator 1: The engagement of all pupils in regular physical activity.

60 minutes each day was clearly the ambition of every school. We had just implemented a lunchtime play zone 'Fit2Learn' model to give us the 20 minutes+ intensive work in the middle of the day to support this and then suddenly we had potentially lost it all. The remote learning curriculum ensured that we offered at least 30 minutes of active work each day – however you cannot absolutely guarantee full engagement. In addition model PE sessions were created and shared in regular timetabled slots. These were clearly based upon pure exercise rather than playing any kind of team games and we also had to take account of available resources for those children learning from home. Our starting point upon return was the accepted realisation that the children were a long way from a 60 minute aspiration and that our current LA Risk Assessments continued to extensively limit some of the potential solutions we would apply – most notably around the use of resources and, of course team sports that may require close contact.

Key indicator 2: The profile of PE and sport being raised across the school.

Clearly alongside the loss in time, came a further loss in sporting emphasis from the children and to some degree families during this lockdown scenario. For those vulnerable and key worker children able to attend we were able to offer opportunities first thing and throughout each day for outdoor, active physical education to take place – but clearly this is a small percentage. Faced with continuing restrictions upon our return we knew we had to raise the emphasis and opportunity from the outset. The baseline for sporting engagement and the significance of sport was clearly at a low ebb.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.

When evaluating previous expertise and input which had been brokered by previous school leadership teams prior to our new headteacher arriving in September 2019, it was clear we had a model of 'high cost and low impact' in EEF terms. With large amounts of previous premium expenditure moving towards externally led expertise and training but in reality it creating abdication and little legacy to sustainably improve the quality of PE teaching after such input and time. This was partly a flaw in the system, which seems to operate volume of content ahead of quality and, as a result, the sheer volume meaning that previous leadership teams were not using such time to effectively identify colleagues for CPD. As a result, we continued to see a wide ranging profile in PE teaching across school. In order to narrow this profile and raise overall standards we needed a narrower focus which was bespoke to ourselves – potentially through the identification of a specialist teacher to drive standards forward alongside subject leaders.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.

The previous school leadership had bought school into a long term package sporting offers which were externally led, trained and delivered. A key issue with such provision is that it is costly against targeted impact and its potential legacy for lasting impact (when this provision ends), its ability to improve the lasting standards of sport and activities within the school proved limited and its ability to run alongside our curriculum so that such a model develops progressively alongside this was difficult to achieve. Despite the inability to implement a stronger, successor model due to partial closures, physical activity recommendations, social distancing, contact and use of resources we have established a first phase of this bespoke plan which is now moving steadily as the plan unfolds.

Key indicator 5: Increased participation in competitive sport.

Quite simply, competitive sport was off the agenda and was unlikely to return in the near future – particularly in relation to an 'inter-school' scenario. Instead it became a process of trying to build long term for 'intra-school' opportunities but these may be baseline plans ready for a full programme from September 2021. We knew that we had to design a bespoke intra-school programme during 2020/2021 that may then have to wait for its appropriate launch.

Other indicator identified by school:

We had to consider carefully the lost swimming programme and how we could, in time, recover from this with the cohorts left without this provision. Top –up funding would need to be used.

ADDENDUM: Ultimately this also proved beyond our control in 2020/2021 and therefore plans fed forward into 2021/2022 and were continued from there to the completion of 2022/2023.

IMPLEMENT & IMPACT: Action Plan and Budget Tracking

2020/2021 – 2022/2023

Total Guaranteed Funds & Carry Forward from 2019/2020: £60743
Current Committed Expenditure to July 2023: £61020

Date Updated: July 2023

Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.

School Focus	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Get the Fit2Learn 30 minutes out there through the re-energised new active lunchtimes.</p>	<p>Create an active lunchtime zone plan with staff and pupil input.</p>	<p>£4500 Provided for creation of:</p> <ul style="list-style-type: none"> ○ Golf Zone ○ Bowls Zone ○ Net Strike Zone ○ Target Strike Zone ○ Netball Zone ○ Car Control ○ Fun & Games ○ Field Zones Resources ○ Skipping Zone 	<p><small>NOTE: ORIGINAL DATES WERE REVISED DUE TO SECOND COVID-19 LOCKDOWN JAN-MAR 21.</small></p> <p>Signage and promotional displays in place.</p> <p>Pupil Sports Leader/Ambassadors kits purchased and ready.</p> <p>Lunchtime Sports Leader fully trained in enhanced zones.</p> <p>Inactive 30 minute register target group active each day. Register monitored by leadership.</p> <p>13 zones created by Christmas 2021.</p> <p>All zones complete by Summer 2022.</p> <p>Remove the old single play area by Christmas 2021.</p> <p>Introduce a 'wellbeing' Chat & Chill zone with adult lead (fully by Oct/Nov 2021).</p> <p>Project Leader meeting regularly with pupil leaders from Oct 21 onwards.</p> <p>Full rotating zone offer in place across from late 21 and across 22/23.</p> <p>PAL and LSPM are now meeting and organising zones weekly including staff deployment: 22/23.</p>	<p>End of Third Year/End of Cycle</p> <p>Zones are well established and in regular rotated use with fresh zones selected on a rotated cycle rather than all at once.</p> <p>Zones are now implemented using the pupil leader system (known as Ambassadors from Sept 22).</p> <p>Directly accountable project lead for long term sustainability is in place and has evolved fully into the Pupil Achievement Leader portfolio and now forms an aspect of the wider school leadership model included ring-fenced weekly focus time for the project this is essentially the Lunchtime Sports Play Leader and Pupil Achievement Leader release time – staggered to provide pupil input and monitoring of provision and impact.</p> <p>Under the current systems all children receive this offer every day (weather dependent) and are therefore accessing between 25 and 30 minutes solely through this provision.</p> <p>Lunchtime timings across both dining hall and playground have been tweaked slightly throughout 2022/2023 to meet increasing numbers of children joining school in Years 2/3/4/5. Forcing altered routines due to dining hall capacity. Throughout this time the 25-30 minutes activity time has remained.</p>
	<p>To raise profile, engage marketing in signage and prominent signposting.</p>	<p>£2000 marketing, signage, appropriate pupil kit.</p>		
	<p>Additional training for Lunchtime Sports Play Leader.</p>	<p>£2300 Leader Release to train, commence and monitor work. (Spread across the three years. Split into 90 minute sessions each time.</p>		
	<p>Resources for new zone completion. Site Team Resources External Resources/Zone Creation</p>	<p>£2200 identified for dedicated Lunchtime Sports Play Leader hours across years 2 and 3 to maintain and prepare zones. To meet and train colleagues using the equipment. To liaise with new Pupil Achievement Leader on weekly plans. Meet with HT to discuss progress and impact.</p>		
	<p>Establish an internal project leader/s once initial designs are shared with staff.</p> <p>Pupil Sports Leaders/Ambassadors introduced by LSPM/TLR3 Project Leader/Pupil Achievement Leader – inclusive of performance monitoring upon implementation.</p> <p>Phased introduction and maintenance – when risk assessment conditions sensibly allow.</p>			

Key indicator 2: The profile of PE and sport being raised across the school.

School Focus	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Establish an active well-being champion to maintain a high profile of creative and sporting provision.</p>	<p>Identify individual/s as ‘Sports Champion’ for initial role – combine with other Key Indicator priorities to maximise use of funding.</p> <p>Key recruitment elements/experience:</p> <ul style="list-style-type: none"> - Lead extra-curricular clubs. - Social Media strength - desirable - Pre-school activities - Potential holiday club days – desirable in this cycle. - Work with colleagues to team teach and guide future WIGU planning mats. - Provide specific input to challenging pupil attitudes group. <p>In the second year, possibly add second individual (resource limited) to enhance capacity within the school day and target those children limited to school hours bound activities.</p> <p>Use TLR3 Project Lead opportunities to develop: Lunchtime Profile Extra/Wider-Curricular Profile External Message Profile.</p> <p>Implement the intra-school mini league format (see KI FIVE).</p> <p>In the third year, see the extension of the intra-school competitions overlapping with this and using the involvement of a third lead colleague (namely HT) to facilitate, promote and develop this extensively.</p>	<p>Money is allocated here for recruitment of individual and then addition of 1 and 2 others to the model in the 2nd and 3rd years. Some of this money is to recruit individuals for specific periods of time and some will enable the release of existing identified staff.</p> <p>Commitment to £7000 for an initial year. Monies allowed for 3 ½ days per week to include before and after school extended hours.</p> <p>£5500 for second year development. To supplement existing year 1 model.</p> <p>£4500 identified for third year model with an additional released colleague – cost built into existing salary.</p>	<p>CLUBS/ACTIVITIES LIMITED BY BUBBLE MANAGEMENT AND RISK ASSESSMENT REQUIREMENTS THROUGHOUT 2020/2021.</p> <p>Two rounds of holiday clubs + INSET Day clubs possible in year 1. All 4 events full. 48 pupils engaged. 61% from target active group.</p> <p>12 new medium term sporting clubs created. Engaging 95 pupils (some recurring). 47% of target active group engaged.</p> <p>5 targeted year groups have received planning and teaching support during the phases of this project.</p> <p>Pre-school work initially less successful – limited by staggered opening times and Covid-19 risk assessment protocols, but now operating 3 times weekly and engaging 38 pupils which include 51% of target active group.</p> <p>Recruitment of pupils has proved a persistent challenge for this.</p> <p>Lunchtime year group sessions have taken place throughout. Greatest impact has been seen when engaged in zone play and modelling with pupils. This has been continuous and has seen all four areas of school having access to this consistently.</p> <p>Mini-League engagement has seen 60 children across KS2 have new, regular weekly access to this bespoke format with its new staff leaders and field space.</p>	<p>End of Third Year/End of Cycle</p> <p><i>There are encouraging numbers and positive % figures from our active group considering we were starting at almost 0% for this group before this targeted work. We have been able to enhance our offer to our pupils but the social media promotion requires a more specialised approach and impetus for the new cycle.</i></p> <p><i>Sports Champion/Leaders – have worked across school in all year groups’ team teaching, demonstrating and offering next steps (and refinements) in new ‘When I Grow Up’ planning mats. The format for supporting planning, coverage and the specific knowledge needed will move into the next phase of WIGU planning into 2023/24 and then 2024/25 as per wider school SDP.</i></p> <p><i>The school has successfully increased capacity for these roles across years 2 and 3 of the project (PB/INT/GD) supplemented by EW. Being able to sustain this commitment into the next three year cycle plan is, however, a significant concern, not due to the lack of Sports Premium funding, but instead due to the increased wider workload and demands placed upon school leaders and teachers making this a resourcing and well-being challenge.</i></p> <p><i>HT (GD) has provided the third year sustainability - by their release to champion the intra-school work in particular – link to KI FIVE. It would not be desirable to fully sustain this from a school leadership capacity perspective but is likely to be necessary as we move into 2023/2024.</i></p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.

School Focus	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Lead a bespoke, long term programme of subject knowledge training and support for identified colleagues.</p> <p>To...</p> <p>Increase opportunities for extension and challenge in more able 'gold' attainers.</p> <p>Extend the range of activities available to teachers by developing their own bank of knowledge and linked activities.</p>	<p>See KI TWO action plan: Sports Champion/Coach/Lead appointment process from 20/21 for the cycle. They will then work alongside the following identified year groups:</p> <p>YEARS 2/3/4/5/6 in the first instance. Then move into YEAR 1/EYFS afterwards.</p> <p>In 6 week formats (extended to 2x6 week units upon evaluation).</p> <p>Focus upon indoor and outdoor individual skills for cricket, rounders, football, netball.</p> <p>Focus upon team games practice routines and extension challenges within the 'games' area of the curriculum.</p> <p>Use of team teach and modelling to enhance provision and train colleagues in lasting strategies and extension challenges for more able 'gold' group.</p> <p>New curriculum planning mats and preparation will be a key aspect of this work in the second and, most specifically, third years as we closely monitor the newly implemented PE curriculum and support the embedding of this.</p>	<p>Commitment to £10000 over the three year cycle.</p> <p>Team teach PE improvement model has received £600 x 5 teams to facilitate necessary time to work with coach outside of pupil contact – spread funding to include Year 1 and EYFS if possible. Achieved £2400</p> <p>4 X £600 identified for PE Lead to continue team teach PE improvement plan. £2400</p> <p>4 x £600 for receiving teacher with work with PE Lead outside of pupil contact. £2400</p> <p>£2800 in third year for release of subject leader to with colleagues on their planning mat preparation for curriculum delivery. This is the latest aspect of the PE curriculum work and is the culmination of input in the preceding time. This will include work with all year groups.</p> <p>Additional £700 added to initial £10000 to ensure work can be completed. Used to assist achievement of first point.</p> <p>£10700 in total.</p>	<p>DUE TO LIMITATIONS ON MOVEMENT WITHIN BUBBLES AND THE SUBSEQUENT PARTIAL CLOSURE OF SPRING TERM 2021, WORK BEGAN IN APRIL 2021.</p> <p>Years 1/2/3/4/5 received 6 week initial support (extended to full 12 week programme in all cases).</p> <p>EYFS & Year 6 (6 week support each required.)</p> <p>Subsequent monitoring demonstrated the lasting use of modelled and identified teaching revisions and improvements in PE games sessions.</p> <p>Daily input for Nurture Group, vulnerable and key worker children and teachers through the Summer Term 2021 and during partial closure period from Jan-Late March 2021 was an additional area of impact in Year 1 only.</p> <p>During the three year cycle 332 pupils in receipt of this style of bespoke team teach classroom focus.</p> <p>Gold attainers in each of the identified year groups all receiving planning and provision enhancements relative to their starting points.</p> <p>When I Grow Up planning mat work undertaken already with each year group in relation to their latest planning mats delivered in 2022/2023. This will need to remain a focus for the next cycle commencing in 2023/2024.</p>	<p>End of Third Year/End of Cycle</p> <p>After a significantly Covid-19 bubble restricted 2020/2021 academic year, the work moved significantly forward to in 2021/2022 and then 2022/2023. Some catch-up was therefore required and it took significant time in last 2021 and earlier 2022 to do this.</p> <p>Teacher's own knowledge and ability to challenge our 'more able' pupils in physical education and producing more progressive units of work based upon our bespoke curriculum is now in place but will naturally require ongoing monitoring through the next cycle 2023-2026 including targeted support from subject leader as a result. Despite some of this initial work being delayed due to bubble limitations in 2020/2021 this was again completed within the cycle.</p> <p>£700 was added to ensure the WIGU planning mat support phase was completed in bubble delayed and condensed timescales – this allowed for the necessary leader release time for each term (and the appropriate class teacher release to work with them).</p> <p>The condensed, catch-up nature of the work in the third year: 2022/2023 due to the initial Covid-19 disruption but kept the projection on course for first cycle completion. Leaders will not drop this priority though moving into 2023/2024 and curriculum planning development and subject knowledge will remain a KI into this next cycle.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.

School Focus	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>The significant, sustained and unique establishment of a wider, active and well-being focused extra-curricular offer.</p>	<p>Existing PE Lead creates a new extra-curricular offer which is not reliant upon extensive external leads at extensive cost v lasting impact and legacy.</p> <p>New offer ready for 2020/2021 – bubble restrictions created a significant initial barrier and limited full roll out.</p> <p>New model must consider all year groups and engage all staff. Using their interests and strengths.</p> <p>Plan for extensive use of Mayfield Sports Champion/Coach/Lead within this.</p> <p>Present and publicise latest models.</p> <p>Preparing for first full cycle in 2021/2022 then maintain into 2022/2023.</p> <p>Implement 2021/2022 and 2022/2023 diaries with SLT.</p> <p>Add the aforementioned TLR3 Project capacity in Oct 21 and then potentially Sept 22.</p>	<p>2020/2021: £2500 positioned in addition to pre-allocated funding which crossover from other KIs. This will allow TLR Project Lead to use funds to establish new offers and fund external professionals for required/identified sessions.</p> <p>£2000 remains from above for 2021/2022 as Covid-19 disruption severely curtailed plans. Additional £500 added to support this.</p> <p>In 2022/2023, £7000 placed into this project to develop the range of offers both before and after school with external provider/s. By adding an £4500, in year, to the flat year funding we are able to attract and extend our core offer from 2021/2022. This includes dance, well-being and movement programmes rather than simply 'games and skills for games'.</p>	<p>CLUBS/ACTIVITIES LIMITED BY BUBBLE MANAGEMENT AND RISK ASSESSMENT REQUIREMENTS THROUGHOUT 2020/2021.</p> <p>Two rounds of holiday clubs + INSET Day club possible. All 3 events full. 35 pupils engaged. 58% from target active group.</p> <p>12 medium term sporting clubs created. Engaging 95 pupils (some recurring). 47% of target active group engaged.</p> <p>Active target group engagement is a continuing key measurement across the entire three years.</p> <p>Very limited club availability in 2020/2021. This began in limited form from late-April 2021 to July 2021.</p> <p>During 2021/2022, full offer established and maintained throughout the year. 69% of total pupils involved in extra-curricular offer this included 61% of our active target group.</p> <p>During 2022/2023, with addition of AFC Fylde offer adding to our breadth and times of day, We moved to 73% of total pupils involved in extra-curricular offer and 64% of our active group.</p>	<p>End of Third Year/End of Cycle <i>After a highly frustrating year one (2020/2021) where limited clubs only began for Summer Term, moving large part of the initial plan into 2021/2022 with an immediate full model implemented was essential.</i></p> <p><i>In Spring 2022, planning for additional capacity to drive this aspect beyond its current model and timings in the day was deemed important. Therefore during Summer Term 2022, projected funding direction was altered for 2022/2023 with, for the first time, a directly ring-fenced amount from the previously outlined figures allocated to external AFC Fylde coaching, alongside a revised internal offer to complement this.</i></p> <p><i>This enhanced offer was readied and prepared for the final year of the plan in 2022/2023. This was delivered and completed in Summer 2023.</i></p> <p><i>Figures have again increased, in terms of % school involved, at Summer 2023, however school leaders and the subject leader/TLR3 are concerned at the levels of funding required to maintain and develop this offer with AFC Fylde into the next cycle and may therefore have to curtail this in order to ensure our other KIs are not fundamentally affected or delayed due to this. Decisions are still being made and outcomes will be denoted in 2023/2024 next cycle plan. We simply cannot continue with this work at this level with external support and delivery in this format without KI action plan loss elsewhere. Something will have to give and a future Sports Funding balance will have to be found.</i></p>

Key indicator 5: Increased participation in competitive sport.

School Focus	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>The creation of structured, intra-school sport competition.</p>	<p>Commenced in Summer Term 2021 for an Autumn Term 2021 start.</p> <p>Identify staff to lead model. GD/NT possibly PB as well.</p> <p>Plan for trial group in first stage. YEAR 5 FOOTBALL SQUAD.</p> <p>Implement model from Oct/Nov 2021 to run to end of Autumn Term 2021 in first instance. Extended to full academic year 2021/2022.</p> <p>Purchase necessary kits for implementation gradually through football squads then into netball and cricket.</p> <p>Purchase necessary equipment tools e.g. football/cricket/netball training equipment.</p> <p>Evaluate first cycle and gradually move into Spring Term 2022 and Summer Term 2022 with expansion into year groups and other key sports.</p> <p>This should act as a precursor and support for active return to inter-school engagement. (This occurred from Summer Term 2022.)</p> <p>Extend intra-school systems into a three sport offer and/or additional year groups in 2022/2023.</p>	<p>£3000 allocated for development of supporting resources, kits etc... for intra-school leaders to deploy.</p> <ul style="list-style-type: none"> • New goal posts (metal), identified playing area enhancements. • Pupil Football Team Kits from Joma – external link (Y5 test group). <p>£5000 allocated for next phase of this focus area moving into similar provision for further year group and potentially, if resources allow, into netball at this stage.</p>	<p>DELAYED START: PREPARATIONS MADE IN SUMMER TERM 2021 FOR AN AUTUMN TERM 2021 START.</p> <p>Football and then potentially netball and cricket in initial UKS2 year groups to provide model for the intra-school format. Impact can then be displayed through engagement, numbers, active target group participants and pupil/parent feedback.</p> <p>The start to this work was delayed by a term due to LCC risk assessments regarding contact sport and bubbles.</p> <p>In 2021/2022 and 2022/2023 we measured:</p> <ul style="list-style-type: none"> • Number of pupils involved. • Number of active target group participants involved. • Number of events. • Pupil/Parent feedback. • Range of sports involved. <p>By the end of 2022/2023:</p> <ul style="list-style-type: none"> • Number of pupils involved: 120 • % of active target group participants involved from 120: 18% • Number of events: 35 • Pupil/Parent feedback: All parents providing feedback, 100%, positive about intra-school method. It is also adding value to our external reputation and attracting new families on this basis. • Range of sports involved: 2 	<p>End of Third Year/End of Cycle</p> <p>Clearly the aim to have this running actively in some form during the first year 2020/2021 was highly ambitious - for obvious reasons – so we settled for the full planning and preparation for an Autumn Term 2021 (second year) rollout.</p> <p>This proved to be worth the wait and has been one of the biggest success stories of our time and plans considering the student involvement, engagement, feedback, positive reputation building and parental support.</p> <p>It has led to the development of the model under the continued leadership of the Headteacher in 2022/2023 - extending the work to a second and third year group, adding a further sport, and doubling the time committed to this. This includes further parental engagement opportunities and the creating of its own bespoke arena for intra-school events.</p> <p>An additional £5000 was allocated for the 2022/2023 expansion, including development of the sports playing area, branding for the intra-school clubs and facilities for the teams to use.</p> <p><i>This is a pivotal area moving forward. Adding a full third sport, more year groups and developing playing facilities. A central driver for the 2023/2024 and the next full cycle. Sustain and build. It is a major strength and a hugely significant area of impact.</i></p>

Other indicator identified by school: Additional swimming				
<p>To ensure all current year 6 pupils not at the national 25 metres standard to receive top-up pool sessions.</p> <p>Additionally, to extend to year 6 pupils being able to perform safe self-rescue over a varied distance so they are confident and safe in water.</p> <p>In 2021/2022 and 2022/2023 additional pool sessions were purchased during Summer Term for the identified target group to attend. £2160 x 2 = £4320</p>	<p>Renegotiate additional pool space over a term. Summer term agreed in principle.</p> <p>To utilise the coach based at the swimming pool to work alongside teachers.</p>	<p>£2160 for the pool and transport in Summer Term 2022.</p> <p>£2160 for the pool and transport in Summer Term 2023. £2160 x 2 = £4320</p> <p>Could not happen in the first year of cycle (Summer Term 2021) due to Covid-19 restrictions.</p>	<p>SWIMMING PROGRAMME FULLY RE-STARTED FROM SEPTEMBER 2021.</p> <p>Additional top-up swimming sessions have taken place in Summer Term 2022 and Summer Term 2023 for targeted group of pupils in Year 6 who had not, at that stage, met national targets for end of KS2.</p>	<p>The 2022 and 2023 Year 6 cohort were able to receive their planned top-up swimming for target groups not yet at standard.</p> <p>The 2021 Year 6 cohort were not due to pool restrictions relating to Covid-19 requirements.</p> <p>The top-up swimming enabled members of these smaller groups to meet standard with an additional 13 week programme.</p> <p>Not all pupils were able to reach standard and a minority remained below standard at the end of KS2 in both years. See data below.</p>

Year 6 Pupils: Meeting national curriculum requirements for swimming and water safety. End of Summer Term 2021	Pupils
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	71%*
What percentage of your current Year 6 cohort use a range of strokes effectively [e.g. front crawl, backstroke and breaststroke]?	57%*
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	24%*
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?	Yes – was due to commence Summer Term 2021. Not happened due to Covid-19 restrictions.

* Final 2021 figures relate to data gathered outside of school provision and all pre-date Covid-19 disruption. Unavoidable due to local and national restrictions and risk assessments.

Year 6 Pupils: Meeting national curriculum requirements for swimming and water safety. End of Summer Term 2022	Pupils
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	76%
What percentage of your current Year 6 cohort use a range of strokes effectively [e.g. front crawl, backstroke and breaststroke]?	67%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	43%
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?	Yes, see above plan.

Final 2022 figures see a return to full curriculum judgements made under the school's swimming programme without any disruption to timetable.

Year 6 Pupils: Meeting national curriculum requirements for swimming and water safety. End of Summer Term 2023	Pupils
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	73%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	63%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	73%
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?	Yes, please see above plan.