



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised December 2017

New report format introduced and compiled in September 2019 by the new Headteacher and new Physical Education Leader based upon plans made by the previous interim leadership team.

Whilst the new leadership has undertaken the review, the overwhelming majority of the 2019/2020 funding **is already committed via pre-existing agreements and directions made prior to the new leadership taking post in September 2019.**

The new leadership team has worked to direct funding as far as possible to align with the new projects and priorities identified during Autumn Term 2019.



Commissioned by  
Department for Education

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Review and Reflection: considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

### Key achievements to date – July 2019

### Areas for further improvement in 2019/2020\*

\* Many areas were pre-agreed with committed funding for most aspects by previous interim leadership.

Areas highlighted in yellow note additions implemented by the new school leadership in September 2019.

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

- School's increased work with Wyre and Fylde School Sports Partnership increases participation numbers and hours across both key stages.
- AFC Fylde package delivers lunchtime and after school provision, further increasing the range and numbers of children engaging in regular physical activity.

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

- As a result of the increased Wyre and Fylde School Sports Partnership offer families and children see the enhanced extra-curricular opportunities and the chance to pursue these within school.
- Children have begun to see the opportunities for sport at lunchtime – although this must be ever-present and requires more bespoke, consistent delivery to see further impact.
- The EYFS team's adoption of the Reception scheme of work has assisted the generation of sharper, well prepared sessions which has supported the children's achievement of their early learning goals and developing their fundamentals of movement skills in readiness for KS1.

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

- Enhanced membership of the Wyre and Fylde School Sports Partnership offer to increase participation across KS1 as well as KS2.
- Use the external providers offer to upskill staff to become more confident delivering a broader range of the curriculum. This has been offered to all KS2 year groups across the year.

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

- Enhanced membership of the Wyre and Fylde School Sports Partnership offer to increase participation across KS1 as well as KS2.
- There has been significant growth in children experiencing competitive sports through our attendance of external tournaments. This has seen a 20% rise in new children participation across the school.
- Adopted the LCC PE scheme of work for KS1 and KS2 and ensure all staff have access to this and to create clear progression, coverage and consistency.
- Introduce the EYFS team to the Reception scheme of work to ensure they are working towards achieve the early learning goals and developing their fundamentals of movement skills before commencing Year 1.

#### Key indicator 5: Increased participation in competitive sport.

- Enhanced membership of the Wyre and Fylde School Sports Partnership offer to

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

- Previous interim leadership committed to funds to continue the increasing commitment to the Wyre and Fylde School Sports Partnership in order to further increase the number of children across both key stages engaging in a wider range of physical activity both within, and beyond, curriculum time.
- Establish bespoke lunchtime play zones as the basis of addressing the 30:30 agenda as well as motivating our 'inactive pupils' to become more engaged in activity. This will be a staggered two year plan – aiming for 20 additional minutes in the first year.
- Establish an inactive register targeting specific children for wider and extra-curricular provision and activities. This includes lunchtime play zones.

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

- Begin to establish a new bespoke extra-curricular sporting model with the intended outcomes for 'clubs' being a focus upon intra-school tournaments to develop confidence and readiness for the vast majority - who require this as a pre-cursor to 'competitive inter-school events'.
- Further commitment to the inter-school cluster league, for the minority who are 'competition ready' with a focus on Netball and Football. Identifying two key staff members to take the lead with these providing both practice sessions and fixtures.
- Commitment to wider external tournament involvement for the minority of children across school who are ready for inter-school competition.

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

- Further increase the Wyre and Fylde School Sports Partnership offer to ensure extensive coverage of all 5 indicators and participation in sports. The aim is to use external agencies to provide more engaging sporting opportunities and develop unique talents/ interests.

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

- Further increase the Wyre and Fylde School Sports Partnership offer to ensure extensive coverage of all 5 indicators and participation in sports. The aim is to use external agencies to provide more engaging sporting opportunities and develop unique talents/ interests.

#### Key indicator 5: Increased participation in competitive sport.

- Further increase the Wyre and Fylde School Sports Partnership offer to ensure extensive coverage of all 5 indicators and participation in sports. The aim is to use external agencies to provide more engaging sporting opportunities and develop unique talents/ interests.
- Continue to commit to the inter-school cluster league with a focus on Netball and Football. Identifying two key staff members to take the lead with these providing both practice sessions and fixtures.

<p>increase participation across KS1 as well as KS2.</p> <ul style="list-style-type: none"> <li>• There has been significant growth in children experiencing competitive sports through our attendance of external tournaments. This has seen a 20% rise in new children participation across the school.</li> <li>• Increase the number of children experiencing competitive sports through our attendance of external tournaments.</li> <li>• Separate the Sports Day event into Key stages to increase the participation levels and enjoyment for the children.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to enter into external tournaments for the children in all year groups to participate in competitive sports.</li> </ul> <p><i>Other indicator identified by school: Additional swimming</i></p> <ul style="list-style-type: none"> <li>• Provide top up swimming lessons for those children who did not meet the national curriculum standards after receiving the two terms of swimming provided by school.</li> </ul>
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	8% at Baseline 60% by end of Allocated Sessions
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	8% at Baseline 60% by end of Allocated Sessions
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	8% at Baseline 60% by end of Allocated Sessions
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes – was due to commence Summer Term 2020 alongside Y4 & Y5 non-swimmers for identified 40% (20 Children)

*Data to March 20<sup>th</sup> 2020. Swimming and water safety sessions suspended at that stage.*

*\* The plan that follows incorporates commitments made by the previous school interim leadership and in most cases funding was already committed to these certain priorities and indicators. The new Headteacher and PE Leadership have since been working to sharpen, re-direct and revise any priorities - where possible - with the new, long term direction of the funding in mind.*

RAG Rating Key:

Green = Complete

Amber = Ongoing

Red = Not Complete/Priority Altered

## Action Plan and Budget Tracking

The intended annual spend against the 5 key indicators. The success criteria and evidence of impact that we intend to measure to evaluate for students today and for the future.

Academic Year: 2019/20	Total fund allocated: £18500	Date Updated: July 2020		
<p><b>Key indicator 1:</b> The engagement of <u>all</u> 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.</p>				<p>Percentage of total allocation: 41%</p>
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Increased commitment to the Wyre and Fylde School Sports Partnership in order to further increase the number of children across both key stages engaging in a wider range of physical activity both within, and beyond, curriculum time.</li> <li>Establish bespoke lunchtime play zones as the basis of addressing the 30:30 agenda as well as motivating our 'inactive pupils' to become more engaged in activity. This will be a staggered two year plan – aiming for 20 additional minutes in the first year.</li> <li>Establish an inactive register targeting specific children for wider and extra-curricular provision and activities.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify key children from each year group who are on the 'inactive pupil' register to specifically target engagement and participation.</li> <li>✓ Identify 3 inactive children from each KS2 class to participate in a 5-week block of focused sessions.</li> <li>✓ Take part in 'Change 4 Life' festival.</li> <li>✓ Design and resource initial 5 area active playground zones.</li> <li>✓ Use five sporting team zones to base initial plan. Training lunchtime staff in the leadership of each of these zones.</li> </ul>	<p>£400 to facilitate sports leader release to plan and manage additional zones.</p> <p>£100 for staffing, transport and attendance of festival.</p>	<ul style="list-style-type: none"> <li>✓ The vast majority of children, including all 'inactive register' children, are more active during lunchtimes. This has created a calmer start to the afternoons.</li> </ul>	<p>The bespoke lunchtime play zones were weeks into their initial implementation (February 2020) when the Covid-19 lockdown scenario occurred. This meant a temporary suspension to this system.</p> <p>This continued even during partial re-opening for specific cohorts during June &amp; July 2020 as social distancing and risk assessment factors meant that this system was not possible to implement.</p> <p>The initial inactive register remained at that stage and will need to resume in 2022/2021.</p>
<p><b>HEALTHY HEADS</b></p> <ul style="list-style-type: none"> <li>Deliver a cross-curricular PSHE initiative that focuses on 'whole-child development' to educate every year group about their character and what role this has through wider life.</li> <li>Introduce the new programme to Year 1 &amp; 2 to promote self-esteem, kindness, teamwork, resilience and positivity.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify specific children to engage in the 5-week block of sessions.</li> <li>✓ Timetable for every year group to receive this offer from September 19 – July 20.</li> <li>✓ Give the KS2 class teachers the option to choose which key values will be delivered to the children.</li> </ul>	<p>W&amp;FSSP Package £10,335. (This is the overall figure for the full package with aspects encompassing all 5 key indicators. The majority of which focuses upon Key Indicators 1/2/4/5.)</p>	<ul style="list-style-type: none"> <li>✓ All year groups have received the Health program of the curriculum. Continuous links have been made to PSHE and developing character.</li> </ul>	<p>Ensure the links between PSHE and the health requirements continue to be taught through Mayfield's bespoke curriculum.</p>

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.				Percentage of total allocation:
				20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Begin to establish a new bespoke extra-curricular sporting model with the intended outcomes for 'clubs' being a focus upon intra-school tournaments to develop confidence and readiness for the vast majority - who require this as a pre-cursor to 'competitive inter-school events'.</li> <li>Further commitment to the inter-school cluster league, for the minority who are 'competition ready' with a focus on Netball and Football. Identifying two key staff members to take the lead with these providing both practice sessions and fixtures.</li> <li>Commitment to wider external tournament involvement for the minority of children across school who are ready for inter-school competition.</li> </ul>	<ul style="list-style-type: none"> <li>✓ PB/EVW to draw up model extra-curricular plan.</li> <li>✓ Align clubs and team training more directly with inter-school programme.</li> <li>✓ Draw up skills and expertise list from existing staff to utilise within extra-curricular model.</li> </ul>	<p>£1500 added to general lunchtime/playground budget to facilitate equipment needed for zones.</p> <p>£1500 to facilitate sports leader release to plan and manage additional zones.</p>	<ul style="list-style-type: none"> <li>✓ Extra-curricular plan is complete but will now be placed on hold until restrictions allow this to restart.</li> <li>✓ When we can implement this model, it will be necessary to revise some aspects to ensure that bubbles can be maintained.</li> </ul>	<p>We would like to move forward with a Play Leader Programme, should conditions allow in 2020/2021 – we are conscious that this will not be possible in Autumn Term 2020 due to playground restrictions. Potentially Spring 2021 at the earliest.</p> <p>The extra-curricular model has clearly been curtailed and remained a plan to be implemented. Again, restrictions mean this will not be Autumn Term 2020 and therefore this will be moved in 2021.</p> <p><i>These measures need re-implementing as the first step to sustainability when conditions allow.</i></p>
<p><b>MAXIMISING ENGAGEMENT AND ACTIVITY FOR ALL PUPILS</b></p> <ul style="list-style-type: none"> <li>Children who demonstrate continued engagement and new engagement in activities receive stars daily and certificates weekly.</li> <li>Children to attend a weekly 'Star of Safety' assembly to celebrate the participation and the amount of stars collected by each key stage.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Train leaders to distribute stars during activities.</li> <li>✓ Appoint ambassadors to collect the stars on a weekly basis and report back to DJ.</li> <li>✓ Members of SLT to work alongside DJ to deliver the assemblies to recognise whole school improvement.</li> </ul>	<p>£300 to facilitate leader realise to plan and manage assemblies.</p> <p>£200 for stickers, stars, certificates and rewards for engagement.</p>	<ul style="list-style-type: none"> <li>✓ Rewards have been used to engage children in the new activity zones.</li> <li>✓ Receiving rewards from both children, teachers and senior leadership teams have motivated children to engage and also recognise they can be a leader/role model to others.</li> </ul>	<p><i>As per previous comments. This is in place and fully ready to resume upon appropriate restrictions allowing for this.</i></p>
<p><b>HIGH QUALITY PE</b></p> <ul style="list-style-type: none"> <li>Ensure all pupils are receiving two sessions of high quality PE each week, using both internal and external providers.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Monitor class timetables to ensure there are two sessions scheduled and hall space is distributed.</li> <li>✓ Schedule the external providers with a broad allocation across the school.</li> <li>✓ Class teachers to monitor participation.</li> </ul>	<p>W&amp;FSSP Package £10,335. W&amp;FSSP Package £10,335. (This is the overall figure for the full package with aspects encompassing all 5 key indicators. The majority of which focuses upon Key Indicators 1/2/4/5.) £90 to facilitate sports leader release to plan, monitor and manage all.</p>	<ul style="list-style-type: none"> <li>✓ Continue to upskill staff further to develop the level of high quality PE.</li> </ul>	<p><i>Become less reliant on external providers as we move into the next academic year.</i></p> <p><i>Possible in-house specialist support to shadow teaching more directly?</i></p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.				Percentage of total allocation:
				4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>To increase confidence, knowledge and skills in teaching PE &amp; Sport.</li> <li>✓ Dance Year 1</li> <li>✓ Dance Year 2</li> <li>✓ Quidditch Year 3</li> <li>✓ Healthy Heads ALL</li> <li>✓ Daily Mile Year 5</li> <li>✓ Playground leaders Targeted Children</li> <li>✓ PE Passport</li> </ul> <ul style="list-style-type: none"> <li>Assessment for PE to take place in all units of PE to show progression using the PE passport.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Staff to be present during the deliveries of lessons from external providers.</li> <li>✓ Introduce new SOW and how they show progression linking to the skills being at the core.</li> <li>✓ Meet with Reception team to plan new approach linking to ELG.</li> </ul>	<p>W&amp;FSSP Package £10,335.</p> <p>£250 additional to W&amp;FSSP Package</p>	<ul style="list-style-type: none"> <li>✓ Children have been exposed to a wider range of curriculum topics.</li> <li>✓ Staff have demonstrated the ability to identify progression in the relevant areas of the curriculum.</li> <li>✓ Continue through to next academic year.</li> <li>✓ Continue through to next academic year – staff to use old assessment method until new SOW implemented.</li> </ul>	<p>Continue through to next academic year becoming less reliant on external providers.</p> <p>The aim is for staff to be able to show progression through their units of work from starting point to end point. Where having external providers help with this has had some impact, more work is needed to be done in order to increase knowledge and confidence. This will lead into the possible recruitment of a specialist teacher instead of various coaches.</p> <p>Continue to buy into the PE Passport App in order to evidence, monitor and track progress of both curriculum and extra-curricular opportunities.</p>
<p><b>LUNCHTIME ZONES</b></p> <ul style="list-style-type: none"> <li>Upskill welfare staff along with PHSE subject leader to ensure the star of safety roles around school are cross-linked.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Liaise with DJ &amp; CL to ensure staff are aware of the zones and how they are being delivered.</li> <li>✓ DJ to have time with CL to oversee the expectation and standard of the activities and children.</li> </ul>	<p>£300 to facilitate leader realise to train staff/ pupils, plan and manage zones.</p>	<ul style="list-style-type: none"> <li>✓ CL &amp; DJ oversee the running of zones at lunchtimes.</li> <li>✓ Welfare staff station themselves across the zones to encourage further participation.</li> </ul>	<p>As per the new staffing structure for September 2020, TA2a lunchtime training will be needed in order for the staff to oversee/ deliver activities.</p>
<p><b>SPORTS PARTNERSHIP ANNUAL CONFERENCE</b></p>	<ul style="list-style-type: none"> <li>✓ To take place. GD and PE Subject Leader to attend.</li> </ul>	<p>£140 for staffing cover.</p>	<p>N/A – COVID-19 CANCELLATION</p>	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils including opportunities for pupils to lead.				Percentage of total allocation:
				11%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<b>EXTRA-CURRICULAR OFFER</b> <ul style="list-style-type: none"> <li>✓ KSI Dance Club</li> <li>✓ Year 1 Curriculum Dance</li> <li>✓ Year 2 Dance Festival</li> <li>✓ KS2 Dance Festival</li> <li>✓ Year 3 &amp; 4 Basketball</li> <li>✓ Year 4 Fencing</li> <li>✓ Year 5 Judo</li> <li>✓ Year 5 &amp; 6 Futsal</li> <li>✓ KSI Multi-skills</li> <li>✓ Year 4 &amp; 5 Archery</li> <li>✓ Year 3 Tennis</li> <li>✓ Year 2 Yoga</li> <li>✓ Year 4, 5 &amp; 6 Tag Rugby</li> <li>✓ Year 2 &amp; 3 Tri-Golf</li> <li>✓ Year 3 Quidditch</li> <li>✓ KS2 Netball</li> <li>✓ KS2 Football</li> </ul>	<ul style="list-style-type: none"> <li>✓ Organise distribution of sessions to be age appropriate.</li> <li>✓ Equally spread opportunities, where possible, across the whole school.</li> <li>✓ Monitor clubs attendance and participation to ensure children are making progress from starting points.</li> </ul>	W&FSSP Package £10,335. (This is the overall figure for the full package with aspects encompassing all 5 key indicators. The majority of which focuses upon Key Indicators 1/2/4/5.)	<ul style="list-style-type: none"> <li>✓ Commitment by children increased and all sporting clubs in demand.</li> <li>✓ Reserve list has been required which has increased attendance weekly.</li> <li>✓ All children to progress in the allotted time frame due to attendance being better.</li> <li>✓ Football fixtures have been well attended by regular children with now using a second team as well.</li> </ul>	<ul style="list-style-type: none"> <li>Include more opportunities to Reception class where age appropriate.</li> <li>Use sessions to target individuals as well year groups.</li> <li>Raise the profile of Netball throughout all year groups in KS2 in order to play fixtures. Eventually creating a B team.</li> <li>Sustaining broader experiences and creating a 'legacy' to further impact children's participation and engagement.</li> </ul>
<b>'INACTIVE PUPIL' FOCUS</b> <ul style="list-style-type: none"> <li>• Continue to increase number and range of extra-curricular sporting clubs on offer across school.</li> <li>• Our aim is to see our 'less active/Change 4 Life' group targeted and involved in both of the above aspects. Introducing curriculum inter-house events will ensure this is easily manageable and Wake up Shake up in the mornings.</li> <li>• We also aim to further increase the number of participants in school extra-curricular sport and the frequency of their attendance at differing clubs by offering an alternative physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Less active children given the opportunity to attend specific extra-curricular sporting clubs across the year including lunchtime.</li> <li>✓ Engage children who are less active by personally inviting them to clubs by using the inactive pupil register.</li> <li>✓ Measure impact in terms of names/numbers</li> </ul>	£0 (12 teachers dedicating additional time to extra-curricular sports clubs)	<ul style="list-style-type: none"> <li>✓ Continue to review the inactive pupil register ensuring maximum engagement from children.</li> <li>✓ Monitor the challenges being set and ensure there are not repeating the same children each time.</li> <li>✓ Introduce more inter-house events and use the daily mile at least 2 times per week.</li> </ul>	As the previous comment relating to the development of the Inactive Register. We have this ready and prepared but the full implementation cannot currently take place. We hope to develop this in a restricted form during 2020/2021.
<b>FESTIVALS</b> <ul style="list-style-type: none"> <li>• Introduce new opportunities for children to have a go at and attend festivals.</li> <li>• Select children from inactive pupils register to attend festivals:               <ul style="list-style-type: none"> <li>• KSI Inclusion</li> <li>• Year 3&amp;4, Year 5&amp;6 Inclusion</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Basketball, Dance &amp; Specific Athletics skills to be included into the KS2 curriculum targeted at the year groups that will be able to attend a festival.</li> <li>✓ Identify new opportunities, coach children and release staff for festivals.</li> </ul>	W&FSSP Package £10,335 to enter into the festivals.  £500 for staffing cover and transport to attend festivals.	<ul style="list-style-type: none"> <li>✓ Successfully engaged in the festivals available to March 2020.</li> </ul>	Consider next stage in this when the climate re-opens for such festival work. TBC.

Key indicator 5: Increased participation in competitive sport.				Percentage of total allocation: 12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<b>EXTERNAL COMPETITIONS</b> <ul style="list-style-type: none"> <li>Take part in inter-school leagues and competitions for different key stages to add further competitive sports.</li> <li>Inter-school events will enable more year groups, girls and 'change 4 life' group to be identified for participation.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders share expertise during cluster meeting for rules, expectations and coaching.</li> <li>Leagues establish with home and away fixtures taking place.</li> <li>Termly review meetings between sports leaders taking place at agreed school venues.</li> </ul> <b>TOURNAMENTS</b> <ul style="list-style-type: none"> <li>Swimming</li> <li>Netball</li> <li>Football</li> <li>Rounders</li> <li>Athletics</li> <li>Dance</li> <li>Plus other competitions organised and paid for through the WFSSP Package.</li> </ul>	£1840 – cost of staffing and transport for these.  £165 to enter the cluster league competitions.  W&FSSP Package £10,335. (This is the overall figure for the full package with aspects encompassing all 5 key indicators. The majority of which focuses upon Key Indicators 1/2/4/5.)	N/A – SEE NEXT COMMENT	Intra-school sport being key to accessible participation moving forward. We will need to create an intra-school model as soon as sustainable climate allows for the return of mixed bubble team contact sports.
<b>INTERNAL COMPETITIONS</b> <ul style="list-style-type: none"> <li>Separate Sports days for Reception/KS1/KS2 to enable content and focus of activities to be more age appropriate and challenging.</li> <li>Separating the events ensures there are less children per event but having more events to compete in for a longer period of time. Therefore, all children will have a more active role when engaging and participating in order to make the event more accessible and fun to compete in.</li> </ul>	<ul style="list-style-type: none"> <li>Staff to facilitate children's participation by focusing on skills and raised expectations about pupils' performance.</li> <li>Order stickers and arrange the management of the day.</li> </ul>	£90 – half a day for subject leader to organise.  £20 stickers  £90 – half day for subject leader to attend other key stage event.	N/A – SEE NEXT COMMENT	These clearly have had to be placed on hold for at least a year whilst the Covid-19 restriction and closures maintain a hold on such things.
Other indicator identified by school: Additional swimming				Percentage of total allocation: 12%
<b>SWIMMING</b> <ul style="list-style-type: none"> <li>To ensure all remaining non-swimmers in Year 4, 5 and 6 to achieve 25 metres thus meeting the statutory requirements of the national curriculum for PE.</li> <li>All of these pupils to be able to perform safe self-rescue over a varied distance so they are confident and safe in water.</li> </ul>	<ul style="list-style-type: none"> <li>Renegotiate additional pool space over a term. Summer term agreed in principle.</li> <li>To utilise the coach based at the swimming pool to work alongside teachers.</li> </ul>	£2160 for the pool and transport.	<ul style="list-style-type: none"> <li>To be completed during the Summer Term 2020.</li> </ul>	Not happened due to Covid-19 closures. These plans will need to be fully reviewed.