

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



Commissioned by the
Department for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on ‘**whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school**’.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

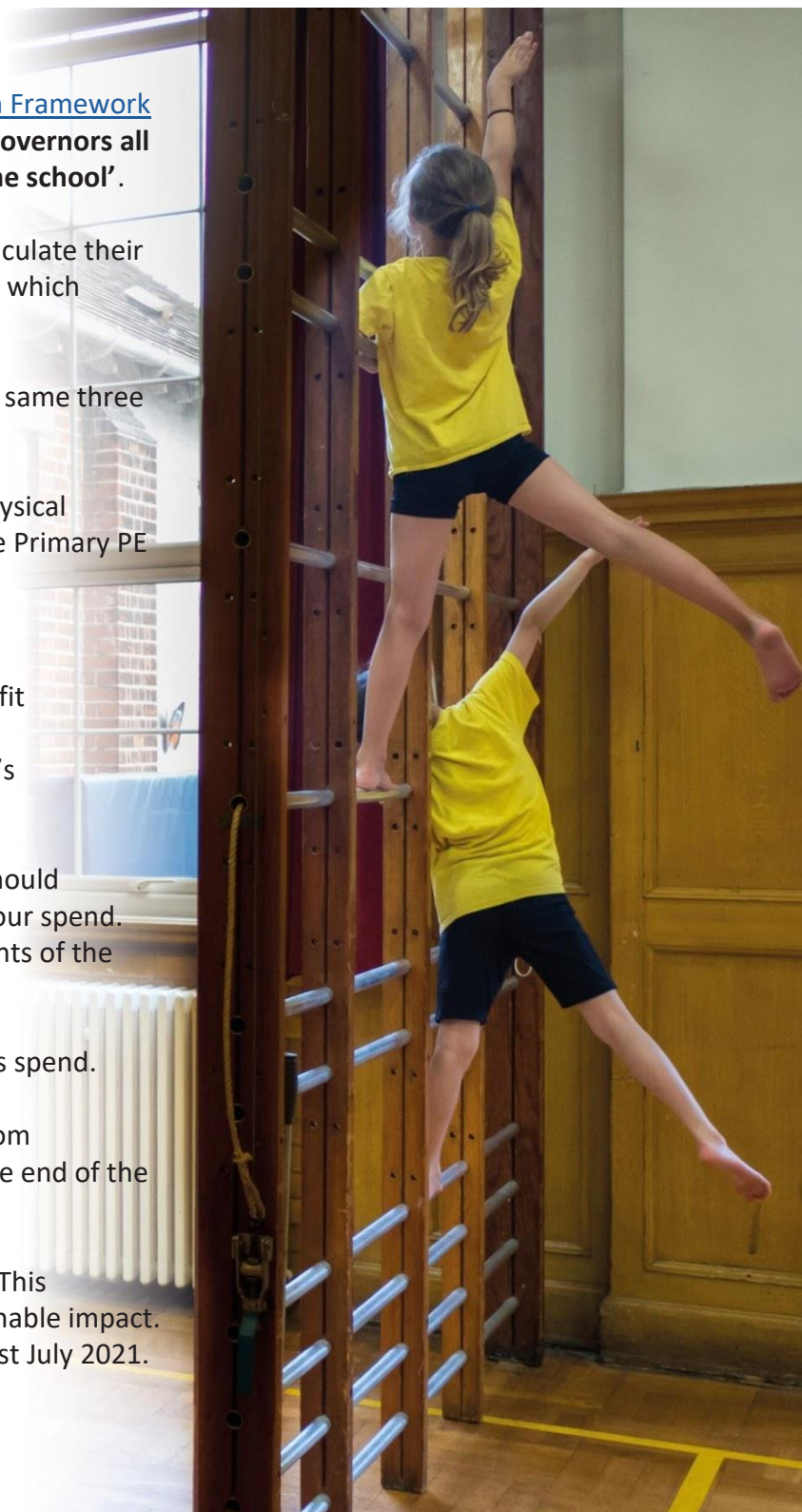
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2021** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ● Achieving gold mark in Sainsbury's School Games for the last 5 years ● High profile of PE across the school with increased staff confidence ● Individual athletes being signposted to continue with sports outside of school ● High level of participation in school games events at every level ● REAL PE scheme introduced and all staff fully trained ● Embed and secure the new PE curriculum and philosophy ● Introduced Real Gym Scheme of learning. ● Increased participation in active travel inc active travel track. ● Development of KS1 active learning environment has started. ● Plans in place to offer active breakfast club in September 2021. ● Introduction and complete of Play Makers – Y6 young sports leaders. ● Increased participation in after school clubs and active holiday club. ● PE leaders working collaboratively across the Trust – primary and secondary. 	<ul style="list-style-type: none"> ● Greater involvement of increased numbers of children in extra-curricular sport ● Ensure there is a high standard of PE teaching across the school ● Aim for Platinum school games mark ● Further develop daily fitness activities an active play to promote health and wellbeing – community focus through intra/inter opportunities ● Embed and develop accurate use of PE assessment to monitor the impact of physical and mental well-being. ● Further improve and develop 'active outdoor learning ● Achieve healthy schools status environments to promote healthy and active lifestyles. ● Aim for Gold Modeshift stars award. ● Further develop the leadership of purposeful play. ● Further develop the role of active travel across the school and achieve Mode shift stars gold award to increase road safety and awareness. ● Provide active holiday club support. ● Review 'catch up' curriculum swimming plan and ensure all KS2 experience KS2 swimming and water safety.
Funding =£18,840 2020-2021	

Did you carry forward an underspend from 2019-20 academic year into the current academic year? YES

Total amount carried forward from 2019/2020 £11,000

+ Total amount for this academic year 2020/2021 £18,840

= Total to be spent / allocated by 31st July 2021 £28,840

<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 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>Restricted curriculum offer due to Covid 19 pool hire restrictions.</p> <p>Catch up 21/22 plan in place – Sports Premium Document.</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 2021.</p> <p>Please see note above.</p>	<p>72%</p>
<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>	<p>72%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>24% -</p>
<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>	<p>Yes/No (No due to Covid restrictions)</p>

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: 2020/21		Total fund allocated: £	Date Updated:	
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:
				35%
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:
<ul style="list-style-type: none"> To ensure that all children are engaged in physical activities every day To ensure that all pupils have regular daily exercise 	<ul style="list-style-type: none"> Continue to train year 5/6 / older bubbles to be 'Positively Energetic Play-PEP' leaders to plan for and lead sporting activities at break and lunch times. Introduction of play makers (Term 5/6) Lunchtime energetic play is purposeful and an integral part of daily fitness at school Continue to monitor and ensure PEP equipment is adequate and safe to use. (Weekly) Through the introduction of active family community boxes, children will participate more regularly in daily exercise (Term 6) 	£1000	<ul style="list-style-type: none"> Year 6 children have confidently led positive play activities using Young Sports leaders knowledge to encourage positive play at break times (pupil voice has demonstrated the positive impact) New equipment has led to an increase in children participating in PEP at break times and lunchtimes. Chn take ownership of their active play and choose how they spend their break times. Classes regularly participate in the active mile / wake and shakes which has led to an increase in physical and mental wellbeing for all pupils. The introduction of play maker's sports leadership scheme has provided children with transferable leadership skills. 	Equipment to be reviewed every year. Continue to gather pupil voice to ensure active sheds are equipment with preferred equipment. Play Makers scheme – young sport leader course to continue annually. Each year providing year 6 children with the opportunity to develop leadership skills which they will carry through into secondary education.

<ul style="list-style-type: none"> To improve and develop 'active – KS1' learning environment 	<ul style="list-style-type: none"> Develop the equipment/resources available within the active KS1 learning environment to increase participation in physical activity. (Term 1 and 2) 	£1500	<ul style="list-style-type: none"> New equipment and resources in KS1 has begun to further increase the participation in physical activity to at least 30 minutes a day. 	Phase development of KS1 to be reviewed. Consideration of shade accessibility and access to outdoor learning spaces.
<ul style="list-style-type: none"> Introduce a 'healthy and active me' festival linking to PSHE Jigsaw Term 4 unit to promote healthy and active lifestyles. 	<ul style="list-style-type: none"> Organise and run 'Healthy and Active me' school and community Festival during term 4. Postponed to 2022 due to Lockdown. 	£500	<ul style="list-style-type: none"> The 'Healthy and Active me' Festival will encourage pupils, families and our local community to engage in physical activity whilst raising awareness of mental health and physical well-being. Activities and strategies shared with pupils and families will promote and encourage active lifestyles. 	Annual 'Healthy and Active me' Festival to be considered after 21/22 review.
<ul style="list-style-type: none"> Increase 'active travel' initiative 	<ul style="list-style-type: none"> Collaboratively work alongside living streets to raise profile of active travel across both sites. (Term 2) Plan and introduce active travel to school and community events and introduce loaning active travel equipment e.g. bikes/scooters at both sites Develop active travel playground e.g. bike/scooter printed track and playing opportunities at break and lunch times at WW. (Term 3 and 4 – extended term 5 and 6) Introduce active travel leaders and collaborative active travel to school through holding events and days regularly. (Term 3 and 4 – extended term 5 and 6) 	£7000	<ul style="list-style-type: none"> Children and families have been encouraged to participate in active travel which led to 96% of children now choosing to take an active travel route to school. September 2020 - 78%. 2018/19 - 52%. Active travel loan system will enable more families to participate in physical activity before and after school as well as during weekends and the school holidays across both sites (data to be analysed 21/22). The introduction of active travel leaders promotes road safety and awareness throughout the school. The active travel track enables children to use their bikes and scooters during the school day as well as providing the opportunity for future use by the community. 	<p>Organise community active travel events.</p> <p>Timetable scoot/cycle days into the school calendar.</p> <p>Further explore ways to promote active travel at Hewish in collaborative with systems put in place with North Somerset.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
				Percentage of total allocation:
				14%

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:
<ul style="list-style-type: none"> Raise the school's profile of sport, PE and active lifestyles on social media. 	<ul style="list-style-type: none"> St. Anne' sport and PE pages on Twitter and the website to be updated and publicised. CB/LH to encourage all staff to promote and share active play and PE via social media. CB/LH to stream and promote school achievements and participation in school games, inter-sport competitions and additional curriculum sporting activities ongoing Jill Dando News Centre to share good sporting news Ongoing 	£50	<ul style="list-style-type: none"> School's sport, PE and physical activity profile has continued to rise Participation from families and the community in school events will increase post COVID. School's achievements shared and widely recognised. 	Consider holding lives to share with the community during key events – response to COVID 19 where spectator numbers may be reduced.
<ul style="list-style-type: none"> Continue to encourage and develop the active mile and active travel initiative to improve the physical and mental wellbeing of all pupils 	<ul style="list-style-type: none"> Continue to embed active mile / wake and shake activities across the school alongside active travel. (Term 2/3) Raise profile of active mile – take part in Race for Life Primary school event 20/21 - community event – postponed 21/22 	£500	<ul style="list-style-type: none"> Children participate regularly in the daily mile and this has led to an increase in physical fitness Children are beginning to feel happier, fitter and healthier which has started to increase focus and concentration in the classroom - pupil voice files More children are adopting active travel routes by exercising before school – this has resulted in children being actively ready to learn. 	Consider organising regular community active travel/ mile events – race for life etc.
<ul style="list-style-type: none"> Further develop PSHE to include a strong focus on physical and mental health and well being 	<ul style="list-style-type: none"> Continue to embed Jigsaw Scheme of learning. Introduce Thrive mental health and physical well-being sessions with learning mentors across both sites to initiate intervention. Provide staff with Thrive training (Term 1) 	£1000	<ul style="list-style-type: none"> Children are beginning to be able to widely recognise their physical and mental health needs and learn strategies to support them. Thrive targets enables purposeful and focused PSHE interventions to take place Thrive allow PSHE assessments to be monitored tracked and progress 	Consider – using whole class Thrive interventions to support transition and PSHE.

			to be made.	
<ul style="list-style-type: none"> Ensure that there is a wide range of extracurricular sporting activities available for all to increase profile 	<ul style="list-style-type: none"> Provide additional non-traditional sporting activities and clubs e.g. wheelchair basketball, Yoga, fitness classes, scooter clubs etc. including travel. Teaching staff to run after school clubs during return to school phase to provide extra curriculum opportunities. (Term 3 / 4 and 5/6) 	£2300	<ul style="list-style-type: none"> The profile of extra-curricular sporting activities and non-traditional sports has raised. Pupil voice has identified children prefer extracurricular offers run by school staff. Children enjoy after school clubs and recommend attending (pupil voice). Positive response from parents. 	<p>Continue to adapt extra curriculum provision using staff skills, expertise and resources.</p> <p>Adapt curriculum offer based on pupil preference survey.</p>
<ul style="list-style-type: none"> To increase daily/ weekly sport and physical activities 	<ul style="list-style-type: none"> Continue to promote and encourage active mile, active travel and engagement in during break and lunchtimes Introduce termly 1 minute sporting challenges and games for personal achievement and class competitions (intra school competition) i.e. how many star jumps can be completed in 1 minute how many shuttle runs can a class complete in 3 minutes (Term 3 / 5 (lockdown)) Organise annual School Games Day inviting all families to attend alongside a family picnic. – Postponed 21/22 	£200	<ul style="list-style-type: none"> Children's engagement in sport and physical activity has increased. The profile of sporting activities has been raised through internal challenges – successes shared in classes and celebration workshops – whole class challenges has raised the profile of competition within the school – to be continued next year. Full participation in sports day events raising profile of physical activity and pupil achievements in the community – to be continued next year. Sports day events will be well supported by families – pupils' voice and parent voice will capture positive thoughts. Reflection on whole child centred sports day approach – COVID restricted. Run with no spectators in progress. 	<p>Continue to use Young Sports Leaders to sustain sporting challenges</p> <p>Consider daily mile events to include parental participation – e.g. morning run, link to park run? To raise profile within the community.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation:
	16%

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:
<ul style="list-style-type: none"> Enhance the skills of teaching staff to ensure quality PE and sport is taught for at least 2 hours a week Consolidate and review the new PE curriculum which focuses on fundamental skills through purchasing and training using Real PE Continue to provide new staff Real PE training as well as revising Real Gym for all staff. 	<ul style="list-style-type: none"> Embed, secure and evaluate new PE curriculum Continue to audit and purchase new equipment Provide regular CPD sessions to train staff (REAL PE and Real Gym) as well as team teaching opportunities to raise the standards of PE teaching practice across the school. Continuous. Support NQT and newly appoint staff with expertise coaching CPD support/ team teaching sessions – restricted – continue 21/22 Purchase Complete PE to support delivery of second lesson of PE each week, sports clubs and lunch time provision. 	£1000	<ul style="list-style-type: none"> Staff have continued to develop their skill of teaching fundamental PE skills and be regularly incorporating them in weekly PE lessons Staff are keen to continue to develop skills to teach specific elements of PE through working alongside PE coaches ie gymnastics, football and incorporate these teaching skills in other PE lessons New equipment has enhanced the teaching of PE skills and ensure all skills can be taught. Review of the PE curriculum has ensured progression of fundamental PE skills and been shared with all staff. The introduction of complete PE has enabled intra/inter competitions to be used as well as providing CPD for staff and resources that enrich our PE curriculum. Complete PE provides activities which will support our active breakfast club from Sept 2021. 	<p>Host a REAL PE training session in collaboration with create to develop CPD for new staff.</p> <p>CB to run staff training on Real Gym/PE for new staff as well as those who require support in using this new teaching tool.</p> <p>CB to host curriculum school swimming training for St. Anne's and other primary schools in the trust to ensure KS2 objectives are met.</p> <p>Provide coaching 15 opportunities for PE across the Trust.</p>

<ul style="list-style-type: none"> Embed PE assessment to measure the impact of the teaching of physical activity 	<ul style="list-style-type: none"> Introduce Real PE assessment tool – providing evidence and impact of teaching and pupil progress. Provide staff training. 	£150	<ul style="list-style-type: none"> Staff are developing confidence with monitoring and assessing pupil progress in line with the PE objectives and aims. 	Consider how to summative record and evaluate whole school improvement and progress over a 3 year period.
<ul style="list-style-type: none"> Develop links with Create to become an expert school 	<ul style="list-style-type: none"> Continue to monitor, reflect and evaluate the impact of the new PE curriculum across the school - continued 21/22 	£250	<ul style="list-style-type: none"> Staff are more confident in participating in an Ofsted PE deep dive. CB has supported other primaries in developing a robust, confident and progressive PE curriculum.(Pawlett/THPA) 	<p>CB to share knowledge and expertise with other primaries within the trust.</p> <p>CB continue to work closely with PRC and AS (castle batch) in organising and providing opportunities across the trust.</p>
<ul style="list-style-type: none"> Embed PE philosophy from 4 - 16 across the trust(Enhance transition to Secondary) 	<ul style="list-style-type: none"> Work closely with secondary PE departments to develop links across KS2/KS3. CB to take part in PE hub? Work alongside the PRC to offer additional curriculum opportunities and across the Trust e.g. basketball tournament, PRC Fitness Club Host PE training with secondary colleagues to share REAL PE initiative. Rescheduled 21/ 22 	£250	<ul style="list-style-type: none"> Progression between KS2 and KS3 curriculum PE is continuing to become more cohesive sharing the same underlying principals etc. More children are being encouraged to continue to participate in PE and sport throughout their secondary schooling. There is a strong working relationship amongst PE colleagues across the Trust which has enabled great opportunities to take place. This has sparked children's curiosity for sport and fitness as well as supporting the transition between primary and secondary. 	<p>CB to continue to work collaboratively with the PRC, Castle Batch/Pawlett and CT/CC head of PE in secondary schools.</p> <p>CB to reach out to new schools within the Trust.</p> <p>CB to take part in PE hub training 2022 if possible.</p>

<ul style="list-style-type: none"> Raise knowledge and skills of staff in a range of sporting activities. 	<ul style="list-style-type: none"> Train year 6 staff on delivering water safety the delivery of swimming and water safety. – Postponed. Also provide an expert experience during Term 6 for Year 6 to apply knowledge in the water.# Support NQT and newly appoint staff with expertise coaching CPD support/ team teaching sessions. Term 2/3 CB to delivery Swimming Training term 6/ early Sep 2022. 	£500	<ul style="list-style-type: none"> Staff will be able to confidently deliver water safety lessons to increase pupil progress in ‘What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?’ Staff are more specialised in the teaching of sport and PE. 	<p>CB to continue organise expert support and CPD opportunities post COVID.</p> <p>CB to reach out for specialist support from Swim England, Create and Secondary Colleagues.</p>
<ul style="list-style-type: none"> Appoint a play leaders to enhance PE and sport delivery 	<ul style="list-style-type: none"> Play leader/ apprentice will promote purposeful energetic play and physical activity during lunch times. Initiating active and healthy lifestyles during lunchtimes, 	£2563	<ul style="list-style-type: none"> Children are participating in more physical activity during the school day. Children are continuing to become more engaged in physical activity, play and support promoting active lifestyles. 	Continue to support salary of the two play leaders in our school.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				14%
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:

<ul style="list-style-type: none"> Ensure that children have access to a wide range of 'different' sports to widen participation and interest Raise children's understanding, awareness and experience of extreme and unfamiliar sports. 	<ul style="list-style-type: none"> Introduce – extracurricular sport activities as part of 'healthy and active me' festival for Year 4/5 e.g. kayaking or extreme sports including transport – postponed. Organise extra-curricular sporting spectator opportunities to capture student interest. Involvement in 'different' sporting events (Previously wheelchair basketball, badminton etc) – postponed Visits to watch high quality sport (previously international women's cricket) - postponed Continue to provide opportunities to play / experience a range of sports through extra-curriculum experiences. Provide year 6 enrichment opportunities as part of COVID catch up 2020 such as paddling boarding, kayaking etc. 	£1500	<ul style="list-style-type: none"> Increased engagement from children. Engaged and enthusiastic children are signposted to extra-curriculum sporting clubs. Children more inspired to take part in extra-curriculum sport which will promote active and healthy lifestyles. Children have the opportunity to participate in a variety of different sports Children have the opportunity to watch quality sport Children will be confident to undertake new sports both inside and outside of school 	<p>Consider inviting guest athlete to inspire children in extra-curriculum sport.</p> <p>Children will be signposted to external clubs to continue additional activities outside of school.</p>
		£650		
		£2000		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				14%
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:

<ul style="list-style-type: none"> • All children in their time at St Anne's will have the opportunity to compete in at least a level 2 competition 	<p>Continue to provide opportunities for all KS2 pupils to participate in school sporting activities during their time at St Anne's – participation in school games doc to be added to and monitored by staff and CB.</p> <ul style="list-style-type: none"> • Develop intra school sporting competitions • Focused attention on sporting clubs at school and in the community – continue in 20/21 	£1200 subscription to the PE association	<ul style="list-style-type: none"> • All children will have had the opportunity to compete against other schools as individuals or as part of a team. • Children have continued to take part in virtual events during 20/21 and this has increased participation to whole class rather than selection. 	<p>Children will leave St Anne's confident in a wide range of competitive sports</p> <p>Identify which children continue to be involved in extracurricular sporting activities at secondary school</p>
<ul style="list-style-type: none"> • Continue to develop the role of Sports Champion to lead participation in competitive sporting activities. 	<ul style="list-style-type: none"> • Purchase new competitive sporting kit for children to wear to participate in games to promote sport professionalism and team ethos at competitions. • Chn to take part in virtual events due to Covid 19 restrictions – on going. • Community led active challenges facilitated through family activity loan boxes. 	£2573 £200	<ul style="list-style-type: none"> • Sports Champion has organised and initiated participation in competitive sport across the school – virtual events. • Children will be inspired by sport professionalism and team ethos which may lead to a higher uptake of competitive sports outside of school. • Community boxes will continue to promote an increase in intra/inter competitive sports. 	

Another Indicator Identified by the School – School Swimming Development Support				Percentage of total allocation:
				7%
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:
<ul style="list-style-type: none"> Y5/6 Children who have not yet achieved and are able to swim 25m to attend additional swimming lessons during the summer terms. 	<ul style="list-style-type: none"> Provide additional swimming sessions during Term 5/6 with CB at local leisure centre. Swim records kept from year 3 to assess outcome – questionnaire based on progress during year4/5 to be made and sent home. <p>POSTPONED – Catch up plan in place.</p>	£1000	<ul style="list-style-type: none"> A higher percentage of children will be able to swim 25m by the end of KS2. A higher percentage of children will be able to confidently swim using a range of strokes by the end of KS2. 	<p>CB to organise assessment and additional swimming sessions.</p> <p>CB to reorganise water safety sessions.</p> <p>CB to provide additional school curriculum training for staff across the Trust following Swim England guidance.</p>
<ul style="list-style-type: none"> All Year 3 and Year 6 children to receive class based session's water safety and rescue to broaden and embed knowledge. 	<ul style="list-style-type: none"> Provide class based lessons / resources for water safety and rescue. Mini medics? Children to be reassessed during water safety session Term 6 2021. <p>POSTPONED – Catch up plan in place.</p> <ul style="list-style-type: none"> 	£600	<ul style="list-style-type: none"> A higher percentage of children will be able to perform water safety signal and rescue whilst also understanding the theory and age appropriate first aid. 	Implement COVID 19 swimming catch up plan during 21/22.

Signed off by	
Head Teacher:	<i>E Hardy Smith</i>
Date:	21.6.21
Subject Leader:	CBradley
Date:	14.6.21

Governor:

Date:

