**Swimming Data**

Please report on your Swimming Data below.

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| Meeting national curriculum requirements for swimming and water safety.  N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  **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** |  |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  **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.  Please see note above | % |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  Please see note above | % |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | % |
| 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/No |

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| **Academic Year:** 2022/23 | **Total fund allocated: £16,949** | **Date Updated: 18th July 2023** | |  |
| **Key indicator 1:** The engagement of all 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: |
| 17 % |
| **Intent** | **Implementation** | | **Impact** |  |
| **Your school focus should be clear what you want the pupils to know and be able to do and about**  **what they need to learn and to**  **consolidate through practice:** | **Make sure your actions to achieve are linked to your intentions:** | **Funding allocated:** | **Evidence of impact: what do pupils now know and what can they now do? What has changed?:** | **Sustainability and suggested next steps:** |
| To continue to monitor the increase of activity at play and lunch time for all children. | 1. Workshops of different activities ie skipping 2. LSA to manage Year 2 leaders in supporting them pick activities. 3. LSA’s to use ideas from lessons in lunch and break time play 4. Active Surrey to deliver First Steps to Leadership 5. Book of Playground games 6. New Equipment | 1.£175  4. £205  5. £7.69  6. 2260.02 | 10 Year 2 pupils now leading 2 or 3 activities at lunchtime. Equipment is being used effectively and developing team building and communication skills. | In Summer term, SH to run a morning of Year 2 children training Year 1 children in preparation for being the next group of play leaders.  Book this session again in the Autumn term for the next co-hort. |
| To continue to use regular physical rest breaks | 1. Maintain daily activity breaks  * Jumpstart Jonny * Active Mile * Yoga | £189 | Children receiving 5 active breaks a day. Supports behaviour for learning. | High level of engagement. All teachers using and embedded into school routine. Changed attitude to keeping physical. Deeper understanding of the link between ‘being active’ and ‘feeling good’. Children will be ready for learning. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 54% |
| **Intent** | **Implementation** | | **Impact** |  |
| **Your school focus should be clear what you want the pupils to know and be able to do and about**  **what they need to learn and to**  **consolidate through practice:** | **Make sure your actions to achieve are linked to your intentions:** | **Funding allocated:** | **Evidence of impact: what do pupils now know and what can they now do? What has changed?:** | **Sustainability and suggested next steps:** |
| To set up sensory circuits and physical circuits to develop and support lowest 20% and SEND pupils. | Sensory circuit   1. Rock climbing wall 2. Sensory bars 3. A-FRAMES AND LADDERS FOR SENSORY CIRCUIT/OBSTACLE   Training for TAs and 1:1 support staff | 1. 2088 2. 1935.50   Implementing above: £649.00  £28.50 | Children, particularly those with SEND using to support their emotional regulation. Positive outlet. | More staff to be trained to use equipment as part of a sensory circuit. |
| Additional iPads so that children with SEND can participate in activity breaks in a quieter smaller environment. | Buy addition iPads to accommodate 4 EHCP children and covers. | £644.35 | Pupils watching back their work ie gymnastic routine to evaluated and give next steps.  More children accessing 5 a day active break. | Sustainable.  Suggested next steps:  Buying more APPs to support and give variety to brain breaks. |
| To share ideas for raising PE and embedding a creative curriculum with other PE leads. | 1. Meetings with DSSP membership. 2. Time for SH to attend meeting | 1.£1200  2. 106.89 | SH brought back ideas and been able to share with the rest of the staff.  Audits etc. | Provision is embedded in the school curriculum. All teachers are skilled in teaching a range of sports and sporting skills. Profile of PE is raised in the school. |
| Reception to have more access to being outside and developing gross motor skills. | New climbing equipment:   1. Climbing wall EYFS 2. Ladder attachments 3. Implementation by staff | 1. 696.99 2. 569 3. 70.20 | Children motivated to go outside. Taking more risks and progressing skills by equipment being regularly updated. | Learning is developed both inside and outside of the classroom. Physical activity is clearly valued. |
| Role models within the community come to inspire children to participate with Sport and worktop. | Gymnastic visit from Nationals Champion who is also an ex pupil. | - | Children inspired by someone in the local community.  Increased participation in extracurricular clubs through exposure to different sports. | To revisit and run a workshop with the children. |
| Improve Forest School Area and develop outdoor area so that children are active when reciveing their FOREST SCHOOL session | 1. Planting equipment 2. Balance beams 3. Other equipment | £1150.59 | All children will be engaged and active throughout forest schools sessions increasing wellbeing and readiness for learning. Children will experience and learn a range of new skills. | Provision is embedded in the curriculum offered and teachers are skilled up to teach forest schools |
| Books to promote physical education and a range of different sports and role models. |  | £54.71 | Children inspired to try different sports.  Physical activity valued and promoted by ALL. | Profile of PE is raised in the school. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 12% |
| **Intent** | **Implementation** | | **Impact** |  |
| **Your school focus should be clear** | **Make sure your actions to** | **Funding** | **Evidence of impact: what do** | **Sustainability and suggested** |
| **what you want the pupils to know** | **achieve are linked to your** | **allocated:** | **pupils now know and what** | **next steps:** |
| **and be able to do and about** | **intentions:** |  | **can they now do? What has** |  |
| **what they need to learn and to** |  |  | **changed?:** |  |
| **consolidate through practice:** |  |  |  |  |
| Time for P.E lead to co-ordinate events and lead the subject. | Observations and coaching sessions from SH to class teachers.  Time allocated for SH to create planning and vocabulary PowerPoints. | £160.33 | Pupil voice. Teacher feedback. Audit of confidence by all staff showed improvements. | Enhanced quality of teaching and learning across all year groups. |
| Teachers to develop questioning and vocabulary in PE lessons. | Complete PE planning with assessment and question sections.  Teachers to use Vocabulary PowerPoints before lessons. | £160.33 | The P.E curriculum and development will be outstanding and teaching and learning will be at least good/outstanding | Provision is embedded in the school curriculum  All teachers are skilled in teaching a range of sports and confident to assess this. The profile of sport will be raised across the school community |
| Develop teacher confidence with Dance.  Pupils to receive high-level dance workshop to improve their skills. | Year 2 pupils and teacher receive 6 week dance workshop. | £135.00 | Increased participation in extracurricular clubs through exposure to different sports.  Increased teacher subject knowledge. | Teacher to now independently lead the workshop next year. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 13% |
| **Intent** | **Implementation** | | **Impact** |  |
| **Your school focus should be clear** | **Make sure your actions to** | **Funding** | **Evidence of impact: what do** | **Sustainability and suggested** |
| **what you want the pupils to know** | **achieve are linked to your** | **allocated:** | **pupils now know and what** | **next steps:** |
| **and be able to do and about** | **intentions:** |  | **can they now do? What has** |  |
| **what they need to learn and to** |  |  | **changed?:** |  |
| **consolidate through practice:** |  |  |  |  |
| Afterschool club for PP children encourage children to try different sports. | To increase opportunities for children to access all sports. | £36.00 | Chid received workshop. Improved skills and enabled participation in a wider-curriculum activity. | Increased participation in extracurricular clubs through exposure to different sports.  Increased fitness levels |
| To have a creative and balanced curriculum with clear progression of skills. | All teachers to use COMPLETE PE. | £150 (repeated cost) | LTP showcase broadness. | Plans to be used next year. |
| Booster week of swimming for children in Year 2 that cannot swim 25m. |  | £50 | All children will be able to swim confidently. | Children leave Newdigate as confident swimmers. |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 4 % |
| **Intent** | **Implementation** | | **Impact** |  |
| **Your school focus should be clear** | **Make sure your actions to** | **Funding** | **Evidence of impact: what do** | **Sustainability and suggested** |
| **what you want the pupils to know** | **achieve are linked to your** | **allocated:** | **pupils now know and what** | **next steps:** |
| **and be able to do and about** | **intentions:** |  | **can they now do? What has** |  |
| **what they need to learn and to** |  |  | **changed?** |  |
| **consolidate through practice:** |  |  |  |  |
| To participate in DSSP interschool festivals. | Year 1 and Year 2 to participate in school festivals. | £280 for Y2 coach  £250 for Y1 coach | 26 Year 2 pupils attended Athletics completion at The Priory.  20 pupils attended Multi-sports at The Weald. | To re-enter teams for next year. |
| Medals to encourage competition for Sports Day. | To increase motivation for pupils. To teach them the importance of competitive sport. Preparing them for later sport events where winning and losing occurs. | £16.00 | Children understood the importance of being the best you can be to then win an event. Winners highlighted and celebrated. |  |

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| Signed off by | |
| Head Teacher: | Paula Bliss |
| Date: | 19.7.23 |
| Subject Leader: | S HAYDON |
| Date: | 18.7.23 |
| Governor: | L.Hanna |
| Date: | 20.7.23 |