



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

St Mary's C of E Primary
School
Penzance

Commissioned by the
Department for Education

Created by



Subject Leader: Daniel King

Aims: To improve the percentage of key indicators- based upon the audit from AFPE Scorecard.

- Key Indicator 1: The engagement of all pupils in regular physical activity- the chief medical officers guidelines recommend that all children engage in at least 60 minutes of physical activity a day, of which 30 minutes is in school.
- Key Indicator 2: The profile of PESSPA is raised across the school as a tool for whole-school improvement.
- Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and Sport.
- Key Indicator 4- Broader experiences of a range of sports and activities offered to all pupils.
- Key Indicator 5- Increased participation in competitive sport.

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.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> -All classes are now doing daily 'Active 10' activities during the school day, as well as their 2 weekly P.E lessons- this has resulted in an improved heatmap and physical fitness. - The girls' active leaders/ playground leaders have organised and led peer-to-peer games and activities, which promote active lifestyles. This has been highly successful and promoted the uptake of girls taking part in physical activity at lunchtimes and in afterschool clubs. - All teaching staff across the federation have taken part in 4 hours of additional P.E CPD this year. This has been through webinars or face-to-face training from the P.E lead. - The MTAs have used the new Active Playground plan to facilitate high levels of physical activity during lunchtimes- varying the sports and opportunities for all age groups. All MTAs received training for this. The feedback from children has been extremely positive with many children commenting on the range of new activities on offer. These include scooters, turbo trainer bikes, balance bikes and giant garden games. In the spring/summer term, we took classes into sandy park at lunchtime- promoting further physical activity and allowing for further space in playground for games. - The school has been represented at both regional and county levels for sport this year- which is highly impressive after 2 years of Covid restrictions. -The afterschool club provision has improved with 6 different sports clubs each term. The new clubs being run this year include; surfing, cycling and karate. - children have taking part in an afterschool sports club this year. -..... children have attended a regional sports competition this year. children have attended a county sports competitions this year. all staff across the federation have been given CPD training on the delivery of effective P.E, active breaks and assessment of P.E. - A new assessment system has been rolled out across the federation, which assesses physical, social, cognitive and well-being development. The staff have been trained on this and the importance of using My personal best to develop the whole child 	<ul style="list-style-type: none"> -Need to ensure the rollout of the new assessment system in P.E is effective at identifying gaps of weakness in the curriculum. -Need to further develop the use of the My Personal best resources to ensure the whole child is being developed through P.E. This will need to be promoted in school assemblies/ display boards and closely linked to our school values. -To improve the teaching and assessment of swimming, by using the new STA swimming school's scheme. -To roll out swimming lessons for KS1 children. -To use girls' active leaders to promote well-being and sport for the whole community. -To continue to widen our afterschool provision for sport and set up new links with Penzance kayaking club. -To ensure that all P.E lessons are at least at a good standard with children developing their language and love for sport. -To further develop the whole child in P.E and their personal development through values in sport.

(personal development) through P.E.

Action Points from the PESSPA audit and last year's Sports Premium review:

Main Action points for 2021-2022:

- **KI3-** To ensure that all teachers are confident and proficient at delivering P.E/ Physical activity- using our new P.E curriculum planning tool and personal best values (which our linked to our school values).
- **KI5-** To ensure that all children partake in intraschool competitions.
- **KI5-** To have a higher percentage of pupils taking part in Inter-school sporting competitions and festivals.
- **KI1/KI2-** To set up Girls Active and Playground Leaders- to promote physical activity and enjoyment in sport.
- **KI1-** To measure the physical activity of all pupils in school- ensuring that all children are active for 30 minutes in school.
- **KI1-** To measure the physical activity of pupils outside of school- to set up initiatives for less active children.
- **KI3-** To ensure the effective implementation of assessment in P.E, School sport and swimming.

Additional action points for 2021-2022

- **KI3-** To provide further develop CPD for teaching of gymnastics, dance, swimming and team games- as per the staff survey/ end of year audit.
- **KI3-** To have 100% of children in year 6 swimming at least 25m before they leave KS2.
- **KI5-** To have sports teams competing at regionally with other schools again.
- **KI2-** To develop the outside markings so it promotes greater physical activity.
- **KI4-** To continue develop our afterschool provision for KS1 Children.

Total amount carried forward from 2020/2021

+ Total amount for this academic year 2021/2022= 17,340

<u>Meeting national curriculum requirements for swimming and water safety</u>	
Priority will be given children performing safe self-rescues, even if they do not fully meet the first two requirements of the NC programme of study, due to our locality with the sea.	
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 2022.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	87%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	We have used some additional funding for swimming teachers and minibus transport.

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: 2021/22		Total fund allocated: £		Date Updated:	
<p>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</p>					Percentage of total allocation:
					59%
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?:
<p>To measure the physical activity of all children, with all children achieving 30 minutes active- aspiring towards 40 minutes active in school.</p> <p>To measure the physical activity of KS2 pupils outside of school, so that less active initiatives can be set up effectively.</p>		<p>With all staff- monitor our school curriculum heatmap, Active 30 timetable and play leader/girls active challenges, to ensure that all children are physical active for 30 minutes daily.</p> <p>Subject lead to demonstrate new activity tracking software. Subject lead to create a digital survey, which collates the children's sporting activities, outside of school.</p> <p>Purchase pedometers and physical activity trackers to be used by classes. (Heart rate monitors).</p>		Subject leader time (2 afternoons- £350)	<p>100% children have been sustained 30 minutes active through an average of 2 and half hours per week- by completing 2-weekly P.E lessons, daily active breaks in class and physical active lunchtimes with active challenge times.</p> <p>Digital survey has been completed by KS2 children. Girls' active and playground leaders have organised activities and games that encourage less-active participants. Less active participants have been encouraged by the P.E lead to take part in these activities. The children who were</p>
					<p>Sustainability and suggested next steps:</p> <p>Next step: Buy pedometers or H.R.M to analyse the rate of physical activity levels.</p> <p>Sustainability Update the Active 30 heatmap/timetable and promote to new staff in September.</p> <p>Sustainability Using data and responses from this year's survey, role out new development opportunities for less active pupils.</p>

<p>To install new playground markings to help facilitate active playtimes.</p>	<p>Meet with sports council and to devise new active markings for playtimes and P.E lessons. Subject lead to get quotes and discuss with Sports council.</p>	<p>£2500</p>	<p>identified as less active, were selected for Cornwall school games festivals- with 22 new children taking part in a Cornwall festival games.</p> <p>Using the survey data from last year, we also put on new afterschool clubs to promote less-active children- this include surfing, cycling and karate and multi-sports (with child led ideas).</p> <p>Unfortunately, this has not been possible this year due. However, new play areas have been allocated for active play zones. This will be installed in autumn and has been paid for.</p>	<p>Next step: share the less active data with MTAs/ staff who can target specific children at lunchtimes.</p> <p>Next step: Arrange for a quote and install in Autumn 2022.</p>
<p>To increase the knowledge and skills of all staff, when using Teach Active and Active Blast resources- to promote good well-being and higher physical activity levels.</p>	<p>All teachers to have refresher training on this software. Subject lead to provide further training on the Active timetable and monitor the impact of this in staff meetings/ pupil conferencing.</p>	<p>As part of PPE costings (£4000) + CPD Afternoons £350.</p>	<p>P.E lead led P.E training for staff. This reviewed all of the resources and consolidated new ideas through an Active 30 timetable.</p>	
<p>To develop effective playground and girls' leaders.</p>	<p>Organise and facilitate training for playground leader and girls active training.</p>	<p>£300 for supply.</p>	<p>8 year 5 children were trained in Girls' Active. They have range a range of games/ activities for younger year groups. This was hugely successful and positively commented upon in Pupil voice surveys.</p>	<p>Sustainability: Get the leaders to organise new training for other girls.</p> <p>Next step: Girls' Active leaders to run assemblies which promote the importance of physical exercise. L.M to lead on this.</p>

<p>To increase the number of children attending an after-school sports club- in particular KS1.</p>	<p>Provide new and exciting after school clubs, which provide the children with a range of skills. PE lead and class teachers to emphasise the importance of attending one of these clubs.</p>	<p>£1200 for sports specialist. £400 for staffing and new equipment</p>	<p>We had a 36% increase in KS1 children taking part in afterschool sports clubs. This was due to a multi sports club for year 2 and 'Fun with Fitness' club for reception and year 1. In pupil voice, all KS1 children, who attended, commented highly about these clubs.</p>	<p>Sustainability: Continue with these clubs for KS1.</p>
<p>To develop an outdoor fitness area that can be used in all weathers.</p>	<p>Research and get quotes for an outdoor pergola which has a closing roof. Using a separate budget, develop the flooring and outdoor area so that it can be used for fitness sessions/ outdoor games- due to the hall small and not always being available.</p>	<p>£4,600</p>	<p>Although this hasn't been installed yet, the area has an active plan in place, which has enabled the children to do their fitness sessions during the summer term. This will be installed in the autumn, ready for any wet days.</p>	<p>Sustainability: This project should last 10 years+ and allow us to target all children to develop their fitness outside. It will also be used by girls' active and for after school clubs.</p>
<p>To purchase playground equipment that can be used to develop children's activity levels and ensure that they are competent in their progression of skills and knowledge in relation to P.E.</p>	<p>Subject leader to purchase effective equipment for the development of P.E and extra-curricular lessons.</p>	<p>£2200</p>	<p>The equipment purchased will enable a broader range of sports to be offered in afterschool clubs and ensure that P.E lessons are taught effectively. The equipment (tennis rackets, hockey sticks, netball post etc.) will last for many years and all teachers agreed that this has helped them improve their teaching of P.E. The student survey also commented upon the new equipment and the more engaging lunchtimes because of this.</p>	<p>Sustainability: Most items purchased should last 6 years+ and haven't been purchased for over 8 years.</p>
				<p>Percentage of total allocation:</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

7%

Intent	Implementation		Impact	
To develop the girls' active group, to raise the profile of girls in sport.	P.E lead to work with adult leaders to develop the girls active initiative. Start with promotion and then work towards inspiring other girls' groups to be more active.	P.E supply (7 afternoons) £500	As mentioned above, this has had an impact on children taking part in physical activity at lunchtimes. It has also resulted in 22 new KS2 children taking part in afterschool clubs or competitive events.	Sustainability: Girls' active display board with further resources and ideas- including club link forms.
To develop the sports committee, so they can organise and run sporting events throughout the year (interschool and whole school initiatives).	D.K to meet up with the committee, once each half term to organise intraschool competitions. The children to then advertise this to the other classes.	As above.	This has not been as effective due to high levels of Covid and unsuitable conditions in the school field. In the summer term, all classes completed at least 3 intraschool competitions with other teams or classes.	Next step: Get the new sports committee to plan our competitions throughout the school year. They need to promote these in assemblies and lead where possible.
To develop the profile of PESSPA, after COVID.	Develop the sports notice board- with upcoming events and run another successful sports and well-being week, to emphasise the important of sport in improving overall well-being- linked to the P.E Intent.	As above.	Sport has been a focus in many of the school newsletters and celebration assemblies. It has also been promoted through our school Facebook page. The children have been given club link forms following any blocks of work with local sports providers- Karate, tennis, gymnastics, canoeing, surfing.	Next step: When the hall walls are safe for display boards, we will continue with posters and fliers being on display.
To develop a child's well-being and academic abilities by using effective active breaks.	Provide further CPD for staff, on the importance of active breaks and how these can promote effective learning in other areas of the curriculum.	As above	Through effective CPD with staff, all children are now having regular active breaks, which are varied and engaging, plus their P.E sessions and active lunchtimes. The pupil voice said that 91% of pupils agree that these initiatives have supported their well-	

			being and academic abilities (concentration) in other areas of the curriculum. 95%	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Percentage of total allocation:
7%

Intent	Implementation		Impact	
To ensure that all teachers are confident and proficient at delivering the P.E and Physical activity curriculum- using our new curriculum planning tools.	Subject lead to provide mentoring sessions with teachers (across both schools) to help facilitate high quality P.E and develop teachers' knowledge and skills.	Supply cost, 3 afternoons. £250	All teachers have said that they feel more confident with the delivery of the new P.E curriculum. They stated that the staff training, which looked at concepts, progression and structure, helped improve confidence and proficiency.	<p>Sustainability: To have a review session, following on from the summer term training. This will concentrate on the development of effective assessment of the whole child in P.E. Provide more detail CPD for any new staff.</p> <p>Next step: Use further webinars or face-to-face training for specific gaps in knowledge or confidence. Move over to the STA school swimming programme to assist with CPD development in the teaching of swimming.</p> <p>Next step: Look at further CPD from Penwith schools trust,</p>
To provide specialist C.P.D, (for areas of weakness in P.E- as per staff surveys).	Subject lead to organise specialist coaching and mentoring for teachers in the following sports: -Swimming - Invasive games (rugby, handball) -E.Y.F.S- Ball games -Net and Wall -Gymnastics -Dance	As part of PPE fund. Staff meeting- no cost.	Due to high levels of Covid, this has been hard to achieve in full. Whole staff CPD in P.E looked at the development of the P.E curriculum and resources to support. Staff have been sent webinars for specific sports, with some staff taking part in these.	
To enhance the knowledge and skill of Mealtime assistants, in delivering	Subject lead to meet with MTA staff and discuss playground	No cost, as part of P.E time.	All MTA's have taken part in in-house training. They were provided with games booklets and	

<p>active playtimes.</p> <p>Subject leader to monitor the quality of P.E lessons, and provide mentoring/modelling, where applicable.</p>	<p>layout, safety, and age specific games.</p> <p>Subject lead to create a folder of these activities and meet with playground leaders/ MTAs to ensure they are effectively managed.</p> <p>Subject lead to complete a learning walk, with a specific focus, to monitor the current quality of P.E lessons. Subject lead to setup a mentoring and coaching schedule to support any teacher who needs further support.</p>	<p>No cost.</p>	<p>playground timetables/ plans.</p> <p>There has been a follow meeting to discuss the rollout of these initiatives. The response has been positive.</p> <p>This has not been possible due to high levels of COVID and no supply cover. This will be a priority for Autumn 2022.</p> <p>CPD Training has been given throughout the year on the effective teaching of P.E. Staff have watched webinars and taken part in face-to-face training.</p> <p>Pupil voice stated that 100% of children enjoyed their lessons and thought their P.E lessons were effective and teaching them something new.</p>	<p>around the effective engagement of less active pupils.</p> <p>Next step: Arrange monitoring visits for the Autumn term.</p> <p>Next step: Work with specific teachers, following feedback from staff surveys, to develop their skills in teaching P.E, by coaching and mentoring them.</p> <p>Sustainability: Using evidence from the staff surveys/ CPD feedback forms, decide upon the most effective CPD for next year.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 15%

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:	

<p>To continue to deliver a broad range of after school sports clubs, which promote physical activity and enjoyment in sport.</p>	<p>Create a long-term plan for after school clubs, which goes alongside competitive regional events. Involve sports specialist coaches in after school clubs i.e After school surf club Ensure that all clubs have signposting to additional opportunities- promote this in assemblies and on the sports notice board.</p>	<p>As part of funding for additional staff.</p>	<p>84% of children in KS2 took part in an afterschool club this year. That is an increase of 2%. The pupil voice commented upon the new clubs on offer.</p>	<p>Sustainability: Continue to provide the new additional sports clubs that we provided this year.</p>
<p>To utilise the PPE (Penwith Primary sports) offer so all children (over the course of a key stage) have a variety of sporting opportunities.</p>	<p>Through the PE cluster, children take part in Bikeability, Balanceability, sports for tots, gymnastics, surfing and rugby- with local club links.</p>	<p>As part of PPE fund.</p>	<p>We put on 4 new clubs (karate, surfing, cycling and fun with fitness). All clubs run by outside professionals involved signposting- surfing, tennis, karate. Taster assemblies/sessions were organised for tennis, cricket and canoeing.</p> <p>78% of KS2 children took part in a regional or country festival/competition. This is an increase of 65 % from last year (this was mainly due to Covid)</p>	<p>Continue with our partnership Mounts Bay Academy to run effective multi-sport clubs and cycling opportunities.</p> <p>Next step: To develop our provision of hockey and netball, so we can compete in the Penwith schools league.</p>
<p>To continue surf safety days in KS2 to develop the children’s experience of our local area and surroundings- engaging them to be safe and active outside.</p>	<p>Through the P.E cluster, all KS2 classes with have a surf safety day. Additional staff will be released to support transportation.</p>	<p>As part of PPE fund, with additional £600 to fund 2 additional classes.</p>	<p>All KS2 children took part in a surf safety day at a local beach. There was an additional surfing day for year 5 and a surf club in the summer term.</p>	<p>Next step: To organise 2 surf safety days for every KS2 class. This will help ensure that every child is safe on local beaches and confident in the sea.</p>
<p>To develop the gifted and talented provision in P.E and school sport.</p>	<p>Subject lead to provide training to staff on children as leaders in P.E- showing how the curriculum tool allows for differentiation. G+T children to have additional</p>	<p>Subject afternoon across both schools and work with PPE.</p>	<p>There have been 2 separate events for gifted and talented children this year. These children competed or performed with other G&T children in local</p>	<p>Next step: To look at the G&T provision in P.E lessons and how this looks different to expected.</p>

<p>To engage more children in surfing and beach safety.</p>	<p>Organise and facilitate afterschool surf club, to develop extracurricular provision and promote safe use of the sea. This will also target some of our less active children in a new sport.</p>	<p>termly opportunities with other G+T children in the PPE, to enhance their experiences, knowledge and skills.</p> <p>(cost £150)</p> <p>£800 to facilitate lower cost of surfing+ staffing and transport.</p>	<p>schools. Talented children have also been chosen for regional competitions and signposted where appropriate.</p> <p>In addition to this, all pupils said: 74% of children said they would consider a career in sport. This is an increase of 20%, when compared to last year's survey.</p> <p>This proved hugely successful. All children who took part made significant progress in their ability to surf and be water confident. All children said that they would feel more confident in the sea and agreed that it had improved their fitness levels+ 2 hours of extracurricular sport a week.</p>	<p>Sustainability: Look to organise this again next year with new children. Purchase some Robie to ensure that the children can change effectively in a public place.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				6%
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 have school teams (following on from Covid recovery) competing at regional level.	Subject lead to organise these events and ensure staffing and transport arrangements.	+£1000 for transport and swimming teachers.	Following on from Covid outbreaks, we have had football, tennis, cycling, athletics, cricket and swimming teams competing in regional events. This is 92% increase when compared to the last two years. We have also had 3 teams represented at County level.	Next step: Set up a netball club to enter the Penwith League. Align our multi-sport club with upcoming competitions, as we did in the spring/summer 2022 term.
To have a high percentage of children taking part in interschool festivals and competitions (at local and county level).	Sports council and subject lead to promote upcoming events and training sessions.	No cost	Through Autumn and early spring, this was not possible, due to high levels of Covid sickness. However, in the summer term, all classes took part in at least 6 intraschool competitions. This was hugely successful, with a positive response for all stakeholders in surveys/ pupil voice. A new cup has been bought and a competition framework drawn up for year 6 leaders.	Sustainability: Continue to promote the importance of sport for well-being and ask staff to help with the afterschool clubs, so we can continue to offer an excellent array of sports.
To ensure that all children partake in intraschool competitions termly.	All staff to plan for termly festivals (intraschool competition) into their P.E lessons. In addition to this, there will be 3x Key stage festivals, planned by the subject lead and sports council (Covid permitting).	P.E supply cover. £150		Next step: Plan out intraschool sports on a yearly calendar.

Other indicator identified by school: Additional swimming sessions- following on from COVID recovery.				Percentage of total allocation:
				6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To have all children by the time they leave year 6, swimming at least 25m.	Swimming for all children in KS2 this year, with the aim of KS1 joining- if there are pool slots available. All children to have at least a term of high-quality swimming lessons, which follow a progressive scheme of learning.	£700 for additional staffing and transport cost.	This is the first year in which we have had 100% of year 6 children swimming more than 25m using one recognised and stroke. This is an 8% increase on last year. The year 6 children took part in termly swimming and had top-up sessions if this was required.	Sustainability: With new staff, we need to train up additional teachers to become competent teachers of swimming, using our new scheme of work.
To have a greater percentage of children swimming over 25 metres, with various strokes.	Top-up swimming courses for those not swimming 25m, after their term of swimming.	£300 for additional staffing and transport cost.	Although we had huge success in 25m+ swimming, the percentage of those children swimming multiple strokes has dropped. This is in part due to Covid and the lack of swimming teaching over the last few years.	Next step: Try to book a summer slot for swimming, so KS1 children can start their swimming sessions.
To have all children, by the end of year 6, performing self-safe rescues in various water conditions.	Subject lead to revisit the swimming policy and progression documents, with staff, so they can implement this. All children in years 5 and 6 to complete safe rescues in the swimming pool (as part of swimming lessons) and the sea (with RNLI'S hit the surf programme and Global boarders surf safety days).	Subject leadership time £150 + staff meetings (no cost).	Through successful CPD with staff, all staff were aware of the importance of safe-self rescues, and this was embedded into our swimming curriculum. In addition to this, our higher achievers took part in a life saving awards and all swimmers performed safe rescues in the sea and pool.	Next step: Use the STA schools academy swimming plans to ensure all staff are competent at teaching swimming progressively and that we have a great buy in from children and parents with their levelled awards. This will be further promoted through assemblies. Sustainability: Ensure new staff are aware of the swimming progression

				documents and policy for teaching swimming and self-safe rescues.
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	