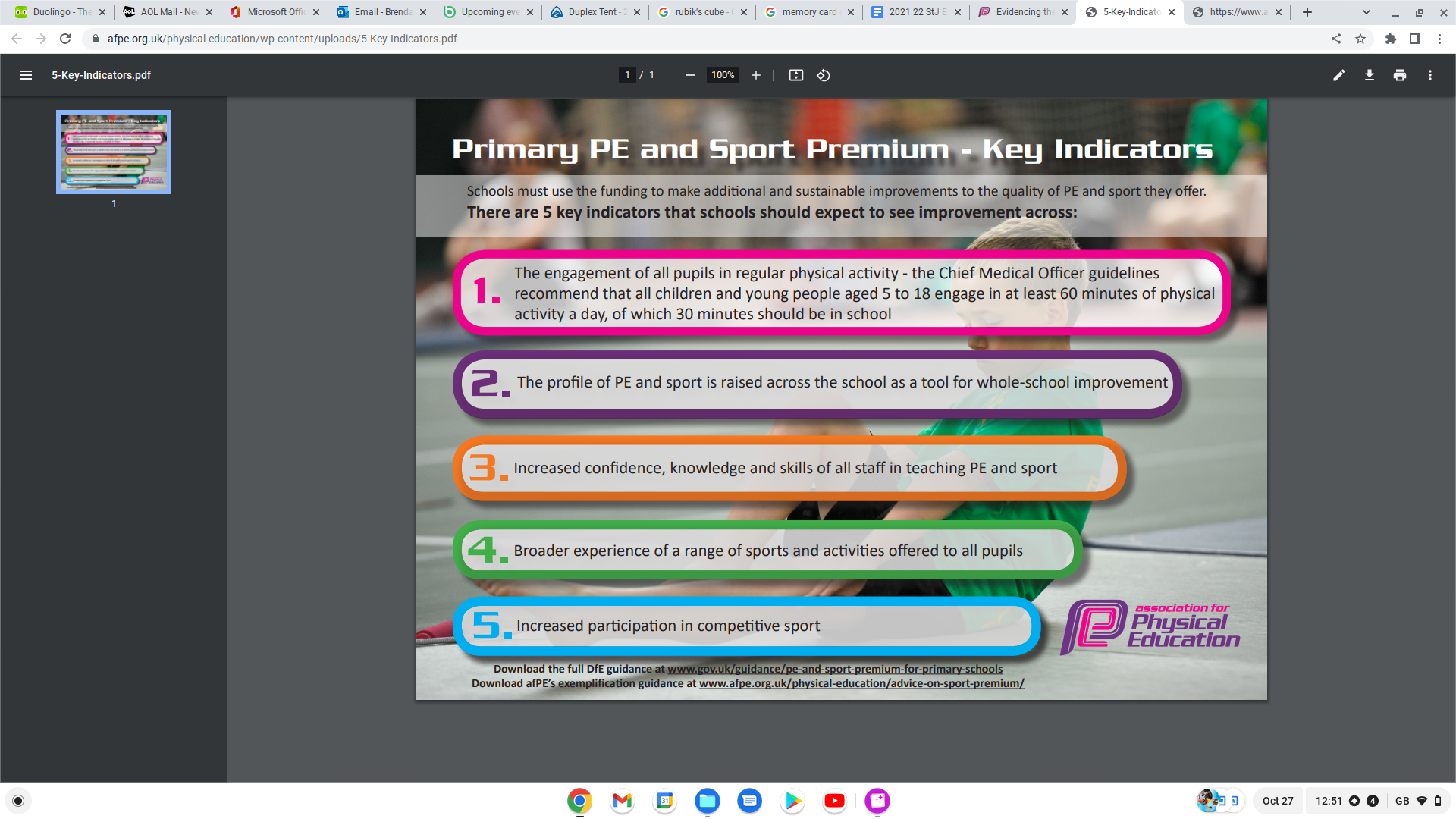
**Swainswick 2021-22**





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| Key achievements for Swainswick Primary to July 2022: | Areas for further improvement and baseline evidence of need: |
| Online lessons/PE challenges by PE Lead :  <https://www.youtube.com/channel/UCyUa6kpsByDS7fZtOy5SCFA/videos>    Previously bubbled playtime equipment now shared between KS1 and KS2 for regular use.  PE lead had time to reflect and contribute to wider PE community  <https://issuu.com/healthyfutures/docs/healthy_futures_3_final_399730fa107fd0?fr=sMzFjMTI5MTA4Nzg>  <https://peumbrella.com/under-the-umbrella-with-brendan-rouse> | Swimming stopped during Covid Pandemic although we had daily booster sessions in 2022 which were successful for our Yr 3/4 pupils, there was less progress with our Yr 6 non swimmers.  Next year we will have a further 8 non swimmers in yrs ⅚.  Skills but also resilience of our pupils post-pandemic are not where we would expect - a lot of fundamentals need to be revisited. |

Did you carry forward an underspend from 2020-21 academic year into the current academic year? No

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| **Academic Year: September 2021 to March 2022** | **Date Updated:**  **Sept 2022** | **Updated by:**  **Mr B Rouse** |  | |
| What Key indicator(s) are you going to focus on?  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  Key indicator 2: The profile of PESSPA being 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 experience of a range of sports and activities offered to all pupils  Key indicator 5: Increased participation in competitive sport | | | | Total Carry Over Funding: |
| **£0** |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear how you want to impact on your pupils. | Make sure your actions to achieve are linked to your intentions: | Carry over funding allocated: | Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PE, SS & PA have made to pupils re-engagement with school. What has changed? | Sustainability and suggested next steps and how does this link with the key indicators on which you are focussing this academic year? |
| Pupils to have better understanding and skills to motivate themselves to practice personal challenges.  Resilience and mental fitness in competitive games | Regular (daily) time to practice endurance or trickier skills.  PE lessons to include a game element where the pupils will experience success and not coming first. |  | Pupils able to run for longer.  Pupils to be able show progress on personal challenges: skipping, juggling  Pupils know that they will not win everytime, that failing can be part of the learning process. | All staff to be aware of tricky, trickier and trickiest progressions on a range of personal physical challenges.  Regular opportunities for pupils to experience being champions and challengers |

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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. | 42%  Five out of 12 pupils did not complete 25m. |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 42% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 42% |
| 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 – Yr 2/3 will continue to access normal swimming but due to Covid we need to run intensive top-up for Yr 4/5/6. |

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| **Academic Year:** 2021/22 | **Total fund allocated:** £16,630 | **Date Updated: 15th October 2022** | |  |
| **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: |
| 92% |
| **Intent** | **Implementation** | | **Impact** | £15296 |
| What you want the pupils to know and be able to do | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | What has changed?: | Sustainability and suggested next steps: |
| Staff have understanding of the impact on pupil’s learning and health of Daily Physical Activity.  Pupils have an understanding of the impact on learning and health of Daily Physical Activity – aware of heartbeat.  Regular brain/fitness breaks during curriculum time  bikes for EYFS pupils | PE specialists to teach all classes the importance of physical activity.  All pupils to know how to do a warm up and to be able to show a ‘heartbeat puppet’.  Gonoodle and other activity websites usedin curriculum time. | £7765 BR  £7651 Progressive Sports | Staff/Pupils familiar with activity websites: Gonoodle  BBC Supermovers  Joe Wicks Bodycoach  Online wake and shake includes all pupils and many parents, pre-schoolers.  All pupils can identify where their hearts are and demonstrate activities to get it beating faster and harder. | Find new websites: tiktok  Jumpstartjohnny  5-a-day  Whole school to use stopwatches for 5 min or 1 mile runs. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 1% |
| **Intent** | **Implementation** | | **Impact** | 161 |
| What you want the pupils to know and be able to do | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | What has changed?: | Sustainability and suggested next steps: |
| Make sure Swainswick has all the equipment it needs for PE lessons and playtimes | Staff, coaches, Lunchtime supervisors and pupils identify what equipment is needed: | £161 | PE has a member of teaching staff driving it forward ensuring that it keeps a very high profile | Rotate teacher leading PE to prevent gender/age stereotyping  Pupil voice to convene to discuss what equipment would help improve playtimes/PE |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 3% |
| **Intent** | **Implementation** | | **Impact** | £440 |
| What you want the pupils to know and be able to do | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | What has changed?: | Sustainability and suggested next steps: |
| New Scheme of Work | Get set4PE | £440 | Staff more confident with easy to use curriculum planning | PE lead to observe teachers leading their PE lessons to check and support understanding and delivery, esp skill acquisition. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 4% |
| **Intent** | **Implementation** | | **Impact** | £613 |
| What you want the pupils to know and be able to do | Make sure your actions to achieve are linked to your intentions: | Funding allocated | What has changed?: | Sustainability and suggested next steps: |
| Take part in wider range of sport and physical activity  Yrs 3-6 taken to Bath on Ice  Yr 6 taken to trampoline park  Yr 4/5/6 went to Rugby Festival | Links to Avon Rugby Club | Transport and entry to events  £613 |  | Talent Tuesday  Real and virtual talent competitions where we can showcase range of skills. (we did this during lockdown)  If inspired invite external activity leaders to share their skills. |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 0% |
| **Intent** | **Implementation** | | **Impact** |  |
| What you want the pupils to know and be able to do | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | What has changed?: | Sustainability and suggested next steps: |
| Cross Country event at St Mark’s  Dodgeball Club had fixture with St John’s  Dodgeball Club had fixture with Batheaston  Inter-house netball | All Yr 4/5/6 took part in cross country and rugby festivals  Some pupils who describe themselves as non-sporty took part in the dodgeball matches |  | Some pupils have recorded how with practise they have improved their personal best scores.  Club targeted some of pupils who do not usually take part in sports clubs. | Introduce personal challenges  in prep for cross country and quadkids teach/practice events in PE lessons  Pupils sign up for sports fixtures they may be interested in e.g swimming, football etc so viability of team is known and can be prepared in advance of festivals. |

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| Signed off by | |
| Head Teacher: |  |
| Date: |  |
| Subject Leader: | Brendan Rouse |
| Date: | 1st September 2022 |
| Governor: |  |
| Date: |  |