## Swimming and water safety

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| Meeting the swimming and water safety national curriculum requirements | |
| What percentage of Year 6 pupils can swim competently, confidently and proficiently over a distance of at least 25 metres? | 70% |
| What percentage of Year 6 pupils can use a range of strokes effectively, for example, front crawl, backstroke and breaststroke? | Unable to report |
| What percentage of Year 6 pupils can perform safe self-rescue in different water-based situations? | Unable to report |
| Has the Primary PE and Sport Premium been used to provide additional provision for swimming activities over and above the national curriculum requirements? | No additional time available |
| Unfortunately the year 5 and 6 classes planned swimming sessions in Autumn had to be cancelled due to Covid.  Time at the local pools is at a premium and we have not been able to get any other time from the local provider for the children to swim.  Consequently, we have no swimming data for year 6 for 2021 – 2022 apart from the time the year 6 children spent in the pool to school. We were only able to ascertain that they could swim 25m and not some of the other proficiencies we would normally. | |

Spending impact report for 2021-2022

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| **Funding received** | |
| Number of eligible pupils: **208** | Total amount received: £**17749** |
| Funding rate: **£85 per child** | |
| **Objectives** | |
| 1. To increase the overall fitness of the children. 2. To improve the mental health and wellbeing of KS2 pupils 3. To create a range of CPD opportunities to improve PE teaching. 4. Children to take part in a wide range of activities and games through additional curricular opportunities. | |

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| Objective one: To increase the overall fitness of the children. | | | | Percentage of total spending |
| 67.6% |
| Actions taken | | Funding spent | Evidence and impact | Sustainability and suggested next steps |
| 1 | Full of Beans- to facilitate games and skills at lunchtimes – active playground to support them being active for at least 30 minutes a day.  Work with Middays to provide a range of games and ideas to ensure children are active during break times and lunch times.  Ensure Y5/6 children are confident in the training that they receive to act as playground leaders to support games and play and offer training to year 5s.  Play leaders to encourage EYFS/KS1 to play a range of games.  HYPE coaching provides smaller, focussed group learning. | £ 8390 | Engagement has been high and far more children have been involved in organised play. Thus improving their overall skill, knowledge and fitness. | This is sustainable within the sport spending.  We need to further develop the use of children to lead activities. |
| 2 | To ensure equipment at lunchtimes is relevant and well stocked to support active playground initiative. | £500 | Pupils enjoy playing with the equipment – particularly ropes, hoops, stilts and hoppers. | Regular updates needed as equipment generally lasts half a year before the need to be replaced. Look to buy some bigger games for greater interaction between children. |
| 3 | To raise standards in swimming. | £3120 | Pupils in the early parts of the year enjoyed and progressed in their basic swimming confidence and competence | It is becoming increasingly difficult to get time in the pool at our local baths. See above for ways forward. |
| Objective two: To improve the mental health and wellbeing of KS2 pupils | | | | Percentage of total spending |
| 12.9% |
| Actions taken | | Funding spent | Evidence and impact | Sustainability and suggested next steps |
| 1 | Mini Mermaids and Young Tritons Programme for KS2 boys and girls. | £2955 | This has been successful. The children enjoy the programme and it supports the development of resilience, confidence and fitness. We see improved levels of concentration in class and more positive interactions between the groups. | Look to run in year 3 only as most of the children in KS2 have done this already. |
| Objective three: Children to take part in a wide range of activities and games through additional curricular opportunities. | | | | Percentage of total spending |
| 24% |
| Actions taken | | Funding spent | Evidence and impact | Sustainability and suggested next steps |
| 1 | Increased the breadth of activities on offer primarily through the use of Full of Beans | £4268 | Some clubs have been well attended though Covid in late Autumn and Early Spring has impacted the growth in attendance. | Analyse which activities have been best attended.  Look at skill set of staff to potentially increase the offer. E.g. child yoga/mental health approaches. |
| 2 | To arrange as many competitions as possible.  To work closely with Woodchurch High School and Edsential to ensure range of provision.  To look ahead and deliver activities to complement upcoming events and competitions. |  | Competitions across the Wirral have been curtailed in Autumn and Spring due to Covid though has picked up again in Summer. We have attended all that we have been able to. | We still need to ensure that a strong calendar of events is programmed to ensure greater participation and really look to ensure that a calendar of competition is created to keep a momentum. |

## Impact summary

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| **Impact area** | **Summary** | |
| What has been the impact on pupils’ participation? | The stop/start nature of the first half of the year has impacted on participation. In some clubs attendance has been really high. In others, where we may expect high participation such as football, it has been low. This does seem to be linked with certain classes in upper KS2. We have recently conducted a pupil voice survey to ask the children what kind of offer they would like. | |
| What has been the impact on pupils’ attainment? | In a year that has been disrupted with absences standards in PE have fallen. Broadly speaking there has been a drop off in general fitness, flexibility and social and communication skills. 60% of children are at expected. | |
| How has the premium allowed pupils to develop active lifestyles? | It has most certainly allowed our playground to be very active during lunchtimes and playtimes. This has been observed by several visitors to the school.  They have been able to explore a range of sports and games that they don’t always get the chance to experience as much of. Though it is always interesting to see what they will and won’t go for. E.g. Cricket was not popular. I think this is due to the unfamiliarity of it. Rounders was similar.  Programs such as Mini Mermaids and Young Tritons have benefited a large number of pupils many of whom are not that active, lack confidence and took a huge leap forward during the 10 weeks. This is particularly evident when doing the 3 mile run. | |
| How will the school sustain the improvements? | Our current plan has worked in terms of raising activity.  PE lessons are generally of a good standard though identified teachers need some CPD focus next year.  We now need to focus on pushing healthy eating at home which is a big challenge for our parents for a range of reasons.  We are going to introduce the ‘Daily Mile’ from September. This will be a good measure in seeing how fitness improves.  We need to identify how this Mini Mermaids/Young Tritons could be progressed/made different for children possibly needing similar follow up work.  Consider the benefits for physical and mental health in military style education and forest schools – particularly for our key stage 2 pupils. | |
| Key achievements to date | | Areas for further improvement |
| Regular lunchtime activities.  A wide range of clubs and opportunities for all children. | | Greater focus on healthy eating – focus on packed lunches.  CPD for new staff.  Continued development of PE passport to enable us to increase how we use data to inform our strategy.  Are there other wellbeing elements that we need to explore which could benefit the children?  How can we get more time swimming for our children? The pool to school has been booked for next summer. Can we explore other pools further away and use the school mini bus to get the children there? |