

19/20 PE and Sports Premium Audit and Guidance Tool

This tool has been created to support schools to review their current provision and reflect on what is already in place in their schools, then allowing schools to prioritise key areas of focus for the forthcoming year.

This tool also includes the template of what schools will need to complete and publish by 31st July 2020.

DfE Guidance on Sports Premium Funding

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

There are 5 key indicators that schools should expect to see improvement across:

1. the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school;
2. the profile of PE and sport is raised across the school as a tool for whole-school improvement;
3. increased confidence, knowledge and skills of all staff in teaching PE and sport;
4. broader experience of a range of sports and activities offered to all pupils;
5. increased participation in competitive sport.

What cant it be used for?

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements
- teach the minimum requirements of the national curriculum - including those specified for swimming (or, in the case of academies and free schools, to teach your existing PE curriculum)

Maintained schools, including those that convert to academies, must publish information about their use of the premium on their website by 31st July 2020

Schools must publish:

- the amount of premium received
- a full breakdown of how it has been spent (or will be spent)
- what impact the school has seen on pupils' PE and sport participation and attainment
- how the improvements will be sustainable in the future
- how many pupils within their year 6 cohort can do each of the following:
 - swim competently, confidently and proficiently over a distance of at least 25 metres
 - use a range of strokes effectively
 - perform safe self-rescue in different water-based situations

If selected, schools must also take part in a sampling review to scrutinise their compliance with these conditions

Sports Premium Allocation 2019-20	Money carried forward from last year	Total Allocation 2019/20	Amount not spent (Due to Covid 19 – plans changed or cancelled)	TOTAL SPENT
£17,940.00	£2,287.30	£20227.30	£7,487.58	£12,739.72

Key Indicator 1 – The engagement of all pupils in regular physical activity - (30 active minutes every day)

Questions for baseline assessment –

- Does your school have a clear physical activity policy, which is implemented effectively?
- Do you know how active your children are?
- Do you have regular active lessons other than PE?
- Is your school aware of target groups of physically inactive pupils and do they address the barriers they face?
- Are positive attitudes to physical activity fostered within school?
- Does your school offer informal activity opportunities such as active breaks, active travel and other play schemes?
- Are pupils consulted about the activities on offer?
- Are staff encouraged and trained to inspire learning through active lessons?
- Is there a culture of children being active throughout the day?
- Do staff know the benefits of regular physical activity (emotional wellbeing, social as well as physical)?
- Do the positive attitudes to healthy lifestyles pervade school and the wider community?

What are your school's key achievements to date?

- All children access 2 hours of PE per week.
- Many children demonstrate positive attitudes to PE lessons – Questionnaire data shows vast majority of children enjoy physical activity and PE lessons
- The context of sport is regularly used in other curriculum lessons such as Being Healthy in Jigsaw (PSHCE) and as a whole school theme e.g. the Race for Life thus raising the profile and importance of the subject.
- Pupil voice is regularly sought
- Whole school staff training – structure of an outstanding PE lesson, Active English and Maths
- Range of after school clubs offered
- Range of lunchtime clubs on offer
- Personal challenges sent by the school APP each week to encourage families to participate in a healthy challenge.
- Sports leaders/ambassadors used to support activities at lunchtime.
- Lunchtime provision supported by FITT4 3 times per week to encourage active play and additional opportunities to play sport (clubs).
- Let's Get Healthy initiative (2018-19) supported in giving healthy message and we implemented reward system to encourage healthy food choices and physical activity

What are your areas of focus for 2019- 2020?

- For all children to be physically active for at least 30 minutes per day – develop further opportunities for the children to be physically active during the school day e.g. active English and maths and use of brain breaks.
- To continue to develop and improve lunchtime provision using sports leaders to encourage children to be physically active. Look to increase provision from 3 days to 5 days per week.
- Develop the healthy reward system to ensure consistency and a fair approach
- Resources to support FS with physical development provision.

Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity			Percentage of total allocation:	
Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school			50%	
Intent	Implementation		Impact	
Your school focus should be clear, what you want the pupils to know and be able to do and 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 know now and what can they do now? What has changed?	Sustainability and suggested next steps:
<p>All children participate in daily physical activity and are encouraged to complete an additional 30 minutes at home.</p> <p>All children aware of the importance of a healthy body and are encouraged to keep themselves healthy and make healthy choices.</p> <p>All children encouraged to improve their physical fitness.</p> <p>Children in the FS are physically active as part of their daily provision.</p>	<p>Children should experience daily exercise in addition to 2 hours high quality PE. Teachers should use the ideas from the Active Learning staff meeting (Summer term 2018) within their teaching to achieve active 30. Include brain breaks within lessons.</p> <p>Encourage active playtimes and lunchtimes - audit resources and replenish as needed. Look for opportunity to increase active lunch from 3 to 5 times per week.</p> <p>Further develop the whole school reward system for making healthy choices. Leaders will continue to look for active children at lunchtime and reward points for their class. The winning class from Ks1 and Ks2 win 5 additional minute break time on Friday.</p> <p>Take part in the walk to school scheme: The 5 Day Walking Challenge.</p> <p>Discuss provision with FS lead – purchase resources as needed to support this.</p>	<p>£2998.00 5 days per week active lunches</p> <p>£3269.89 Resources (lunchtime, PE, FS)</p> <p>£123 5-day walking challenge resources</p> <p>£6390.89 total</p>	<p>All children have 2 hours of PE timetabled (One hour indoor for dance/gym and one hour outdoor for games, athletics, OAA)</p> <p>PE lead and school council met in February to discuss ways to improve amount of physical activity in the school day. Email sent to all staff to ask for: WUSU or go noodle at least 3 times per week, brain breaks and wellbeing time used to promote healthy mind and healthy body. Further monitoring required to check implementation and impact.</p> <p>Active lunchtimes increased from 3 to now 5 days per week. Jo leads a sport based game each day (this links to competitions where possible). Take up is popular.</p> <p>Leaders completed day 1 of training and are keen to lead games.</p> <p>Whole school reward system developed from previous year. Leaders now have clipboards with registers and they tick who joins in their game or who they see on the playground being active. Each Friday, most active class awarded 5 mins extra break. Children keen to earn points and win.</p>	<p>Children will continue to access 2 hours of PE per week plus additional opportunities at lunch and after school.</p> <p>Monitoring needs to be conducted next year to check implementation and impact</p> <p>PE Lead worked on Lunchtime project during school closure: pupil voice completed pre-closure: what would the children like to do at lunch?</p> <p>Timetable created for Jo and the leaders so very clear each day what is on offer. PE lead conducted research on successful lunches. Plans need implementing during next academic year.</p>

		PE lead signed up to Living Streets 5 Day Walking Challenge to be completed in May. Resources purchased for the whole school.	Postponed Walking Challenge due to school closure. Look to complete next academic year.
		FS requested some outdoor equipment to promote physical development within the unit. Purchased 2 in 1 bikes and scooters.	Continue to look for additional support/CPD/Resources for FS.

Key Indicator 2 – The profile of PE and sport being raised across the school as a tool for whole school improvement

Questions for baseline assessment –

- What is the school's vision for PE and School Sport?
- Does the vision include outcomes skills/experiences you want children to leave their school with?
- What are the main focusses for school currently?
- How does the school use sport in a whole school context?
- Which whole school events, projects or topics have been PE or sport –related?
- How is PE and sport used in a cross-curricular context?
- How are the values and skills of PE and sport reiterated in a wider context?
- How is PE and Sport used to engage the wider school community?
- How does the school use physical activity as a tool for change? (E.g. narrowing the gap, behaviour, attendance, attainment, emotional wellbeing.)

What are your school's key achievements to date?

-Clear vision which is on the website: At Crowle Primary Academy we like PE lessons that are fair, challenging and enjoyable. Through PE we like to learn a wide range of sports and skills so that we can perform well in games and competitions. We want PE to help us to get fit and to lead healthy lifestyles. Everybody should be able to take part in PE and have the chance to become a Sports Leader. This was written by the children.

- PE display (2017-18) is in a prominent position in school and updated regularly with competition successes and information regarding being healthy and active minutes and the benefits

- The context of sport is regularly used in other curriculum lessons such as Being Healthy in Jigsaw (PSHCE) and as a whole school theme e.g. the Race for Life thus raising the profile and importance of the subject. The weekly run is completed by all children from Y1 to Y6.

-Sporting achievements are celebrated in assembly and on the school APP.

-Participated in large scale events such as Race For Life – whole school event which raised a substantial amount of money for charity

-Sports Day/ Sports Experience days – we encourage parents to attend and support their children in a wide variety of sports

-New assessment guidance given to staff to support in making accurate judgements

-Data tracking – pupils are identified early: exceeding children are monitored to ensure they continue to achieve at a high level. Under achieving pupils are also monitored to ensure they are narrowing the gap.

-Let's Get Healthy – coordinator lead a variety of workshops for the whole school including food labelling, portion wise giving vital health messages.

What are your areas of focus for 2019- 2020?

- To identify children for a wellbeing/healthy heroes group through the Get Ahead Partnership.
- Continue to use sport as a tool for change – emotional wellbeing and confidence
- Resources to support FS with physical development provision.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				20%
Intent	Implementation		Impact	
Your school focus should be clear, what you want the pupils to know and be able to do and 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 know now and what can they do now? What has changed?	Sustainability and suggested next steps:
<p>Children recognise the importance of physical activity in leading healthy lifestyles.</p> <p>Sports Leaders are empowered to deliver high quality provision during break and lunchtimes.</p> <p>PE is inclusive to all.</p> <p>Personal challenges used to set individual targets and reiterate message of doing your best.</p> <p>Children know there is a link between physical health and wellbeing.</p> <p>Access to Get Ahead Partnership support and resource.</p>	<p>PE Lead to deliver assembly on importance of being active and in making healthy food choices.</p> <p>Participate in National Fitness Day (Wednesday 25th September)</p> <p>Sports Leaders/Ambassadors in place and are confident in delivering activities and games which develop our Growth Mindset ethos: effort, resilience and collaboration. Leaders feel empowered and important – look for t-shirts/hoodies/bibs they can wear which signifies their role on the playground.</p> <p>Children identified for Get Going Well-being group. The group are supported with emotional wellbeing.</p> <p>PE lead to design personal challenges for each year group and create formats for these to be recorded.</p> <p>Data to be collected on a termly basis and analysed at the end of the year by PE lead.</p> <p>Monitor fitness levels and encourage children to do their best on the weekly run – consider a</p>	<p>£433.70 Sports leader hoodies and t-shirts</p> <p>£75 Sports leader training</p> <p>£1190 Essential Package with Get Ahead Partnership</p> <p>£910 Get Going Wellbeing group.</p> <p>£2608.70 total</p>	<p>Key health message given in September assembly: healthy Minds, Healthy bodies. This message was reinforced in subsequent assemblies throughout the year.</p> <p>Sports Leaders in place and confident in their role. Day 1 of training complete. Leaders have all been bought a red t-shirt and hoodie with Sports Leader printed on the back. Leaders are proud to wear these, they feel empowered to complete leadership roles.</p> <p>Get Going Wellbeing Group the questionnaire measures 5 sub categories (Conduct, Emotional, Hyperactivity, Peer and Pro Social)</p> <p>The key findings from the pre and post programme questionnaires include:</p> <ul style="list-style-type: none"> • One child reduced their total difficulties score from very high to being recorded as close to average. • One child reported having difficulties that were high 	<p>Children will continue to be encouraged to make healthy choices during the school day:</p> <ul style="list-style-type: none"> • Active travel • Breakfast club • Hot dinners • Packed lunches <p>Sports Leader training day 2 to be completed cancelled due to school closure – training for new leaders next year.</p> <p>Our learning mentor Jane attended each of the Get Going Wellbeing sessions in the hope that it is something she could continue to do with groups of children in the future.</p> <p>Personal challenges (including snack trackers) will continue to be a focus next year - spring and summer challenges not completed due to school closure.</p>

	<p>timed run e.g. 12 laps for Y5/6 - record length of time to complete. Repeat this half termly.</p> <p>Monitor what children are eating at snack time – particularly Ks2. Conduct baseline. Give healthy messages about food (APP, Assembly) and then repeat later in the year to track improvement.</p> <p>WOW event for the whole school and its community – explore possibility of a Colour run. (See indicator 4)</p> <p>Monitor use of weekly wellbeing time – analyse class timetables to see % of sessions that encourage children to be physically active.</p>		<p>changed to being slightly raised.</p> <ul style="list-style-type: none"> • One child recorded difficulties that were slightly raised changed to being recorded as close to average. • Two children reported having difficulties that were close to average had then raised to high difficulties. • Two children reported having difficulties that were very high at week one and this was recorded as the same at end of the programme. <p>Personal Challenges set up for all classes Y1-6. Each term, all children complete at least 3 physical challenges and achievements are recorded and tracked for improvement. Focus is on personal challenge and improving own score. Monitoring shows that children enjoy these challenges as they like to see how they can improve.</p> <p>Snack trackers – conducted in the autumn term. Data analysis showed:</p> <ul style="list-style-type: none"> • KS1 – 90% ate a healthy snack. 10% ate no snack. • KS2 – 28% of children ate fruit at breaktime. 55% ate nothing. A large proportion of children ate unhealthy snacks. <p>In response to this, PE lead wrote a message to parents via the APP and emailed staff the analysis.</p> <p>In the short term, KS1 have shared spare fruit with the KS2 classes meaning we can offer free fruit to children with no snack.</p>	
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Key Indicator 3 – Increased confidence, knowledge and skills of all staff in teaching PE and sport

Questions for baseline assessment –

- Are some, the majority or all of your staff confident in teaching PE? How do you know?
- What relevant CPD training have staff attended? How was this identified and what has the impact been?
- Is the PE coordinator suitably skilled in PE and Sport?
- Does the PE Coordinator support other members of staff in their subject development?
- Does your school have detailed schemes of work that exist as a productive working document for teachers to refer to?
- Is your school well-resourced with quality tools / materials and exciting equipment that facilitate learning?
- Are some or most of PE lessons good or outstanding?
- What do you do to support those that are not?
- Are a range of teaching styles employed, suitable to the activity being taught?
- Is reporting to parents detailed and secure?
- Are pupils involved in their own assessment?
- Are all pupils engaged in PE lessons?
- Is behaviour in PE good or excellent?
- Are pupils able to demonstrate high levels of skill and understanding?

What are your school's key achievements to date?

- Each year staff complete a CPD sheet to color code confidence in planning and delivering activities across the PE curriculum. Staff are honest in identifying areas they need help with.
- CPD 2016-17 – 2 staff received a 6 week dance coach and all staff attended 'delivering an outstanding PE lesson' staff meeting with Owen and were also able to watch a model lesson with each class on gymnastics. 2017-18/ 2018-19 – all staff received CPD on outdoor PE provision for a particular sport of their choice with a large focus on differentiation and challenge. Whole staff training on Active English and Maths. KS2 staff also received training on OAA with Owen.
- PE leader has a passion for sport and competition
- Currently use the updated version of Primary Steps in PE planning – staff have found the videos useful in supporting their teaching.
- School well-resourced and regularly check resources and purchase new as needed
- Attainment and Effort in PE is reported in the annual report, the vast majority of our pupils are on track.
- Children are involved in peer assessment – particularly in dance and gym
- The vast majority of children enjoy PE lessons – behavior in lessons usually reflects this
- Proportion of children in each class are working above age expectation (except Y1)

What are your areas of focus for 2019- 2020?

- Continual staff CPD – to ensure that staff remain confident in the delivery of PE
- Observations of PE lessons
- 2 year cycle created which includes a termly focus for intra school competition.
- Assessment – provide assessment targets for each unit of work for each class year group.
- Progression and skills document

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%
Intent	Implementation		Impact	
Your school focus should be clear, what you want the pupils to know and be able to do and 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 know now and what can they do now? What has changed?	Sustainability and suggested next steps:
<p>Continue to develop CPD to enhance the teaching and learning of PE.</p> <p>Teacher PE skills audit undertaken, individual training needs identified and CPD organised as required.</p> <p>Staff to attend/receive quality training and implement ideas and strategies in their teaching.</p> <p>Staff are increasingly confident in delivering the PE curriculum including the foundation stage.</p>	<p>Staff CPD Audit to identify training needs.</p> <p>PE Lead organise CPD for staff as required.</p> <p>Monitor impact – before and after training.</p> <p>Staff continue to use the Primary steps in PE planning which incorporates video and music support for lessons.</p> <p>Consider creating a rule book to support the delivery of the competitive elements within their teaching.</p> <p>Primary Steps in PE planning for foundation stage</p> <p>Assessment – PE lead to create PE assessment criteria for staff to assess against – upload on to FFT.</p> <p>Create a skills and progression document from FS to Y6 which clearly identifies progression of skills throughout school.</p>	<p>£1000 - PE Specialist – Gymnastics training</p> <p>£125 FS PE planning</p> <p>£120 PE Conference</p> <p>£1125 total</p>	<p>Two-year cycle created and shared with staff. This includes a termly focus for intra school competition within each phase. The cycle follows the whole school approach to planning - Primary Steps in PE meaning consistency in approach.</p> <p>PE leader has supported SCITT student with delivery of indoor PE.</p> <p>Staff CPD audit completed and discussed with Head. Two members of staff chosen to attend active English and maths (one of these was cancelled due to staff absence).</p> <p>6 staff identified for gymnastic CPD with PE Specialist (Kate Hill). Feedback from staff shows the majority benefitted from the training.</p> <p>Whole school skills and progression document clearly shows the progression of PE skills from FS to Y6 in each area of PE which is useful particularly during planning as it is clear to see what comes before and after your year group and also assists with differentiation.</p> <p>Assessment – Each 6 week unit of work has been summarized into key learning outcomes which have been uploaded onto FFT. This assists teachers in making accurate assessments of their pupils.</p>	<p>CPD is a continual focus for staff. Opportunities to access virtual training with Owen next year.</p> <p>Next steps – blinks of lessons</p>

			PE Leader created a rule book which was emailed to staff to support with the teaching of competitive games.	
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Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils

Questions for baseline assessment –

- Is the curriculum varied and well developed?
- Does the curriculum engage pupils beyond simply skill development and develop more complex aspects of PE and sport?
- Are pupils encouraged to develop their leadership, coaching and officiating skills?
- Is PE experienced in a range of environments?
- How broad and accessible are the school sport activities?
- Do some of your out of hours activities link directly to the curriculum?
- Do some of your out of hours activities provide an exit route for community involvement?
- Are a reasonable proportion of your out of hours free and accessible to all?
- Are there any clubs aimed at disabled pupils, G and T, least active?
- Are there any experiences organised to raise aspirations of disabled pupils, G and T, least active?
- Does your school offer children the opportunity to take part in school sport as participants, leaders and organisers?
- Do you organise any whole school events to broaden excitement of sport and physical activity?

What are your school's key achievements to date?

- Wide range of coverage of different sports supported by the use of the Primary Steps in PE planning
- Children are encouraged to apply to be a sports leader and/or Ambassador (Y6). These children receive training on leadership and are timetabled to deliver sports/active session on both playgrounds during lunchtime. These children are involved in choosing equipment and resources they need to deliver their games effectively and help to maintain these resources.
- Out of school clubs: football, Taekwondo, Acro, dodgeball, benchball
- Football links – Crowle Colts/Scunthorpe United
- Aspirational day – EIS visit
- Opportunities – Race for Life, Basketball (Chris Bycroft), Volleyball (Ben Pipes), Scootering/Skateboarding (Team Rubicon), Badminton (Richard Traviss), Zumba (Joanne Millington), Zorb balls (Carrie Dodge FITT 4), Yoga.

What are your areas of focus for 2019- 2020?

- Continue to look for new experiences e.g. Hill Walking in the Peak District, Colour run

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				8%
Intent	Implementation		Impact	
Your school focus should be clear, what you want the pupils to know and be able to do and 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 know now and what can they do now? What has changed?	Sustainability and suggested next steps:
<p>To provide opportunities for children to experience a variety of sports.</p> <p>To provide a PE trip for Y5/6.</p> <p>To provide after school and lunchtime clubs which encourage children to try something new.</p>	<p>Use lunchtime to try something new: FITT4 to deliver a range of sports at lunchtime which encourage different children to participate.</p> <p>Signpost children to local clubs.</p> <p>Research and book in coaches to deliver taster sessions or look for opportunities for out of school.</p> <p>WOW event for the whole school and its community – explore possibility of a Colour run.</p> <p>Plan a PE trip for Y5/6 to try something new – Hill walking trip to Castleton.</p>	<p>£750 colour run (event cancelled)</p> <p>£240 Streetbeat after school club</p> <p>All other planned activities cancelled</p> <p>FITT4 lunch (indicator 1)</p> <p>£990 total</p>	<p>Arange of after school clubs available: Taekwondo Benchball Football Streetbeat Keep fit/gymnastics Parkour Badminton/Table Tennis</p> <p>Lunchtime clubs: Netball Hockey/quicksticks Cross country</p> <p>FITT 4 active lunches occurred 5 times per week (pre school closure) – as indicated in Indicator 1.</p> <p>Organised a Colour Run and the Y5/6 walking trip. Both were cancelled because of Covid-19.</p>	<p>Continue to maintain good links with clubs and offer pupils after school clubs.</p> <p>Organise a colour run for next year</p> <p>Organise a PE trip for next year.</p>

Key Indicator 5 – Increased participation in competitive sport

Questions for baseline assessment –

- Are there a range of opportunities for all pupils to take part in regular competitions both within school and against other schools?
- Does every child have the opportunity to represent their school?
- Does the school enter School Games events?
- Does your school enter other competitions?
- Are there good links with local community sports clubs?
- Are the achievements of representative pupils shared with parents and carers?
- Does your school website reflect the activities undertaken by pupils and provide clear and up to date information for parents and carers?
- Does your school apply for the School Games Mark?

What are your school's key achievements to date?

- We enter almost all cluster competitions plus additional community events e.g. Scunthorpe United Football
- Links with Trust Schools and Hill House
- Competition tracker keeps a track on attendance and participation in competitions
- Good links with FITT4
- Achievements celebrated on the PE display board and on the school APP
- Sports Premium page on the school website can be accessed by parents/carers
- Achieved Gold Sports Mark

What are your areas of focus for 2019- 2020?

- Enter B and C teams where possible
- Focus on intra school sport allowing ALL children to participate in competitive sport.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 13%
Intent	Implementation		Impact	
Your school focus should be clear, what you want the pupils to know and be able to do and 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 know now and what can they do now? What has changed?
To ensure KS1 and KS2 to take part in a variety of sport competitions throughout the year. Ensure all children have opportunity to take part in intra-school competition	Staff are aware of competition calendar and build into planning where possible. Competition tracker in place to monitor which children have been selected for a competition. Intra school competition calendar in place to ensure all children experience competition at least once a term. Opportunity to join the Cross country league.	£1625.13 spent on competitions including transport and staff costs £1625 total	<p>Trialed new competition cluster group this year (Two rivers) where we organised our own competitions. Six competitions organized in Autumn Term:</p> <ul style="list-style-type: none"> -Ks1 fun event -Y5/6 netball -Ks2 cross country -Ks2 quicksticks - Ks2 dodgeball -Ks2 table tennis <p>Five events organised for Spring term:</p> <ul style="list-style-type: none"> -Inclusive boccia -KS1 sports hall athletics -Y3/4 and Y5/6 sports hall athletics -Cross country championships - tag Rugby <p>Proactive in assisting with competition calendar and in organizing events. Crowle host some events meaning entering more teams is easier</p> <ul style="list-style-type: none"> -B and C teams have been used -Maintaining links to Hill House school – Competed in rugby/football event. - Maintained links with Scunthorpe United entering the football competition. 	<p>Sustainability and suggested next steps:</p> <p>Continue to select B and C teams where possible to maximize participation.</p> <p>Continue to get involved with wider opportunities through other organisations.</p> <p>Continue to encourage more children to get involved with the cross country league so that all age groups to be included within the competitive element and point scoring.</p>

			Joined the cross country weekly league – approx. 14 pupils each week represent school at each meet.	
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Swimming

This year, all schools will need to report on how the school meets the national curriculum requirements for swimming and water safety

- Does your school receive sufficient data which shows progress and attainment in swimming?
- Do children make significant progress during school swimming lessons?
- Do you utilise school staff to support with the swimming lessons?
- Do all children meet the national curriculum levels for swimming?

	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres?	83%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Swordfish 2= 100% Swordfish 3 = 39%
What percentage of your Year 6 pupils could 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?	Yes/ <u>No</u>

National Curriculum for Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Signed off by

Headteacher Rhonda Blakemore	Date: 10.07.20
Subject Leader Leanne Highton	Date: 03.07.20
Governor Donna Young (Chair)	Date: 10.07.20