



"Together We Achieve"

Swanwick Primary School PE and Sport Action Plan 2020 – 2021

At Swanwick Primary School, we receive PE and Sport Premium funding based on the number of pupils in years Reception to year 6. In most cases, the DfE determine how many pupils in the school attract the funding using data from the previous January school census

Funding for 2020 – 2021 is £19,520 plus underspend from 2019 – 2020. (Underspend to be used by March 2021)

Schools like Swanwick Primary school each receive £16,000 plus £10 per pupil.

The DfE provide advice and guidance on how the PE and School Sport funding is to be used.

They state that schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that we should use the premium to:

1. Develop or add to the PE and sport activities that our school already offers
2. Make improvements how that will benefit pupils joining the school in future years. For example, we can use our funding to:
 - a. hire qualified sports coaches to work with teachers
 - b. provide existing staff with training or resources to help them teach PE and sport more effectively
 - c. introduce new sports or activities and encourage more pupils to take up sport
 - d. support and involve the least active children by running or extending school sports clubs
 - f. increase pupils' participation in the School Games
 - g. run sports activities with other schools

The DfE has stipulated that we should not use our funding to:

1. Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of our core staffing budgets
2. Teach the minimum requirements of the national curriculum - including those specified for swimming (or, in the case of academies and free schools, to teach our existing PE curriculum)

Rationale behind Swanwick Primary School Action Plan

This action plan has been created based on the 5 key indicators set out in the guidance for the spending of Sports Premium. These indicators are:

- Key Indicator 1: The engagement of all pupils in regular physical activity.
- Key Indicator 2: The profile of PE and sport 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

By addressing these areas, we aim to:

- Improve the health, fitness and wellbeing of children by increasing activity levels
- Improve the quality of Teaching and Learning
- Increase participation in intra-school and inter-school competitions
- Encourage more pupils to take part in sport and be active
- Increase/improve resources
- Increase the range of sporting activities on offer

Total planned spend over the 5 key indicators

1	2	3	4	5
Engagement in regular Physical Activity	Profile of PE and Sport	Confidence, knowledge and skills	Broader range of experiences	Increased participation in competitive sport
£5465	£200	£9538	£1375	£850

Key Achievements to date September 2020	Areas for further improvement
<ul style="list-style-type: none"> • Greater number of children running the Swanwick km as more certificates handed out. Mr Jeffrey ran a running club. • Children more active throughout the week. • Staff showing increased confidence teaching Games • Use of the apprentice to support staff in PE lessons, increasing length of time children are active, support to develop skills, improved quality of teaching. • Children became more active at lunchtimes with the sports apprentice running a greater variety of activities at lunch and supporting mini leaders. • Increased participation in competition • School sports kit was embroidered with the school logo. • Sporting success is celebrated in the Swanwick Story each week, when events have taken place, as well as presentations in assemblies and a dedicated PE display. 	<ul style="list-style-type: none"> • Create an additional certificate beyond 40km for those children running further. • Collect baseline scores for the distance each child can run at the start and end of the year. • Look at ways to increase fitness levels through fitness lessons, clubs and lunchtime activities linked to DTF fitness programme. • Continue to create links with clubs outside of school. • Increase staff confidence teaching Gymnastics and Dance • Develop the role of Sports Teaching Assistant working collaboratively with staff to support teaching and learning. Identifying those children who are less active and running clubs based around activity of interest to engage in physical activity. • Identify ways to increase activity levels and variety of activities offered at lunch through use of Miss Wright and Mr Jeffrey under new restrictions. • Offer a broader range of Physical activities. • Provide additional support to staff within PE lessons. • PE co-ordinators to look at the progression of skills for PE and update staff. • Use of feedforward sheets to assess and inform teaching and learning linked to the key skills in PE. • Review and update the PE section of the school website.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Resources/ Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school (60 minutes a day in total with 30 minutes of activity at home and 30 minutes in school.)				
ACADEMIC YEAR	2020/2021	FUNDING ALLOCATED	£5465	
To increase activity levels in children and change long term attitudes towards exercise by running the Swanwick Kilometre.	<p>Continue with our fitness initiative, Swanwick Kilometre. The whole school will be completing as many laps as they can each week of the school Swanwick Kilometre routes on the playground or field.</p> <p>The Swanwick Kilometre will record the distances run by each child as they work towards different distances. Certificates of achievement will be awarded for 5km, 10km, 20km, 40km and 50km.</p> <p>Introduce an additional certificate for a greater distance 100km</p> <p>Hold a running club at lunch time to develop running styles and add to distances run in class.</p> <p>Target children who are less active and support them by teaching ways of increasing the distance they can run. This could be done by looking at last years. spreadsheet and identifying children who didn't achieve a certificate.</p> <p>Staff to record the number of laps each child can run in 3 mins (KS1) and 5 mins (KS2) in October and repeat at the end of the year.</p> <p>Create and inform staff of different Swanwick KM tracks around school to ensure classes can get out frequently.</p>	<p>Playground or field</p> <p>£40</p> <p>PJ to run in year group bubbles</p> <p>FW to identify children in PE lessons and create a running club</p>	<p>Increased fitness levels reported.</p> <p>Staff report increased concentration levels.</p> <p>Whole school results recorded on display board and shared in celebration assembly.</p> <p>Registers</p> <p>Registers</p> <p>Evidence: Spreadsheet of results, photos, child survey, certificates.</p> <p>Spreadsheet showing progress.</p>	Swanwick KM to become embedded within the school day.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Resources/ Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase active bursts within lessons to improve concentration and activity levels and fitness in children.	<p>Use resources such as:</p> <ul style="list-style-type: none"> Go Noodle Super Movers Ageless Grace <p>Staff to share active ideas they have used within class.</p> <p>Staff to create links with Super Movers to their teaching and learning.</p> <p>Staff to look for opportunities to be active whilst learning.</p> <p>Take part in Stand Up Derbyshire Day.</p> <p>Continue to run Forest schools in year 3 and 4.</p> <p>Purchase wipe able skipping ropes for each bubble in years 1, 2,3,4,5 and 6.</p>	<p>Staff meeting KT/HM</p> <p>Meeting to share ideas and go through possible resources.</p> <p>£300</p>	<ul style="list-style-type: none"> Children active during lessons. Increased level of focus and fitness. Links made to other curriculum areas. <p>Evidence: Learning walks, sports council survey, planning.</p>	Share a different active break once a term. Aim to increase the number of active breaks each week.
To increase activity levels in children and change long term attitudes towards exercise by running the DTF Fitness programme.	<p>Use the DTF Fitness Programme in school at lunch times – FW and PJ</p> <p>Re-train mini leaders and the play leader to lead the initiative at lunch times.</p> <p>FW to support staff with the use of DTF in lesson times.</p> <p>FW to work with PP children and those identified as less engaged in sport to run a unit of fitness.</p>	<p>Staff Meeting KT/HM/FW – use of the fitness cards and AVSSP fitness site.</p> <p>FW to support at lunch times with DTF and skipping activities</p>	<ul style="list-style-type: none"> Increased fitness levels in children. Children able to exercise for longer. Improved attitude towards health and fitness. <p>Evidence: Photos, planning, learning walks.</p>	<p>Mini leaders trained to be able to continue this in future years.</p> <p>Staff upskilled to be able to teach fitness sessions in future years.</p>
Introduce new sports or activities and encourage more pupils to take up sport.	Hold a sports week/ active week allowing children to participate in a range of competitive and non-competitive sports, be active as much as possible all week and links made to diet and health.	KT/HM/FW to organize sports week.	<ul style="list-style-type: none"> Children have greater opportunity to participate in sport and raise the profile of PE 	Small charge per pupil for sports week to cover the cost in future years.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Resources/ Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
	<p>AVSSP coach to run sessions across the year to include fencing, archery, fitness and Boxercise.</p> <p>Continue link with Swanwick Hall Cricket Club and Derbyshire Cricket to run 'Chance to Shine' sessions</p>	<p>KT/HM to create a timetable to activities to be led by AVSSP coach.</p>	<p>through other curriculum areas.</p> <ul style="list-style-type: none"> • Links made between sport, exercise and health. • Increased opportunity to compete against peers. <p>Evidence: Sports survey, links with clubs, photos.</p>	
To sustain activity levels at lunchtimes and break times.	<p>Use of FW (Sports Apprentice) to run fitness and skipping activities at lunch.</p> <p>Introduce Skipping boxes for each bubble to allow children to be more active during break times and in lesson time.</p> <p>Re-train the mini leaders once it is safe to do so. Create Bubble mini leaders led by FW. Each bubble to have an active week on a rotation basis to share equipment safely.</p> <p>Midday staff to use long ropes for skipping.</p> <p>FW and PJ to work on a different sporting value each half term – determination, honesty, passion, respect, team work, self-belief.</p>	<p>£1900 allocated from apprentice/ TA costs 95 days @ £20 (Autumn term already paid from underspend)</p> <p>KT/HW/FW Wednesday pm release time.</p> <p>FW to create timetable.</p> <p>Middays to be invited to Skipping workshop.</p> <p>Rewards given as house points.</p> <p>Certificates to celebrate each of the sporting values. Presented in assembly.</p>	<p>Children active for longer within the school day.</p> <p>Less incidents reported at breaks and lunch time.</p> <p>Evidence: Surveys with staff and children.</p> <p>Children show teamwork and sportsmanship values.</p> <p>Evidence: Photos, list of certificates in assembly spreadsheet.</p>	<p>Midday staff and class teachers should be able to lead skipping activities during lunches and active breaks.</p>
To increase activity levels of girls in sport.	<p>FW/CN to run a netball club for 6 weeks encouraging children to take part in the sport. Continue link to local club (Ripley Netball)</p>	<p>£0 - £150 Cost of employing CN for 5 weeks.</p>	<p>More girls taking part in school sport.</p>	<p>Links with local clubs continue.</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Resources/ Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
	<p>Run a girl's football club and continue link to local clubs (Sleetmoor United FC and Wildcats).</p> <p>Run a girls' cricket club and link to Swanwick Hall Cricket Club</p> <p>Pupil survey to identify other interests and choice of clubs.</p>	<p>£0</p> <p>£ Chance to shine</p>	<p>Evidence: Registers, photos, club feedback through links with coaches.</p>	
To develop confidence and competence in cycling.	Bike-ability training for all children in year 5 increasing cycling ability and confidence. Level 1 and 2 qualifications.	Through affiliation with AVSSP (£1200 to cover bike-ability, competitions, PE support, festivals – possible cost around £450 of bike-ability from affiliation)	<p>Increased cycling ability along with road safety awareness.</p> <p>Increased number of children travelling safely to school.</p> <p>Evidence: Register, photographs</p>	
To increase the range and quality of extra-curricular sporting clubs.	<p>Provide a high quality coach to run after school and lunchtime clubs across a range of sports across the whole school.</p> <p>Link the after school clubs to sporting competitions where possible.</p> <p>Sport teaching assistant to run additional sports clubs each week with support of school staff and AVSSP coach.</p> <p>Cost of £1 per pupil per week to attend a club. Money to ensure cost of coach and equipment is sustainable.</p> <p>Run the chance to shine workshops or engage in the virtual workshops to develop cricket in school.</p>	<p>Cost including in the employment of the sports coach 1 day a week for curriculum lessons and clubs through AVSSP £6000 total– cost for after school approximately £625, Autumn term covered by underspend £25 weeks @£25)</p> <p>£625 allocated out of apprentice cost (Autumn term covered by under spend).</p> <p>£TBC</p> <p>Virtual sessions are free</p>	<p>Increased number of children taking part in extra-curricular activity.</p> <p>Increased number of children in years 1-4 taking part in extra-curricular sports.</p> <p>Evidence: Registers, pupil surveys, timetable on website</p>	Small charge for attending an after school club.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Resources/ Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase the engagement of pupils and the amount of time they are active through use of additional equipment.	<p>Purchase more equipment to support each class/ bubble in the teaching of PE during Covid-19.</p> <p>This will reduce the amount of equipment being quarantined at any one time, ensuring resources are more readily available.</p>	£2000	Increased amount of equipment to support PE lessons.	<p>Where budget available continue to extend and replenish equipment.</p> <p>Equipment available once Covid 19 restrictions are removed.</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				
ACADEMIC YEAR	2020/21	FUNDING ALLOCATED	£200	
Increase the profile of PE across the whole school.	<p>Introduce a hooded top with the school logo in school colours for use in PE lessons and at competitions and events.</p> <p>Hooded tops for staff attending competitions.</p> <p>Purchase a set of 10 hooded tops for use at events for children who do not purchase a top.</p>	£200	<p>Increased sense of pride during sporting events.</p> <p>Stronger sporting-identity for team and staff.</p> <p>Recognisable at events; raising profile.</p> <p>Evidence: photos, blog</p>	Children to purchase a PE hooded top as part of the PE kit.
PE and school sport display to raise the profile for pupils and to	Re-fresh the PE board and update regularly.	£0	FW to create a new board and update throughout the year.	Continue to update the notice board.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
be interactive and engaging.	Include school sports values, Swanwick KM, links to clubs, challenges and competitions. Include photos to celebrate success.		Evidence: Photographs	
Use school website and Swanwick story to celebrate success and sign-post to clubs to encourage participation.	Update the school PE section on the website to provide information about expectations and opportunities in PE. Event leaders to provide a short summary after events and send to MF for the Swanwick Story. Area on the website to show excellence and achievement.	£0 KT/HM to work on information during PE release time.	Pupils proud to read updates and celebrate success.	Continue to update the website and report information to parents in the Swanwick Story.
Participation and success celebrated in weekly assemblies to inspire and motivate others.	Hand out certificates for events in assembly or read out achievements in virtual assembly. Celebrate success of achievements from both in and outside of school. Share inspirational sporting stories and events and promote sporting values through assemblies.	£0	Staff to complete achievements in assembly spread sheet or hand certificates to MF by Friday. Encourage parents to email in details of achievements from outside school with or without a photo. SLT include sporting heroes and achievements in at least one assembly a term. Evidence: Assembly spreadsheet, assembly record file.	Continue to present certificates and report on achievements in assembly. SLT continue to share sporting stories and inspirational achievements in assembly.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
ACADEMIC YEAR	2020/21	FUNDING ALLOCATED	£9538	
To increase the quality of teaching within PE sessions.	<p>Employ an apprentice/ Teaching Assistant to assist with the setting up and running of PE sessions.</p> <p>Teaching Assistant to ensure teachers have equipment ready at the start of each session.</p> <p>Teaching assistant to work alongside staff supporting PE lessons and leading activities.</p>	£5253 for cost of Teaching Assistant (Autumn term covered by under spend)	<p>Children active for longer as equipment is set up and ready as soon as they arrive at the session.</p> <p>Extra support with the coaching of key skills and developing these skills within game situations.</p> <p>Additional support in the differentiation and challenge of key skills.</p> <p>Evidence: PE planning, learning walks, staff survey.</p>	Staff upskilled and confident in the teaching of PE in future years.
To continue to increase the subject knowledge of staff and confidence in PE teaching.	<p>Staff to work alongside a coach to teach 1/2 units of PE each year.</p> <p>Distribute copies of the AVSSP 'Do, Think, Feel' PE lessons to support staff in their teaching. Use of all or part of sessions as required by staff.</p> <p>Staff to receive 1 unit of games and 1 unit of gymnastics working alongside the coach.</p> <p>Staff meeting to share and plan PE lessons using the 'Do Think, Feel' PE lessons as a basis.</p> <p>Sportsability training and resources to be shared amongst staff to promote diversity in curriculum and inclusion within PE and Sport.</p>	<p>£6300 per year for one days coaching each week, including lunch time and after school clubs. Already included in figures for key indicator 1.</p> <p>Cost of curriculum time: £3575 for Spring and summer, Autumn term covered by the under spend.</p> <p>£0- free training and resources</p>	<p>Children participating in high quality PE lessons.</p> <p>Staff delivering high quality games lessons with greater confidence showing an increase in skill development and application.</p> <p>Staff delivering high quality gymnastics lessons with greater confidence showing an increase in skill development and application.</p> <p>Evidence: lesson planning, Feedforward sheets, learning walks and staff survey</p>	Staff upskilled and confident in ability to teach PE.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
	Sports coach and sports TA to create a list of all equipment in school.	KT/HM to share resource lists with staff along with planning resources available. All documents available on share point.		
PE learning walks to support the teaching and assessment of PE and identify areas of development.	<p>Work with staff to ensure use of the 'Do Think Feel' Planning and ensure this is being adapted or look at other planning in place.</p> <p>KT/HM to check all staff have a clear progression of skills and curriculum overview for their year group. Use of Inset to provide updated information.</p>	<p>£0</p> <p>KT/HM during PE release time.</p>	<p>KT/HM to complete learning walks during leadership time.</p> <p>Documents for planning, progression of skills and curriculum overview available on share point.</p> <p>Staff following progression of skills, using games and gym plans as a guide, using feedforward sheets to record progress.</p>	<p>PE Co-ordinators have a clear understanding of how effectively their subject is being taught and the needs of staff.</p> <p>Areas that are identified for improvement can be included into future action plan</p> <p>Staff to celebrate good practice and share ideas</p>
Staff inset on Games, Gymnastics and Dance to develop staff knowledge and understanding.	<p>AVSSP to deliver inset of use of gymnastics equipment and ways of developing lessons.</p> <p>AVSSP to deliver inset on warm ups in games.</p> <p>AVSSP to deliver inset on teaching Dance.</p>	£TBC	<p>Staff increased knowledge, confidence and skills to deliver high quality PE</p> <p>Insight into current good practice -Showcase resources available</p> <p>Able to identify good to outstanding practice and criteria required</p>	Staff able to use ideas and knowledge within own lessons.
Gifted and talented children identified and stretched.	<p>Children with specific talents identified and given opportunities to develop further through links to clubs.</p> <p>Section on the school website showing excellence and achievement in PE.</p>	<p>£0</p> <p>Possible small cost for venue up to £100.</p>	<p>Selecting children for team events following undertaking sessions in PE.</p> <p>Additional events organised for G+T sporting children.</p>	Continue to update the website and build links with clubs.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
	Event run for gifted and talented children within the cluster.		Website redesign- awaiting additional content	
To increase the confidence in staff abilities to include all children within PE lessons.	<p>HM to take part in an online webinar on inclusion in PE (Sportsability). Obtain resources and share with staff via SharePoint.</p> <p>KT work with MW (Senco) to continue understanding and use of sensory circuits within school in order to increase participation.</p> <p>KT to look at different ways of differentiating and supporting learning of those children with additional needs.</p> <p>Inset for staff based on differentiation in PE.</p>	£0	<p>All children able to participate at their own level within PE lessons and sporting clubs.</p> <p>Evidence: Inset for staff</p>	Staff able to include children of all abilities within PE lessons.
To increase the confidence in staff to teach Orienteering.	<p>Update the map of the school grounds to support the teaching of orienteering and further cross-curricular activities.</p> <p>Purchase unit plans to support the teaching of orienteering across the school.</p> <p>Run school inset to support in the teaching of orienteering.</p>	£260	<p>Staff have increased skills and confidence in the teaching of orienteering.</p> <p>Improved resources to teach orienteering.</p> <p>Evidence: Inset notes, learning walks.</p>	Staff confident to deliver orienteering lessons and apply to other curriculum areas.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
ACADEMIC YEAR	2020/21	FUNDING ALLOCATED	£1375 per year	

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To deliver a range of activities, including those that require specialist equipment.	<p>Children take part in a variety of additional sports beyond the normal curriculum.</p> <p>Use of AVSSP sports coach to include archery, boxercise, fencing within the units of work taught.</p> <p>Complete staff survey to identify areas the class haven't had an experience of.</p> <p>Sports coach from AVSSP to be used to run boxercise, archery and fencing during active week.</p>	Cost of AVSSP coach as part of the 1 day a week for the year. Already included in key indicator 1.	<p>Increased engagement in PE sessions from children when new/unusual activities introduced.</p> <p>Following taught sessions, increased attendance at related after school clubs and competitions (e.g. multi-sports and dodgeball).</p> <p>By introducing alternative activities, children gain experience in different types of sport and activity and broaden their understanding.</p> <p>Evidence: Photos from sessions and clubs, planning</p>	<p>Re-book activities the children enjoyed.</p> <p>Rotate the activities so each class gets a different activity each year.</p>
Increase the opportunities for activities outside the curriculum in order to get more pupils involved, particularly on those who do not take up additional PE and Sport	<p>Ask staff if there is anyone who would like to run a new club e.g. table tennis, fitness.</p> <p>Identify children who don't participate in regular activity or show reluctance during PE lessons.</p>	£0	<p>Pupil survey to identify activities of interest to pupils and general views on sport and PE.</p> <p>Staff survey to identify staff interests and areas of expertise.</p> <p>KT/HM to keep a record of children who have participated in clubs and competitions.</p> <p>Evidence: Staff survey, pupil survey, registers.</p>	Increased number of staff holding clubs.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Introduce new sports or activities and encourage more pupils to take up sport.	<p>Hold a sports week/ active week allowing children to participate in a range of competitive and non-competitive sports, be active as much as possible all week and links made to diet and health.</p> <p>Book the Tough Runner course and additional experiences during sports week.</p> <p>Run a skipping workshop to motivate children to skip.</p> <p>Make links between other curriculum areas including maths, Science and PSHE (Health, Diet and exercise)</p>	<p>Tough runner £475</p> <p>'Dan the skipping man' approx. £900</p>	<ul style="list-style-type: none"> Children have greater opportunity to participate in sport and raise the profile of PE through other curriculum areas. Links made between sport, exercise and health. Increased opportunity to compete against peers. <p>Evidence: Sports survey, links with clubs, photos.</p>	Continue to run clubs that have had large numbers of pupils taking part.
Increase opportunities of attempting different sports in Year 6 and year 4.	Plan and timetable an Activity day for Year 6 and Year 4 to take part in activities like climbing, street surfing, archery etc... Every child should get the chance to take part in x 2 activities.	<p>£175 per day x 2</p> <p>total = £350</p>	<p>Year 6 and year 4 children offered a broader range of activities.</p> <p>Use any additional funding for year 5 to also take part as they missed their residential in year 4.</p>	<p>Re-book activities the children enjoyed.</p> <p>Sign-post children to activities they enjoyed.</p>

Key indicator 5: Increased participation in competitive sport				
ACADEMIC YEAR	2020/21	FUNDING ALLOCATED	£850	

To increase the amount of competitive sport opportunities for pupils	<p>A school competition calendar developed with the school games organiser (AVSSP) including a wide variety of different sporting competitions against other schools across KS1 and KS2.</p> <p>Enter virtual competitions and festivals provided by the AVSSP.</p> <p>Encourage more staff to take part in virtual festivals and competitions with classes.</p>	£1200 per year affiliation with AVSSP minus Bikeability costs. £750 cost.	<p>Increased desire to perform well showing determination.</p> <p>Certificates presented after each event.</p> <p>Increase the number of children competing.</p> <p>Pupils motivated to be active and take part in competition.</p> <p>Evidence: Sporting achievements on web site, Swanwick Story, registers, display.</p>	<p>Continue to enter competitions and encourage additional staff to support.</p> <p>Continue with virtual competition formats within school at the end of units of work.</p>
Increase levels of participation in whole school sporting activities and challenges.	<p>Hold a sports week/ active week where year groups compete in a variety of different sports competitions against each other. Planned for June 2021.</p> <p>Children run the Swanwick Kilometre challenge to compete against themselves and others. Weekly totals to be announced in Fridays assembly and a termly total reported. Swanwick KM winners each term to be announced in the Swanwick Story.</p> <p>Hold a team sports day with an opening ceremony. Children compete across a range of skills based stations in teams.</p> <p>Create a clear list of activities for sports day and present to staff in the Spring Term to allow for preparation and practice prior to the event.</p>	<p>Costs already detailed in Key indicator 4.</p> <p>£100</p>	<p>All children engaging in Intra school competition and celebrating success.</p> <p>All children enjoying competing against themselves and others. Children competing as a class against other classes across the school</p> <p>All children engaging in intra school competition and celebrating success.</p>	<p>Established routine for sports day should allow for improvements to be made year-on-year. By working with an AVSSP coach to run the event and potentially getting in additional 'work experience' support to run the stations, more children should be able to compete in more activities within the circuit</p>

	<p>Purchase medals and awards to celebrate success and achievements.</p> <p>Each unit of games builds up to a game with a competition within the class or between classes.</p> <p>Within lessons children encouraged to score and officiate.</p>	Certificates provided by AVSSP	<p>Increased quality of skills within the sports day.</p> <p>Achievements celebrated and rewarded.</p>	
Raise the profile of competitive sports.	<p>Increase the number of match reports for different sporting events on the school website and through the Swanwick Story.</p> <p>Create links to local sports clubs.</p> <p>Set up sports reporters to create match reports from year 6.</p>	£0	Achievements celebrated.	<p>Continue to celebrate success.</p> <p>Train year 5 and 6 children to write sports reports.</p>

2019-2020 Swimming Data

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	80%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? Water safety level 1: Water Safety level 2:	100% 30%
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?	No