

**Physical Education, School Sport and Physical Activity Development Plan and Premium Impact Report
at St Andrew's Primary School**

Evidencing the impact of the primary PE and sport premium

This is a working document that will be updated regularly.

In 2023 – 2024, St Andrews Primary School received **£17,180** (TBC) Primary PE & School Sport Premium. This will be used in conjunction with other grants and funds from the school budget to raise standards in curriculum **Physical Education, School Sport, Physical Activity** and Healthy living (PESSPA).

Underspend to carry into 2023-24- **£4734.68 approximately**

Vision: ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

Objective: To build **capability** within school and achieve **self-sustaining improvement** in the **quality** of PE and sport in primary schools against the 5 key grant condition indicators:

1. increased confidence, knowledge and skills of all staff in teaching PE and sport
2. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles. Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.
3. the profile of PE and sport being raised across the school as a tool for whole school improvement.
4. broader experience of a range of sports and activities offered to all pupils.
5. increased participation in competitive sport.

Any further school or subject development priorities:

- a) To improve attainment in reading and writing by improving oracy skills across the school.
- b) To improve and develop oracy across the school
- c) To develop the teaching and learning in mathematics so that children meet ARE
- d) To ensure pupils know more and remember more.
- e) To improve personal development of pupils with a focus on British values, Protected Characteristics, Cultural Capital and SMSC
- f) Parental engagement
- g) Monitor and tracking of assessment.
- h) Developing pupils roles and responsibilities

The following **PESSPA Development Plan** includes all planned and continued actions to support the schools PESSPA programme and its vision, building upon previous achievements and sustaining the most valued approaches that support positive pupil outcomes.

This action plan is a working document **subject to change** throughout the academic year. Actions may be RAG rated to support school self-review.

In the planning stages, costs are estimated where possible and **actual spend** recorded when known.

This development plan will also include (and state clearly) actions and areas not funded directly from the PE & Sports Premium grant (free or other) to support a move towards a self-sustaining approach. See the External School PE and School Sports Premium Budget- ledger for any further specific cost breakdown.

The Primary PE and Sport Premium spend IMPACT will be finalised and reported on our school WEB by e.g. 31st July 2024. Any collated evidence referenced to support impact statements, can be found within the school PESSPA moderation folders.

	<p>All staff that are teaching PE including KH gain knowledge to build confidence in the assessment of PE- What this looks like for our children. Focus on creating a whole school assessment tool with support of County PESSPA advisor. One staff training session each half term. Staff to create assessment tool for the topic they will be working on.</p> <p>KH (TA) covering PE to build knowledge and confidence in teaching Physical Education.</p>	<p>County advisor then PE lead to hold 30 minute to 1 hour sessions for staff to create assessment bespoke to the needs of our children each term. This is to build on robust, rigorous and consistent Formative Assessment across school using Core Tasks, Assessment for Learning approaches and effective recording/tracking of pupils.</p> <p>County Dance CPD with County advisor.</p> <p>Moved to Spring</p>	<p>£600</p> <p>£160</p>	<p>Children's physical literacy is developing at ARE. SG – children in year 3 attended a gymnastics festival where they performed their gymnastics sequence in front of an audience.</p> <p>Staff to become more aware of progression of skills throughout the school by working together on the assessments. Know what comes before and after. Support in creating physical literacy throughout school.</p> <p>HT advised that CR create assessments with support of KS and feedback to staff when completed.</p> <p>KH to become more confident in using the dance core tasks.</p>	<p>Dance and gymnastics assessments completed and ready to use 2024-25.</p> <p>CR to work on the other areas during the Summer break. Hopefully ready for 2024-25</p> <p>This will be free as CR will provide CPD.</p> <p>Staff to trail the assessments 2024-25</p> <p>CR will create a new improved progression of skills document.</p>
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	<p>PE lead Monitor and track assessment across the school. Enabling trends to be spotted as well as bespoke support for staff as required.</p> <p>EYFS create another scheme of lessons linked to a book building depth of planning. Support the EYFS lead and staff to understand the importance of</p>	<p>Look out for updates to directory for teaching PE courses</p> <p>County advisor</p> <p>Go Well support 3 hours. 1 hour with each class and an hour together to go through the Move with Max scheme. Staff to develop knowledge on how to</p>	<p>Part of SLA with Go well</p>	<p>KH using knowledge gained to support in teaching dance topic.</p> <p>Assessments not complete.</p> <p>Will be ready to use 2024-25</p> <p>SH to create a new scheme of work linked to physical development expectations in EYFS. SH and EYFS to develop an</p>	<p>KH to build on skills gained to provide a high quality dance session using core tasks.</p> <p>Move to next year in line with introducing new assessment trackers.</p> <p>SH moving into year 2 next year. SH to support EYFS staff to use scheme of work created. MH to cover Physical development in</p>
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	<p>Physical development and fundamental movement.</p> <p>Year 3 teacher moving to year 6. Use training to support teaching invasion games in year 6. Year 4 teacher to use planning and training to support teaching invasion games.</p> <p>CR to support teachers in incorporating water safety,</p>	<p>build upon previous learning. Link to curriculum</p> <p>Go Well EYFS support package. Create a scheme based on a book of choice.</p> <p>Teach and adapt scheme to suite needs of the class Another session of EYFS curriculum planning to build up depth of planning.</p> <p>Look at impact on assessments within EYFS</p> <p>Star shape on your back like when you are floating on your back- active blasts linked to water safety- float for life- networking with fire brigade to come into school and talk to the children.</p> <p>Link swimming skills to movements in gymnastics and dance</p>	<p>Free</p> <p>Free</p>	<p>understanding of the importance of physical development and fundamental movement. To prepare the children for the year 1 core task and Durham County core tasks.</p> <p>A new scheme of work created linked to chosen book. Each session underpins the importance of physical development and supports the fundamental movement.</p> <p>Children to be using float for life in Physical Education lessons and in active blasts to embed the skill.</p> <p>Move to nest academic year. Year 1 using in gymnastics and in active blasts.</p>	<p>EYFS- Gareth from Go Well to come into school to support in using the resources and books. Will support in teaching a unit of work</p>
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	<p>swimming exercises in gymnastics and dance-</p> <p>PESSPA lead to better understand the external PE ledger</p>	<p>Staff meeting on how to embed swimming skills and water safety into PESSPA.</p> <p>All staff to use active blasts linked to swim safety regularly – Key vocab</p> <p>Meet with new financial advisor after change to finances. No PE ledger- more difficult to track sport premium funding- seek advice from County advisor and Go well.</p>	<p>Free</p> <p>(May need cover in class cost implication)</p>	<p>PESSPA lead to have a better understanding of Ledger and how to record spending with invoices available at hand.</p> <p>Unable to have a meeting with financial advisor. AB met with financial advisor and will work meet with PESSPA lead to discuss Premium</p> <p>Folder created for funding and invoices office staff to add invoices when they are received. AB support in creating an excel document. AB discussions with County financial advisor.</p>	<p>Moving to WISE academy- Support for CR to better understand ledger.</p>
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	<p>PE lead to Know and Articulate PE Curriculum Intent, Implementation & Impact with confidence</p> <p>PE lead to be confident in ensuring and assuring the curriculum for PE and to support teachers to be aware of what they are teaching and why they are teaching it. What are the previous steps and the next steps.</p> <p>High quality physical activity after school sessions lead by TA's</p>	<p>Course-Knowing and Articulating your PE Curriculum Intent, Implementation & Impact.</p> <p>Review Intent Implementation and Impact document.</p> <p>Boxercise instructor CPD KC</p> <p>SAQ Fundamental movement course</p> <p>Table tennis RC</p> <p>British Gymnastics coaching qualification</p> <p>General gymnastics level 1 x2 SG and LB</p> <p>Pilates x2 E and LB</p> <p>Practical introduction to forest school EJ</p>	<p>£160</p> <p>£160</p>	<p>PESSPA lead can articulate PE curriculum and SSPA. CR can discuss Intent implementation and impact with increasing confidence. Meeting with PEAK where CR was able to articulate PESSPA offer at St Andrew's well. He described her as an absolute gem who knows and understands how to develop PESSPA through each year group.</p> <p>Staff unable to attend boxercise and table tennis courses. Unable to find British Gymnastics level 1 coaching course.</p> <p>LB attended the pilates course and followed with an afterschool club.</p> <p>EJ attended forest school and supported EYFS with activity</p>	<p>Continue to develop here.</p> <p>Adapt and improve intent , implementation and impact document in line with the school.</p> <p>Support teachers to be aware of what they are teaching and why they are teaching it. What are the previous steps and the next steps? CPD with CR looking at the Physical Education assessments and the progression of skills documents.</p> <p>Link afterschool clubs to festivals, competitions and leagues. Football MO. PEAK to support these with their apprentice. CR and MP to give guidance.</p> <p>EJ has left our school. Provide EYFS and KS1 staff with Level Level 1 forest school qualification for 4 staff</p>
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				ideas in their welly Wednesday sessions.	members £150 x 4 = £600. Training plus qualifications, £1200 + £600= £1800 total
	Subject lead to have time each half term to develop PESSPA.	Staff to cover for half a day each half term		This has not been possible due to staffing and difficulties in finding supply cover.	Subject lead to have time each half term to develop PESSPA. This will be at the cost of a supply cover. Put diary dates for this time on the diary after discussions with the head teacher.
			£204	CR had time out to work with County advisor to develop the assessments. Dance and gymnastics complete.	
			£204	SH had time out of the class to create the Move with Max scheme	

	<p>Staff to promote the importance of physical activity out of school.</p>	<p>Sports CREW</p> <p>School games family events.</p> <p>Gymnastics and dance performances at end of unit. Link smile activity to family day or sports day activities. Dads den building. Mam's day in school</p> <p>PE homework bags for Nursery, Reception, year 1, year 2 and year 3.</p> <p>Year 1 children take home GoWell active bag of equipment.</p> <p>If works well add another active homework bag.</p>	<p><u>Go Well SLA</u></p> <p><u>Free</u></p>	<p>well. They are developing a den building box and a nature box.</p> <p>This is not working. On reflection and after seeking advice it was identified that KS1, EYFS and KS2 do not have playtimes together. Therefore, making it difficult to set up.</p> <p>Grab a grown up with EYFS. Parents enjoyed taking part in a carousel of activities with their child.</p> <p>Active Ted bags are working well within Reception class, Year 1 and year 2. Year 1 have 2 Active Ted bags as it has been so popular. Children write in the diary weekly and often add photographs of their active fun.</p> <p>PE active bag trialled in year 1 and was extremely popular.</p>	<p>Work with County advisor to support in developing this within our school. CPD for PESSPA lead.</p> <p>Sports apprentice to develop St Andrew's own grab a grown up. Nursery, EYFS and Year 1.</p> <p>Active Ted bag to be bought for Nursery and a new one for year 2. Year 1 and Reception keep their own.</p> <p>PE active bag to be added in to Reception and to year 2. Teachers or sport apprentice to show children how to use bags. Post a video in dojo for parents.</p>
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	<p>Develop pupil roles of responsibility - Year 4 Playground Leaders which will compliment ongoing Active 30 targets.</p> <p>Active blasts provided daily for all classes consistently.</p> <p>Develop a forest school for KS1 initially. Once set up. Trained staff can develop and implement throughout school.</p>	<p>Year 2 x Active Ted bags</p> <p>Forest school action plan and risk assessment to be created for year 1 and EYFS.</p> <p>Practical introduction to forest school EJ</p> <p>Forest school area to be identified, cleared and developed.</p> <p>5 waterproof jackets so children can use forest school in any weather (wear and tear)</p> <p>Activity ideas to be shared. Create a booklet of poisonous and endangered plants. OASES to support development of forest school.</p>	<p><u>Free</u></p> <p><u>TBC</u></p> <p><u>£160</u></p> <p><u>£44.95</u></p>	<p>See above</p> <p>Developed a school action plan and risk assessment. New curriculum did not allow for year 1 to take part in forest school sessions.</p> <p>Fathers day event provided an opportunity for dads to support in clearing the forest school so it can be used. NJ gave go ahead for CR to develop forest school in Nursery, EYFS and KS1.</p> <p>Feed back from dads was positive. Some asked if they could come back and complete what they had started, Some asked if they could support in running a forest school after</p>	<p>Develop a forest school LTP. Seek advice from Curriculum leads as to how effectively it will fit into our curriculum, so it supports learning in those areas.</p> <p>Look into parent's forest school qualification.</p> <p>CR to have time out of class to develop the forest school. CR to visit forest schools at other sites.</p> <p>Support from OASES. Apply for a £10000 fund to develop forest school.</p> <p>CR to create a 3 year forest school development plan.</p>
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	<p>Active wall of fame for parents to send in photos of their children being active at home.</p>	<p>Dojo posts to encourage parents to be active with their children at home</p> <p>Posters of Chief medical officer guidance.</p> <p>Regular posts on dojo</p> <p>Equipment needed for physical education lessons due to wear and tear on our current resources.</p> <p>beanbags, cones, spots, tennis balls, cones, gymnastic mats, koosh balls.</p> <p>Robert Proud (Pirate Rob) fundraising event for the Angels trust</p>	<p><u>£200- forest school planning session</u></p>	<p>school club. Robert Proud said 'it was the most amazing parent engagement event that he had been asked to attend'.</p> <p>CR sought advice from OASES about how to move forward.</p> <p>Forest school planning session</p> <p>Wall of fame was started.</p> <p>Whole school sponsored walk and dace off. Pirate Rob was</p>	<p>Wall of fame to be developed and monitored by CR. Regular posts on dojo asking parents to send in photos of the children doing a sport that they love. Least active- send a photo of them being active.</p> <p>Work with Robert Proud to engage pupils and their</p>
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			<p><u>£216.45</u></p> <p><u>Free</u></p>	<p>unable to take session so sport lead stepped in. Raised money for Angel trust. Whole school were active for one hour.</p>	<p>parents. Pirate Rob taster session. Pirate Rob toy to go with the trial of his new book when it is published. Continue to build on local links with Rob. Supporting us to get our community more active. Links with dads and lads. We can offer them a garden space as an allotment for the local community. Support us in engaging our community in becoming more active.</p>
<p>3. The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>Maintain the profile of PESSPA across the school</p> <p>Bring the school and community together by hosting a SMILES for pupils. Look into involving parents and carers</p>	<p>Sports Awards, displays around school, collecting pupils voice at the end of units of work in PE.</p> <p>What the children do at home?</p> <p>What are they doing in PE?</p> <p>Photographs of leagues and festivals. Go Well SMILES sponsored event. Money raised will go towards a new playground surface.</p>	<p>Free</p> <p>Go Well SLA</p> <p>Free</p>	<p>In development.</p> <p>Children bring in trophies, medals and have time to discuss their success in sports that they love.</p> <p>Photographs of leagues and festivals is added to the PESSPA notice board.</p> <p>See Key indicator 1 for info on sponsored event and the school yard.</p>	<p>PESSPA lead to have time allocated to develop this further.</p> <p>Continue to add photographs to PESSPA notice board.</p> <p>Sport Crew to be developed and support in keeping this updated.</p>

	<p>Year 6 pass swim expectations</p> <p>Year 5 confident in the water</p> <p>Year 4 provided with opportunities to swim.</p> <p>Raise awareness of the importance of and embed water safety in to PSHE, PE and active blasts. This must not be a one off session.</p> <p>SEN and movement difficulties to be supported through SAQ program</p> <p>Raise profile of sports day and create a big event where new</p>	<p>Swimming priority year 6 Autumn term.</p> <p>Spring term year 4 and 5 swimming</p> <p>Summer term year 3 and year 2</p> <p>In Gymnastics and in dance link certain movements to swimming positions and explain how it links.</p> <p>Staff training in Who is ready to learn</p> <p>TA's and teachers to incorporate into daily routines as appropriate. Assess progress. CR and RC</p> <p>Pupil and parent voice- What do the children want sports day to look like?</p> <p>Last year sports day moved to spring</p>		<p>Year 6 were a low cohort for passing their swimming expectations when comparing this to previous data. This is significantly below where we are usually. Conversations with the swim teacher and the county swim advisor identified that this was the best outcome.</p> <p>Year 5 and year 4 have attended swim lessons. Year 5 children who needed extra support had booster sessions alongside year 4.</p> <p>Currently in year 5 there are 68% passed NC outcomes.</p> <p>Following parent and pupil voice sports day was planned so parents can watch their children. It was to be fun and competitive.</p>	<p>Sports apprentice to do NCPT qualification. If there is a space RS to attend. Price TBC.</p> <p>32% of current year 5, who did not pass NC outcomes, will attend Autumn 1 with year current 4 children. Then whole of year 6 Summer 2 to check and develop skills. Sports apprentice and MP will take class swimming to ensure high quality teaching.</p> <p>Create a new sports day following parent voice. Put out a form to get parent</p>
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	<p>skill can be explored. Create an excitement for Physical activity</p>	<p>term. Sports day in class for field events and run in afternoon for parents. Feedback from parents was that they enjoyed the event. Some parents said that they would like to watch the field events and the sack race, egg and spoon.</p> <p>Design a sports day activity at home competition.</p> <p>Discussions around a larger event. Rotation of activities mixing all year groups Nursery-year 6. Smoothie machine, archery, local football club penalty shoot out. Any other local links. Children and parents to be given an opportunity to choose or vote for activity. Parent voice to identify preferences.</p>	<p>Parents could rotate with their child at stations. The sports day was linked to the Olympic games. Opening ceremony where EYFS created an Olympic torch. NC supported year 5 children to create a warmup for the school and parents. SG cheerleading after school club created an opening dance. SG and year 3 created a dance for the parents and children to learn and perform. NC worked with year 4 to create a competitive activity station. PESSPA lead created other stations for the children to compete in. The children were in mixed year groups where siblings were together to support parents in spectating.</p> <p>Unfortunately, this was cancelled twice due to bad weather.</p>	<p>views on what they would like to see in sports day.</p>
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<p>4. broader experience of a range of sports and activities offered to all pupils</p>	<p>Gymnastics club was popular. Staff have asked for more training in afterschool gymnastics and that they run a club linked to their strengths.</p> <p>Provide a variety of experiences for the children to explore within school and out of school.</p> <p>Create afterschool clubs that provide a broader range of sports.</p> <p>School games events to be accessible for all</p> <p>Continue to engage the least active. Children who are unable to attend clubs in the local community.</p>	<p>Autumn 2 afterschool gymnastics coach. Staff that will run the club to attend.</p> <p>British Gymnastics coaching qualification General gymnastics level 1 x2 SG and LB</p> <p>Source local clubs and groups to come into school.</p> <p>Posts on dojo to advertise clubs and local events.</p> <p>Boxercise CPD for TA, Pilates CPD, Forest school CPD, SAQ Fundamental movement Table tennis CPD, see key indicator 1</p> <p>Sign up to the School Games</p> <p>Attend School games events both face to face and virtual. Provide opportunities for children to attend</p> <p>Festivals through Education Enterprise SLA to explore a variety of sports and activities</p> <p>School Games events</p>	<p>TBC</p> <p>£160</p> <p>Hoopstarz £316.80</p>	<p>Afterschool gymnastics club ran by Go well. SG supported as a CPD session to gain confidence to run a club next school year.</p> <p>Could not find general gymnastics coaching course.</p> <p>A broader range of sports were introduced within the curriculum linked to school sport and physical activity- Hoopstarz, school games fitness, kurling and bocchia, golf, ultimate frisbee, golf, handball, leadership for the least active, dodgeball, Nerf team challenge, SEND multiskills.</p> <p>School games events- athletics one child got through to the county final where he came 4th overall. Golf competition 3 children were chosen, and won a year worth of golf membership. One child came second overall. Children took part in the swimming gala but not enough for a full team. Children did well in their events. Some coming in</p>	<p>NJ has employed a sports apprentice through PEAK.</p> <p>Afterschool clubs will be provided for the least active by PEAK and school staff.</p> <p>Afterschool clubs will be targeted for the children competing in leagues and competitions. CR to start these clubs linked to need. Once Apprentice is established and gained in confidence to take over.</p> <p>Identify local clubs to establish links with and develop by inviting in to school and posting on school dojo.</p> <p>School games application opens in May- HT to give CR time to complete form.</p> <p>Swimming gala raise profile and approach parents early so they can prepare.</p>
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			Education Enterprise SLA Free	<p>the top 3. Feedback from parents 'It was a confidence boost as my child does not excel in all sports but is a good swimmer'. My child was absolutely over the moon to have been chosen'. She was so excited to be part of the swimming team'.</p> <p>The least active enjoyed taking part in the interactive fitness and the Nerf challenge.</p>	
5. Increased participation in competitive sport	Continue to attend league events through Education Enterprise SLA but focus on a smaller amount. Football, dodgeball and cricket. Build up confidence in rugby.	Audit current provision of 'intra' competition through planning scrutiny of staff understanding of 'competition' as a learning platform embedded approach to 'competition' –pupils setting personal 'next step' challenge/target, embedded team paired/small group/team competition in lesson structures.	Education Enterprise SLA	<p>Looked at leagues and festivals and decided to drop out of the rugby and netball. Hopefully to build this back over the next school year. Children attended Leagues- Year 5/6 Handball, year 5/6 football, year ¾ football, 5/6 cricket.</p> <p>Festivals- kurling and boccia, multiskills, cross country, gymnastics, dance, tennis, golf,</p>	<p>Link afterschool clubs to leagues and competitions to give the children the knowledge needed to compete at a high level.</p> <p>Sport apprentice, MP, CR, SG and PEAK to provide.</p> <p>Post early on dojo events that will be happening to give parents the opportunity to prepare.</p>

	<p>Competitions- continue to prepare children in PE, after school and lunch times.</p> <p>Sign up to School Games identify G and T children to progress to level 1</p> <p>Staff to build an understanding of competition throughout PESSPA- Active blast competitions.</p>	<p>Seek advice and invite coaches in for after school clubs.</p> <p>Ensure high quality PE sessions for all to enable children to be physical literate and apply skills across arrange of sports. What do they need. Ensure all teachers are aware of what children in their class need for each PE topic.</p> <p>County advisor to run a course on intra school competition.</p> <p>Busses needed to transport children to events otherwise they will not be able to take part.</p> <p>To be taken out of 2023-24 sport premium</p> <p>2024-25- GoWell SLA</p> <p>2024-25- Forest school CPD</p>	<p>£225</p> <p>£2035</p> <p>£1950</p>	<p>handball, sportshall athletics, rounders and cricket.</p> <p>Competitions- ultimate frisbee, football, cricket, Athletics, girls football, mixed football world cup, cross country, swimming gala, golf and tennis.</p> <p>Some pupils who took part were able to set personal 'next step' target. Teachers embedded team paired/small group competition in some lesson structures.</p> <p>Signed up for School games.</p> <p>GT children identified in year 1 who are working significantly above ARE.</p>	<p>Provide support to parents of how to support the children.</p> <p>Lunchtimes and playtimes sports apprentice, MP, MO and CR to prepare chn.</p> <p>G and T children create a program for them to attend. Look into how best to do this.</p> <p>CR provide staff CPD to build competition within school. Active blasts- keeping it simple.</p>
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		2024-25 Education Enterprise SLA has been added to the total amount.	£3415		
			Total Spent £18,105.20		No underspend to be carried over this year Approximate amount subject to ledger £3,809.48

St Andrews Primary School year 6 swimming data 2023-24

Swimming is a national curriculum requirement and by the end of key stage 2 pupils are expected to be able to swim confidently and know how to be safe in and around water. There are 3 national curriculum requirements for swimming and water safety. See the below table.

The following year 6 attainment data is provided from swimming lessons within the County Durham Swimming SLA provision.

The data from Symphony is as follows:

St Andrews Primary school year 6 swimming data 2023-24	
Swim 25m unaided	40%
Perform a range of recognised strokes	53%
Perform a safe self-rescue	53%

St Andrews Primary school year 6 swimming data 2022-23	
Swim 25m unaided	82%
Perform a range of recognised strokes	82%
Perform a safe self-rescue	82%

St Andrews Primary school year 6 swimming data 2021-22	
Swim 25m unaided	95%
Perform a range of recognised strokes	80%
Perform a safe self-rescue	80%

St Andrews Primary school year 6 swimming data 2020-21	
Swim 25m unaided	80%
Perform a range of recognised strokes	80%
Perform a safe self-rescue	93%

St Andrews Primary school year 6 swimming data 2019-2020.	
Swim 25m unaided	73%
Perform a range of recognised strokes	55%
Perform a safe self-rescue	55%

St Andrews Primary school year 6 swimming data 2018-2019.	
Swim 25m unaided	95.5%
Perform a range of recognised strokes	95.5%
Perform a safe self-rescue	100%

St Andrews Primary school year 6 swimming data 2017-2018.	
Swim 25m unaided	86.7%
Perform a range of recognised strokes	86.7%
Perform a safe self-rescue	100%

Shared with and signed off by	Date	31.07.2024
Headteacher	30.07.2024	<i>N. James</i>
Governor	30.07.2024	<i>J R N Waine</i> (Chair)