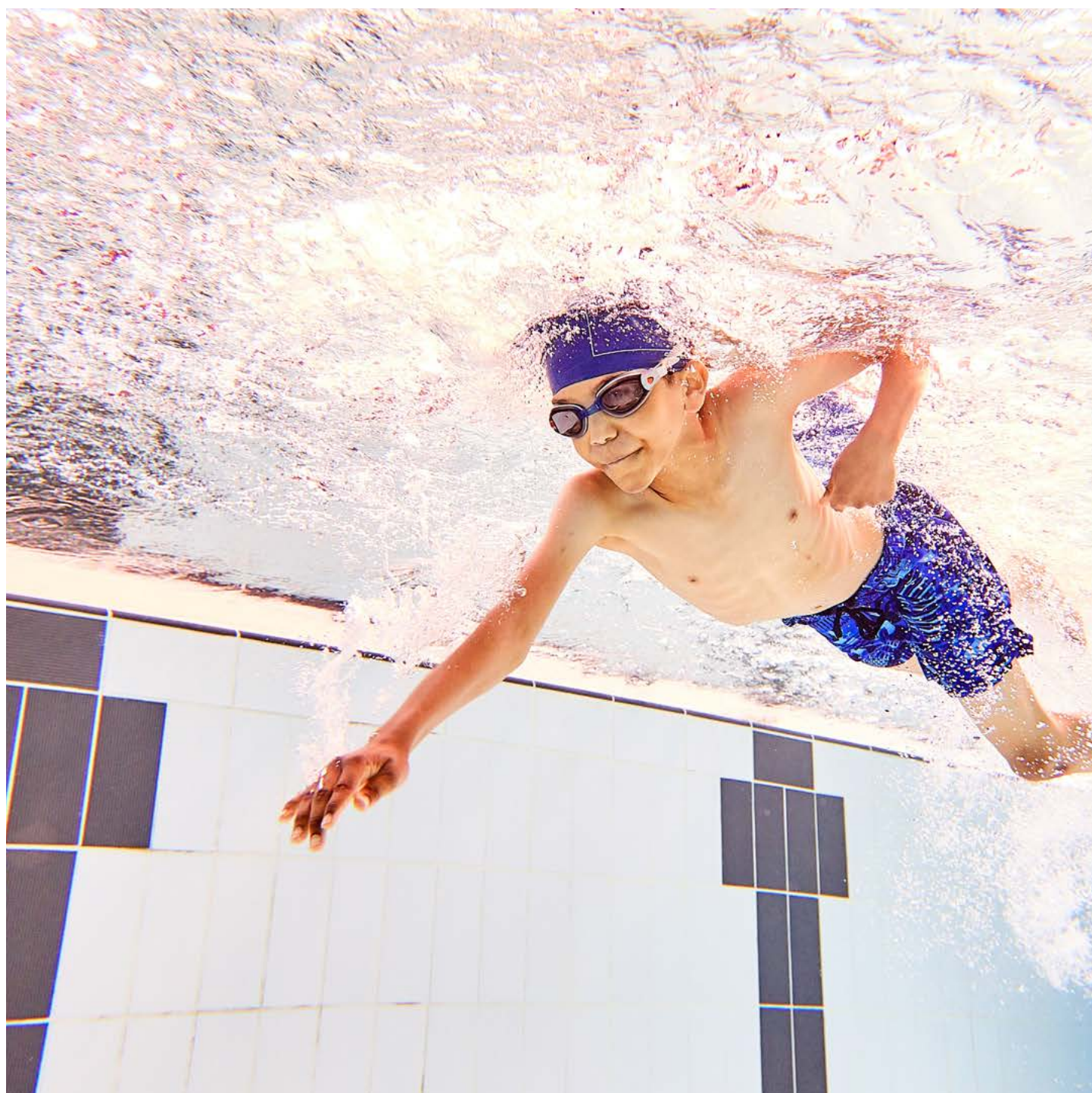


**TEACHING SWIMMING  
AND WATER SAFETY AT  
KEY STAGE 1 OR 2**

**PRIMARY SCHOOL  
SUPPORT MATERIALS**

# **PRIMARY SCHOOL SUPPORT MATERIALS**



Developed by the Swim Group to support Primary Schools to deliver high quality swimming and water safety lessons at Key Stage 1 or 2.

## OVERVIEW

The following support materials complement the Teaching Swimming and Water Safety at Key Stage 1 or 2: A guide for Primary Schools document.

The information in this pack provides additional information and guidance to support primary schools to set up and deliver a comprehensive swimming and water safety programme.

For more information visit [www.swimming.org/schools](http://www.swimming.org/schools).

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# 1. SETTING UP A SWIMMING AND WATER SAFETY PROGRAMME

## Key considerations:

1. What is the most suitable delivery method for the programme based on resources, access to facilities and timetable?
  - Independent programmes, one-stop shop programmes from the local leisure centre, shared services with other schools; intensive programme, term-based swimming.
2. Which year group? Refresher lessons? Include top-up swimming?
3. What facilities can be accessed?
  - On-site facilities, local public pool, local primary, secondary or independent school, or a college or university pool.
  - Leisure centres are likely to offer pool space, lifeguards and swimming teachers
  - External school pools might provide space and teachers/lifeguards. If not, these should be sourced and arranged by the visiting school (some independent schools have community agreements for local schools to access their facilities).
4. Does the local authority arrange swimming programmes?
5. Would a one-stop-shop that included swimming instruction, timetables, lifeguards, transport be appropriate?
6. How can we utilise the PE and Sport Premium to support swimming and water safety provision?
7. Is there an opportunity to form a partnership with other local schools and share pool time, the cost of lifeguards and swimming teachers?
8. Do we already provide regular updates to parents about swimming and water safety lessons and attainment or do we need to start a new communication? Do we communicate with secondary schools?

## Checklist

<b>If arranging own programme:</b>	<b>If a third party is providing the lessons:</b>
✓ Pool space secured, including lifeguards	✓ Programme format agreed
✓ Swimming teacher(s) booked	✓ Lesson details shared and agreed
✓ Appropriate information provided to parents	✓ A method of reporting attainment discussed and agreed
✓ Teachers up-skilled to support swimming teachers during the sessions	✓ Roles and responsibilities of the provider and teaching staff discussed and agreed
✓ Lessons planned	
✓ Transport arranged	
✓ Risk assessment completed	

## 2. OVERVIEW OF RESPONSIBILITIES

Even if your programmes are delivered by a third party, schools have overall responsibility for their pupils. This includes safety as well as learning outcomes.

### **Duty of care**

The Head teacher should ensure all those involved in lifeguarding, teaching and supporting swimming lessons, whether employed by the school or through a third party, are capable and competent to fulfil their roles.

### **Safeguarding**

Arrangements should be put in place to meet your school's safeguarding requirements.

- Request confirmation that DBS checks are in place for all those involved in swimming.
- National guidance recommends that school pupils have exclusive access to swimming pools. Where this is not possible it may be necessary to put in place additional arrangements which must be carefully risk assessed to safeguard pupils whilst they are swimming, changing and at the venue.

### **Transport**

Schools' own policies and procedures for transporting pupils should be consulted and followed. These provide guidance about supervision levels, expected behaviour and rules around such things as the wearing of seat belts.

### **Tips**

- In some parts of the country transport for school swimming is organised centrally. This is known to reduce the cost and makes swimming much easier for schools to organise.
- Sometimes transport companies have spare capacity during the school day and are prepared to hire vehicles at reasonable rates. This is particularly the case if the company is known to the school.
- Local schools sometimes have their own minibus which might be available to use. Consider partnering with other nearby schools to share transport and coordinate pick-up and drop-off points.
- Time spent travelling can be significant. Use the time to prepare pupils for the lesson and review it on the return journey.

## 3. ROLES AND RESPONSIBILITIES

### Swimming Teachers

The responsibility of the swimming teacher begins when the school teacher or other school representative has handed over the group of pupils and informed the swimming teacher of the number of pupils swimming together with any additional information about pupils' specific needs. The duty of the swimming teacher ends when the pupils leave the water and, whilst still on poolside, are returned to the care of the school teacher or other school representative.

It is the school's responsibility to confirm that swimming teachers are sufficiently competent to teach the groups of pupils assigned to them. This should include confirming qualifications, ensuring up-to-date knowledge and that DBS checks are in place. This responsibility is on-going and should extend to ensuring that what is being taught is appropriate and suitable for the range of abilities in the class or group.

All those that teach curriculum swimming and water safety - whether employed by the school or through a third party - must have up-to-date knowledge and competence to do so safely and effectively. <sup>1</sup>

Regular professional learning should be maintained to ensure their knowledge and working practices are up-to-date.

The national curriculum outcomes for swimming and water safety differ to those for other Learn to Swim Programmes. It is therefore important that qualified swimming teachers are aware of the differences, and of the ability of those within the class.

It is usual for one or more qualified swimming teacher to work alongside school teachers to deliver curriculum swimming lessons. Swimming teachers can be employed directly by the school to teach alongside school staff in the school's own pool or off-site facility, or employed by a third party provider to teach visiting school groups at a specific site, alongside school staff. In these situations it is the school teacher who remains accountable for their pupils' attainment and progress. Regular and frequent dialogue should take place between school teachers and swimming teachers so that both are aware of what the pupils are being taught and what they are learning.

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<sup>1</sup> The Health and Safety Executive (HSE) recognises that competence can be demonstrated with a relevant qualification; through in-house training, initial teacher training or in-service training; through previous experience.

## Primary School Teachers

Qualified primary school teachers may be required to teach all aspects of the physical education curriculum, including swimming and water safety. Swim England provides a specialised training programme to equip those involved in the delivery of school swimming with the right skills and knowledge to provide quality lessons (see the Training sections for further details about the National Curriculum Training Programme). Investing in the up-skilling school teachers and/or teaching assistants can be a cost-effective way to deliver swimming and water safety lessons, either by replacing or supporting additional swimming teachers.

- School teachers are responsible for general order and discipline, along with any accompanying teaching assistants or support staff. Together, they should maintain high levels of supervision in the changing rooms, on poolside and while pupils are in the water.
- School teachers should provide up-to-date, accurate registers of those attending swimming to those directly responsible for teaching the groups of pupils. They should also advise about any individual medical treatment needs or special requirements.
- School staff are likely to have more knowledge of the pupils' individual medical and behaviour needs than swimming teachers and lifeguards and so should play an active role supporting learning and dealing with behaviour and welfare issues. They will also be more familiar with sudden changes in the behaviour of the pupils which might result in the need for prompt action to be taken because of medical or other emergencies.
- Lifeguards, school teachers, swimming teachers and additional staff must know the number of children in attendance and carry out regular head counts, at the beginning, during and at the end of swimming lessons.

## Additional adults

Additional adults can be very helpful in supporting the delivery of school swimming whether it takes place on or off-site. A school's risk assessment should determine the number of teaching assistants and adult helpers needed to ensure safe supervision levels when pupils are being transported to and from the pool, changing for swimming, waiting on poolside, and in the pool.

Where it is appropriate, they should also take an active role supporting the work of those directly responsible for teaching the lesson, either on poolside or in the water. They should know the emergency procedure of the pool, which should include the location and operation of the pool's emergency alarm and how to obtain the emergency services and additional adult help.

Schools must ensure that all those supporting school swimming know the extent of their roles and have up-to-date DBS checks in place.

## Lifeguards

It is recommended that everyone who provides a lifesaving role - whether as lifeguard or teacher - should hold an appropriate lifesaving award. This should demonstrate, as a minimum, their ability to effect a rescue from the deepest part of the pool in which they operate and carry out basic life support<sup>2</sup>.

A separate lifeguard may not be required when programmed curriculum swimming sessions are taking place. In these situations, where the risk is limited due to the nature of the activity and the degree of control exercised, a teacher, competent in lifesaving, may provide the safety cover.

Appropriate lifesaving competencies include rescue skills, basic life support and knowledge of relevant site specific aspects of the Pool Safety Operating Procedures (PSOP), which deals with emergency situations.

Further information about safe supervision can be found in the document, 'Safe supervision of programmed swimming lessons and training sessions'<sup>3</sup>.

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<sup>2</sup> Managing Health and Safety in Swimming Pools' (2018)

<sup>3</sup> Safe Supervision of Programmed Swimming Lessons and Training Sessions, [www.swimming.org/library/documents/2572/download](http://www.swimming.org/library/documents/2572/download)

## 4. DELIVERING A CURRICULUM SWIMMING AND WATER SAFETY LESSON

Those directly responsible for teaching school swimming to groups or classes of children, whether a primary school teacher, teaching assistant or swimming teacher, should:

- Plan, teach and evaluate the swimming and water safety programme in line with national curriculum requirements.
- Prepare schemes of work appropriate to the age and ability of the pupils being taught.
- Plan lessons that allow all pupils, including those with special educational needs, those with a disability or impairment and those whose first language is not English to make progress and achieve their very best.
- Take responsibility for decisions connected to the ability of the pupils in the water, assessment of their capability as swimmers and the method of instruction.
- Know the emergency action plan of the pool and communicate what to do in an emergency to everyone involved in the swimming lesson.
- Provide lifesaving and first aid skills if necessary until further help arrives.

### **Staff ratios and class sizes**

The number of staff that accompany pupils swimming and the ratio of school teachers and swimming teachers to pupils in the water should be determined by the school's risk assessment. This should include:

- Any specific needs or challenges presented by the pupils, e.g. behaviour, health, age, swimming experience and competence.
- The experience, skills, expertise, overall competence and number of school teachers, swimming teachers and lifeguards.
- Working conditions at the pool which might give rise to more demanding supervision, e.g. young pupils learning to swim in water in which they are out of their depth; pool designs that make supervision difficult.
- The need for sufficient adult helpers to be available to manage the unexpected.

If relevant, the outcome of risk assessments and any actions that need to be taken should be discussed, agreed and implemented by all those involved in the swimming lessons. The maximum bathing load of a pool should never be exceeded.



The following recommended ratios are starting points for determining actual pupil-teacher ratios, which will depend on the outcome of a risk assessment designed to ensure high quality, effective swimming lessons are delivered. These ratios can be found in 'Safe Supervision of programmed swimming lessons and training sessions'<sup>4</sup>.

## Swimming lesson pupil to staff ratios

<p><b>Non-swimmers and beginners</b> Learners with or without floatation aids that cannot swim 10m comfortably.</p>	12:1
<p><b>Improving swimmer</b> Learners who have mastered stroke technique and have the ability to swim 10m comfortably and safely.</p>	20:1
<p><b>Mixed ability groups (not including beginners)</b> All should be able to swim 25m minimum. Mixed ability groups are often a necessity in managing school groups.</p>	20:1
<p><b>Competent swimmers</b> Those who can swim at least 25 metres competently and unaided and can tread water for 2 minutes.</p>	20:1
<p><b>Swimmers with special educational needs and disabilities (SEND)</b> Each situation must be considered independently as pupils with disabilities are not a homogenous group.</p>	1-1 upwards

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<sup>4</sup> Safe Supervision of Programmed Swimming Lessons and Training Sessions, [www.swimming.org/library/documents/2572/download](http://www.swimming.org/library/documents/2572/download)

## 5. REPORTING ATTAINMENT

It is important to report on the progress of pupils throughout the duration of the swimming and water safety programme to ensure they are developing the required skills. This will also help to ensure those that have not reached the outcomes towards the end of Year 6 can be supported through Top-up sessions. In addition, schools need to ensure final attainment levels are reported at the end of Year 6.






### Ongoing monitoring

School teachers are responsible for monitoring pupils' attainment, progress and outcomes. This should be recorded in a similar way to other national curriculum subjects. Many external swimming providers have their own methods of recording attainment, so it is worth discussing how both systems can be utilised.

### End of Year 6 attainment

As part of the accountability of the PE and Sport Premium, schools are required to publish the swimming and water safety attainment levels of their Year 6 cohort. This should be published on the school website and should state how many pupils meet the national curriculum swimming and water safety requirements to perform safe self-rescue in different water-based situations, use a range of strokes effectively and swim competently, confidently and proficiently over a distance of at least 25 metres.

To help schools to do this, Association for Physical Education (afPE) and the Youth Sport Trust have created a website reporting template. A copy of this can be found below, alternatively it can be downloaded via [www.afpe.org.uk/physical-education/evidencing-the-impact-guidance-template](http://www.afpe.org.uk/physical-education/evidencing-the-impact-guidance-template).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.	
Key achievements to date:	Areas for further improvement and baseline evidence of need:
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? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/No
Created by:  	Supported by:   

### **Parents and carers**

Parents should be told when their pupils will be swimming and what this will involve. This should include the items required for swimming and the expected standards of behaviour. They should be told that swimming is a curricular activity and as such pupils cannot opt out of the lessons. In addition, parents/carers should be advised there are no expectations for parents/carers to fund swimming and water safety lessons.

The requirements of the national curriculum should be explained and parents encouraged to help their pupils to learn to swim by taking them swimming or enrolling them in local swimming lessons, activities and fun events.

Regular updates on progress and attainment should be shared with parents and guardians throughout the swimming and water safety programme. This will help them to understand what their child should be learning and how proficient they are in the water. Information should also be included within final Year 6 reports.

### **Secondary schools**

Swimming and water safety attainment should be included as part of a pupil's final Year 6 report. This should be shared with the secondary school to ensure their ability is accurately recorded and the pupil is not excluded from outdoor activities and trips - or included when they are unable to swim.

## 6. WHAT TO WEAR

### Adults

All those directly involved in school swimming lessons should be suitably dressed to carry out that role. School teachers, swimming teachers and those supporting them should be appropriately dressed to demonstrate movements and actions.

Those assigned to assist pupils in the water should be suitably attired, for example, in swimwear, t-shirts and shorts. Jewellery should not be worn by these assistants. Outdoor footwear must not be worn on poolside – the facility will be able to provide guidance on suitable footwear.

### Pupils

- Swimwear should be suitable for purpose. To avoid drag and increase streamlining it should be reasonably tight fitting. It is recommended that schools have a uniform for swimming which is clearly communicated to parents, swimming teachers and school swimming providers.
- Jewellery should not be worn or taken to the pool.
- Swimming hats should be worn by everyone or as a minimum long hair should be tied back away from the face. Further information about suitable attire for swimming can be found in 'Safe Practice: in Physical Education, School Sport and Physical Activity' (Association for Physical Education, 2016).
- Schools should determine their own policies for goggles taking into consideration information in Safe Practice (Association for Physical Education, 2016). Pupils should be comfortable swimming with and without them. Parents should be aware that pupils may be asked to remove them for some activities particularly when learning to dive into water and when being taught survival and self-rescue skills. If pool water is well-maintained it should not be necessary for pupils to wear goggles when involved in relatively short school swimming lessons.

## 7. SAFETY

The priority for everyone is safety: in the changing rooms, on poolside and in the water. Head counts should be regularly undertaken and staff should know if anyone leaves the water and the reason for doing so.

### **In the changing areas**

- Staff and pupils should know the safety rules for the changing areas.
- Ensure adequate supervision is maintained at all times.
- Clothing and bags should be stored or kept safe in the changing area or on poolside.
- All jewellery should be removed.
- Swimming caps should be worn, or as a minimum, long hair should be tied back.
- Before entering the pool area pupils should shower and use the toilet.

### **Poolside procedures**

- Monitor pupils as they walk to and from the pool area.
- Pupils should be told they must not enter the water until they have permission. This rule should be strictly adhered to.
- Ensure adequate supervision to maintain vigilance while pupils wait for the lesson to begin.
- Everyone should understand the safety rules that apply when pupils are moving around the pool environment and in the water.
- Staff and pupils should be made aware of and understand the venue's emergency procedures. They should recognise and respond appropriately to emergency signals such as whistles, klaxons and sirens and know the correct response.
- All staff must scan the pool regularly and carry out regular head counts, at the beginning, during and at the end of swimming sessions.
- Staff and pupils should know how to use safety and teaching equipment correctly e.g. floats and arm bands.

If pupils are on poolside observing the lesson consider:

- appropriate footwear and clothing (change into PE kit)
- their position and supervision arrangements
- what constructive way they might be engaged (taking notes, answering questions)
- if they can be involved in the lesson in some way

### **In the water**

Every swimming lesson should have purpose and seek to help every child make progress and achieve. To enable this to happen it is necessary to consider:

- how tasks and activities are organised to ensure everyone is involved all of the time
- the space available and how it can be used to accommodate everyone safely
- the depth of water for the activity being undertaken
- are there sufficient buoyancy aids available?
- the availability of adults to support in the water (if needed)
- the number of additional teachers and helpers on poolside to manage everyone safely
- the position of swimming teachers and helpers to observe all areas of the pool and all pupils all of the time.

## 8. TRAINING OPPORTUNITIES FOR STAFF INVOLVED IN DELIVERING CURRICULUM SWIMMING AND WATER SAFETY

### The National Curriculum Training Programme (NCTP)

Courses are open to anyone working within a primary school swimming programme e.g. school teacher, classroom assistant, learning support staff, nursery nurse, qualified swimming teachers, parent, other helpers.

In addition, students involved in initial teacher training may also attend.

The training programme equips them with the skills and knowledge to support and deliver high quality school swimming lessons and to help meet national curriculum requirements.

The NCTP is comprised of two training programmes:

- Support Teacher of school swimming
- Teacher of school swimming that use a combination of theory and practical sessions on how best to deliver school swimming.

Courses take place over 1 to 2 days and include theoretical and practical teaching activities. Schools can use PE and School Sport Premium funding to pay for attendance at these courses.

Swim England Level 2 Teaching swimming qualification courses are available country wide. It is a pre-requisite that participants already hold the Level 1 Swimming Assistant Teaching

It is recommended that Level 2 swimming teachers attend a Curriculum Swimming and Water Safety course to gain an all-round knowledge of swimming and water safety in the national curriculum.

### Swim England National Curriculum Training Programme (NCTP)

#### Support teacher of School Swimming (Key Stages 1 and 2)

Once completed the holder will be able to actively support a more qualified teacher.

#### Teacher of School Swimming (Key Stages 1 and 2)

Once completed the holder will be able to plan and evaluate session plans in line with the national curriculum and teach a group of pupils without the direct supervision of a more qualified teacher\* within a school swimming programme.

\* Qualified teacher may refer to a swimming teacher who holds a Swim England Level 2 Teaching swimming qualification or equivalent or a qualified school teacher who holds a Swim England Level 2 Teaching swimming qualification or equivalent or NCTP Teacher of school swimming.

## 9. PE AND SPORT PREMIUM GUIDANCE

The Department for Education wants all pupils to be healthy and active. PE and sport have an important, positive impact on a child's health and wellbeing.

The objective for this additional funding is to achieve self-sustaining improvement in the quality of PE and sport in primary schools.

### Using the PE and Sport Premium for swimming and water safety

- Schools **must** provide a comprehensive swimming and water safety programme from the schools core budget before the PE and Sport Premium funding can be used.
- Schools must use the funding to make **additional** and **sustainable** improvements to the provision of curriculum swimming and water safety.
- Building capacity and capability within the school to make sure that improvements made now will benefit pupils joining the school in future years.

#### Possible uses of the funding:

- Provide additional 'Top-up' swimming provision targeted at pupils not able to meet the swimming requirements of the national curriculum - those pupils who have gone through the school swimming programme and have not yet reached the minimum requirements.
- Hiring qualified swimming teachers or coaches to work with primary school teachers to enhance or extend current opportunities.
- Provide existing school staff with professional development, mentoring, training or resources, to help them teach swimming and water safety more effectively.
- Introduce new sports or activities such as synchronised swimming or water polo to encourage more pupils to take up sport.
- Support and involve the least active children by running or extending school swimming clubs and holiday clubs.
- Enter or run more challenges, for example, Swim Safe sessions, School Swimathon, or Big School Swim.
- Partner with other schools to run activities, clubs and galas.

Schools should **not** use the funding to:

- Employ coaches or specialist teachers to cover planning, preparation and assessment (PPA) arrangements. This should come from core staffing budgets.
- 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).
- Costs related to the running of programmes including pool hire and transport.

For more information about the PE and Sport Premium, including how it is calculated and when it is granted, visit the Department for Education website:

[www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools](http://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools).

For more information about how to use the funding visit [www.swimming.org/schools](http://www.swimming.org/schools) or [www.afpe.org.uk](http://www.afpe.org.uk).

## USEFUL LINKS AND RESOURCES

For additional resources about the teaching of swimming visit **Swim England:**  
[www.swimming.org/schools](http://www.swimming.org/schools)

**Health and safety in swimming pools HSG179**  
[www.hse.gov.uk](http://www.hse.gov.uk)

**Guidance for the management of outdoor learning, off-site visits and learning outside the classroom**  
[www.oeap.info/what-we-do/oeap-guidance](http://www.oeap.info/what-we-do/oeap-guidance)

**Safe Practice: in Physical Education, School Sport and Physical Activity**  
[www.afpe.org.uk](http://www.afpe.org.uk)

**Infections: Guidance on infection control in schools and other childcare settings**  
[www.publichealth.hscni.net/publications/guidance-infection-control-schools-and-other-childcare-settings-0](http://www.publichealth.hscni.net/publications/guidance-infection-control-schools-and-other-childcare-settings-0)



# Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool  
Revised October 2018

Commissioned by  
Department for Education

Created by



Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

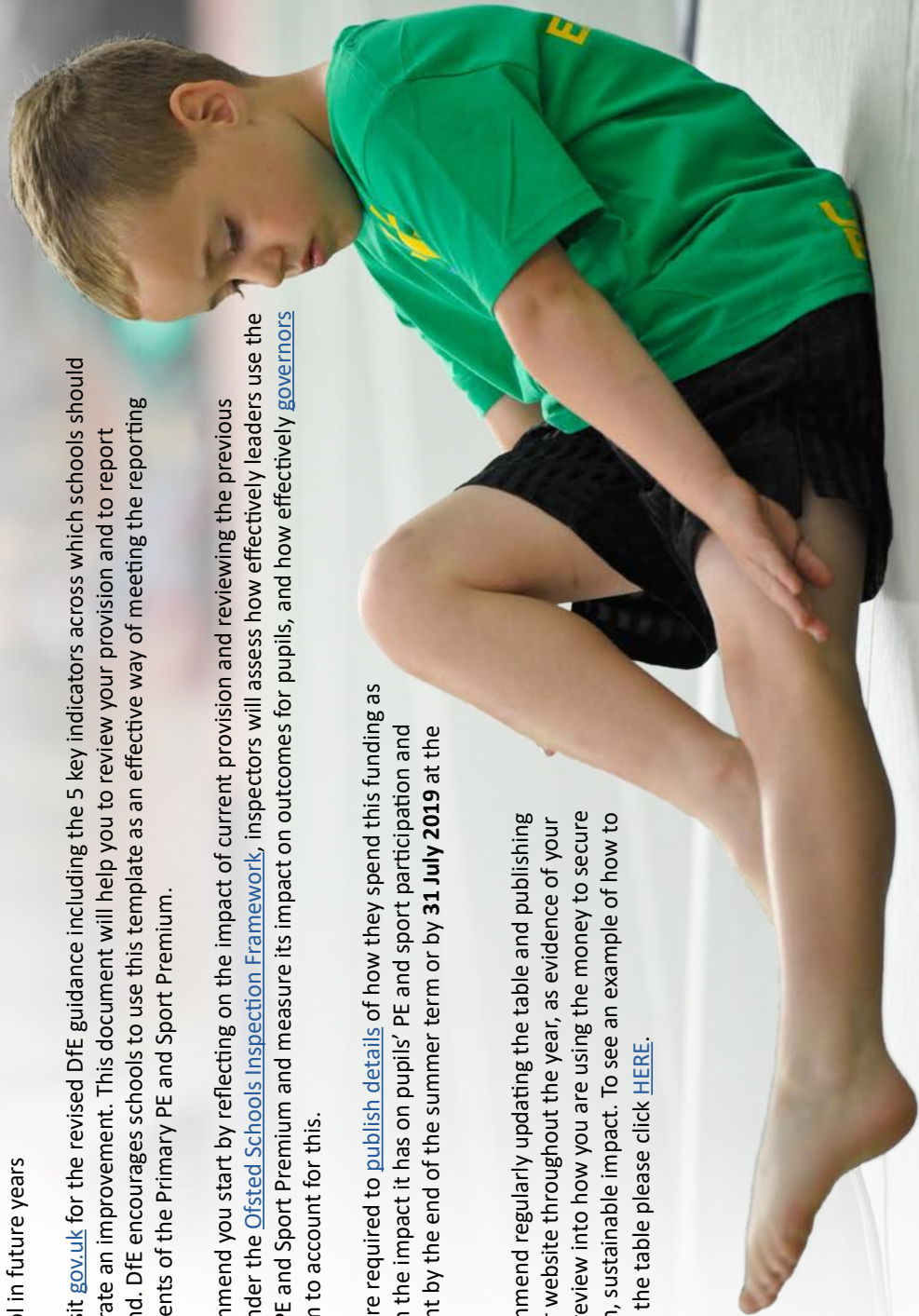
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](http://gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31 July 2019** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).



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Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:

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? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/No

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**Action Plan and Budget Tracking**

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2018/19	Total fund allocated: £	Date Updated:	Percentage of total allocation: %
<b>Key indicator 1:</b> The engagement of <u>all</u> 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			
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:
			Sustainability and suggested next steps:
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement			
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:
			Sustainability and suggested next steps:

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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: %
School focus with clarity on intended impact on pupils: Additional achievements:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps: