

TEACHING SWIMMING AND WATER SAFETY AT KEY STAGE 1 OR 2 A GUIDE FOR SWIMMING TEACHERS

SWIMMING
TEACHERS



Developed by the Swim Group to support swimming teachers to deliver high quality swimming and water safety lessons for primary school pupils at Key Stage 1 or 2.

This guide has been produced by Swim England on behalf of the Swim Group. The content has been developed by experts from a range of organisations involved in the provision of swimming and water safety lessons in primary schools.

This series of guides for primary schools, parents, pool operators and swimming teachers, is designed to ensure all children meet the requirements of the national curriculum PE programme of study by the time they leave primary school in Year 6.

It also aims to ensure the consistent delivery of swimming and water safety lessons across the country that fully support the teaching of the three outcomes.

For more information and support materials visit www.swimming.org/schools.

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THE IMPORTANCE OF TEACHING SWIMMING AND WATER SAFETY AT PRIMARY SCHOOL

1

Swimming and Water Safety is included within the national curriculum PE programme of study.

2

Primary school is the only opportunity some young people will have to learn these important life-enhancing and potentially life-saving skills.

3

Having a good experience at school will help to build a life-long swimming habit which could include numerous water-based activities.

By the time a child is ready to leave primary school they should be able to swim, know how to get out of trouble if they fall into water, know the dangers of water and understand how to stay safe when playing in and around it.

It is part of the national curriculum PE programme of study for England, so all local authority-maintained primary schools must provide swimming and water safety instruction. Other state funded schools, like academies and free schools, must provide a broad and balanced education - and that should include teaching pupils to learn how to swim and about water safety.

Swimming teachers are in the perfect position to support schools to fulfill their statutory obligation to teach swimming and water safety to all pupils during Key Stage 1 or Key Stage 2.

The national curriculum sets out three outcomes which all pupils must be able to demonstrate they can meet before they leave Year 6.

This guide is designed to help swimming teachers - whether employed by the school or through third party providers - to understand what primary schools are required to teach and report on. It also sets out some important considerations for how swimming teachers can support the schools make the most of the lessons.

NATIONAL CURRICULUM REQUIREMENTS: SWIMMING AND WATER SAFETY

Unlike other Learn to Swim programmes, the national curriculum swimming and water safety programme has only three outcomes. These are statutory minimum standards of capability and confidence in swimming and water safety.

It is important that all pupils are supported to meet these requirements before they leave primary school. This includes those with special educational needs, those with a disability or impairment and those whose first language is not English.

The overall aim of primary school swimming and water safety instruction is to introduce children to the water - particularly those who may not have already been in a swimming pool or had lessons. The emphasis is on ensuring all pupils have the basic skills to be able to enjoy the water safely and know how to safe self-rescue if the worst happens.

The programme is not about being able to swim the perfect breaststroke, but to instill a level of ability and fun that encourages young people to keep developing their water skills.

The three national curriculum requirements

The minimum requirement is that, by the time they are ready to leave Key Stage 2, every child is able to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations¹

It is expected that many pupils will achieve more than these minimum expectations. Therefore, school swimming programmes should also provide opportunities for these pupils to further develop their confidence and water skills.

¹ <https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

What do the outcomes mean?

1. Swim competently, confidently and proficiently over a distance of at least 25 metres

This means demonstrating:

- a continuous swim of more than 25 metres without touching the side of the pool or the pool floor without the use of swimming aids. Whenever possible, at least part of the swim should be completed in deep water, defined as greater than shoulder depth. This is because 'competence' and 'proficiency' can't be assured if the swim takes place in shallow water only.
- the stroke, or strokes, are as strong at the end of the swim as at the start, and that the swim is completed without undue stress.
- the stroke or strokes are recognisable to an informed onlooker.

Using an ineffective stroke and just managing to swim 25 metres does not meet the minimum requirement. Nor does it provide the skills necessary for pupils to be able to self-rescue if they get into difficulty. A competent, confident and proficient swim over a distance of more than 25 metres is the minimum requirement to meet the national curriculum outcomes. It is hoped that a number of pupils will be able to swim significantly further, although evidence of this is not required for primary schools to officially record (although could be considered for parent and secondary school reporting).

2. Use a range of strokes effectively

Pupils should be able to use a range of strokes and make choices about the strokes they use to achieve different outcomes and be certain of success.

To do this they need to experience simultaneous and alternating strokes, on their front and back, and be able to adapt them for a range of purposes and intended outcomes. Examples of an intended outcome might be a swim of 50 metres, or using an effective leg kick to tread water successfully.

Swimming strokes do not have to be perfect, the emphasis should be on effectively achieving the required aim rather than precision hand or feet movements.

Examples of adapting strokes for different outcomes: front crawl



Use front crawl with face down and aquatic breathing to swim in a competitive race



Use front crawl with head up to play water polo



Use a front crawl-type leg kick in a vertical position to tread water

3. Perform safe self-rescue in different water-based situations

Pupils should know the dangers of water and understand how to act responsibly when playing in or near different water environments. This includes understanding and adhering to national and local water safety advice, being able to use appropriate survival and self-rescue skills if they unintentionally fall in or get into difficulty in the water, and knowing what to do if others get into trouble.

To ensure pupils fully understand this important area, 'water-based situations' should not only cover how an incident could occur, but also different types of water space. To support this, schools are encouraged to take advantage of additional programmes such as Swim Safe.

Examples of how an incident could occur:

Falling into water when playing on a footpath	Falling out of a boat
Swimming in clothes	Becoming tired
Sustaining an injury	Being out of one's depth
Hampered by weeds or underwater hazards	Rough water or tides

Examples of where an incident could occur:

Homes and gardens	Swimming pools
Beaches	Rivers
Canals	Reservoirs

Beyond the minimum requirements

School swimming programmes must give regard to three elements of the national curriculum requirements for swimming and water safety but this should not limit the opportunities made available to all pupils to make progress and achieve.

To ensure pupils really are competent, confident and proficient in water, and have the ability to survive and self-rescue skills, it is best practice to look beyond the minimum requirements.

Additionally, within a class or year group, pupils are likely to hold a range of abilities in these areas. Regardless of prior swimming experience, primary schools are encouraged to provide the same lessons to all pupils to provide consistency. This is particularly important with regard to the water safety elements as this is an area which can never be over-taught.

For pupils who reach the minimum swimming and stroke requirements quickly, it is important to provide access to other activities that will help them stay engaged and continue to grow their confidence and capabilities in the water.

Examples of additional activities in the pool:

- Using a range of swimming skills and strokes for different purposes. This could include basic water polo or synchronised swimming elements.
- Swimming longer distances and for increasing amounts of time. Taking part in events such as School Swimathon, the School Games swimming galas or the Big School Swim can provide different activities.
- Swimming in different water environments such as a lake or the sea. As well as activity centre programmes, the free Swim Safe programme provides an opportunity to learn about outdoor swimming and water safety.
- Approved lifeguard or life-saving training, such as the Rookie Lifeguard programme.

DELIVERING A SCHOOL SWIMMING AND WATER SAFETY PROGRAMME

Despite being a statutory part of the national curriculum for Key Stage 1 or 2, some primary schools struggle to ensure all their pupils reach the three required outcomes. This can be due to a number of factors including access to facilities, costs associated with delivering the programme or the quality of the programme.

Schools are aware that, as a national curriculum requirement, swimming and water safety provision must be free to all pupils and costs should come out of the school's core budget. This includes costs associated with facilities, swimming teachers and transport. However, primary schools can access the PE and Sport Premium to provide additionality.

The premium can be used to fund the professional development and training that are available to schools to train staff to support high quality swimming and water safety lessons for their pupils.

The premium may also be used to provide additional top-up swimming lessons to pupils who have not been able to meet the national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons. At the end of key stage 2 all pupils are expected to be able to swim confidently and know how to be safe in and around water.

Schools are required to publish information on the percentage of their pupils in year 6 who met each of the 3 swimming and water safety national curriculum requirements. Primary schools have a number of options when setting up their swimming programmes:

- Primary schools deliver all aspects themselves at an on-site or off-site venue.
- The local school swimming service supports the school by arranging facility hire, swimming teachers and transport.
- External providers administer and deliver the programme as a whole package, including in-house swimming teachers.

Level 2 Swimming Teachers are frequently more knowledgeable and experienced about the teaching of swimming than the school staff that accompany the pupils. Some schools may have up-skilled their teachers via the National Curriculum Training Programme for swimming, but it is advised that these staff members **support** the swimming teacher rather than replace.

However, school teachers will have greater knowledge about the pupils' ability and it is their responsibility to ensure each child reaches the three outcomes. Therefore, in advance of the programme starting, it is useful for the swimming teacher and the school to discuss the programme and lesson plan to ensure the activity matches expectations and outcomes.

Roles and responsibilities

The following highlights the role of the swimming teacher and that of the Primary school and teacher/adult.

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 them of the number of pupils swimming, together with any additional information about a pupil's 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. However school staff must stay on poolside at all times.
- Swimming teachers must ensure they are aware of the national curriculum requirements and have attended the relevant training.
- Swimming teachers should lead on the creation of the programme and lesson plans, in consultation with the school. These should be adapted during the programme to reflect the progress made by the individual pupils.
- Approach each lesson with a degree of flexibility to ensure every pupil is engaged during the lesson and encouraged to make progress.
- At the end of each lesson, feedback progress to the school teacher so they can update the school and parents.
- At the end of the swimming programme, provide evidence to support the school to accurately reflect their pupils' attainment against the three national curriculum requirements.

Primary School and Accompanying Teachers/Adults

- The school is accountable for their pupils' attainment and progress. Therefore, regular dialogue should take place between school teachers and swimming teachers to ensure both are aware of the progress made.
- The school should be aware and agree the overall programme and lesson plans to ensure they fit with the national curriculum requirements.
- School teachers are required to provide up-to-date, accurate registers of those attending the lessons. They should also advise about any individual medical treatment needs or special requirements.
- School teachers are responsible for highlighting any concerns about the pace or content of the lessons, and how the pupils are responding.

- School teachers/accompanying teaching assistants/support staff are responsible for general order and discipline. Together, they should maintain high levels of supervision in the changing rooms, on poolside and while pupils are in the water.
- School staff should play an active role supporting learning and dealing with behaviour and welfare issues.
- At the end of each lesson, the school teacher should discuss the progress made by the class and report back to the school/parents.
- At the end of the swimming programme, schools must publish details of how many pupils within their year 6 cohort have met the national curriculum requirements. Therefore, good communication between the swimming teacher/provider is important.

Overview of what to teach

As with other national curriculum subjects, swimming and water safety lessons should have purpose and good pace throughout. Every lesson should be organised, structured, controlled and continuously monitored from the poolside. Warm up and contrasting activities should also be programmed, structured and controlled.

To meet the three national curriculum requirements for swimming and the wider physical activity requirements, school swimming and water safety lessons should focus on developing some or all of the following skills and strokes in different water-related contexts:

- how to enter and exit the water
- floatation
- submerging
- rotating from back to front and front to back and regaining an upright position
- pushing and gliding and an understanding of streamlining
- aquatic breathing
- moving effectively and efficiently through the water using alternating and simultaneous strokes on front and back, such as front crawl, back crawl, breast stroke, side stroke
- swimming longer distances and for increasing amounts of time
- using swimming skills and strokes for different purposes such as water polo and synchronised swimming
- survival and self-rescue skills: treading water, Heat Escape Lessening Position (HELP) and Huddle positions, floating and resting in the water, attracting attention, sculling and swimming in clothes/buoyancy aids
- water safety: knowledge and understanding of different water environments, how to stay safe when playing in and around water including recognising flags and warning signs and understanding national and local water safety advice
- what to do if others get into difficulties: stay safe, shout, signal, throw, do not go into the water, raising the alarm 999
- play competitive games such as water polo and apply basic principles suitable for attacking and defending.

More information about what to teach can be found below and in the following resources: [Primary School - Support Materials, and the Water Safety Resource](#)

Assessing progress and attainment

School teachers are accountable for pupils' attainment, progress and outcomes². Therefore, the school teacher should be aware of what their pupils are doing at all times, how well they are progressing and what they need to do next in their learning.

To support teachers to do this, regular and frequent dialogue should take place between school teachers and swimming teachers. This helps to ensure both parties are aware of what the pupils are being taught and what they are learning. This could be recorded by the provider and shared with the school, or the school teacher could record the progress directly at the end of each lesson. There are a number of electronic systems being used, with new systems continuing to be developed.

Schools can choose how they assess water safety and swimming competence and should discuss their proposed assessment with the swimming teacher to ensure it is viable. The agreed programme should ensure that teachers are able to assess their pupil on the following:

Attainment	Criteria examples
Perform safe self-rescue skills	Floating, treading water, attracting attention, safe self rescue circuits or scenarios
Use different strokes and swimming skills for different outcomes	Swimming lengths, play water polo, tread water
Swim competently, confidently and proficiently further than 25 metres	Swim increasingly longer distances using a range of strokes, compete in a race or gala
Talk about how to behave when in and around water and how to help in an emergency	Be able to explain where incidents could take place and what number to call for help

Pupils should demonstrate they meet these elements with certainty, and on more than one occasion. By repeating the attainment objectives, this will help build confidence and ability. When assessing the elements, always consider the extent to which pupils' skills and strokes would enable them to get themselves out of trouble if they unintentionally fall in to water or get into difficulty.

Simple scenarios can be useful to provide a context for pupils to choose and use strokes and skills purposefully and for teacher's to assess competence.

² Teachers' Standards, DfE: 2011

Assessment scenario

You've fallen into the water unintentionally. You are wearing a pair of shorts and t-shirt.

Without touching the sides of the pool or the pool floor:

- enter the water and float for 30 seconds
- rotate and swim on your front for 15 metres
- tread water for 30 seconds. Try to attract attention
- rotate and swim on your back for 15 metres
- return to the side of the pool and exit the water safely.

Repeat the assessment in different water based situations.

Teaching qualifications

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. 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.

In addition, regular professional learning should take place to ensure knowledge and working practices are up-to-date.

All swimming teachers should hold the following qualifications:

- Up to date Level 2 Teaching Swimming Qualification.
- Specific training for teaching primary school swimming and water safety e.g. National Curriculum Teacher of School Swimming - Primary CPD and Teaching school swimming and water safety (formally know as School swimming and the National Curriculum) CPD (available via a range of providers including Swim England).
- Relevant training and CPD on supporting swimmers with additional needs.
- Current DBS check.

Class ratios

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 (2018)'.
'

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

PLANNING SCHOOL SWIMMING LESSONS

Activities should be planned in consultation with the school teacher. They should take into consideration the current ability of the pupils, focus on building water confidence rather than perfect technique, be challenging, and build on previous learning. This will help to create a more flexible, inclusive, cross curricular approach to learning which is more in line with primary school swimming.

In addition, consideration should be given to the following general national curriculum requirements:

Stamina, stamina, stamina

During each lesson, non-swimmers, beginners and improver swimmers all need to swim longer distances and for longer periods of time to challenge themselves and improve. Consider everyone swimming widths or lengths of the pool for the first 10 minutes at various points in the school swimming programme. Let children use noodles, floats, armbands or other flotation aids to help them achieve.

- Every swimming lesson should have purpose and seek to help every child make progress and achieve.
- Swimming teachers should set high expectations for every child. This must include planning activities for pupils who have limited or no previous swimming experience and stretching those pupils whose attainment is significantly above the expected standard. Targets should be ambitious for every child in every lesson.
- Lessons should be planned to ensure that there are no barriers to every pupil achieving, including those with special educational needs, those with an impairment or a disability, and those whose first language is not English.

- Swimming groups will usually be larger and of mixed ability. Swimming teachers, therefore, need to address individual needs, adapting and altering the way in which activities are presented to accommodate and give everyone the best chance to succeed. This may mean grouping pupils (within the group) and setting different challenges for each sub-group.
- Pupils' spoken language, reading, writing and vocabulary should be an integral part of every subject, including swimming. By the time they leave year 6 every child should be able to describe and explain strokes and swimming skills using correct swimming terminology.
- Swimming lessons can also be opportunities to develop pupils' confidence to use numbers and mathematical skills through inventive activities.
- Opportunities should be provided for pupils to engage in pair and group work. This should include observing, discussing and reviewing work with their peers.
- Pupils should be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Swimming should help pupils to lead healthy, active lives. The serious messages associated with learning to swim and water safety need to be presented through fun, engaging activities so that pupils enjoy what they are learning and will choose to continue swimming into adulthood.
- Pupils should engage in competitive swimming activities such as Aqua Splash festivals, intra and inter school galas, water polo competitions or synchronised swimming festivals.

During the lesson

Below are some areas for swimming teachers to think about when planning lesson activity:

- Focus on pupils achieving skills and strokes that will make them safe in water rather than focusing on technique and outcomes.
- Pupils should be physically active for sustained periods of time. All lessons should be well paced and all pupils should be physically active for at least 80 per cent of most lessons. This includes lessons that predominantly focus on assessing pupils' progress. Being physically active means increasing heart rates and getting out of breath.
- Pupils should have a clear understanding of the aims, objectives and learning outcomes for every lesson.
- Every child should know how well they are doing and what they need to do next to progress. This means speaking directly to individual pupils and ensuring they understand what they need to do to improve a stroke or skill. At the end of a lesson ask yourself whether you (or an assistant) have spoken directly to every child in the group and given them a personal teaching point or target for improvement.
- Pupils understand why they are learning specific skills and strokes and how and when they can be used. For example pupils should understand that learning how to float is important for survival and self-rescue.

Snappy one minute starters

- Write a question about water safety or swimming on a white board.
- While the group is waiting to begin their lesson, ask them to discuss the question and come up with an answer.
- Confirm the answer and begin the lesson.

A range of information about planning and delivering primary school swimming and water safety lessons, including sample lesson plans and certificates, can be found on the Swim England website: www.swimming.org/schools

Additional support

It should be **exceptional** for a child not to achieve these minimum requirements. However, where this is the case, schools should provide Top-up swimming sessions or signpost pupils to summer school courses. Parents should also be encouraged to take their child swimming (more information for parents can be found in the [Parents Guide](#)).

The Chief Medical Officers' guidelines recommend that all children engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.

Together with schools, swimming teachers must do all they can to educate children and young people to understand the very real dangers present in and around water and give them the skills to survive, self-rescue and help others in difficulty. This learning must not end at Key Stage 2.

Water safety messages should continue to be given to young people throughout secondary school, and they should all have further opportunities to extend their water safety knowledge through practical experience of swimming and using self-rescue skills in outdoor swimming environments, such as the sea, rivers and other safe inland water venues.

Key tips for swimming teachers

- Primary school swimming and water safety lessons must focus on delivering the three national curriculum requirements for swimming and water safety.
- The School Swimming Charter includes lots of lesson plans, certificates and badges. It can be accessed for free by Swimming Teachers via bit.ly/SchoolSwimmingCharter
- The school representative is responsible for monitoring progress and the behaviour of the pupils. They should also be encouraged to play a greater role in swimming and water safety lessons.

MORE INFORMATION

More information about curriculum swimming and water safety can be accessed via swimming.org/schools. This includes a range of resource materials for schools, providers, swimming teachers and parents/carers.

Additional links:

- Association for Physical Education (afPE)
www.afpe.org.uk
- Department for Education information on swimming and water safety
www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study/national-curriculum-in-england-physical-education-programmes-of-study
- Guidance for the management of outdoor learning, off-site visits and learning outside the classroom
www.oeap.info/what-we-do/oeap-guidance
- Health and safety in swimming pools HSG179
www.hse.gov.uk
- PE and sport premium for primary schools
<https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>
- RLSS - runs the annual drowning prevention week
www.rlss.org.uk/drowning-prevention-week
- Safe Practice: in Physical Education, School Sport and Physical Activity
www.afpe.org.uk/physical-education/safe-practice-in-physical-education-school-sport-physical-activity-2016/
- Swim England
www.swimming.org/swimengland
- Swim Safe - outdoor swimming and water safety programme
www.swimsafe.org.uk
- Youth Sport Trust
www.youthsporttrust.org

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:

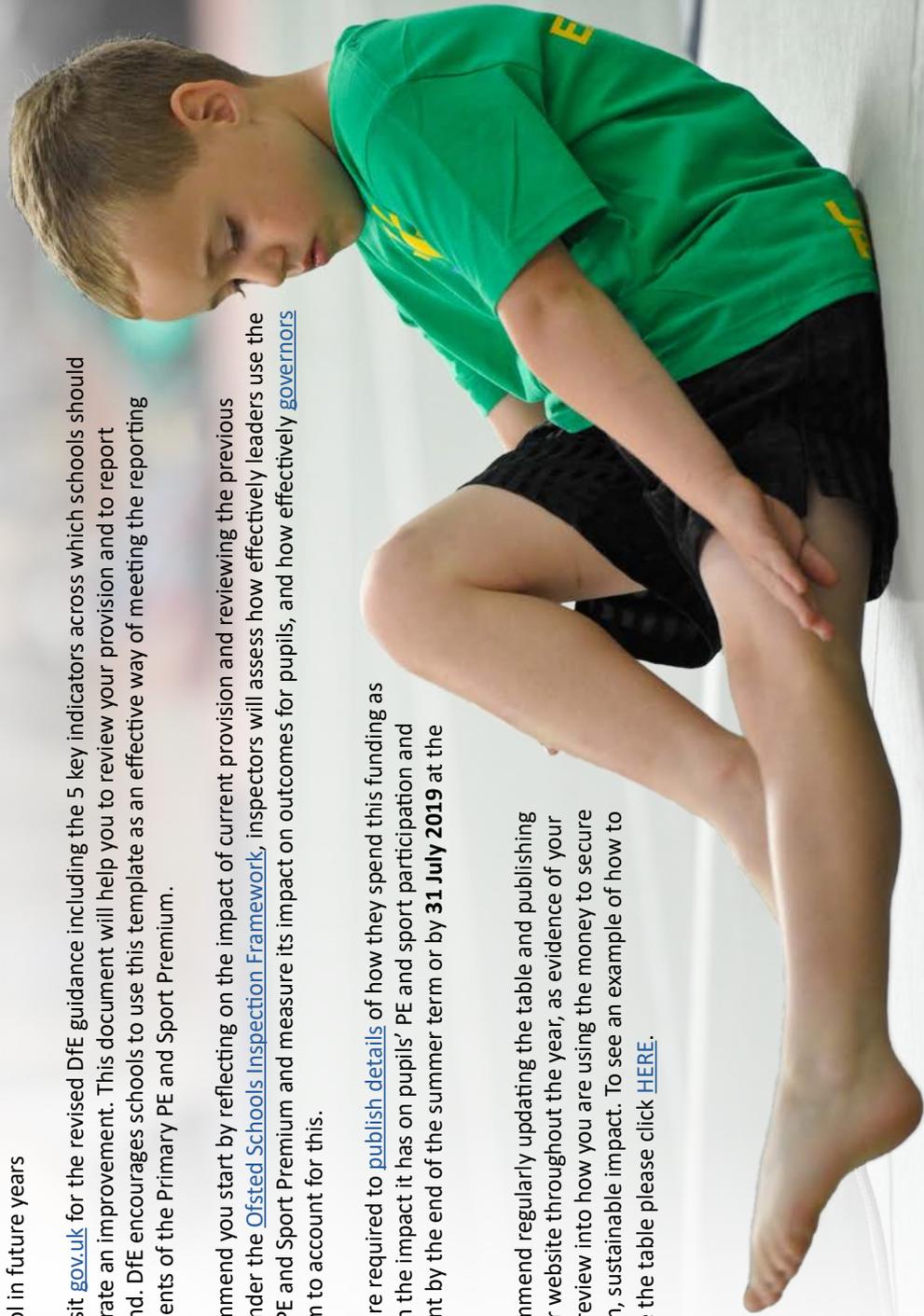
- Develop or add to the PESPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk 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? N.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 over and above 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: %
<p>Key indicator 1: 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</p> <p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport					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:	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils					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:	
Additional achievements:					
Key indicator 5: Increased participation in competitive sport					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:	