

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

2023/24

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST

Additions by:





Funding Available for 2022/23

Budget Summary for 2021/22

2022/23 Premium

-

£19,500

Total Funding
for 2022/23*

£25,344

*To be spent and reported upon by 31st July 2023.

PE Lead Self-Review (Tracking & Monitoring)
COVID: PESSPA Safe Practice - Action Plan Delivery - Budget (Including any Underspend)

To support you to track and monitor COVID: PESSPA safe practice, the delivery of your Action Plan, and to meet the deadline for spending any Underspend carried over from the last two years, please 'tick' as appropriate the boxes below. Please also identify in 'Red' in the 'Funding Column' in your Action Plan below where you allocate any Underspend.

1. Action Plan

Are you on track to deliver your Actions contained in your Action Plan?	End of Term 1	End of Term 3	End of Term 5

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need to be a priority for academic year 2023
<p>Please note that whilst we achieved key aspects of our planned programme for 2021/23, some aspects had to be postponed due to COVID19 infections or staffing implications. Where appropriate these will be arranged for next year.</p> <ol style="list-style-type: none"> 1. Bedford School Sports Partnership Membership including school sports competitions, training days, 2 CPD sessions and 3 intra school/class competitions. 2. CPD for staff through Love PE with bespoke support to enhance knowledge, skills, understanding and confidence of new teaching members and to support the school PE Lead. 3. Increased amount of participation in inter school competitions increasing wider sporting opportunities for children. 4. Children are accessing a wider range of sports (such as circus skills, tag rugby, Teddy Tennis) during curriculum time and in after-school/ lunchtime clubs 5. Children were getting regular physical activity within school before covid-19. 6. Children have had a wide range of sports offered to them through, curriculum time and extra opportunities such as the offer of football, tag rugby, tennis and netball clubs. 	<ol style="list-style-type: none"> 1. To further develop knowledge and delivery of the P.E curriculum for all staff through the use of external providers and CPD opportunities. 2. Re-engage with competitions that are provide by outside agencies (School Games etc..). This was lost due to Covid-19 restrictions. 3. Look at different activities to help promote children's '30 minutes a day.' 4. P.E lead to look at new schemes of learning to help staff with planning and delivery of the P.E curriculum. 5. Introduction of an assessment system for PE delivery and enhance planning. 6. To help children become increasingly aware of the positive impacts physical activity and healthy lifestyles have on their bodies and mental-wellbeing. <u>Hard to identify – Pupil survey following Keep on Moving week???</u> 7. Promote inter-school sports competitions following the relaunch of house teams.

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</p>	JULY
<p>What percentage of your current Year 6 cohort swim competently, confidently, proficiently and over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2023.</p> <p>Please see note above.</p>	JULY
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	JULY
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	JULY
<p>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?</p>	JULY

	<p>4. 30 Minutes a Day</p> <ul style="list-style-type: none"> Identify strategies and programmes to develop 30 minutes a day across the school. Identify opportunities and resources to support classroom based, healthy, physical, active learning opportunities to help meet 30 Minutes a Day requirements for every class. <p>5. 'Go Noodle'</p> <ul style="list-style-type: none"> Further develop the Introductory Level across the Academy and track engagement <p>6. Daily Mile</p> <ul style="list-style-type: none"> Further develop the active burst programme Involves classes doing laps of playground / field for certain amount of time Children record laps and try to beat own scores <p>7. Purchase additional equipment, resources and storage to support Healthy Active Engagement Programmes</p> <ul style="list-style-type: none"> Continue to use and re-stock the playground equipment to support engagement for children at lunch-times Purchase range of inclusive equipment Train play leaders to support the introduction of safe and active activities <p>8. Staff CPD in active games</p> <ul style="list-style-type: none"> Staff taught a range of games and activities that can be used in lessons, playtimes and in PE sessions to support active learning <p>9. Bikeability</p> <ul style="list-style-type: none"> Bikeability creates opportunities to support physical education outcomes such as balance, stability and coordination • benefit from the raised profile of PE and sport across the school as a tool for whole-school development. Children will willingly participate in sporting or physical activity opportunities, having the confidence to enjoy cycling out of school hours. Bikeability strengthens opportunities for pupils to learn how physical activity and cycling positively affects physical health and wellbeing Children will develop strategies for keeping physically and emotionally safe, through road safety and cycle safety whilst achieving at least 60 minutes of physical activity a day, of which 30 minutes should 	<p>Budget</p> <p>No charge</p> <p>No charge</p> <p>£1000</p> <p>£1000</p> <p>No charge</p>	<ul style="list-style-type: none"> Increased number of children participating in school clubs Children are accessing structured, healthy physical activity at lunchtimes. Children engaging in healthy, physical activity within other curriculum subjects e.g. Science Fitness levels for all, but with a particular focus on the less active children, will increase. The 30 minutes a day will mean children get a 'change in cognitive activity and their focus and concentration will increase during lesson times. <p>See Evidence, Outcome and Impact statements above</p>	<p>the achievement of 30 minutes a day:</p> <ul style="list-style-type: none"> Go Noodle 5 a Day Active Burst (Daily Mile) Playground Dance Audit 30 minutes a day activity levels across the school Identify opportunities and resources to support classroom based healthy, physical activity, active learning opportunities to help meet 30 Minutes a Day requirements for every class Further equipment to be purchased to support active learning with a focus on outdoor learning activity.
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	be in school.			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> Support the development of the whole child through the achievement of whole school outcomes as a result of a focus on PE, School Sport and Physical Activity To use PE as a tool to support pupils who struggle with behaviour and SMHSC. 	<ol style="list-style-type: none"> Strategic approach that ensures PE and Sport Premium Plans are embedded within and inform the Whole-School SIP with a particular focus on well-being <ul style="list-style-type: none"> PE Lead to link Actions contained in the Action Plan to the implementation and delivery of the new, whole-school Relationships and health education (RHE) Curriculum for primary aged pupils which became compulsory from September 2020, and which schools are expected to start teaching by at least the start of the summer term 2021. <p>Super ME sessions to be run by Love PE across all year groups. Small intervention groups set up to target children who need further support. These will be booked in and timetabled for KS2.</p> SMSC morning club <ul style="list-style-type: none"> A PE leader provided to include a club for children who struggle with behaviour and SMHSC. External Coaches <ul style="list-style-type: none"> All pupils will have access to a half terms worth of coaching in a range of carefully selected supports to compliment the weekly PE skills progression and teaching. ELSA and Sensory Circuits <ul style="list-style-type: none"> Specific planned support for children who require sensory activities. Introduce Well-Being Week 	<p>(Cost in section 3 below)</p> <p>(Cost in section 3 below)</p> <p>£1000</p> <p>£500</p> <p>£1000</p>	<p>See Evidence and Impact Statements in Section 5 below but these would include:</p> <ul style="list-style-type: none"> COVID Safe Competition opportunities developed. <p>Impact / Outcomes for Staff:</p> <p>Increased pupil opportunities:</p> <ul style="list-style-type: none"> Experience of competition against self and others. Experience and understanding of rules and scoring systems. 	<ul style="list-style-type: none"> Ensure 2021-22 plans continue to support and drive forward the achievement of whole-school priorities Develop links with and support whole-school priorities e.g. healthy eating and children's understanding between engagement in healthy physical activity programmes and the importance of healthy eating Look to further develop COVID19 safe competition opportunities against self and others to develop range of personal and social skills This would involve developing competitive opportunities for children of all abilities to support the development of the whole child Develop links to and support PHSE programme around health. Well-Being Week introduced

	<ul style="list-style-type: none"> • Host a well-being and health week to encourage staff and pupils to develop positive life-style choices • Healthy eating • Mental well-being • Exercise and health • Each Year Group to have a planned programme <p>6. PE Passport – Pupil Assessment and Monitoring tool and Planning support.</p> <ul style="list-style-type: none"> • Whole School access to user friendly platform with lesson plans with instructional diagrams and videos • formative and summative assessment options • Evidence gathering and progress tracking through e-portfolio generation • Pupil voice and self assessment tool • Extra curricular registers and recording • Competitions and event calendar • Subject Leader toolbox with over 50 helpful documents to help you coordinate PE in school • 80 Lively Literacy and Moving Maths cross curricular resources 	<p>Free Trial initially then £899 from the summer term.</p>	<ul style="list-style-type: none"> • Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship. • Confidence. • Enjoyment of sport across the school. • Opportunities to participate in a wider variety of activities. • PE achievements are celebrated as part of celebration assemblies. • Website to be updated to allow for more celebration of PE and sporting achievements. • Awareness raised with children, staff, parents, carers. • Develops a sense of achievement across the school. 	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:	
			%	
Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>1. Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity.</p> <p>2. To ensure staff members remain informed and supported around all elements of physical education and school sport to ensure continued high-quality provision is achieved.</p> <p>3. To develop staff skills in the teaching of early PE whilst also developing physical literacy within the youngest students.</p>	<p>Staff CPD Programme</p> <p>1. Re-visit staff CPD needs and support from PE Lead particularly with reference to new staffing</p> <ul style="list-style-type: none"> Informal discussions with staff, building upon the audit last year Key focus on any new staff PE Learning Walks to help identify needs <p>2. Bedford Borough School Sports Partnership</p> <p>Purchase membership of SSP PE and Sports Programme. Support to include:</p> <p>Support to include:</p> <ul style="list-style-type: none"> two intra-school competitions 2 twilight bespoke CPD sessions 2 hours of coaching Active Girls and Fit for Fun club Leadership training. <p>3. Love PE consultancy</p> <p>Support to include:</p> <p>2 x In-school, bespoke days of support</p> <p>Day 1: PE Health Check</p> <p>Support to include:</p> <ul style="list-style-type: none"> Teams Meeting Virtual QA check – PE Deep Dive preparation, Curriculum Intent Statement, PE Curriculum Plan, PE & Sport premium Plans, COVID Safe Practice 	<p>£5,700</p>	<p>Evidence</p> <ul style="list-style-type: none"> Discussions with staff Learning walk information Updates from PE Lead <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Identification of strengths and areas of staff need with regards to training More effective subject leadership Subsequent CPD bespoke to meet identified needs <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> Children engaged in more effective, enhanced provision from upskilled staff <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> Enhanced subject leadership Increased awareness of the national PE & Sport Premium Web Reporting and 	<p>Sustainability and suggested next steps:</p> <ul style="list-style-type: none"> Continue with BBSSP Membership which includes high quality CPD opportunities Continue to carry out PE Learning Walks PE Lead to continue to use and update PE Deep Dive Evidence and Impact resources Networking opportunities and sharing of resources. These meetings maybe done remotely moving forward but will still be attended and allow good practise to be shared. Ensure that CPD that has taken place this year is cascaded to any new staff next year Ensure that as many staff across the academy are engaged in future CPD so that skills, knowledge, understanding and resources remain in the academy even if key staff leave Staff to complete audit to identify further CPD needs Continue with internal PE CPD support for staff led by the PE Lead

	<ul style="list-style-type: none"> • Provision of range of resources to support preparation for Ofsted PE Deep Dive including Checklist, Power-Point, documents to evidence high quality provision and practice <p>Day 2: SuperMe! Support to include:</p> <ul style="list-style-type: none"> • Modelled sessions with children and staff • Focus on developing the well-being of the children through simple, healthy, physical activity and relaxation strategies • The session is a mixture of practical activities, core strength and stretching, and relaxation. • Teams Meeting • 2x year 1 lessons and 2x year <p>4. Bespoke coaching to deliver PE 'Teddy Tennis' coaches to come into school and teach EYFS and Year 1 PE lessons during the Summer term.</p> <p>To hire 'Rugby Tots' coaches to come into school and teach Year 1 and Year 2 PE lessons during the Summer term.</p>	<p>£2000</p>	<p>Action Plan Template</p> <ul style="list-style-type: none"> • Clearer understanding of the updated National Outcome Indicators • A more focused action plan to enhance standards of provision incorporating greater sources of evidence and increased impact / outcome statements for both staff and children • Teachers using lesson plans – increased confidence, knowledge and understanding to deliver more effective PE lessons • Staff upskilled to deliver enhanced provision in PE lessons • Increased confidence in making and recording assessments in PE • This will support enhanced planning and delivery of PE lessons based on targeted needs of our children • Staff have gained understanding of strategies and physical activities to use with children to help them develop their well-being 	<ul style="list-style-type: none"> • Engage CPD providers to meet identified needs • PE Lead to monitor impact of the CPD – Observations / Pupil and Staff Voice. • Sustainability: purchase new resources to support staff learning and delivery that can be used year on year (e.g. equipment / any additional schemes or units of work)
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: Red = Underspend	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>1. Increase the range of healthy, physical activity opportunities outside of the curriculum in order to engage more children.</p> <p>2. Promote a love of sport and activity through opportunities to access a wide range of activities across the school.</p>	<p>1. Pupil Voice</p> <ul style="list-style-type: none"> Identify from the children activities that they enjoy, any new activities they would like to take part in and barriers to their participation Target children not engaging <p>2. Purchase sports equipment to support new activities</p> <ul style="list-style-type: none"> Include development of new PE Board in school hall + Whiteboard to support learning. <p>3. Active Lunch-Times</p> <ul style="list-style-type: none"> Support Lunchtime Activity Co-ordinator to extend ideas for use with playground lines New lunch time equipment for each year group <p>4. Sports sessions during Keep on Moving Week Circus skills workshops for all year groups.</p> <p>Build on links formed within the community last year:</p> <ul style="list-style-type: none"> Bedford blues Developed partnership. Elstow Cricket club School Sports Partnership with Bedford Academy young leaders Riverside Tennis centre Bedford Hockey Club community link Luton Town Football club delivering active maths, No Room for Racism lessons and afterschool club Keep active club 	<p>£1000</p> <p>£500</p> <p>£500</p>	<p>Evidence</p> <ul style="list-style-type: none"> Children engaging on a regular basis 30 Minutes a Day activity timetabled in for every class New equipment purchased and used – includes equipment for the PE Cupboard, Lunch-times and for Outdoor PE Widened range of healthy activity opportunities Extended Extra-Curricular Sport and Physical Activity Programme Active Playground Programme in place Participation Registers Increased number of children participating in school clubs PE, School Sport and Physical Activity (PESSPA) noticeboard updated Pupil voice surveys <p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> Increased awareness of the wide range of different types of healthy activity available Increased opportunities for healthy activity available Increased engagement in exercise Increased understanding of the benefits of exercise for health Improvement in sense of health and well-being Increased participation by children who normally don't engage with sporting / physical activity opportunities Increased number of children enjoying taking part in school clubs Children are accessing structured, active games during lunchtimes Equipment available to ensure children are able to access active lunchtimes. More children able to access equipment at 	<ul style="list-style-type: none"> Complete student voice using to identify interests and barriers to participation in activities Target children not engaging Strategically link new opportunities to the 30 minute a day programme Engage additional expertise / staffing to extend opportunities including sports coaches Ensure new Sports Clubs timetable disseminated to pupils and parents and uploaded to website Purchase sports equipment to support new activities and promote health and support learning in other subjects. Further develop the Active Lunchtimes

	<p>P.E lead involve and encourage a wider range of staff to lead sporting events/trips</p> <ul style="list-style-type: none"> ○ P.E lead to organise Evolve training to support staff leading sporting trips ○ P.E lead to create a checklist tool to ensure staff are considering all important aspects when organising sporting trips. <p>Year 6 residential:</p> <ul style="list-style-type: none"> ● Broaden children's horizon to a range of activities – children learn new skills ● Develop their: <ul style="list-style-type: none"> ○ Independence ○ Leadership skills ○ teamwork skills ○ Self esteem. ○ Resilience ○ Focus/engagment 		<p>lunch time and be involved in active lunches.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: Red = Underspend	Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:
Introduce additional, inclusive competitive sports opportunities providing the opportunity for all children to participate	<p>1. Participate in BBSSP Competitions</p> <ul style="list-style-type: none"> Currently, these will be non-contact in nature and will adhere to all national requirements Depending upon guidelines with regards to sharing equipment, these could include activities such as badminton and table-tennis If the above type of activities are not possible due to COVID19 restrictions or travel to other academies is not possible, then competition will be 'virtual' in nature and will be determined as the year progresses <p>2. Inclusive competitive PE Curriculum Sports Competition Programme</p> <ul style="list-style-type: none"> Give all children more opportunities over the school year to experience competitive opportunities PE Lead to review curricular programme and identify competitive opportunities Currently these will be non-contact in nature Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities more inclusive are increased and available to all Ensure that all staff carry out their own mini competitive activity at the end of at least 2 PE Units of Work over the year Competitions must involve ALL children Develop new templates for scoring etc <p>3. Keep on Moving Week</p>	<p>£2775</p> <p>Evidence</p> <ul style="list-style-type: none"> BBSSP Sport Premium Package Competition Programme Summary Sheet PE Units of Work developed to include competitive opportunities New Sports and physical activity competitive opportunities in place Participation Registers Resources to plan and deliver programme <p>Impact / Outcomes for staff:</p> <p>Leading to the following outcomes <u>accessible by all children.</u></p> <p>Increased pupil:</p> <ul style="list-style-type: none"> Experience of competition against self and others Experience and understanding of rules and scoring systems Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship Confidence Enjoyment of sport across the school Opportunities to participate in a wider variety of activities Awareness of the importance of physical activity and health Socialisation with other children from other schools / backgrounds Experience of sense of well-being and the feeling of achieving their best <p>£600</p>	<ul style="list-style-type: none"> BBSSP Competitions Continue to extend competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive are increased and available to all. Ensure CPD training is cascaded so competitive opportunities in lessons are available to all children Ensure individuals and teams are celebrated within assemblies for children who have: <ul style="list-style-type: none"> ✓ taken part in competitions 	

	<ul style="list-style-type: none"> Organise sports and promote the activities Promote community links by sign-posting to local sports clubs and coaches All children to work alongside coaches within curriculum time ensuring equality of access <p>Participate in interschool Competitions</p> <p>Inclusive competitive PE Curriculum Sports Competition Programme</p> <ul style="list-style-type: none"> Give all children more opportunities over the school year to experience competitive opportunities. PE Lead to review curricular programme and identify competitive opportunities. Currently these will be non-contact in nature. Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities more inclusive are increased and available to all. Ensure that all staff carry out their own mini competitive activity at the end of at least 2 PE Units of Work over the year. Competitions must involve ALL children. <p>School Sports Partnership</p> <ul style="list-style-type: none"> Continue with membership of Bedford School Sport partnership and take part in an increased range of competitive opportunities ran by Bedford School Sport. <p>Boys football cup and league fixtures</p> <ul style="list-style-type: none"> Children who attend football club transfer their skills in a competition based setting within the Autumn Term <p>Girls football cup and league fixtures</p> <ul style="list-style-type: none"> Children who attend football club transfer their skills in a competition based setting within the Autumn Term <p>Girls Netball cup and league fixtures</p> <ul style="list-style-type: none"> Children who attend football club transfer their skills in a competition based setting within the Autumn Term <p>Girls Futsal cup and league fixtures</p> <ul style="list-style-type: none"> Children who attend football club transfer their skills in a competition based setting within the Autumn Term 	<p>£1000</p> <p>£250</p> <p>£250</p> <p>£250</p>	<ul style="list-style-type: none"> Tournaments run in the sport they have focused on at the end of each half term. Participation Registers. Bedford SSP Competition Programme. Competition Programme Summary Sheet. New, additional competitive opportunities now in place. PE Units of Work developed to include competitive opportunities. Pupil voice. Inclusive teams.. School Sports Partnership - competition and events Year 5 and 6 Quad Kids Athletics, Year 4 This Girl Can Mega Fest, Year 4 Dodgeball Festival. Boys and girls football fixtures. Internal competitions – Year 3 - 6. <p>Increased pupil: Impact / outcomes for children:</p> <ul style="list-style-type: none"> Experience of competition against self and others. Experience and understanding of rules and scoring systems. Experience and understanding of how to work as a team. Understanding of how to handle winning and losing and the importance of good sportsmanship. Confidence. Enjoyment of sport and games across the school. Opportunities to participate in a wider variety of activities. 	
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Additional Outcomes and benefits of the funding				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated: (Red = Underspend)	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Raise awareness of the benefits of the PE & Sports Premium funding and increased opportunities for children</p> <p>Top up Swimming</p>	<p>The School Website</p> <ul style="list-style-type: none"> Update the Sports section on our website to share our Vision, achievements, participation, events and photographs Ensure website information is current and updated regularly Share information regularly with all key stakeholders. <p>Additional Funding to support Year 6? or years children not achieving national target for swimming</p>	<p>Internal Budget for curriculum swimming</p> <p>PE premium for top up £2520</p>	<ul style="list-style-type: none"> Greater awareness by all stakeholders about our plans, actions and achievements as a result of our funding Develops a sense of achievement across the academy <p>Evidence</p> <ul style="list-style-type: none"> Swimming and Water-safety data <p>Impact</p> <ul style="list-style-type: none"> More children achieving national Swimming and Water-Safety targets Academy performance against national targets improved 	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Craig Morrison
Date:	18.07.22

