

# Use of the Primary PE and School Sports Premium

(Last updated December 2018)

## Background

In 2013, the Government announced it was providing additional funding of £150 million to improve the provision of physical education (PE) and sport in primary schools in England – the Primary PE and Sport Premium.

In October 2017, the Department for Education (DfE) announced the Government was doubling that funding and published new guidance, which includes advice on:

- Schools that are eligible to access the funding.
- The funding formula and payment dates for the school year 2017/18.
- How to use the Primary PE and Sport Premium.
- Accountability (Ofsted inspections, [online reporting](#) and new accountability reviews).

This funding is allocated to primary school head teachers, and ring-fenced to be spent on the provision of PE and sport in schools.

To view the new guidance in full visit [www.gov.uk](http://www.gov.uk).

## Purpose of the Primary PE and School Sports Premium

The DfE vision is for all pupils leaving primary school to be physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport. Their objective for this funding is to achieve self-sustaining improvement in the quality of PE and sport in primary schools.

Schools must spend the additional funding on improving their provision of PE and sport, but have the freedom to choose how they do this.

There are **five key indicators** that schools should expect to see improvement across:

1. The engagement of all pupils in regular physical activity. The Chief Medical Officer guidelines recommend that all children and young people aged between 5 and 18, engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. Broader experience of a range of sports and activities offered to all pupils.
5. Increased participation in competitive sport.

## Using the PE and School Sports Premium for swimming and water safety

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport that is offered, by:

- Developing or adding to the PE and sport activities already offered by the school. Schools MUST be providing swimming lessons from the schools core budget before the Premium funding can be used.
- 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 funding

- Provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum – those pupils who have gone through the School Swimming and Water Safety framework and have not yet reached the minimum requirements.
- Top-up swimming lessons in Year 6 to provide extra support to those pupils who have not met the three national curriculum requirements.
- Hiring qualified swimming teachers or coaches to work with primary school teachers to enhance or extend current opportunities.
- Provide existing staff with professional development, mentoring, training or resources, to help them teach swimming and water safety more effectively.
- Introducing new sports or activities and encourage more pupils to take up sport, such as synchronised swimming or water polo.
- Supporting and involving the least active children by running or extending school swimming clubs, holiday clubs and Change4Life clubs.
- Enter or run more challenges, for example, Swim Safe session, School Swimathon, or Big School Swim.
- Partner with other schools to run activities and clubs.
- Encourage pupils to take on leadership or volunteer roles.
- Embed more physical activity into the school day.

### Schools shouldn't 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).

## School Swimming and Water Safety Charter

We're encouraging all primary schools to sign up to our School Swimming and Water Safety Charter and commit to 'Taking School Swimming Seriously'. For a minimal membership fee, schools receive a comprehensive package of support. For more information please visit [swimming.org/schools](https://swimming.org/schools).

## Top-up Swimming

Top-up Swimming is an intervention designed to provide additional help to those pupils who may be struggling to learn to swim, or who would benefit from extra support to meet

the minimum swimming and water safety criteria, enabling every child to achieve the Key Stage 2 standard in swimming at primary school.

Pupils will also be expected to develop other ranges of skills related to the Key Stage 2 requirements, which are about general water confidence and water safety.

Top-up Swimming is typically delivered via intensive swimming lessons spread over ten, 30 minute lessons, every day, over two school weeks.

### Identifying pupils who need Top-up Swimming

Swimming activities and water safety must be delivered at Key Stage 1 or Key Stage 2.

Identifying pupils who aren't likely to reach the minimum standards in Year 5, will give an indication of how many Year 6 pupils will need additional lessons.

These lessons should be targeted at pupils who would benefit from extra support to help them become confident and competent swimmers. Identifying likely pupils can be difficult. An experienced eye is important, and this is where the expertise of a qualified swimming teacher can play an important role. The inability to float on either the front or the back, or travel 10 meters after ten lessons, is a useful indication that a pupil needs additional support to meet the minimum expectations.

### When to identify pupils

It's important to have a general idea of the likely number of pupils as early as possible in the year, or to identify the pupils who are struggling to be proficient swimmers in Year 5.

Early identification of pupils who need extra support to develop their skills further is very useful and may well have cost advantages to a school. Booking additional time in advance for a block period may mean pool operators are more willing to offer their facilities at a lower price.

Many schools hold their Top-up lessons during or very close to the last two weeks of the summer term. A good time to target Year 6 pupils is after the national curriculum assessments (SAT's). If a school is planning to run Top-up lessons during the second part of the summer term, a decision on pupils should be made by the start of May.

Some schools identify pupils who won't meet the minimum outcomes on a rolling process, offering Top-up lessons after each term.

### Additional swimming teachers

Swimming lessons can be radically improved by providing additional swimming teachers. This reduces ratios and in turn improves quality by allowing for more individual communication and feedback during lessons. Reducing teaching ratios and improving quality will see significant improvements in pupil attainment levels.

We provide Level 1 and Level 2 Swimming Teaching qualifications endorsed by CIMSPA - the professional development body for the UK's sport and physical activity sector. This is the first and currently the only qualification to be endorsed by CIMSPA's Swimming Teacher [professional standard](#).

The new qualification ensures swimming teachers are able to develop water confidence, water safety and technical skills in swimmers of all ages and abilities, from non-swimmers to advanced swimmers. It will provide learners with the core aquatic skills needed to be safe and competent in the water, and offer a range of pathways into other aquatic disciplines.

We also provide opportunities for swimming teachers to upskill in specific areas of swimming including: school swimming and the national curriculum, Special Educational Needs and Disabilities (SEND), water polo, synchronized swimming and more.

## Additional swimming sessions

Schools should be providing enough provision for all pupils to achieve the minimum criteria for swimming and water safety, however, as with every subject, some children will need further support to achieve these expected standards.

To meet the minimum standards of swimming and water safety, and to make sure pupils are confident, competent and proficient swimmers, the minimum amount of water time should be 25 hours. Using the Premium funding to pay for additional swimming sessions would therefore be of great benefit. Additional sessions could be achieved in three ways:

1. Extra weeks added to the school swimming programme.
2. Intensive swimming schemes, for example, two weeks x30 minutes each day.
3. Out of hours school learning or extended schools service.

## Increasing water time

The majority of school swimming is delivered in 30 minute sessions on a weekly basis, with organisation, transport and changing time all taken into account. But 30 minutes doesn't necessarily mean 30 minutes of water-time. Swimming lessons would be greatly improved if sessions were 45 to 60 minutes. Longer lessons would enable a much greater focus on links to other curriculum subjects - and more time spent going beyond the minimum requirements of the programme of study.

Not all swimming lessons need to take place in the water. There are lots of fun resources available, particularly in relation to water safety, which can be taught in the classroom, or whilst traveling to and from the pool.

## Water safety and self-rescue

Swim Safe is a great opportunity for pupil's aged between 7 and 14 to get involved in a range of free outdoor, waterside swimming sessions. Schools can register for a school specific session, allowing pupils to demonstrate the self-rescue skills they have learnt in their school lessons in an open water environment. For more information please visit: [swimsafe.org.uk](https://swimsafe.org.uk)

## Training

The quality of swimming lessons is a significant factor in helping pupils become competent and confident swimmers. To ensure swimming teachers provide high quality delivery and are up to speed with latest teaching methods, regular training and professional development sessions are vital.

We provide a specialised training package to ensure your class teachers and anyone else involved in school swimming delivery feel confident and are equipped with the right skills and knowledge.

Our National Curriculum Training Programme (NCTP) is designed for class teachers and other school staff who play an important role in the delivery of swimming lessons, and have an established relationship with pupils. These individuals are the best placed people to make swimming a success.

For teachers to become confident in the delivery of swimming lessons at statutory national curriculum levels, they need support, training and the necessary resources. Our NCTP equips them with the right skills and knowledge to deliver high quality swimming lessons to help schools meet and exceed national curriculum requirements. More information can be found here: [swimming.org/schoolcharter](http://swimming.org/schoolcharter)

The NCTP is made up of **two** training programmes using both theory and practical sessions on how best to deliver school swimming:

1. **Support Teacher of School Swimming** – once completed the holder will be able to actively assist and support a more qualified teacher.
2. **Teacher of School Swimming** – once completed the holder will be qualified to plan and evaluate session plans in line with the national curriculum and teach without the direct supervision of a more qualified swimming teacher within a school swimming programme.
  - Open to anyone working in a school swimming environment:
    - school teachers;
    - classroom assistants;
    - learning support staff;
    - nursery nurses;
    - qualified swimming teachers;
    - parents;
    - Postgraduate Certificate of Education (PGCE) students or other helpers.
  - Includes a set of Aquatics in the National Curriculum Activity Cards giving fun, varied and progressive introductory activities for children learning to swim, and a learner guide to support them through the training.

## Monitoring and evaluation

Regular monitoring and evaluation of school swimming is vital in maintaining and improving standards.

Key areas to be considered include:

- Scheme of work.
- Lesson content.
- Swimming teachers.
- Clear links to after schools programmes/additional opportunities.
- Reward and recognition through the use of the School Swimming and Water Safety Charter Awards.

Signing up to the School Swimming and Water Safety Charter offers resources to support schools in the monitoring and evaluation of their school swimming programmes. These

resources can be shared with school swimming providers to make sure all parties are monitoring pupil progress and swimming teachers are reporting back to the school.

Progression 'passports' are available for pupils to monitor their achievements through the six Awards which can be celebrated in school.

## Online reporting

Schools must publish details of how they're spending the PE and School Sports Premium Funding, which must include:

- The amount of Premium received.
- A full breakdown of how it has been spent (or will be spent).
- The impact the school has seen on pupils PE and sport participation and attainment.
- How the improvements will be sustainable in the future.

For each academic year, all schools are required to publish how many pupils in Year 6 are meeting the national curriculum requirement to swim competently, confidently and proficiently over a distance of at least 25 meters, using a range of strokes effectively, and perform safe self-rescue in different water based situations.

An example of the newly revised template to support schools with the reporting of their Primary PE and Sports Premium funding has been produced for the DfE by the Association for Physical Education (AfPE) can be seen in Appendix A – and this is accessed from the [AfPE website](#).

Appendix B and C gives additional guidance from Swim England to explain what you should be reporting on.

## Further information

For more information about school swimming, please email [schoolswimming@swimming.org](mailto:schoolswimming@swimming.org) or visit [swimming.org/schools](http://swimming.org/schools)



## Appendix A

### AfPE website reporting template (updated October 2018)

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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/No

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## Appendix B

Maintained schools, including those that convert to academies, **MUST** publish, on their website, information about their use of the Primary PE and Sport Premium, including attainment figures for swimming and water safety of their year 6 pupils. This table explains what you should be reporting on – and provides examples of how you can achieve this through various activities.

What do I report on?	What should pupils know and do	Pool activities	Classroom activities
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	<p>Water Safety message:</p> <ul style="list-style-type: none"> <li>• Stop and Think</li> <li>• Stay together</li> <li>• Float</li> <li>• Call 999/112</li> </ul> <p>Pupils should know the dangers of water locally and nationally. Learn how and why to use appropriate survival and self-rescue skills if they fall in by accident, or get into difficulty and knowing what to do if others get into trouble.</p>	<ul style="list-style-type: none"> <li>• Fall in – surface – float</li> <li>• Tread water</li> <li>• Survival stroke on front</li> <li>• Rotate on to back rest – swim</li> <li>• Exit pool from side</li> <li>• Shout and signal rescue – know how to get help</li> <li>• HELP position</li> <li>• HUDDLE position</li> <li>• This can be achieved by delivering as a safe self-rescue circuit</li> </ul>	<ul style="list-style-type: none"> <li>• Know the dangers on and under water</li> <li>• Effect(s) of cold water (for example - cold water shock)</li> <li>• Beach safety (lifeguard, flags, rip currents, waves etc.)</li> <li>• Shout and signal rescue</li> </ul>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively?</p> <p>For example: Front crawl, backstroke and breaststroke</p>	<p>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 should experience simultaneous and alternating strokes, on their front and back, and be able to adapt them for a range of purposes and intended outcomes</p>	<ul style="list-style-type: none"> <li>• Swim 15 metres using a range of strokes.</li> <li>• Treading water using a breaststroke type leg action and sculling with hands.</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Changing of strokes fluently, no stopping.</li> <li>• Head above water, body relaxed hands under water using a continuous sculling action.</li> </ul>
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	<ul style="list-style-type: none"> <li>• A continuous swim of more than 25 metres, without touching the side of the pool or pool floor. Part of the swim should be completed in deep water</li> <li>• Strokes are as strong at the end of the swim as at the start</li> <li>• Strokes are recognisable to an informed onlooker</li> </ul>	<ul style="list-style-type: none"> <li>• Swim a circuit around the pool.</li> <li>• Swim 35 meters along the length and across the width.</li> <li>• 25 metre relay races.</li> <li>• Perform a two-length circuit incorporating other skills.</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Continuous swim.</li> <li>• Pupils choose stroke, start in water.</li> <li>• Changing skills to stroke must be fluent, pupils competent so they are relaxed.</li> <li>• Swim must be of at least 25 metres.</li> </ul>



## Appendix C

The table below outlines the minimum standard of swimming strokes:

Front crawl	Backstroke	Breaststroke	Butterfly
<ul style="list-style-type: none"> <li>• <b>Body position</b> – streamlined and flat</li> <li>• <b>Legs</b> – alternating (up and down close together)</li> <li>• <b>Arms</b> – hand pull backwards under water to the hips, arms recover over the water</li> <li>• <b>Breathing</b> – face in water most of the time, breathe in and out regularly</li> <li>• <b>Timing</b> - legs and arms alternating</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Body position</b> – streamlined and flat, eyes looking up</li> <li>• <b>Legs</b> – alternating (up and down close together)</li> <li>• <b>Arms</b> – under water pull arms recover over the water</li> <li>• <b>Breathing</b> –in and out regularly</li> <li>• <b>Timing</b> - legs and arms alternating</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Body position</b> – streamlined and flat as possible</li> <li>• <b>Legs</b> – heels drawn towards bottom, kick backwards with feet</li> <li>• <b>Arms</b> – hands pull in a narrow circular movement, arms are stretched forwards</li> <li>• <b>Breathing</b> –Breathing in and out regularly</li> <li>• <b>Timing</b> – arm then leg action</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Body position</b> – streamlined and flat, body moves in a wave like action</li> <li>• <b>Legs</b> – close together and kicking in an up and down action</li> <li>• <b>Arms</b> – pulling under body, over water recovery</li> <li>• <b>Breathing</b> – face in water, breathing in and out regularly</li> <li>• <b>Timing</b> – arm and leg action continuous</li> </ul>