

Use of the Primary PE and Sports Premium

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Advice from the ASA on using your Primary PE and Sports Premium

In March 2013 the government announced that it would provide additional funding of £150 million per annum for academic years 2013-2014 and 2014-2015, to improve provision of physical education (PE) and sport in primary schools in England – the Primary PE and Sports Premium.

In the Autumn Statement 2013, an additional year's £150 million extended funding was announced, taking the total investment to the end of the 2016 academic year.

On 6th February 2014 the Prime Minister, David Cameron committed to continue the funding for the Primary PE and Sports Premium until 2020.

Purpose of funding

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

The four objectives of the Primary PE & Sports Premium funding are:

- To improve the quality of existing PE teaching through continuing professional learning in PE for generalists, so that all primary pupils improve their health, skills and physical literacy, and have broader exposure to a range of sports
- To increase participation levels in competitive sport and healthy activity of pupils, and maintain these into adolescence
- To increase the quality of initial teacher training in PE and sport, and to promote PE specialisation in the primary level workforce
- To ensure schools understand and value the benefits of high quality PE and sport, including its use as a tool for whole school improvement.

Possible uses for the funding

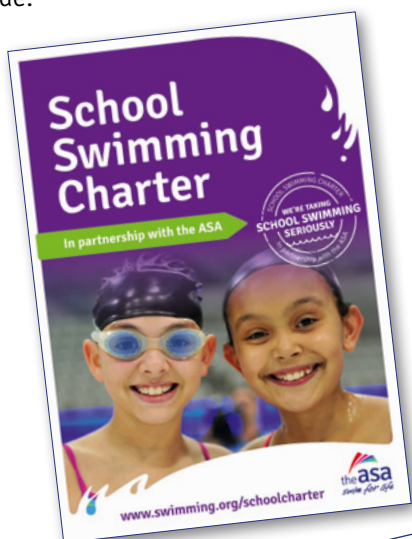
- Hiring specialist PE teachers or qualified sports coaches to work with primary school teachers when teaching PE
- Supporting and engaging the least active children through new or additional Change4Life clubs
- Paying for professional development opportunities for teachers in PE and sport
- Providing cover to release primary school teachers for professional development in PE and sport
- Running sport competitions or increasing pupils' participation in the School Games
- Buying quality assured professional development modules or materials for PE and sport
- Providing places for pupils on after school sports clubs and holiday clubs
- Pooling the additional funding with that of other local schools

The ASA provides the following advice to primary schools on use of the funding:

School Swimming Charter

The School Swimming Charter is an initiative driven by the ASA which aims to create a direct relationship between the national governing body for swimming and primary schools in England for the very first time. We are encouraging primary schools to sign up to the Charter at www.swimming.org/schoolcharter and commit to 'Taking School Swimming Seriously'. In return for a minimal annual charge schools will receive a comprehensive package of support from the ASA:

- **School Swimming Charter document** explaining the Charter in detail
- **National Curriculum Resource Pack** – splashproof folder containing three comprehensive guidance booklets on delivering school swimming
- **Package of eight different Awards** including badges and certificates for awarding to pupils
- **Waterproof Guidance cards** with the required outcomes and illustrations for each Award to help teachers at poolside
- **Package of School Swimming Passports** including stickers for each Award, for each pupil to record their progress
- **Aquasplash Festival Pack** – splashproof folder containing a guidance booklet, DVD and activity cards giving full details on how to run a swimming festival
- **Resource storage bag**
- **Digital resources** including demonstration videos illustrating each Award outcome, a School Swimming Stamp and template materials for use in the class and at poolside.



Top-Up Swimming

An intervention designed to enable 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 10 half hour lessons, every day, over two school weeks.

• How to identify pupils

Swimming activities and water safety must be chosen at Key Stage 2, unless pupils have completed the full Key Stage 2 teaching requirements in relation to swimming activities and water safety during Key Stage 1. So, if there are pupils nearing the end of Key Stage 1 who look likely to be able to achieve Key Stage 2 standards with some extra help, then resources should be targeted there. If not, then identifying pupils in Year 5 or 6 would be more effective.

Identifying likely participants can be difficult. An experienced eye is important and this is where the expertise of a qualified swimming teacher can play a key role. The inability to float on either the front or the back after 10 lessons is a useful yardstick.

• When to identify pupils

It is important to have a general idea of the likely number of participants as early as possible in the year, or to identify the pupils who are struggling to meet the standard in Year 5.

Early identification of pupils and class sizes may well have cost advantages to a school. The ability to book additional time in advance for a block period could mean that pool operators are more willing to offer the 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. If a school is planning to stage Top-Up lessons during the second part of the summer term, a decision on participants needs to have been made by the start of May.

For some schools, this may be difficult because of the number of end of term activities already taking place. Some schools identify pupils with difficulties during the year and then offer Top-Up lessons as the year progresses.

Additional swimming teachers

School swimming 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.

Additional swimming sessions

In many instances schools do not provide school swimming lessons often enough and do not strive to achieve expected minimum standards. With two core units to cover, the minimum amount of water time should be 25 hours. Therefore, use of funding to pay for additional swimming sessions would 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 (e.g.; two weeks x 30 minutes each day)
3. Out of Hours School Learning/Extended Schools Service

Increasing water time

Tradition suggests that the majority of school swimming is delivered as 30 minute sessions on a weekly basis, with organisation, transport and changing all taken into account. This means that 30 minutes does not necessarily mean 30 minutes of water time. School swimming would be greatly improved if sessions were 45 to 60 minutes long. Longer session times would enable a much greater focus on links to other curriculum subjects and more time spent on the programme of study.

Longer sessions could also mean a reduction in the number of weeks a school needs to attend the pool, in turn creating a reduction in costs.

Training

The quality of school swimming is a significant factor in Key Stage 2 attainment. To ensure swimming teachers provide high quality delivery and are up to speed with latest teaching methods, regular training and CPD sessions are vital.

The National Curriculum Training Programme (NCTP) is designed for class teachers and other adults who already have an established relationship with your pupils. These individuals are the best placed people to make school swimming a success in your school.

For them to become confident in the delivery of swimming lessons at statutory national curriculum levels, they need support, training and the necessary resources. The NCTP equips them with the right skills and knowledge to deliver high quality school swimming lessons to help schools meet national curriculum requirements.

Visit www.swimming.org/schoolcharter to find out more and book.

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 pathways – linking to after schools programmes/ additional opportunities
- Reward and recognition through the use of the School Swimming Awards

Further information

If your school requires further assistance and support with school swimming, why not sign up to the School Swimming Charter at www.swimming.org/schoolcharter. For a minimum annual fee your school will benefit from a package of support from the ASA.

www.swimming.org/schoolcharter

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