

PE Sports Premium Review of Action Plan for 2025/2026



Objective 1: Strengthen PITC Partnership and Curriculum Delivery

	Details
Intent	Continue to cement PITC relationship with Portsdown Primary and Early Years.
Key Area	1 - Increasing confidence, knowledge and skills of all staff
Implementation	• Termly meetings with PITC senior staff in school and within PITC (via face-to-face and email communication) to review provision • Conduct pupil interviews across the school • Review and adjust PE timetable based on feedback and in order to allow all year groups to receive high quality gymnastics teaching • Ensure PPA cover arrangements support high-quality PE delivery • Establish and support clear communication channels between class teachers and PITC coaches, particularly where new staff are in place (both in school and PITC coaching staff)
Impact - What do you hope to see?	• Consistent high-quality PE provision across all year groups • Improved progression in skills year-on-year • Strong partnership working between school staff and PITC • Positive pupil voice feedback showing enjoyment and progress • Effective use of PPA time maintaining PE quality
Supporting Evidence	• Termly pupil interview records • Learning walk observations and feedback • Meeting minutes with PITC • Updated timetable documentation • Teacher and coach feedback surveys
What impact have you seen?	Clear progression and skills development across all year groups: • Children have demonstrated clear progression from previous year groups, with Year 4 pupils able to build on Year 2 learning, showing they knew how to use equipment safely and how to travel on the equipment • Year 1 children completed throwing and catching independently, demonstrating development of fundamental movement skills Curriculum coverage and National Curriculum alignment: • The curriculum matched the National Curriculum requirements

	Details • A wide range of activities were observed across year groups including gymnastics, dance, athletics, games skills, and fundamental movement skills Year-specific examples of progression: • Year R and Nursery: Opportunities to practise and improve gross and fine motor skills were seen across all three areas (Caterpillars, Butterflies - nursery, and Year R). Year R children were outside using PE equipment (bars/climbing frames) and bikes, whilst inside there was clear fine motor skill development (scissor use - range of scissors - and painting) • Year 1: Children completed throwing and catching independently. Vocabulary was used effectively - 'use arm, under arm, eye contact' • Year 2: Children engaged in dance (demonstrating dances and discussing moves), horseshoe/bean bag throwing, and gymnastics with demonstrations of overarm and underarm techniques, alongside challenges • Year 4: Clear progression from Year 2, with children knowing how to use equipment safely and how to travel on the equipment • Year 5: Activities included athletics (long jump, running), gymnastics, benchball, and accuracy work (aiming at target). Sports leaders were able to coach games they had created • Year 6: Activities covered hockey, netball, dribbling/blocking, passing and controlling, shooting, and dance & gymnastics with PITC staff. Challenges and points/rewards system in place School staff have shown increased confidence, knowledge and skills when delivering Santa Dash, Rainbow Day and Sports Days Quality of coaching and relationships: • The PE coach demonstrated good organisation and good relationships with children, being encouraging and improving technique • Teaching assistants supported children effectively, with modelling by staff • Children were engaged in the activities and reported liking working as a team Subject-specific vocabulary development: • Appropriate vocabulary was used including 'use arm, under arm, eye contact' • Year 2 pupils used correct vocabulary including 'overarm catch' and 'underarm' • Year 5 used specific vocabulary including 'pitch' • Good communication was evident with children explaining what they were doing at an age-appropriate level
Are improvements sustainable?	Yes, evidence suggests improvements are sustainable: • Strong working partnership established with PITC coaches embedded in delivery • Clear progression pathways evident from EYFS through to Year 6 Areas to strengthen sustainability: • Continue termly meetings with PITC to maintain quality • Ensure ongoing communication between class teachers and PITC coaches, particularly when new staff join • Maintain focus on vocabulary development across all year groups
Supporting Evidence	• Learning walk observations from 3.6.26 covering Years Nursery, Year R, 1 and 4 • Diarised meeting with PITC staff and email trails regarding ongoing communication

	Details
	• Pupil interviews conducted across selected year groups on 3.6.26 • Photographic evidence of activities across year groups • Observations of coach-pupil interactions and teaching quality
Approx. Cost	This is funded via the school's budget with non-contact time provided by the school to facilitate the completion of this monitoring.

Objective 2: Enhance Lunchtime Physical Activity Provision

	Details
Intent	Provide training for lunchtime supervisors around activities that promote physical activity.
Key Area	2 - Increasing engagement of all pupils in regular physical activity
Implementation	• Deliver ongoing training for all lunchtime supervisors, new staff have received training and the opportunity to observe sports at lunchtime • Establish lunchtime activity zones with different options set up by sports coaches for all year groups from Year 1 to 6 • Purchase appropriate equipment for lunchtime games • Create rota of PITC-led lunchtime sessions for targeted year groups • Develop pupil sports leaders programme to support activities • Monitor participation, particularly of inactive girls and SEND pupils
Impact - What do you hope to see?	• All lunchtime supervisors confident in leading physical activities • Increased participation in active play at lunchtimes • Reduction in playground incidents through structured activities • Greater engagement of inactive pupils, especially girls • SEND pupils accessing appropriate activities • Positive pupil feedback about lunchtime experiences
Supporting Evidence	• Pupil voice surveys • Incident reports comparison • Photographs/videos of activities
What impact have you seen?	Children more engaged with lunchtime activities, with staff organising and leading these activities.

	Details
Are improvements sustainable?	Yes, with continued focus on: • Ongoing training for new lunchtime supervisors to maintain consistency • Regular review of sports leader deployment to ensure all are actively engaged and supporting learning • Implementation of alternative behaviour management strategies (e.g. whistle, countdown) for stopping activities • Continued use of visual supports (e.g. blue waiting cones, whiteboards) to support all children including those new to school
Supporting Evidence	• Learning walks and drop ins on the lunchtime provision provided by sports coaches • Observations of sports leader engagement and support during lunchtime activities they have run • Evidence of safety procedures and children's understanding
Approx. Cost	PITC lunchtime sessions: £5232.50

Objective 3: After-School Club Provision

	Details
Intent	After-school clubs planned and delivered by PITC to increase regular physical activity opportunities
Key Area	2 - Increasing engagement of all pupils in regular physical activity 3 - Raising the profile of PE and sport
Implementation	• Audit current club provision and identify gaps • Survey pupils and parents about club preferences • Continue PITC-led clubs for range of sports across year groups • Continue successful football clubs for boys and girls • Ensure clubs accessible to disadvantaged pupils and SEND • Promote clubs, including from other organisations, through assemblies, newsletters, social media • Monitor attendance and engagement patterns
Impact - What do you hope to see?	• Increased number of pupils attending after-school clubs • Equal participation from boys and girls • SEND and disadvantaged pupils accessing clubs • Improved skills and confidence in participants • Positive feedback from pupils and parents • Increased physical activity levels outside curriculum time

	Details
Supporting Evidence	• Club registers showing attendance by year, gender, SEND, PP • Pupil surveys • Waiting list data showing demand
What impact have you seen?	1. Increased Participation (NB: due to the date of submission to governors, this data is for Terms 1-5 only) Chess Club grew significantly from 15 places in Term 2 to 25 places by Term 5, with consistently high attendance (20-22 pupils attending) Dance Club maintained strong numbers throughout the year, with 26-30 places offered by Term 5 and attendance averaging 26-28 pupils KS1 Clubs maintained consistent provision with 16 places across Terms 3-5, with good attendance rates (12-15 pupils typically attending) 2. Gender Participation Girls' participation is strong: Dance Club shows excellent female engagement with 26-27 girls participating by Term 5 Girls Football maintained 13-16 places throughout autumn terms with strong attendance (11-16 girls) Chess Club shows good gender balance with 9-11 boys participating by Term 5 3. SEND and Disadvantaged Pupils Strong inclusion of disadvantaged pupils (FSM): Dance Club: 15-16 FSM pupils participating by Term 5 (50% of club) Girls Football: 7-8 FSM pupils (50% of club) Year 4 & 5 Football: 11 FSM pupils (73% of club) Chess Club: 9-10 FSM pupils by Term 5 (40% of club) SEND participation improving but variable: Dance Club: SEND participation increased from 0-1 in early terms to 4-5 pupils by Term 5 KS1 Athletics Club (Term 5): 4-5 SEND pupils participating (31% of club) Choir: Consistent 2 SEND pupils across most terms Chess Club: SEND participation increased from 3 pupils (Term 2) to 6 pupils (Term 5) 4. Ethnic Diversity All clubs show good representation of pupils from different ethnic backgrounds, typically ranging from 30-50% of club membership

	Details
	For a number of clubs, there is a waiting list and where we can, we have increased participation numbers.
Are improvements sustainable?	Are Improvements Sustainable? YES - Strong evidence of sustainability: 1. Diverse club offer established Seven different types of clubs running across the year demonstrates embedded provision beyond just football 2. Increasing demand Chess and Dance clubs both expanded capacity during the year in response to demand (Chess from 15 to 25 places; Dance from 16 to 30 places) 3. Excellent FSM access - Disadvantaged pupils are accessing clubs at rates equal to or higher than their proportion in the school population - This demonstrates clubs are genuinely accessible, not just available 4. SEND inclusion improving SEND participation increased significantly in some clubs during the year (e.g., KS1 Athletics from 1 to 5 pupils; Dance from 0-1 to 4-5 pupils) 5. Year-round provision Most clubs run across multiple terms (Terms 1-5), showing sustained commitment rather than one-off initiatives
Supporting Evidence	- Pupil voice feedback including positive comments from SEND pupils - Data for clubs
Approx. Cost	PITC after-school clubs: £6492.50

Objective 4: Plan and Deliver Inclusive Whole-School Events

	Details
Intent	Plan Santa Dash, Rainbow Day and Sports Day to raise profile of PE and offer broader experience of sports to all pupils. This to be completed in-house.
Key Area	3 - Raising the profile of PE and sport 4 - Offer broader and more equal experience of sports
Implementation	• Santa Dash (December 2025): House team competition with sports leaders supporting organisation and encouragement • Rainbow Day (March 2026): Inclusive activities from Nursery to Year 6 focusing on disability awareness and accessibility, with sports leaders facilitating activities • Sports Days (Summer 2026): 7 separate sports days aligned to house teams to maximise active participation, including: ◦ Individual year group/phases held events to ensure all children actively participate rather than spectate ◦ Range of activities beyond traditional athletics (e.g., throwing challenges, team relay races, obstacle courses) ◦ Separate event for children with significant SEND needs who cannot access mainstream events ◦ Equal opportunities for boys and girls across all activities ◦ Sports leaders trained to lead warm-ups, demonstrate activities, and support younger pupils NB: Due to the rain at the start of the sports days cycle and then heat weather warnings at the end, the nursery and Turtles sports days were cancelled (both had two publicised events cancelled) • Staff Development: PE Subject Leader to lead planning and delivery, building capacity across teaching and support staff • Inclusive Design: All activities adapted to ensure SEND pupils can participate meaningfully • Promotion: Events celebrated through assemblies, newsletters, social media and parent invitations • Sports Leader Programme: Year 5 and 6 pupils trained to support event delivery, developing their leadership and coaching skills
Impact - What do you hope to see?	• 100% pupil participation in all three events • Positive feedback about experiencing new activities • Increased understanding of inclusion and accessibility • Stronger house team identity and competition • Celebration of all abilities and achievements • High parental engagement • Raised profile of PE across school community • Pupils with SEND fully included and celebrating success

	Details
Supporting Evidence	• Event planning documentation • Pupil voice feedback (interviews and surveys) • Photographs • Social media engagement • Assembly celebrations
What impact have you seen?	Outstanding Participation and Engagement: • Children engaged across all events where held see note above (NB) • Feedback from parents has been overwhelmingly positive • Staff have also been very positive • 5 sports days provided to help enable all children to actively participate with the other events timetabled to allow all children to participate across the days • Separate event for children with significant SEND needs held for all three events (as they are unable to access mainstream events due to their significant needs) of which two were completed (see NB above). Sports Leaders Making a Real Difference: Sports Leaders being used effectively to support the events and aid the successful implementation of the activities Broader Impact on Skills and Confidence: The whole-school events have contributed to: • School staff showing increased confidence, knowledge and skills when delivering Santa Dash, Rainbow Day and Sports Days • Sports leaders developing genuine coaching abilities - Year 5 and 6 sports leaders supportive roles in these events. • Cross-age peer support working effectively - evidence of communication between Year 6 sports leaders and Year 1s and R Inclusive Practice Embedded: • All pupils, including those with significant SEND, experienced success through appropriately designed activities • House team structure created whole-school identity and healthy competition • Multiple sports days format eliminated the traditional problem of children spending most of the time spectating
Are improvements sustainable?	1. Staff Knowledge and Capacity Building School staff have shown increased confidence, knowledge and skills when delivering Santa Dash, Rainbow Day and Sports Days What this means in practice: • Your teaching and support staff now have hands-on experience planning and delivering three major whole-school events • This expertise stays in school even if external providers change • Staff can mentor new colleagues, creating a cycle of knowledge transfer • The PE Subject Leader has developed event management skills that can be applied year-on-year 2. Sports Leaders Programme Creating Ongoing Impact Sports Leaders being used effectively to support the events and aid the successful implementation of the activities Why this ensures sustainability: • Each year, new Year 5 and 6 pupils are trained as sports leaders, creating a continuous pipeline • Sports leaders develop transferable skills (leadership, communication, coaching) that they use across the school year, not just at events • Younger pupils see sports leaders in action and aspire to take on these roles themselves

	Details - The sports leader model reduces reliance on external support for event delivery 3. Embedded Systems and Structures House team system: Now firmly established across all three events, creating: - A ready-made competition structure that doesn't need redesigning each year - Whole-school identity and belonging that motivates participation - A framework that can be applied to other school activities beyond PE Separate SEND provision: The school has established a successful model for including pupils with significant needs, demonstrating commitment to genuine inclusion 4. Active Engagement Creating Ownership Feedback from parents has been overwhelmingly positive. Staff have also been very positive Why positive feedback matters for sustainability: - When parents, staff and pupils value something, it becomes part of school culture - Positive experiences create demand for events to continue - Staff who feel successful are motivated to maintain and improve provision - Community support makes it harder for initiatives to be quietly dropped 5. Evidence-Based Practice The school has robust evidence of what works: 7 sports days provided to help enable all children to actively participate - the school know this format works better than a traditional single sports day - This evidence base allows the school to refine and improve rather than starting from scratch each year 6. Cost-Effective Model By delivering events in-house rather than relying heavily on external providers: - The model is financially sustainable even if Sports Premium funding changes - Resources and equipment purchased can be reused year-on-year - Staff time is the main investment, and this builds capacity rather than creating dependency
Supporting Evidence	1. Pupil voice feedback including positive responses from SEND pupils Photos of the events on Facebook
Approx. Cost	Santa Dash resources £1143.84 Rainbow Day resources: £992.54 Sports Day resources: £1222.97

Objective 5: Increase Competitive Sport Opportunities

	Details
Intent	Increase participation in competitive sport. Continue to offer competitive opportunities throughout the school (e.g., Girls and Boys football) and expand to other sports and year groups
Key Area	5 - Increasing participation in competitive sport
Implementation	Inter-School Competition: • Continue successful football teams for Years 5-6 (boys and girls) with competitive matches and friendlies against other schools • Plan inclusive football match specifically for Year 6 pupils who have attended football club but had limited or no participation in previous matches, ensuring all club members experience competitive sport • Enter local school competitions and tournaments across different sports • Use minibus to transport teams to fixtures Intra-School Competition: • Sports Days: 7 separate sports days with house team competitions, ensuring all pupils from Nursery to Year 6 compete in age-appropriate races and activities • Santa Dash: December house team competition with points awarded, creating whole-school competitive element with participation from all children from Nursery through to and including Year 6 • Rainbow Day: March event incorporating competitive challenges within inclusive activities, with house team focus • Establish regular lunchtime competitive activities Personal Challenge Competition: • Encourage pupils to compete against their own previous performances • Celebrate personal bests and improvement in assemblies Inclusive Approach: • Ensure competitive opportunities accessible for SEND pupils through adapted activities and separate events where appropriate • Track participation to ensure equal access across gender, SEND, and disadvantaged groups • Provide training and preparation for teams through after-school clubs • Celebrate all forms of competition (winning, personal improvement, sportsmanship, teamwork) in assemblies and on social media
Impact - What do you hope to see?	• Increased number of pupils experiencing competitive sport (target: 100% through whole-school events) • Competitive opportunities across more sports beyond football • Equal participation from boys and girls in inter-school competitions • All Year 6 football club attendees experiencing at least one competitive match • SEND pupils accessing appropriate competitive activities • Regular house competitions creating whole-school engagement and identity • Development of resilience, teamwork and sportsmanship • Positive attitudes to competition, fair play and personal challenge
Supporting Evidence	• Participation records • Pupil voice feedback about competitive experiences • Social media posts and engagement • House competition results

	Details
	• Photographs of competitions (inter-school and intra-school) • Social media posts and engagement
What impact have you seen?	1. Whole-School Competitive Opportunities Through Major Events Sports Days (5 separate events): • Over 95% of pupils from Year 1 to Year 6 participated in competitive races and activities (unless absent) • House team structure created meaningful competition where every child's performance contributed to their house score • Format ensured all children were active competitors rather than spectators Santa Dash (December 2025): • Whole-school house team competition with all pupils competing • Points awarded to houses, creating collective competitive element • Sports leaders supported the competitive structure and encouraged participation • Separate competitive event held for children with significant SEND needs, ensuring they experienced success in competition appropriate to their abilities Rainbow Day (March 2026): • Inclusive activities incorporated competitive challenges • House team focus maintained competitive element while celebrating diversity • All pupils from Nursery to Year 6 participated in age-appropriate competitive activities Evidence from June 2026 monitoring shows competitive elements embedded in curriculum: • Year 2: Competitive elements observed during PE sessions with challenges • Year 5: Sports leaders able to coach competitive games they had created • Year 6: Points/rewards system and challenges in place during sessions 2. Inter-School Football Competition Girls' Football: • Competitive matches held against other schools • Friendly matches provided to develop skills and confidence • Mix of competitive fixtures and friendlies ensures development pathway Boys' Football: • Competitive matches held against other schools • Friendly matches provided alongside competitive fixtures • Inclusive match planned specifically for Year 6 pupils who attended football club but had limited or no participation in previous matches, ensuring all club members experience competitive sport before leaving primary school 3. Development of Competitive Skills and Attitudes From pupil voice feedback (June 2026 monitoring): • SEND pupils gave positive comments about teamwork, showing they understand collaborative competition • Children report "liking working as a team," demonstrating positive attitudes to competitive team sports • Engagement evident across all year groups in competitive activities Sports Leaders Contributing to Competitive Culture: • Year 6 sports leaders support demonstrations and provide well-matched advice during competitive activities • Year 5 sports leaders able to coach games they had created, showing understanding of competitive game structures • Communication between Year 6 sports leaders and Year 1s evident, creating cross-age competitive opportunities 4. Inclusive Competition

	Details • Separate competitive events for children with significant SEND needs planned for all three major events (Santa Dash, Rainbow Day, Sports Days) and held for 2 (see NB) • SEND pupils fully involved in curriculum-based competitive activities with support from coaches, sports leaders, TAs, nursery staff and teachers • Multiple formats of competition (individual races, team events, house competitions, personal challenges) ensure all pupils can experience success 5. Sports Leaders Supporting Other Schools Partnership working with Southsea Infants (3 July 2026): • 10 sports leaders from Years 5 and 6 supported Southsea Infants' sports event • Sports leaders planned and led activities for younger pupils at another school with a competitive element focused on multi-skills and engagement of all • Feedback from Southsea Deputy Head praised leaders for being "clear in their instruction and robust in their expectations" and noted they were "a credit to you and your school" as recorded on Evolve evaluation (and received in an email to the headteacher) • Partnership opportunity identified for similar collaboration in 2026/2027 Impact on sports leaders: • Demonstrated application of leadership skills in a different school context • Developed confidence in planning and delivering activities independently • Enhanced communication skills working with unfamiliar younger children • Raised profile of Portsdown Primary's sports leadership programme within the local community NB: In 2023/2024, Sports Leaders from Warblington School (Secondary) supported our Rainbow Day. The school has developed its Sports Leaders programme to now allow our children to support all events at the school in 2024/2025 and this has continued in 2025/2026 and now our children have successfully supported another school.
Are improvements sustainable?	1. Multiple Formats of Competition Embedded in School Culture Three major whole-school competitive events annually: • Santa Dash (December) - established • Rainbow Day (March) - established • Sports Days (7 events, Summer) - established Why this ensures sustainability: • Competition isn't reliant on a single event or external fixtures • Every pupil experiences competitive sport multiple times per year, regardless of ability or selection for teams • Events are now part of the school calendar and expected by pupils, parents and staff • House team system provides ready-made competitive structure that doesn't need redesigning each year 2. Staff Knowledge and Confidence in Delivering Competition School staff have shown increased confidence, knowledge and skills when delivering Santa Dash, Rainbow Day and Sports Days Staff training to drive the minibus provides a team of volunteers who can take the children to sports competitions (as we recognise that many of our parents are unable to take their children to these events without significant cost and this may impact on participation) What this means in practice: • Staff can organise and run competitive events independently without heavy reliance on external providers • Knowledge of how to make competition inclusive and accessible for all abilities is embedded • Staff understand how to structure house competitions, scoring systems, and age-appropriate competitive formats • This expertise can be applied to create new competitive opportunities (e.g., lunchtime house competitions, termly challenges) 3. Sports Leaders Sustaining Competitive Culture

Details

Sports Leaders being used effectively to support the events and aid the successful implementation of the activities

Creating a self-perpetuating system:

- Each year, new Year 5 and 6 pupils are trained as sports leaders
- Sports leaders learn how to organise and officiate competitive activities
- Year 5 sports leaders were able to coach games they had created - they understand competitive game structures and can create new opportunities
- Communication between Year 6 sports leaders and Year 1s evident, for example: older pupils model positive competitive attitudes to younger pupils
- Sports leaders can support lunchtime competitive activities throughout the year, not just at major events

4. Inclusive Approach Ensures Broad Participation

Football club model demonstrates inclusive competition:

- Girls and boys have separate competitive opportunities, ensuring equal access
- Mix of competitive matches and friendlies allows skill development alongside competition
- Planned inclusive match for Year 6 pupils with limited previous participation shows commitment to ensuring all club members experience competitive sport

Whole-school events ensure excellent participation:

- Planning for 7 sports days format means every child has the opportunity to compete actively
- Separate events for children with significant SEND needs demonstrates genuine inclusion, not tokenism
- House team structure means every child's contribution matters, regardless of ability
- Multiple types of competition (individual, team, house, personal challenge) ensure all pupils can experience success

5. Evidence of Positive Attitudes to Competition

Children report "liking working as a team" and SEND pupils gave positive comments about teamwork

Why this matters for sustainability:

- Positive experiences of competition create demand for more opportunities
- When pupils enjoy competition and understand fair play, they become advocates for competitive sport
- Positive attitudes reduce behaviour issues during competitive activities
- Pupils who experience success in competition are more likely to continue participating in sport beyond primary school

6. Competitive Elements Embedded in Curriculum Delivery

Evidence from June 2026 monitoring shows competitive elements in Year 2, Year 5 and Year 6 sessions, with points/rewards systems and challenges in place

Why this strengthens sustainability:

- Competition isn't just about special events - it's woven into regular PE teaching
- PTC coaches understand and deliver competitive elements as part of the curriculum
- Pupils experience competition regularly, normalising it as part of PE
- Teachers and coaches can create competitive challenges within any PE activity

7. Tracking and Accountability Systems

The school has systems to track:

- Participation records for inter-school fixtures
- Football match records showing which pupils have participated
- House competition results and points
- Pupil voice feedback about competitive experiences

Why this ensures sustainability:

- You can identify pupils who haven't experienced inter-school competition and plan inclusive opportunities (like the Year 6 football match for limited-participation pupils)
- Data shows whether girls and boys have equal competitive opportunities
- Evidence base allows you to demonstrate impact and justify continued investment

	Details
	Tracking prevents competitive opportunities becoming exclusive to the same high-ability pupils
Supporting Evidence	Records available for the events aforementioned
Approx. Cost	Transport to fixtures: £600 Competition entry fees: £20 Football club coaching: £ is included in the after schools amount quoted above and represents 2/5 of the cost

Review of 2025/2026

Swimming and Water Safety

Area	What went well?	What didn't go as well?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	54% of Year 6 cohort can now swim 25 metres competently	Only 54% achieving this target - below national expectations. Cost and accessibility of swimming lessons remain barriers (£14+ per hour plus travel costs to nearest public pool as children have to be accompanied in the pool until they are competent swimmers). This remains from last year.
2. Use a range of strokes effectively	46% of Year 6 can use a range of strokes effectively including front crawl, backstroke and breaststroke	An improvement on previous year.
3. Perform safe self-rescue	54% of Year 6 are able to perform safe self-rescue in different water-based situations	46% improvement on previous year.