

## Impact of PE and Sports Premium 2020

### Vision

*I lift my eyes to the hills' Psalm 121*

The amazing rhythm of the changing seasons and the beauty of nature allows our pupils to live healthy, balanced lives; developing physical and mental well-being, a sense of awe and wonder and an awareness of the spiritual aspects of life. All members of Selside School become part of our school family, becoming confident, responsible and caring pupils who develop a life-long love of learning - **'living life in all its fullness' John 10:10**

Our Christian school vision leads us to consider the whole child when planning and spending our PE and Sports Premium. The government provides primary schools with an additional PE and Sport Premium. The funding must be used to make additional and sustainable improvements to the quality of PE and sport they offer. This means that it is to be used to:

- develop or add to the PE and sport activities that the school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

The DfE (Department for Education) guidance includes the 5 key indicators across which schools should demonstrate an improvement. This document shows how we will review our provision and spend across those 5 indicators, plus the expectations for swimming.



## Details with regard to funding

Please complete the table below.

|   |           |
|---|-----------|
| Total amount carried over from 2019/20  | £9456.00  |
| Total amount allocated for 2020/21  | £16210.00 |
| How much (if any) do you intend to carry over from this total fund into 2021/22?    | £         |
| Total amount allocated for 2021/22  | £16210.00 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £         |

## 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 then transfer to the pool when school swimming restarts.</p> <p><b>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</b></p> |  |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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 2020.</p> <p>Please see note above</p>  | <p>80%</p> <p>(4/5 children)</p>             |
| <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>  | <p>80%</p> <p>(4/5 children)</p>             |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | <p>80%</p>                                   |
| <p>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?</p>   | <p>Sadly, no due to COVID19 restrictions</p> |

Created by:



Supported by:



## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2020/21   | Total fund allocated:  | Date Updated:                           |   |  |
|--|--|---|---|--|
| <b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</b>   |  |   | 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:                      | Evidence of impact: what do pupils now know and what can they now do? What has changed?:  | Sustainability and suggested next steps:   |
| <ul style="list-style-type: none"> <li>Developing and maintain play equipment to promote active playtimes for pupils to engage and enjoy: morning, breaktime and lunchtimes.</li> <li>Developing and expanding on after school clubs offered to pupils to increase activity, engage and enjoy</li> <li>Developing active play in the EYFS to increase engagement and enjoyment as well as develop gross and fine motor skills.</li> <li>Investment in resources to develop physical activity across the curriculum to ensure that children are active in all subject areas.</li> </ul> | <ul style="list-style-type: none"> <li>Player leaders assigned to ensure equipment is put out and tidied out at playtimes.</li> <li>Play equipment changed to link to PE lessons and up and coming festivals/competitions.</li> <li>Lunchtime staff to monitor variety and condition of play time equipment to ensure that pupils have enough equipment to allow activity.</li> <li>Staff to ensure 1 active after school club every term and look for new and exciting opportunities.</li> <li>EYFS lead to develop equipment to engage the children in active play.</li> <li>Subject leads to develop</li> </ul> | £3,170.91<br>(Breakdown on spreadsheet) | <ul style="list-style-type: none"> <li>Children are happy playing with their peers in engaging in different physical activities at playtime.</li> <li>After school clubs have run in non-lockdown periods, including multisport, football, yoga, outdoor learning which have been well attended by pupils.</li> <li>Equipment has been bought to support active play in the EYFS outdoor provision including bikes, forest school, loose parts. This has been successful and has been rolled out for KS1 and KS2 children.</li> <li>ICT equipment and orienteering</li> </ul> | <ul style="list-style-type: none"> <li>Look for new opportunities to develop active playtimes.</li> <li>To further develop a range of ASC for pupils.</li> <li>To further develop loose parts and open-ended play equipment for active play at breaktimes.</li> <li>To further develop resources to be active across the curriculum, especially in-home learning lessons.</li> </ul> |

|   |  |  |  |   |
|---|--|--|--|---|
|   | resources to develop physical activity in other curriculum areas.  |  | resources has been bought to support the teaching of map skills in geography.  |   |
| <b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>   |  |  |  | Percentage of total allocation:<br>%  |
| <b>Intent</b>   | <b>Implementation</b>  |  | <b>Impact</b>  |   |
| 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:                       | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   | Sustainability and suggested next steps:  |
| <ul style="list-style-type: none"> <li>Reactivating learning: through physical education and outdoor learning to promote well-being and mental health as well as improve concentration and attitudes to learning after the impacts of Covid19</li> <li>Maintain active breakfast club to support attendance and punctuality in school.</li> <li>Maintain profile of sports competition and achievement in school:<br/>-sport notice board,<br/>-Photos and write up in newsletter and parish magazine,<br/>-certificates shared in CW from both school and out of school achievements.</li> </ul> | <ul style="list-style-type: none"> <li>-To engage in whole school outdoor learning projects to bring the school back together after lockdown periods</li> <li>-To use the outdoors to promote well-being, develop resilience and positive attitude to learning by getting in external support</li> <li>-To continue developing an active breakfast club.</li> <li>-Staff to celebrate all achievements with focus on sports and remind children and parents to bring in achievements.</li> </ul> | £13,319.75<br>(Breakdown on spreadsheet) | <ul style="list-style-type: none"> <li>-Whole school project on the 'lost words' reconnected the school after lockdown periods supported well-being and active learning. Increased self-esteem/confidence. Increased in engagement with challenge and resilience in their learning.</li> <li>-Maintained active breakfast club which is regular used by parents and support children with emotional needs. Attendance has maintained good through challenging times.</li> <li>-Sports and active challenges are promoted in CW and shared with the whole school community. Children independently remember to bring achievement to share with the school community.</li> </ul> | To continue to develop outdoor learning provision in school to support well being and developing attitudes to learning. |

| 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:                                 | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   | Sustainability and suggested next steps:        |
| <ul style="list-style-type: none"> <li>To develop subject leadership role in school to ensure that high quality sequence of learning is place.</li> <li>To ensure that staff have enough support/training/resources to deliver a broad and balanced PE curriculum, including resources to support PE in homelearning.</li> <li>To ensure that staff have enough support/training/resources to deliver regular physical activity across the curriculum, including resources to support physical activity in homelearning.</li> <li>First aid training for staff for outdoor education</li> </ul> | <p>-HP to have leadership time to develop PE curriculum, resources and time to monitor.</p> <p>-JL &amp; HP to identify staff needs and to put training/support in place where necessary.</p> <p>-JL &amp; HP to look at how active learning and physical activity to enhance other areas of the curriculum and encourage other subject leads to develop resources.</p> <p>-Staff to access first aid training</p> | <p>£5,508.22</p> <p>(Breakdown on spreadsheet)</p> | <p>-External agencies/sports coaches have been brought in to support staff to teach a broad and balanced curriculum. Increased confidence in staff to develop different active activities.</p> <p>-Yoga training has empowered staff to add yoga into classroom practise for well-being.</p> <p>-First aid training wasn't available due to COVID-19</p> | For staff to engage in first aid training 2021. |
| 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  | Make sure your actions to achieve are linked to your   | Funding allocated:                                 | Evidence of impact: what do pupils now know and what   | Sustainability and suggested next steps:        |

| and be able to do and about what they need to learn and to consolidate through practice:   | intentions:  |  | can they now do? What has changed?:  |  |
|--|--|--|--|--|
| <ul style="list-style-type: none"> <li>To engage in trips and visits to inspire children to lead active, happy active lifestyles.</li> <li>To explore the local opportunities and develop outdoor learning provision in school so pupils utilise and develop active lifestyles in the local environment.</li> <li>Develop swimming safety to include outdoor swimming in lakes and tarn to ensure the safety of our children in the local environment.</li> <li>Develop cycling provision for all children in school (including EYFS) to promote active travel.</li> </ul> | <p>-To engage in local activities/festivals/events to promote active health lifestyles e.g .Mountain Festival/Westmorland Agriculture Society.</p> <p>-To explore local opportunities and resources to further develop active activities: dry ski slope, climbing wall, walking around Selside.</p> <p>-To explore ways to develop water safety on open water.</p> <p>-To engage external agencies to develop cycling provision- Cycle Wise and Pedal and Scoot.</p> | <p>£5516.50<br/>(Breakdown on spreadsheet)</p> | <p>-Activities cancelled due to COVID-19</p> <p>-Increased well-being and active learning due to outdoor learning sessions. Increased self-esteem/confidence. Increased in engagement with challenge and resilience in their learning.</p> | <p>-To look at engaging in activities/festivals/events when it is safe to do so.</p> |



| 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:                             | Evidence of impact: what do pupils now know and what can they now do? What has changed?:   | Sustainability and suggested next steps:   |
| <ul style="list-style-type: none"> <li>To maintain current level of sports competitions and introduce additional competitions to ensure that all pupils attend at least 2 competitions a year.</li> <li>To attend festivals/competitions to improve transition for UKS2 children and develop partnerships with local secondaries.</li> <li>To develop house system in school to develop in house competitions within school based on characteristics of effective learning: Squirrel, Owl, Team Ant and Tortoise to enable inter-house competition.</li> <li>To use hired transport and staffing to aid attendance at events to ensure that all</li> </ul> | <p>-HP and NJ to co-ordinate which competitions/festivals for children to attend and look for new opportunities to utilise.</p> <p>- JL to develop house system in school.</p> <p>-staff to carefully plan for trips and plan in for high expenditures.</p> | <p>£1735.26<br/>(Breakdown on spreadsheet)</p> | <p>-Sporting competitions/festivals were terminated with COVID19 safety measures. KS1 and EYFS took part in a virtual gymnastics competition and won!</p> <p>-Houses were developed based on characteristics of effective learning these were effectively used on sports day for inter-house competitions. Successful sports day with increased confidence, drive and enjoyment. Teams are now used for other purposes in school.</p> <p>-Trip costs remain low to 100% attendance when trips have been able to run.</p> | <p>-To look at restarting competitions when it is safe to do so.</p> <p>-Continue to develop inter-house competitions.</p> |

|                                   |  |  |  |  |
|-----------------------------------|--|--|--|--|
| children are able to participate. |  |  |  |  |
|-----------------------------------|--|--|--|--|

|                 |                        |
|-----------------|------------------------|
| Signed off by   |                        |
| Head Teacher:   | J Lowther              |
| Date:           |                        |
| Subject Leader: | H Plant                |
| Date:           |                        |
| Governor:       | S. Knowles & S. Parish |
| Date:           |                        |