

Impact of PE and Sports Premium 2021-22

Vision

I lift my eyes to the hills' Psalm 121

At Selside Endowed CE VA School we **lift our eyes to the hills**. This psalm was sung by travellers to provide comfort and encouragement to face the challenges of long journeys. We use the local beauty of nature, **heaven and earth**, and the changing seasons, to inspire our whole community on their learning journeys. We also encourage our pupils to look beyond **the hills**, to be outward facing and develop as citizens of a diverse regional, national and world-wide community.

Discover joy - We want everyone in our community to live happy, healthy, balanced lives; developing physical and mental well-being, a sense of awe and wonder, and an awareness of the importance of the spiritual aspects of life.

Grow and achieve - We provide a nurturing environment in which every child is valued as unique and wonderfully made; able to flourish (academically and spiritually); grow talents, foster a life-long love of learning and find the resilience to face and overcome life's challenges with **help that comes from the Lord**.

Thrive and inspire - We want everyone to leave our school with our Christian values deeply rooted, to enable them to become, confident, responsible and caring people that will contribute to their community, to challenge injustice and know they can make a difference in our world.

All members of Selside School become part of our school family. The children are at the heart of everything that we do. We **discover, grow and thrive** together.

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



Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£6375.00
Total amount allocated for 2021/22	£16310.00
Total amount available to spend for 2021/22	£22685.00
Amount spent in 2021/22	£22685.00

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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. 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	
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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. Please see note above	80% (4/5 children)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	40% (2/5 children)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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?	No

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: 2021/22		Total fund allocated:		Date Updated:	
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					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"> Continue to maintain play equipment to promote active playtimes for pupils to engage and enjoy: morning, breacktime and lunchtimes. To continue to deliver after school clubs offered to pupils to increase activity, engage and enjoy Continue to invest in resources to develop physical activity across the curriculum to ensure that children are active in all subject areas. To maintain sports pitch and remarking to be used in all weathers. 	<ul style="list-style-type: none"> Player leaders assigned to ensure equipment is put out and tidied out at playtimes. Play equipment changed to link to PE lessons and up and coming festivals/competitions. Lunchtime staff to monitor variety and condition of play time equipment to ensure that pupils have enough equipment to allow activity. Staff to ensure 1 active after school club every term and look for new and exciting opportunities. EYFS lead to develop equipment to engage the children in active play. Subject leads to develop resources to develop physical activity in other curriculum areas. 		£3540.90	<ul style="list-style-type: none"> Children are happy playing with their peers in engaging in different physical activities at playtime. Our year 5 and 6 achieved the Player Maker Award (11 children) Active after school clubs have run all year including; dance, football, climbing club and multi-skills with high engagement and enjoyment from pupils. DT has developed range of tools to support active learning in gardening club and outdoor learning sessions which all of the children in the school have engaged with Maintenance of sports pitch and remarking of netball pitch 	<ul style="list-style-type: none"> To maintain equipment for active playtimes and training through Play Maker Award to develop leadership. To maintain a range of ASC for pupils. To look at reintroducing a mile a day concept for 2 days a week.

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:	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"> Use outdoor learning to encourage challenge, leadership skills and to develop the value of courage so that they can take risks with their learning. Maintain active breakfast club to support attendance and punctuality in school. To develop sports kit for children so they are prepared to take part in sport in all types of weather. Maintain profile of sports competition and achievement in school: <ul style="list-style-type: none"> -sport notice board, -Photos and write up in newsletter and parish magazine, -certificates shared in CW from both school and out of school achievements. 	<ul style="list-style-type: none"> -To timetable and book instructors to lead outdoor learning challenge days. -To use the outdoors to promote well-being, develop resilience and positive attitude to learning by getting in external support -To continue developing an active breakfast club. -Kit to be supplied to be used for colder, windier days -Staff to celebrate all achievements with focus on sports and remind children and parents to bring in achievements. 	£11793.11	<ul style="list-style-type: none"> -Whole outdoor sessions at Bendrigg for whole school and residential returned after lockdown periods. Increased self-esteem/confidence. Increased in engagement with challenge and resilience in their learning. -Maintained active breakfast club which is regular used by parents and support children with emotional needs. Attendance has maintained good. Persistence absences have been reduced. -Sports hoodies gave children a sense of pride and develop feeling of a team. Children we better dressed for sessions in all weathers. -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. 	<ul style="list-style-type: none"> To continue to develop outdoor learning provision in school to support well being and developing attitudes to learning. -To look at reintroducing a mile a day concept for 2 days a week.

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"> To develop subject leadership role in school to ensure that high quality sequence of learning is place. To ensure that staff have enough support/training/resources to deliver a broad and balanced PE curriculum, including resources to support PE To ensure that staff have enough support/training/resources to deliver regular physical activity across the curriculum, First aid training for staff for outdoor education 	<p>-HP to have leadership time to develop PE curriculum, resources and time to monitor.</p> <p>-JL & HP to identify staff needs and to put training/support in place where necessary.</p> <p>-Staff to access first aid training</p>	£1839.01	<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. HP has joined PE cluster.</p> <p>-Dance coaches have been into school and children enjoyed taking part in a dance festival which supported the geography curriculum.</p> <p>-Staff bought clothing/resources to help teach PE and support children.</p> <p>-Staff are trained in first aid training to support children in outdoor learning.</p>	<p>-Continue to develop subject leader for HP and look for more training opportunities post COVID.</p> <p>-Staff training for DT to promote active learning, outdoor learning and gardening club.</p>
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:	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"> • To engage in trips and visits to inspire children to lead active, happy active lifestyles. • To explore the local opportunities and develop outdoor learning provision in school so pupils utilise and develop active lifestyles in the local environment. • Develop swimming safety to include outdoor swimming in lakes and tarn to ensure the safety of our children in the local environment. • Develop cycling provision for all children in school (including EYFS) to promote active travel. 	<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>£1120.00</p>	<p>-Trips and festivals have been re-started after COVID. Children attend Mountain festival/ Westmorland Show. Inspiring for children to try new activities and explore their environment.</p> <p>-Residential resumed this year after COVID. Lots of children challenged themselves. Enjoyed new activities and explored the awe and wonder of the Lakes District and Yorkshire Dales National Parks.</p> <p>-Swimming link made at Shap pool with instructors from Woggle Goggle. All children made good progress after lockdown periods. Instructors booked for next year.</p> <p>EYFS/Year 1 pupils had pedal and scoot sessions. Children all made progress from balance bikes to bikes with pedals. Lots of positive feedback from parents.</p>	<p>-Continue link with Woggle goggle at Shap pool.</p> <p>-Develop outdoor learning sessions in autumn term.</p> <p>-continue to develop link with pedal and scoot to develop early cycling skills.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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"> To maintain current level of sports competitions and introduce additional competitions to ensure that all pupils attend at least 2 competitions a year. To attend festivals/competitions to improve transition for UKS2 children and develop partnerships with local secondaries. To use hired transport to aid attendance at events to ensure that all children are able to participate. 	<p>-HP and NJ to co-ordinate which competitions/festivals for children to attend and look for new opportunities to utilise.</p> <p>-staff to carefully plan for trips and plan in for high expenditures.</p>	£1050.00	<p>-Sporting competitions/festivals began late in spring term due to COVID. Children enjoyed taking part in a cross-country event, gymnastics and a climbing competition.</p> <p>KS2 took part in dance festival. Children enjoyed developing movement to music. Children enjoy activities with Lindale School to develop teamwork, sportsmanship as well as transition for secondary school.</p> <p>-Trip costs remain low to 100% attendance when trips have been able to run.</p>	<p>-To continue to develop sports competitions as limited by COVID.</p> <p>-To attend a greater range of festivals as limited by COVID.</p> <p>_To develop subject leadership to develop links with support networks.</p> <p>To develop inter-house competitions.</p>

Signed off by	
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Date:	13.07.2022
Subject Leader:	H Plant
Date:	13.07.22
Governor:	S. Knowles & S. Parish
Date:	13.07.22