

## Impact of PE and Sports Premium 2022-23



### 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.

Amount carried over from 2021/2022	£
Amount allocated for 2022/23	£
Total amount to spend in 2022/23	£
Amount spent in 2022/23 and reported on by 31st July 2023	£

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	71.4% (5/7 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	71.4% (5/7 children)
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	71.4%
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, allowing younger children to access swimming in school to ensure that a high standard is reached by year 6. We have seen lower % reaching the 25M since COVID.

## 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: 2022/23		Total fund allocated:		Date Updated:		
<p><b>Key indicator 1:</b> 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</p>					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?		
<ul style="list-style-type: none"> <li>New play equipment, including circus apparatus, balls and equipment, to promote active playtimes for pupils to engage and enjoy.</li> <li>To maintain a range of after school clubs</li> <li>Continue to invest in resources to develop physical activity across the curriculum to ensure that children are active in all subject areas.</li> <li>To maintain sports pitch and remarking to be used in all weathers.</li> <li>Reintroduction of daily mile concept for 2 mornings a week.</li> </ul>	<ul style="list-style-type: none"> <li>Older pupils lead new play equipment boxes to follow children's interests- circus apparatus.</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>Subject leads to develop resources to develop physical activity in other curriculum areas particularly DT/EYFS.</li> </ul>		£	<ul style="list-style-type: none"> <li>Children are happy playing with their peers in engaging in different <b>physical activities at playtime</b>. KS2 children developing <b>leadership skills</b>.</li> <li><b>Active after school clubs</b> have run all year including; dance, football, and multi-skills with high engagement and enjoyment from pupils. Now children are attending dance club and athletics club out of school due to taster sessions in school.</li> <li><b>EYFS/DT has leads</b> have further developed range of resources to support active learning in woodwork, and outdoor learning sessions which all of the children in the school but particularly EYFS.</li> <li><b>Grounds have been developed</b> to support running club and sports clubs.</li> </ul>		<ul style="list-style-type: none"> <li>To run play maker award after a year off.</li> <li>To maintain a range of lunchtime clubs for pupils and to develop leadership skills</li> <li>To look at reintroducing a mile a day concept for 2 days a week.</li> </ul>

Created by:



Supported by:



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"> <li>Use outdoor learning to encourage challenge, leadership skills and to develop the value of courage so that they can take risks with their learning and learn leadership skills.</li> <li>Maintain active breakfast club to support attendance and punctuality in school.</li> <li>Maintain profile of sports competition and achievement in school: <ul style="list-style-type: none"> <li>-sport notice board,</li> <li>-Photos and write up in newsletter and parish magazine,</li> <li>-certificates shared in CW from both school and out of school achievements.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-To timetable and book instructors to lead outdoor learning challenge days.</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>	£.	<ul style="list-style-type: none"> <li>-Whole school sailed across <b>Coniston Water, joint leadership day with Yr. 6 from Lindale, residentials, Wood Matters Day</b> activities. Increased self-esteem/confidence. Increased in engagement with challenge and resilience in their learning.</li> <li>-Maintained <b>active breakfast club</b> which is regular used by parents and support children with emotional needs. Attendance has maintained good.</li> <li>-<b>Sports and active challenges</b> 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>	<ul style="list-style-type: none"> <li>To continue to develop outdoor learning provision in school to support well being and developing attitudes to learning.</li> <li>To use the outdoor learning to promote place-based learning.</li> </ul>

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</li> <li>To ensure that staff have enough support/training/resources to deliver regular physical activity across the curriculum,</li> <li>First aid training for staff for outdoor education</li> </ul>	<ul style="list-style-type: none"> <li>HP to have leadership time to develop PE curriculum, resources and time to monitor.</li> <li>JL to identify staff training needs.</li> <li>Staff to access first aid training</li> </ul>	£	<ul style="list-style-type: none"> <li><b>External agencies/sports coaches</b> have been brought in to support staff to teach a broad and balanced curriculum. Increased confidence in staff to develop different active activities. <b>New provider for After School Club- Sportivos</b> introducing archery which was very popular with the children and had a high up take.</li> <li><b>HP attended PE cluster</b> with other small schools to develop subject leadership.</li> <li>Staff are trained in <b>first aid training</b> to support children in outdoor learning.</li> </ul>	Continue to develop subject leadership and links with PE cluster

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"> <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>	<ul style="list-style-type: none"> <li>-To engage in local activities/festivals/events to promote active health lifestyles</li> <li>-To explore local opportunities and resources to further develop active activities: dry ski slope, climbing wall, walking around Selside.</li> <li>-To explore ways to develop water safety on open water.</li> <li>-To engage external agencies to develop cycling provision- Cycle Wise and Pedal and Scoot.</li> </ul>	£	<ul style="list-style-type: none"> <li>- Children <b>attend Mountain festival/ Westmorland Show/</b> talk by <b>adventurer Sarah Oulton</b>. Inspiring for children to try new activities and explore their environment.</li> <li>-<b>4 day residential for 4,5, &amp; 6 and 3 day residential for year 2/3</b>. Enjoyed new activities and explored the awe and wonder of the Lakes District and Yorkshire Dales National Parks.</li> <li>-<b>Extended swimming lessons</b> from year 2 to year 6 with 45-minute sessions with Goggle Woggle at Shap Pool</li> <li>EYFS/Year 1 pupils had <b>pedal and scoot sessions</b>. Children all made progress from balance bikes to bikes with pedals. Lots of positive feedback from parents. <b>All of year 5 &amp; 6 passed their Bikeability.</b></li> </ul>	<ul style="list-style-type: none"> <li>- To explore ways to develop water safety on open water.</li> <li>-</li> </ul>

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 develop 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 use hired transport to aid attendance at events to ensure that all children are able to participate.</li> </ul>	<p>-JL 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>	£	<p><b>-KS2 has attended cross country and orienteering competitions.</b> Also matches with local school.</p> <p>-All children take part in <b>sports day</b>- 5<sup>th</sup> July</p> <p>-Year 2 to year 6 took part in <b>Athletics Awards.</b> Badges and certificates to celebrate</p> <p>-Trip costs remain low to 100% attendance when trips have been able to run.</p>	<p>-To continue to develop sports competitions particularly for KS1</p> <p>To develop inter-house competitions.</p>

Signed off by	
Head Teacher:	J Lowther
Date:	26.6.23
Governor:	FGB meeting
Date:	6.7.23