

# Impact of PE and Sports Premium 2023-24



#### 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 2022/2023	£2,328.28
Amount allocated for 2023/24	£16,299.43
Total amount to spend in 2023/24	£13,971.15
Amount spent in 2023/24 and reported on by 31st July 2024	£12,910.00 as of 28.6.24

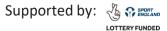
# **Swimming Data**

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?	66.6% (2/3 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	66.6 (2/3 children)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	66.6%
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 to support opening water swimming and safety on residentials.











# **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: 2023/24	Total fund allocated: Date Updated:			
<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			Percentage of total allocation:	
	Ι .		T	35%
Intent	Implemen tation		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 achieveare linked to your intentions:	Fun ding alloc ated :	Evidence of impact: what do put now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ul> <li>To develop playtime leaders to engage in physical activity at playtimes</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>To maintain the daily mile concept for 2 mornings a week.</li> </ul>	<ul> <li>Older pupils lead new play equipment boxes to follow children's' interests</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/Outdoor learning.</li> </ul>	£4380.00	Play Maker Award.  -Active after school clubs have run all year including; skiing, football, running and multi-skills with high engagement and enjoyment from pupils.  -EYFS/DT has leads have further developed range of resources to support active learning in outdoor learning sessions which all of the children in the	annually.  -To maintain a range of lunchtime clubs for pupils and to develop leadership skills  -To continue a mile a day concept for 2 days a week.













<b>Key indicator 2:</b> The profile of PESSP.	A being raised across the school as a	tool for wh	ole school improvement	Percentage of tota allocation:
Intent	Implemen tation		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 achieveare linked to your intentions:	Fun ding alloc ated :	Evidence of impact: what dopupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul> <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> <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>	-To continue developing an active breakfast club.	£580.00	- Joint leadership day with Yr. 6 from Lindale, Wood Matters Day activities. Increased selfesteem/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.  -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.	To continue to develop outdoor learning provision in school to support well being and developing attitudes to learning.  To use the outdoor learning to promote placebased learning.

**Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total











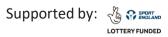


				allocation:
				11%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul> <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>	develop PE curriculum, resources and time to monitor and attend PE cluster meetings.  -JL to identify staff training needs.	£1380.00	-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. Sportivos continue to support after school club and Kendal Ski centre have supported our ski club  -JL attended PE cluster with other small schools to develop subject leadership.  -Staff are trained in first aid training to support children in outdoor learning.	-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: 40%	
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> <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> </ul>			<ul> <li>Children attend Mountain festival/Westmorland Show/woodmatters/Dance Platform. Inspiring for children to try new activities and explore their environment.</li> <li>-4 day residentials for 4,5, &amp; 6 and 3 day residential for year 2/3. Enjoyed new activities and explored the awe and wonder of the Lakes District and Yorkshire Dales National Parks.</li> </ul>	- To explore ways to develop water safety or open water.  - To engage external agencies to develop cycling provision- Cycle Wise and Pedal and Scoot.













Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				12%
Intent	Implementation		Impact	
Your school focus should be clear	Make sure your actions to	Funding	Evidence of impact: what do	Sustainability and suggested
what you want the pupils to know	achieve are linked to your	allocated:	pupils now know and what	next steps:
and be able to do and about	intentions:		can they now do? What has	
what they need to learn and to			changed?:	
consolidate through practice:				
<ul> <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</li> </ul>	-JL and NJ to co-ordinate which competitions/festivals for children to attend and look for new opportunities to utilisestaff to carefully plan for trips and plan in for high expenditures.	£1430.00	-KS2 has attended dance platform, links with Staveley school.  -All children take part in sports day/ PTA organised fun run.  -Trip costs remain low to 100% attendance when trips have been able to run.	-To continue to develop sports competitions particularly for KS1  To develop inter-house competitions.
<ul> <li>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>				

Signed off by	
Head Teacher:	J Lowther
Date:	28.6.24
Governor:	FGB meeting
Date:	4.7.24











