

PE and Sports Premium Funding Plan 2019/20

PE and sport premium for primary schools

If your school receives [PE \(physical education\) and sport premium funding](#), you must publish:

- how much funding you received
- a full breakdown of how you've spent the funding or will spend the funding
- the effect of the premium on pupils' PE and sport participation and attainment
- how you'll make sure these improvements are sustainable

The amount of Sports Premium funding we received in 2019/20 was approximately £16,270 (£9491 Sept-March and £6779 April-August) of which £14,157.65 was spent as follows:

- sports and physical development equipment and resources;
- providing wider curriculum and extra-curriculum content and deeper learning experiences;
- providing more and wider opportunities for children to participate in sporting events, festivals and competitions;
- transport (to and from sporting events);
- sports development - visiting coaches and professional development in gymnastics, yoga and swimming;
- programmes and sessions to develop all pupils mental health and well-being;
- reducing childhood obesity/promoting healthy lifestyles;
- using PE and sport to support whole school improvement (SMSC/Christian Values - challenge and resilience).

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Purchase of sporting equipment (to both renew and add to our current equipment) which will ensure a greater range of sport can be taught.</p> <p>Pupils have been entered in to a greater range of events/festivals meaning they can access a variety of sports which they may not have been able to in the past.</p> <p>Opportunities for staff to develop their skills by working with skilled coaches.</p> <p>All children (year 1-6) have taken part in a competitive event and had regular (termly) invites to local sporting festivals (William Howard School) – which have been aimed at developing sporting skills.</p>	<p>Developing resilience amongst a certain cohort of children</p> <p>Helping a certain group of children develop their self-esteem.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	100%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	100%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	100%
<p>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?</p>	Yes

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 students today and for the future.

Academic Year: 2019/20		Total fund allocated: £16270		Date Updated: 10 October 2020	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
To promote healthy lifestyles – through regular physical activity outside of PE lessons.	Employ appropriately trained and enthusiastic member of staff to encourage better participation, especially from less active children (apprentice teaching assistant). Identify less active children (identified in school assessment data). Support TA in learning active play time games, teach her one each fortnight which she will then roll out to children at break times (she will have been informed of which children to target in these groups, though open to all who wish to participate). TA will model and show children how to play games/activities which will stimulate their interests. Aim for 30 minutes of continuous activity (lunch time). Weekly after school club provided.	£780	Teaching assistant will be seen to facilitate play time games, during each break time. There will be evidence (by the end of the academic year) of some children playing these games independent of TA. All children will be seen to be active for 30 minutes each day (across all three break times). Less active children will be seen to choose to participate in regular physical activity (each day).	5% allocation Beginning to see progress at break times before COVID emerged. Repeat this coming school year, to ensure all less active children are helped. Organisation of break times and lunch has enabled over 30 minutes of continuous every day for most children.	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To continue to promote sport in school – linking to increased confidence, which children take into every day learning.</p>	<p>Continue to enter children into a range of sporting competitions. Look for opportunities which children will feel success in. Develop children’s confidence through regular practise of skills through PE and extracurricular sessions. Link children’s resilience and willing to practise in sports to other areas of curriculum.</p>	<p>£800 – transport</p>	<p>Children will take part in a range of competitions/festivals which are at an appropriate level for their personal ability. Children’s confidence will be seen to grow due to their feelings of success/sense of achievement. It will be evident that children feel more confident to persevere (give it a go) in other curriculum areas.</p>	<p>5% allocation Managed to partake in certain events but this element was curtailed by problems faced this year.</p>
<p>Look to deliver yoga sessions for children – bring in a coach to help train teachers deliver yoga sessions for children, with the outcome of children being able to relax and take a moment to think before the complete a task.</p>	<p>Identify a coach who can come and deliver a half term of mini yoga sessions for the children, as well as a CPD session for staff in school. Start a yoga club for children, which they can participate in weekly. Staff will be encouraging the children to use the skills they have learnt to compose themselves before thinking about and answering questions/completing a task (across the curriculum).</p>	<p>n/a</p>	<p>Staff will be trained to deliver mini yoga sessions themselves. A club will be up and running (weekly). The children will be seen to take time in their lessons, to compose themselves before attempting a question/task/challenge.</p>	<p>Due to COVID this was not implemented in the summer term. However this school year, we have an appropriately trained teacher appointed. Need to look at purchasing equipment and training other staff.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Specialist Gymnastics Coaching and use of specialist equipment.	Staff gain an awareness of how to deliver higher quality gymnastics lessons.	£1140	Staff were able to develop their understanding of gymnastics sessions. Went back to school and were able to deliver higher quality floor/equipment based gym sessions.	8% allocation Continues to enable staff to improve their own knowledge. Plus the motivation children have when using equipment they would otherwise not, is good for their progression. Funding enables range of year groups to attend at the same time. Allows children to access this multiple times across their schooling.
To enhance swimming provision to enable clear development in confidence and strokes.	Employ an additional swimming coach to enable our group of Y2 to Y6 to be streamed appropriately to provide specific skills teaching and progression through three groups, rather than two (non-swimmers and swimmers).		Specialist education and engagement in swimming with appropriate swimming techniques. Children taught in three groups: non-swimmers, beginners and advancing (to build up stamina through specialist stroke coaching and maintain interest and enjoyment for more proficient swimmers). All children will reach expected standard by end of year 6.	As we live so close to a river, it is important to maintain this and to ensure kids are prepared for this. Will be sustainable as eventually children's ability levels will begin to group more together.
To ensure children access to new and well maintained resources	Review equipment audit Have equipment checked to ensure of appropriate standard to use	£758.62	Audit was reviewed and some purchases were made to ensure staff and children have access to a greater range of PE equipment Checks were completed of trim trail (outside) as well as indoor climbing equipment/mats – any broken or out of use were replaced.	5% allocation Children now have full access to outdoor equipment, encourages more to be active 30 minutes each day. These repairs and replacement of equipment will mean maintaining this and high quality PE lessons is sustainable.
To allow children to access range of inclusive sports.	Ensure all children can participate in all lessons. Wheelchair basketball session – organise.	125	All children were able to access PE – with some extra support provided for those with additional needs. Wheelchair basketball a success.	1% allocation

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase participation in sporting experiences, festivals and competitions	Continue being a member of Carlisle Schools Sports Association Enter competitions and festival as appropriate and where pupils show an interest Enter different competitions to widen children's experiences. Buses to be paid for to allow children to attend these events. Supply staff being hired to ensure staff are able to take children to these events.	£800 (repeated from earlier)	Annual Members of Carlisle Schools Sports Association and local secondary school sports partnership Pupils have participated in: tri-golf, multi-skills festivals, etc. All pupils invited to festivals on termly basis – with a greater variety being offered (i.e. lacrosse, trampolining) Provided opportunity to meet children from a greater range of schools Allowed our more able athletes to progress further in their chosen event All children have taken part in at least one competitive event.	We began to attend these both locally (WHS) and in Carlisle. However most were unfortunately curtailed due to COVID.