



Shankhill C of E Primary School

*Our vision: Creative learning, personal achievement and happiness.
Enabling everyone to flourish and 'to live life in all its fullness'. (John 10:10)*

PE and Sports Premium Funding 2022 - 2023

"This school continues to be good... maintains good quality education... pupils gain a sense of achievement from their lessons... they display excellent attitudes towards their learning... behaviour in lessons and around school is impeccable... Staff are welcoming and inclusive... strong Christian values are promoted well... (results) well above that of other schools nationally"
Ofsted 2019

Staff "strive to ensure that pupils are happy, while making education fun and enjoyable." Parent View 2018



Eco Schools



www.shankhill.cumbria.sch.uk



Music
Quality
Mark
BRONZE



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit gov.uk for

the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£0
Total amount allocated for 2022/23	£16340
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£16340
Actual spend 2022/23	£16386

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>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</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>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 2023</p> <p>Please see note above</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> <p>Please see note above</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>	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: 2022/23	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:	
			Allocation 8%	
			Actual 3%	
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: Total: £1300	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase pupil activity at break times by creating more opportunities for active play through yard markings. To ensure children are active for at least 30 minutes per day in school.	Add yard markings that include a range of different designs and opportunities for active games.	£1000 Actual spend £0	Funding was used to cover the cost of transport to a range of events as the cost of busses has increased – due to the cost of living issues. As described below, children have been able to attend a greater range of events and places than previously possible. So it was wise to use the money this way. In their end of year reports, many children have described these events and activities as the highlights of their school year.	Take into account future costings and see if markings are a viable option – potential pupil and staff voice to see if they would be used enough justify expenditure
Help maintain standard of play by ensuring playground equipment is fit for purpose.	Audit playground equipment regularly, supported by playground activity leader and child sports leaders, with damaged equipment reported to sports leader.	£300 Actual spend = £467	After an audit, the equipment that needed to be replaced was identified. Children have had access to a good range of equipment.	Due to so many children being active for such a long period maintaining equipment will again be a focus. For those who are meeting the

	Equipment is replaced and restocked across the year.		This has resulted in most children being active for close to an hour each day (during break times alone).	30 active minutes each day in school, but are not quite as active as their peers, if money is available Pupil Voice could be used to discover what would make them more active during break times
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: Allocated 4%
Intent	Implementation		Impact	Actual 2.5%
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: Total: £600	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Develop the role of sports leaders for both year 5 and 6 pupils, increasing the number of activities they know how to support, and providing more opportunities for them to deliver this support – playtimes, lunchtimes, afterschool clubs and PE lessons.	Show year 5 and 6 a range of play time activities. Provide opportunities to lead sections of PE lessons to gain confidence (warm up/cool down). Encourage children to support younger pupils at break times – playing activities with them. Monitor the impact they are having and support them to improve or give them more chance to develop further.		From 0.1 PE leadership role money.	During PE sessions, years 5 and 6 and have had the opportunity to lead warm up and cool down sessions, as well as setting up the equipment for the lessons being completed. They have been given the coaching and then the opportunity to start helping the younger children from a social and organisational stand point. However due to so many of our younger children being active and happy in what they are doing, the opportunities to lead specific activities for them has never arisen.
				Consider the potential for sports leaders to support the organising of equipment and leading warm up and cool down sessions, in KS1 PE sessions.

<p>To ensure cross curricular orienteering has the greatest impact, purchase additional resources so staff can deliver sessions in all curriculum areas.</p>	<p>Audit school equipment and purchase any resources required. Monitor staff members use of orienteering, provide support if they do not have the confidence in delivery. After initial sessions – to teach pupils active skills – look for at least one session per week of orienteering (in a range of curriculum areas). Monitor children’s independent use of the course at break times, to evaluate how the profile of orienteering has changed and the impact it is having in other curriculum areas.</p>	<p>£600 Actual £420</p>	<p>Orienteering lesson resources were ordered. This equipment order means children have been able to play a greater role in setting out equipment for lessons and orienteering courses for other children to use during break times. Staff are feeling more confident when delivering OAA lessons, than compared to previous years. The quality of orienteering being delivered is of a higher standard. The profile of orienteering in the school has increased and children are beginning to use the course independently during break times.</p>	<p>Use the cross curriculum element of orienteering at least once for each subject across the year. Enter local orienteering competition aimed at less active children, introducing to a ‘new’ competitive sport. Allow children to up-date our course more regularly. Begin to come up with own questions and eventually their own course locations – during summer term.</p>
--	---	-----------------------------	---	--

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: Allocated 31%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	<p>Actual 36%</p>
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: Total: £5048</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To maintain the standard of sport throughout school, release time will be provided for staffs’ personal development, mentoring, training and monitoring of the PE curriculum.</p>	<p>PE curriculum will be evaluated and any necessary changes to progression and coverage documents will be made – due to new scheme of work being implemented. Staff will be asked to self-evaluate</p>	<p>£5048 Actual £5919</p>	<p>PE release time has enabled subject leader to up-date paperwork for new scheme of work. As well as observe lessons, conduct pupil and staff voice sessions too.</p>	<p>When scheme has been completed for the first full academic year, it will allow subject leader to monitor subject again, enabling any CPD staff require to be signposted.</p>

	<p>their needs and signposted to relevant reading or courses which can meet these.</p> <p>PE leader will attend Active Cumbria and WHS/BASC sessions – feeding back information to staff.</p>		<p>Staff are feeling much more confident with new scheme of work and feel it is allowing them to teach in a clear and progressive manner with a focus on developing specific skills.</p> <p>PE lead has attended CPD meetings both in the local cluster and the Carlisle area.</p>	<p>Release time will help leader to ensure all staff feeling comfortable in their assessment of PE.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: Allocated 38%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	<p>Actual 30%</p>
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: Total: £6305</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Second member of staff at each club, to streamline setting up, tidying up and drink and snack. To avoid time wasted for children and help them achieve at least 30 active minutes in school each day.</p>	<p>Staff are clear on clubs being run and equipment required. Monitor that time is still being saved at start and end of club, so children benefit from more time actually being active.</p>	<p>£2813 Actual £1780</p>	<p>The second staff member has ensured clubs are running smoothly. Organisational time at the beginning of clubs has noticeably decreased and all children are getting at least 30 minutes of focused time during each session.</p> <p>This extra member of staff has meant staff are more confident to try a greater range of sport and activities too.</p>	<p>Continue with extra staff member as it is ensuring children are being active for as long as possible each day. Signpost staff to an even greater range of activities they could be attempting, and build on the confidence that is now there.</p>

Build up on the progress made with least active children being active at lunch time, by maintaining two staff ratio, and ensuring children have access to full playground and equipment, including ride ons, at all times.	Staff are able to provide children with full range of equipment during all outdoor lunch times. Staff member is able to monitor the use of ride ons, which least active children are really keen on using. Second staff member is able to monitor the rest of the children.	£3092 Actual £2993	This has allowed children to access ride on equipment for a greater number of break time sessions. Allowing those less confident cyclists the opportunity to develop their skills in a safe environment. And EYFS children to develop their gross motor skills at break times too.	Maintain the success we are having at the moment. Look to develop a time table to allow those less confident cyclists time alone on the track with an adult to offer encouragement and support. As some in our local area do not have access to a suitable venue to practice their cycling skills.
Entry into climbing competition for KS2; sessions for children to practise.	Enter two teams, arrange class sessions so children can develop skills and pay for transport costs.	£400 Actual £194	Children loved attempting this new sport for the first time with some children commenting in their reports, that it was their personal highlight of the year. The whole of KS2 enjoyed the opportunity to try bouldering, and the team who competed reached the bouldering final in their first competition.	Consider whether to build on this success and visit again. Or whether to look for another 'first time' sport for children to attempt.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				Allocated 13%
Intent	Implementation		Impact	Actual 28%
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: Total: £2100	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>Fees and affiliations budget to ensure participation in local competitions.</p>	<p>Subscriptions and entry fees.</p>	<p>£300 Actual £154</p>	<p>This has enabled children to take part in a range of competitions and festivals – some sports for the very first time. All children have been given an invite to a festival/competition this year and most took the opportunity to take part in ‘competitive’ sport. Children were successful and won the small schools indoor athletics competition as well as local football events too. This enjoyment of being active and developing resilience has had a great impact their academic work too.</p>	<p>Continue to maintain our memberships, taking part in events children have enjoyed in particular. As well as looking for new opportunities for all children but also events which target the less active children (through our school games officer).</p>
<p>Transport budget to attend these events.</p>	<p>Transport costs budgeted for local entry at approx. £100 minimum per competition</p>	<p>£1000 Actual £4275</p>	<p>Children have had a wonderful time in a range of sports and festivals with events being done for the first time, i.e. bouldering. All children have been given the opportunity to try a range of different sports and activities to develop their health, fitness and interests. I.e. forest schools, swimming, sports festivals and competitions. Funding was used to cover the cost of transport to a range of events as the cost of busses has increased (more than double the estimated amount) due to the increase in cost of living which has affected the whole of the UK.</p>	<p>Take into account the increased cost of busses as well as a greater range of festivals and sports being offered next school year. To enable this to happen the transport budget will have to be increased significantly.</p>

			Being a rural school, we are unable to use public transport to travel.	
Access to wheelchair basketball activity day 1/2 day. To promote inclusive sports	Access to wheelchair basketball activity day 1/2 day activity. Question and answer session with coach.	£150 Actual £185	Children loved their visit from Nat. All children enjoyed the opportunity to try the event with KS1 children shining in particular. They got the opportunity to ask thoughtful questions and were happy with the responses they received. Some children have been asking when we can do it again next year.	Either book again due to the popularity and the great insight it gives children in to inclusive sports. Look to see if there are any other inclusive sports with similar sessions for our local area.
Upper KS2 – archery, adventure challenge, orienteering and watersports – 1 day activity.	Upper KS2 – archery, adventure challenge, orienteering and watersports day. Arrange for Talkin Adventures to deliver activities onsite and at Talkin Tarn.	£650 Actual £0	Funding was used to cover the cost of transport to a range of events as the cost of busses has increased – due to the cost of living issues. As described above, children have been able to attend a greater range of events and places than previously possible. Being a rural school, this can only be achieved by using transport. In their end of year reports, many children have described these events and activities as the highlights of their school year.	Take into account future costings and see if OAA day for UKS2 is a viable option – potential pupil and staff voice to see if they would be used enough justify expenditure.

Signed off by	
Head Teacher:	Lynnsey Batey
Date:	
Subject Leader:	John Neil
Date:	
Governor:	Stephen Higgs (PE & Sports Link Governor)
Date:	28.06.23