

Armathwaite School PE and School Sport Fund Strategy Plan for 2020 –21~ with Evaluation to Evidence the Impact of the Fund

Total Income £16461.12 Total Spend ~ £16488.99

Key achievements to date:

We managed to return to our whole school swimming lessons in the summer term. This was logistically challenging but achieved through separate bubble transport and lessons. Many children had not been swimming for a very long time so the main aim was to build confidence in the water and assess where children were with their swimming skills in order to identify good starting points for lessons. The two weeks of lessons had to be staggered this year for organisation reasons (COVID restrictions to pool times). The staggered approach worked well as confidence grew in the first week and significant progress was made in the second week.

Four whole school (separate bubbles in the same location) outdoor days were planned and successfully took place across the school year.

Cycling club has not run due to COVID restrictions but children have continued to have opportunities to cycle through the provision of bikes and a cycling track on the school field for use every day during play and lunch time breaks. All children have been able to use the bikes with regular cleaning carried out by staff. Our Year Reception children had a block of balance bike sessions through Eden Valley School Sports Partnership with additional time allocated for children who were less confident or needed additional opportunity for vestibular development (mainly balance).

Membership of Eden Valley School Sports Partnership continued with badminton, balance bike and play leader sessions provided. Lacrosse was also provided throughout autumn term with in school matches organised during lacrosse sessions.

All pupils have the opportunity to represent their school in festivals and competitions, although access to any competitions was restricted by the pandemic and the risk assessments we had in place.

Fruit and milk provided for all pupils each morning break, developing and establishing healthy eating patterns. Staff model regular drinking of water and eating fruit at break. The range of fruit and vegetables children will eat grows significantly in the early years as they try new things.

The range of equipment and resources available on the school field to be physically active during break times has increased year on year. All development plans have been made and applied in full consultation with all children in school. All developments are accessible to all children and will remain available for new pupils in the future.

All children are physically active during break times.

Areas for further improvement and baseline evidence of need:

Children in Year 3 and above who need additional swimming time or intervention will be provided with lessons in the autumn term or, if this can't be organised, prior to lessons next summer. This is part of our curriculum recovery. We have provided these additional lessons before straight after swimming lesson weeks but this year COVID prevented lessons taking place in the summer term.

The value of these days was evident 'live' as they took place and also very much in the feedback received from children, their parent\carers and staff. Being outdoors together, even in separate bubbles, was very beneficial for mental health and well-being as well as the physical benefits provided.

Restart cycling club as soon as possible and explore the possibility of organising a cycling day in school, with our cycling expert providing lessons across school during the day. Also, as part of our EYFS action plan, we will provide discreet balance bike sessions for Nursery and Reception children, with the aim of them becoming able to ride a bike independently (no stabilisers) by the end of Year Reception.

Following on prior successful inclusion in opportunities to represent school in festivals and competitions, can we develop this with the aim that 100% of pupils have the opportunity to be involved during their time in primary school. We have achieved this with dance and the U-Dance festival. Can we extend it beyond this?

Maintain provision of break time fruit and vegetables and milk for all children in school. Could we provide milk alternatives if required? Through discussion and cross-curricular learning can we further develop and establish clear and positive links between healthy diet and the impact it has on physical health?

Storage facilities on the school field need to be improved in order to make resources more accessible and stored in such a way that they can be easily returned (use a shadow storage\label system, to ensure equipment doesn't become damaged and\or lost. The bike shed needs to be repaired and painted.

Higher chin up and jungle bars would provide additional challenge for older, taller children in school. This is an agreed focus.

Swimming Results 2019

- 100% of Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres.
- 100% of Year 6 cohort use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.
- 100% of Year 6 cohort perform safe self-rescue in different water-based situations.

Armathwaite School PE and School Sport Premium Fund

Action Plan and Review 2020-21

Key indicator 1: The engagement of all 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

What we want to achieve	How we will do it	Who\when?	Projected Cost	Review ~ have we achieved this objective? Why\why not?	Cost	Sustainability\future actions
All children will be encouraged to be physically active whether in school or during blended\home learning.	<p>Wake Up Shake Up outdoors distanced.</p> <p>All PE outdoors ~ 2 lessons per week minimum.</p> <p>Break times protected rather than reduced by handwashing prior and following.</p> <p>Break times on field in bubbles alternating bubble use (week about) of each half of field. Huge field will facilitate this well. Establish cleaning routine.</p> <p>Seesaw platform with daily wake up, shake up alternatives ~ active songs, Banana, banana, meatball etc. Daily exercise and other sources of physical challenge. Also, provide link to Joe Wickes.</p>	All staff weekly	Seesaw subscription (covered for home learning) and cleaning kits. ~ eco-friendly wherever possible.	<p>All children had opportunities to be physically active during the school year, whether in school or at home learning.</p> <p>Daily home learning physical activities and challenges were provided for all children, both indoors and outside. This did rely on parents supporting access to the learning platform and supporting children in completing it. Regular HT keep in touch emails encouraged going for walks, bike rides etc.</p> <p>Online whole school meetings included dance routines like cha, cha, slide.</p> <p>Outdoor wake up, shake up distanced was very successful and allowed daily whole school connection. Very good for well-being of staff as well as children.</p> <p>Break time routines worked well with all children being physically active. Researched and purchased a number of outdoor play resources including a Jumbo Jumper, suitable for all children and very popular! In use every break time ~ active children ~ provides a positive source of exercise and fun!</p>	<p>Portable cleaning equipment within school budget.</p> <p>Seesaw subscription within school budget.</p> <p>Jumbo Jumper~ £711</p> <p>Scooters , balance board, ring, toss bands, skittles, skipping ropes, balance board, etc</p> <p>4 sheds for storage and a trike park ~ £1751.95</p>	Continue to find ways to develop outdoor learning opportunities, both on the school field and in EYFS outdoor play. Aim is to provide as much variety as possible.
<p>Key Indicators 1, 2, 4</p> <p>Develop healthy eating habits and link these to physical activity to support mental and physical health and well-being.</p>	<p>Continue to provide fruit and vegetables for children .</p> <p>Costs for fruit and vegetables between £20 and £30 per week.</p> <p>Milk costs ~ £10 per week</p>	HH LD	Around £1000	<p>We continued to provide fruit\vegetables and milk each morning break time for all children in school, expanding and continuing the free school fruit and milk scheme for our youngest children. This is an inclusive action, meaning all children achieve at least one but often two or three of their five or more a day whilst they are in school. Children expand the range of fruit and vegetables they eat as school is able to provide a wider range of choice with the fruit and vegetables purchased (seasonal pineapple, watermelon, kiwi, peppers, melon, sharon fruit, spinach etc. We talk about the importance of a healthy diet regularly and staff eat fruit with the children, providing a model. They also have a school water bottle and regularly drink water with the children</p> <p>Less fruit and vegetables and milk was purchased during the January to March lockdown period, when some children were in lockdown, but we still had a significant number of children in school (key worker and vulnerable).</p>	<p>Total Cost £880</p> <p>Purchase of additional school water bottles (growing numbers) £47.62</p>	<p>The fund really helps us to provide fruit, vegetables and milk daily, which means we are investing in the long term health of our children. when healthy eating is combined with exercise, particularly in the outdoors, positive physical and mental health are supported.</p> <p>Plans are to continue this process and begin to replace old or damaged water bottles as and when required.</p>

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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

School focus with clarity on intended impact on pupils: What we want to achieve INTENT	Actions to achieve How we will do it IMPLEMENT	Who\when?	Funding Allocated	Evidence and Impact Review ~ have we achieved this objective? Why\why not? IMPACT	Cost	Sustainability\future action
<p>Develop the range of physical activities and sports available to children in school.</p> <p>Through this, maintain CPD and in-school training opportunities for staff (particularly relevant during the current pandemic as face to face training has been significantly restricted).</p>	<p>As far as possible with pandemic restrictions, we need to provide as wide a variety of PE and sporting activities, within our Eden Valley School Sports Partnership. Alternative sports (ie badminton) and activities not currently provided in school have been requested .</p> <p>Alongside this provide lacrosse in school with a view to participating in competitions in the Spring\Summer term when Covid restrictions allow.</p>	<p>HH, EP, LD</p> <p>EVSSP</p> <p>England</p> <p>lacrosse</p>	<p>EVSSP</p> <p>£2,981</p>	<p>Despite the challenges and restrictions caused by the pandemic our children were able to access lacrosse sessions. Years 2 to 6 participated over ten weeks , with teacher training included in the sessions. Unfortunately, the local and North West championships which we have previously attended and qualified for respectively had to be cancelled in line with government guidelines. However, children had opportunities to play competitively in the latter half of the school sessions. Progress made in accurate sending and receiving was evident across Y2 and 3, with Year 4, 5 and 6 children developing tactics and strategies to work together as a team. Sessions were very much enjoyed with positive feedback from children, particularly in relation to lacrosse professional Morgan. Organisation of lessons was such that 2 separate skill sessions took place simultaneously, followed by two matches, with the teacher leading one and Morgan the other. Teacher feedback was very positive about their own skill development and confidence to teach lacrosse.</p> <p><u>Play Leader Training</u></p> <p>This training took place with our Year 5 children over half a term. They learned a number of outdoor games to play with younger children in school and received a box of activities to use.</p>	<p>Lacrosse £240</p> <p>EVSSP</p> <p>£2043-42</p> <p>Badminton</p> <p>Play leader and resources</p> <p>Balance bike sessions</p> <p>Bikeability</p> <p>Year 4 and 5</p>	<p>We have worked with Lacrosse England North West development officer for 8 years and would be keen to continue this. We have also signposted previous pupils to lacrosse clubs being run in Penrith and Brampton.</p> <p>In the 2021-22 year work to connect with Lacrosse England again, as lacrosse is a great mixed sport for all and has been an inclusive sport in our school, providing a new or alternative to pupils, particularly those who were not so interested in the traditional sports in the area.</p> <p>From a sustainability perspective , both teachers delivering PE in school are confident to teach lacrosse.</p> <p>We have previously invested in quality lacrosse equipment, including goals so these will continue to be in use providing value for the PE and School Sport Premium invested in it.</p> <p>The application of this training was impacted by separate bubble break times, which meant older children were not able to play with younger children. Work needs to take place to organise and encourage regular play leader sessions in 2021-22 now all can play together again. (Adult support)</p>

Armathwaite School PE and School Sport Premium Fund Action Plan and Review 2020-21

<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>						
School focus with clarity on intended impact on pupils: What we want to achieve INTENT	Actions to achieve How we will do it IMPLEMENT	Who\when?	Funding Allocated	Evidence and Impact Review ~ have we achieved this objective? Why\why not? IMPACT	Cost	Sustainability\future action
<p>All children will be able to handle and ride a bike competently and safely, with awareness of road safety and basic bike maintenance. All children leaving school will be confident in riding a bike.</p>	<p><u>Bikeability</u></p> <p>Provide Bikeability training (outside) through Eden Valley Partnership membership. Children to learn the names of parts of a bike and develop a basic understanding of how bikes work.</p> <p>Identify children who need further practise to develop balance and control before going out onto the roads and provide additional school intervention to support them.</p> <p>Also, look ahead to see which Year 4 and 5 pupils will need additional practise before Bikeability in autumn 2021.</p> <p>Provide bikes and helmets for children who don't have these, or who have a bike which is not road safe.</p> <p><u>Bikes and Bike Track on School Field</u></p> <p>Continue to provide bikes and helmets every break time for children to use on the school field.</p> <p><u>Balance Bike</u></p> <p>Provide opportunities for balance bike play now that outdoor play is moving round to the field without a tarmac area.</p> <p>Do we need discreet sessions?</p> <p>Do we need to provide hard surface for balance bike play ?</p>	<p>HH to Organise Bikeability team to deliver with LW</p> <p>LW (and KH) to provide additional school based practise</p> <p>Staff time</p> <p>Cost of hard surface</p> <p>£1000?</p>	<p>EVSSP as previous page</p>	<p>All children were able to access and participate in the programme. Confidence grew and children who were already able to ride a bike with control learned how to do so safely. All children leaving school in 2021 (Year 6) had passed Level 2 Bikeability.</p> <p>Since providing bikes on the field and raising the profile of cycling, the number of children in Year 4 who are confident to ride a bike and can do so with some control has increased significantly. When we first began Bikeability a significant proportion of children (around 20%) in Year 4 and 5 were unable to ride a bike without stabilisers. Development has been supported and sustained through investment in balance bikes in Early Years, raising the profile of cycling and providing bikes for regular use and time to practise for children who may not have this out of school.</p> <p>The provision of after school cycling promotes cycling and provides a safe place to develop skills (Year R to 6).</p> <p>Children in Year 4 received taster training and this provided an opportunity for us to identify children needing some additional practise before Year 5. Having bikes available each break and a bike track on the school field means children can have access to bikes every day. However, discreet sessions may support less confident children.</p> <p>Balance bike sessions were provided by Eden Valley Sports Partnership. Our large year group meant two sessions and it was clear that some additional intervention was needed to develop confidence, coordination and balance. This has been exacerbated by the pandemic for some children. For this reason additional time was requested for these children and this was followed up by our early years TA. These children gradually gained confidence and control. (cont **)</p>	<p>EVSSP as previous page</p> <p>Staffing to accompany children on road sessions</p> <p>Staff time to provide these additional sessions</p> <p>EVSSP</p> <p>Time put into timetable for intervention.</p>	<p>Provide discreet bike sessions on the field for children who need to develop control and balance further in order to be able to complete road work the following autumn term (particularly Year 4 and 5).</p> <p>It would be valuable to appoint one or two cycling coaches\advocates among our staff team to provide support for identified children and promote cycling during break times. Alongside this, work in Early Years means children are developing confidence and balance in school and therefore becoming ready to ride a bike independently at an earlier age. We are seeing this happen at school now!</p> <p>It would be useful to identify children who would benefit from additional support. It isn't just about providing opportunities, as less confident children may not take these. We need to help these children develop their confidence and enjoy cycling. Targeted support and a cycling day in school may help to identify and provide this.</p> <p>** contAdditional targeted intervention made a positive difference to the children receiving this. Evident in parent feedback and attitudes of children involved.</p> <p>Provide timetabled sessions for Nursery and Reception, provided by TA (now trained).</p>

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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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

School focus with clarity on intended impact on pupils: What we want to achieve INTENT	Actions to achieve How we will do it IMPLEMENT	Who\when?	Funding Allocated	Evidence and Impact Review ~ have we achieved this objective? Why\why not? IMPACT	Cost	Sustainability and suggested next steps
<p><u>Gymnastics</u> Audit and update gymnastics equipment with a specific intention of ensuring we are providing continuity and challenge for up-per Key Stage 2.</p> <p><u>Dance</u> Try to maintain wake up shake up outdoors as and when possible (weather permitting). If possible take our older children to see Emergence Dance perform at the Brewery Arts Centre, Kendal. Book a workshop session with the education team of professional dancers in school prior to this.</p>	<p>Having chosen and had quotes for a new frame last year but been delayed by the onset of COVID, we now need to order and have installed the Nova frame with a view to using it immediately we are able.</p> <p>Continue dance development in school,</p>	<p>HH LD Aut 2020</p>	<p>£5000 to £6000 Supply half day for training</p>	<p>Frame was installed in the autumn term. Staff trained in setting it out and putting it away. New member of PE staff received initial training in setting out and putting away gymnastics equipment.</p> <p>Due to Covid restrictions and national guidance we were unable to our frame as indoor PE was not permitted! We have been patient and it will be used extensively in 2021-22. feedback on impact will be provided then.</p> <p>Students in Year 4, 5 and 6 composed two wake up shake up dances (for outdoor wake up shake up) across the year. The first was stopped by lockdown in January 2021 so a new one was composed in March and performed every day, socially distanced outside. This brought the school together and meant we were able to maintain our active ten minutes each morning.</p> <p>We booked Emergence Dance to deliver a workshop session in school prior to their performance, which was to be live streamed due to Covid restrictions for theatre performances. However, prior to the workshop, Covid meant we had to move the workshop online. The session was attended by children in Year 4, 5 and 6 and the two teachers who deliver PE in school (training). The vocabulary, dance techniques and opportunities to compose our own motifs was beneficial for staff training. The professional dancers working with us shared parts of the dance performance they were live streaming that evening and taught them to the children. We then returned to school in the evening and watched the dance live. This was especially valuable in the current pandemic and our resilience and determination to provide the dance experience means we are sustaining the profile of dance in school. Very positive feedback and some children were inspired to become dancers .</p>	<p>School hall floor and gymnastics frames £7124.30</p> <p>Pitch marking (including bike track maintenance) and equipment (ball sets, ribbons) £758-11</p>	<p>High cost but will be in use for many years and with proper use in gymnastics lessons will benefit physical strength (upper body and core strength, coordination and balance) and skill of many children.</p> <p>Long term plan ~ gymnastics across school in the Spring term 2022.</p> <p>When we can invite parents into school plan a display or film and share on Seesaw ~ end of Spring term\beginning of summer term.</p> <p>All staff had gymnastics training through the fund (in school after school delivered by a gymnastics teaching professional), so can apply as needed. Alongside this, the purchase of the Cambridge Scheme of Learning for PE provides clear steps for teaching gymnastics which new members of PE staff will be able to draw upon. Shared teaching and observations will provide further in-house training. Clear and consistent plans for setting out and putting away equipment (by children) needs to be revisited (time has elapsed since we were able to teach indoor gymnastics and the equipment is new) and embedded in 2021-22.</p>

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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

School focus with clarity on intended impact on pupils: What we want to achieve INTENT	Actions to achieve How we will do it IMPLEMENT	Who\when?	Projected Cost	Evidence and Impact Review ~ have we achieved this objective? Why\why not? IMPACT	Cost	Sustainability\future actions
<p>Outdoor days</p> <p>Children will experience the adventure and reward (enjoyment and well-being) of being outdoors.</p> <p>Aim ~ to develop a life long love of outdoors</p> <p>~ to experience the well-being this experience provides.</p>	<p>Try to continue trips in the outdoors, both in the local and wider area. Residential doesn't seem likely to take place so outdoor and adventurous days are even more important.</p> <p>As well as winter woodland adventure organise autumn and other if possible</p>	<p>All staff weekly</p>	<p>Transport ~ this may be more than usual due to the need for separate transport for each bubble.</p> <p>Around £1000</p>	<p>As well as lots of time out on the school field, the whole school (together in distanced separate bubbles) had an autumn adventure in the woods near school. We were able to walk there for a range of exciting challenges, den building, treasure hunts, natural art etc. Very beneficial for well being. All very physically active. Links to science ~ health and well-being, seasonal change etc.</p> <p>Also in autumn term trip to Eycott Nature Reserve. Climbing, balancing, chase, walking. Very much enjoyed by all. Confidence and physicality for younger children.</p> <p>Our Winter Woodland adventures was in December in local woodland with challenge and adventure.</p> <p>Spring trip to Coombs Wood ~ walked from school down through the village into the forest for the day. Range of physical activities and challenges. All walked 7 miles ~ great day out (still bubble distanced but all together).</p> <p>Summer visit to Talkin Tarn. CPD training attended by PE teaching staff (Key Indicator 3) prior to visit meant range of challenges and activities could be capitalised upon. Walk around the tarn included in the plan.</p> <p>We were also able to organise wheelchair basketball in the summer term. All children and staff in school participated in this and great fun and friendly competition was had by all. Nat has been coming to school to deliver wheelchair basketball for two years prior to Covid with benefit for all involved. He shares his story with children in school and provides them with the opportunity to experience the challenges and reward involved in using a sports wheelchair. This is a very positive and exhilarating learning opportunity for all involved.</p>	<p>Transport costs</p> <p>£350</p> <p>Transport grant provided through Fellfoot Forward North Pennines AONB</p> <p>£130</p>	<p>We definitely need to incorporate whole school outdoor visits into our plan. Aim for one trip to the outdoors each half term 2021-22.</p> <p>We extended outdoor visits last year and were able to capitalise on further on our local environment.</p> <p>Resume forest school sessions in the Spring term.</p> <p>Maintain link with wheelchair basketball with regular sessions. Could we organise a match with another local school if restrictions allow?</p>

Armathwaite School PE and School Sport Premium Fund

Action Plan and Review 2020-21

Key indicator 5: Increased participation in competitive sport						
School focus with clarity on intended impact on pupils: What we want to achieve INTENT	Actions to achieve How we will do it IMPLEMENT	Who\when?	Projected Cost	Evidence and Impact Review ~ have we achieved this objective? Why\why not? IMPACT	Cost	Sustainability\future actions
Provide access to competitive sport and festivals for as many of our children as possible. Inclusion is key. Signpost children to clubs etc if and when they start up again.	<p>This is going to be a challenge due to current Covid restrictions which look likely to impact part of the year. As soon as restrictions ease attend as many festivals and competitions through EVSSP and Sport England as possible</p> <p>If we can 't go to competitions and festivals, create opportunities in school for matches (lacrosse, netball) and individual competition to provide challenge s to beat (ie overarm throw for distance or long jump in athletics).</p>	HH	Possible transport £600?	<p>All competition was restricted so only in school matches and challenges took place (lacrosse, athletics, rounders).</p> <p>We hope to resume competitive events and festivals in 2021-22.</p> <p>We were able to provide wheelchair basketball as outlined in Key Indicator 4 (previous). This provided some in school competition.</p> <p>We were also able to source a visit day to the Sheepmount athletic track in Carlisle for a whole school half day of athletics using the athletics facilities there, including the running track, long jump with sand pit, shot and javelin etc. The day was very much enjoyed by all children and staff. We travelled and worked in separate bubbles which did increase costs but the positive experience and learning meant this provided good return for the money invested. It also resulted in signposting to parents for children to attend athletics clubs, particularly running.</p>	<p>£0</p> <p>See previous</p> <p>£250</p> <p>Transport costs</p> <p>£350</p>	Resume festival and competition attendance, building the range of opportunities to meet the interests of all children.