

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



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 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

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 2019/20	£ 6464.74
Total amount allocated for 2020/21	£ 16,550
How much (if any) do you intend to carry over from this total fund into 2021/22?	£ 9781
Total amount allocated for 2021/22	£ 16,580
Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£ 26,361
Total spend	£26,271.40
Amount intend to carry forward into 2022-23	£90.40

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>All children aged 3 to 11 accessed swimming lessons in the summer term over two separate weeks.</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 2020.</p> <p>Please see note above</p>	<p>End of Summer 2019 ~ 83% of Year 5 achieved NS (100% Year 6) Year 6 2020 projected 83%</p> <p>Year 6 2021 ~ 100%</p> <p>Year 6 2022 ~ 90%</p>
<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>	<p>90%</p>

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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?	Yes ~ all children aged 3 to 11 accessed two weeks of outdoor swimming lessons. Additional intervention is planned for early autumn term or prior to next lessons in summer term 2022.

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: 2020/21	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:	61%
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 and amount spent:	Evidence of impact: what do pupils now know and what can they now do? What has changed? :	Sustainability and suggested next steps:
<p>1 Work together (whole school with student voice) to audit our outdoor provision for break times and outdoor play, evaluating the range of equipment and resources provided and identifying any new additional equipment or organisation that may improve opportunities for all to be physically active. This includes staff supporting children through active encouragement and, wherever possible, modelling the enjoyment of physical activity and challenge. Results of audit and action plans will be linked to this.</p> <p>2) Audit, evaluate and further develop healthy living behaviours with a focus</p>	<p>1 By reviewing our outdoor equipment and resources we will refocus on them, exploring opportunities they provide and considering any next steps we can take to improve what we have. Discuss higher equipment for taller children in school, through student voice agree what to buy, then arrange installation. Time to discuss will refresh our awareness, which will help both staff (including new members of staff) and children to capitalise on what we have available. What do we have? How do we make use of it? What else could we do? How can we decide?</p>	<p>Fixed equipment £12,000</p> <p>Spent on fixed equipment ~£10,694</p> <p>Other equipment £1000</p> <p>Spent on other outdoor equipment ~£2593.70</p>	<p>Children in school have a sense of advocacy as they are involved in deciding what should be done and which equipment should be purchased. This means they feel a greater sense of ownership and engage more with equipment purchased. Also, the discussions we have in our assembly times mean that children (and all staff) have awareness of the purpose of equipment and how it can help their physical health as well as being great fun! The result is that children are more physically active. We decided to extend the range of climbing and balancing equipment following discussions. This included parallel bars near to the chin up bars, advanced challenge net and step and jump posts. Alongside this we added an advanced rope traverse and decided on an advanced tyre snake and log stairs.</p>	<p>High quality equipment will last for many years and future generations of children. Making time for review discussions in student voice and good news and issues assemblies keeps use of equipment current and in the front of our minds. The buddy system in school means</p>

<p>on diet. Continue to provide a variety of fruit for all at playtime and develop awareness of the need for fluid (water) intake. Make this a focus of some student voice assemblies. Link this to work in science, Design Technology food technology and PE lessons to ensure all pupils know how to look after their physical and mental health through what they eat and how this links to the physical activity they are involved. The intention is that all pupils in school will make links and connections between healthy eating and being physically active, learning how to develop early positive habits, awareness and skills to establish and maintain life-long healthy lifestyles.</p> <p>3. Discuss mental health and well-being and consider the development of a sensory garden for children to tend and use as quiet place to be if needed.</p> <p>4 Develop the play leader programme which Year 5 received training for last</p>	<p>What should staff do to support children at break time and in outdoor play? Maintain bike track and provide balance bike track in our new EYFS outdoor play area. Play leaders ~ see below.</p> <p>2) We have an embedded routine of fruit and vegetable snack each morning break. It is a timetabled part of our day. Much work went into establishing this across school, with all staff and children now engaged in this and we know that all our children are having between one and three portions of fruit and vegetables every day. Work needs to continue to maintain the focus and routine of this part of our day. This includes adults modelling and valuing it too. The same applies to drinking water.</p> <p>Continue to provide a range of seasonal, affordable fruit and vegetables each break time.</p> <p>Make sure we maintain this focus through student voice discussion and staff meeting focus. Form links to diet, nutrition and health and well-being in PE science and DT food technology lessons.</p>	<p>£2000</p> <p>Spent ~ £1891</p> <p>£800</p> <p>Fruit and veg spend £900</p>	<p>Children were also keen to develop their ball skills, so we researched and chose an outdoor table tennis table for break times and 4-hole ball catcher and netball post on the field for use during break times.</p> <p>A very small section of block paving was installed in outdoor play for balance bike use which is a good start in providing a smooth hard surface for children. More now needs to be added to so that a circuit is created for our children in early years to develop balance and core strength whilst learning to ride a bike\wheeled vehicle.</p> <p>A range of new equipment was purchased (chosen by children) including pogo sticks, stilts, new scooters, 2 new bikes with pedals for early years and a new shed was installed to house it.</p> <p>Staff actively support and encourage children to be use equipment and to play and be active during break times. They are active too.</p> <p>2) Fruit and vegetables at break continue to work so well. ALL children have fruit and we can see the range they will try and enjoy develop because we provide a wide choice and prepare and serve it so it easy to eat and you can try a bit of everything and develop healthy eating routines. We know that all our children are having 2 or 3 of their fruit and vegetables each breaktime. Children all have good quality water bottles as do staff. Modelling is important in showing the value and importance of drinking water. Stainless steel bottles are now being purchased when bottles need to be replaced or added to.</p> <p>The importance of being physically active for</p>	<p>that older buddies support and encourage younger buddies and provide positive role models for being physically active and having fun. The positive impact of the chin up and jungle bars continues to be evident. The added the parallel bars offer an alternative challenge. Regular maintenance checks are in place.</p> <p>2) Providing fresh fruit and vegetables every day is especially important in the current financially challenging times. We are able to ensure that all children have fresh fruit and veg each day and will continue to do this.</p>
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<p>year but were unable to implement due to bubble restrictions.</p>	<p>3) Develop gardening as something that can support physical and mental health and well-being. Through student voice assemblies, involve all children in plans to create a garden for break times (developing interest shown last year). Follow up and implement now children are able to play together rather than being in separate bubbles (with control measures if needed). All staff on duty to support the delivery, so arrange Year 5 (now Year 6) time to train staff. HH and EP to drive this through until it is embedded. Why is this so valuable for those involved? How will we organise? All children to take responsibility or some? With buddies? With any younger children? Student voice decision.</p>	<p>Time to organise and support. Additional resources. £200 Spent ~ £67.98</p>	<p>mental as well as physical health is discussed regularly. 3)We have made plans for our sensory garden but have only begun to develop them. This is still work in progress as we are considering a shady area and planting. Gardening is something children can do in break times and is a great way to be physically active. Watering during hot weather has been very beneficial for our plants. We also worked during breaks with a group of children to create a wild flower garden, which looked amazing and they were so proud of. We plan to develop this further next year. 4) The play leader programme got off to a slow start because of the pandemic. However, assembly time was given to it and support provided by staff to action it. We need to provide more of this for it to become embedded. Prioritise this in the autumn term.</p>	<p>3) Make sure good quality tools are available and children have access to outdoor water supplies. Maintain gardens with children during break times as well as lessons. How can we embed gardening as a way of being physically active in break times? 4) Staff support so this becomes embedded and equipment is put to good use.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 26%</p>
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Intent	Implementation		Impact	
<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 : :</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>1. Place PE and School Sport and physical activity at the heart of our school community's recovery from COVID by promoting the positive impact being active can have on our health and well-being. Make this initiative fully inclusive; all ages and abilities coming together to have fun whilst being active. Assess fitness and stamina of children and respond accordingly.</p> <ul style="list-style-type: none"> • Skill development across a range of sports including badminton, sailing and bouldering. • Further develop the strength school already has in outdoor learning. 	<p>HH and EP to refresh long term plans to meet current needs and teaching arrangements in statutory PE lessons. Medium term planning through Cambridge and other schemes to support delivery. Skill development a priority with opportunities to acquire and develop skills, tactics, strategies and compositional ideas and then apply them. Evaluation of own and others performance to be included as an important tool for improvement. Use of IPads to film for evaluation. Links to knowledge and understanding of health and fitness. Particular focus on fitness. Additional to this make the most of our Eden Valley School Sports Partnership membership by accessing a range of activities to maintain standards and introduce new sports. This will include</p> <ul style="list-style-type: none"> • Delivery of Bikeability training in Year 4 and 5 • Badmintonand a range of other sessions requested by school. <p>3 Covid allowing meetings for new Reception parents at the beginning of the school year. Plans for how we can involve Nursery parents through the termly intake programme. If face</p>	<p>£2,600 PE and School Sport fees Spent ~ 2021-22 ~ £2,600 2022-23 ~£2662 PE equipment spend ~ gymnastics, tennis, SAQ, lacrosse, sports day ~ £1242.22 Maintenance of school field\outdoors £500 Spent £500 See Key Indicator 4</p>	<p>1.The approach to PE this year meant that both EP and HH were teaching PE across Years 3 to 6. This provided opportunities for collaborative planning, team teaching and joint professional development, strengthening teaching and learning. We could see that fitness levels for some children had dropped so incorporated SAQ and other fun fitness activities into lessons in the autumn term, to build fitness back up. This was accompanied by conversations about physical fitness. <u>Badminton</u> The 2 classes taking part very much enjoyed learning to play badminton. Progress and skill development was evident. Teachers benefitted from training, building knowledge and confidence. Followed up with signposting to badminton club in Penrith, with pupils in Year 5 and 6 attending. These pupils have been less involved in playing on school teams such as netball\football, but are now showing some interest in attending these clubs. 2) Meeting time was provided to explain the importance of physical activity for gross and fine motor skill development and developing a confident 'have a go' attitude, self-regulation</p>	<p>Continued membership of the partnership for opportunities to try new sports and physical activities. Access to competition. Coaching to provide teacher CPD. Extended range of SAQ equipment by adding slalom poles. Also, plan meeting time (HH and EP) for development of challenge across year groups. Continue to work with EVSSP to access a wide range of sporting and physical activity experiences. Alongside this, provide additional experiences ourselves (bouldering, low and high wire adventure, whole school walks and outdoor days.</p>
<p>2. Work with parents of children in Early Years (Nursery and Reception) to share information and develop understanding of early physical development in children, including using knowledge and expertise gained in the Healthy Movers training 2018-19 and the BInspired programme of training in 2020 to 2021.</p>	<p>3 Covid allowing meetings for new Reception parents at the beginning of the school year. Plans for how we can involve Nursery parents through the termly intake programme. If face</p>	<p>£500 Spent £500 See Key Indicator 4</p>	<p>2) Meeting time was provided to explain the importance of physical activity for gross and fine motor skill development and developing a confident 'have a go' attitude, self-regulation</p>	<p>Continued membership of the partnership for opportunities to try new sports and physical activities. Access to competition. Coaching to provide teacher CPD. Extended range of SAQ equipment by adding slalom poles. Also, plan meeting time (HH and EP) for development of challenge across year groups. Continue to work with EVSSP to access a wide range of sporting and physical activity experiences. Alongside this, provide additional experiences ourselves (bouldering, low and high wire adventure, whole school walks and outdoor days.</p>

<p>3. Consider how we can remove barriers and improve access for those in greatest need.</p> <p>4. Specific focus on impact of fun and challenging opportunities in our outdoor learning environment, for example chin up and jungle bars. Impact of new advanced bars at higher level for older children in school. Specific focus on impact on upper body strength. Impact of cycle track and bikes.</p> <p>5. Provision of swimming intervention lessons for identified pupils. Confidence in swimming lessons. Promote attendance at swimming lessons or the benefits of going swimming as a family leisure activity.</p>	<p>to face is not possible, look to provide information online or in paper form with parent meetings to support this.</p> <p>4 Staff and student discussions about what we are doing, which things are used the most\least and why, what we can do to develop our facilities. When restrictions permit, carry out wholes school impact evaluations in the</p>	<p>Time</p> <p>Swimming intervention</p> <p>£400</p>	<p>and many more key characteristics of effective learning. The life long benefits were also explained. It was difficult providing continuity for this with new nursery intakes in January and April, so we need to make plans to support this in the 2022-23 academic year.</p> <p>3. Provision is being made for pupil premium children and those in need to access after school clubs free of charge. PE and school sport premium is being used to support this. Very high attendance levels from pupil premium and SEND children.</p> <p>4. Outdoor fun challenges have been developed and extended in consultation with children in student voice assemblies. A challenge we are setting is for everyone to try to participate in a range of activities across different breaktimes (especially if you only ever play football or go on bikes). This is work in progress and needs to be developed next year. Forest school training for two members of staff.</p> <p>Swimming went on until the penultimate week of term followed by our summer residential so we had no time for intervention. The plan is to provide intervention lessons in September or prior to the next set of lessons with targeted Year 5 and 6 children being a priority, then children needing confidence building in other</p>	<p>2.Continue to provide early years physical development information, both face to face and written\video or website link.</p> <p>3.We may need to consider providing free access to clubs for a wider range of children due to the challenging financial climate. Need to consider how we can effectively do this and be sure we are maintaining sustainability.</p> <p>4. A balance of long-term fixed equipment and medium- and short-term consumable equipment is needed to support children in school now and ensure the same for children in the future.</p> <p>5. Make sure</p>
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			year groups.	swimming intervention takes place for identified children and work out ways to support children who don't swim between annual school lessons to do so.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				8%
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:
1. Maintain high quality sports coaching sessions, CPD opportunities and through this develop and extend access to festival/competitions through continued Eden Valley School Sports Partnership Membership. In-house CPD opportunities for staff delivering PE curriculum. Again, further training opportunities through feedback to partnership; particularly any training opportunities for Smart Moves Intervention new member of	Staff development opportunities through PE and School Sport Partnership. This may be restricted to in-school work with visiting providers, but if face to face training can't be attended, source online training if possible for HH and EP. Outdoor swimming focus ~ hire of outdoor pool with life guard. KH to support RA in providing weekly balance bike sessions in Early Years.	EVSSP membership as above. £1000 for pool hire and guard? Spent ~ £1050 £1000 (possible supply included)	Children in Key Stage 2 really enjoyed badminton coaching sessions with some children going on to attend badminton club in Penrith. Come and try cheerleading, bouldering, outdoor and adventurous days and a range of competitions and festivals have been attended across the year in line with changing restrictions. Swimming lessons involve staff very much in working alongside the swimming teacher, which is	1.Continued membership of the partnership. Access to a wide range of school provided opportunities to continue. Develop and extend range. Organise access to Level 5 training for EP so we have two members of specialist trained PE teachers in school. Develop forest school again,

<p>staff, through attending a training programme if possible or in-house if not. PE teachers in school will plan and work collaboratively on PE curriculum and delivery.</p> <p>2. Staff participating in the online BInspired Early Years Physical Development and Wellbeing training programme during 2020 to 2021 and Healthy Movers training 2018-19 will use and apply knowledge gained with children across the learning they are providing and share their expertise with other relevant staff.</p> <p>3. Support SRE lead in school in delivering and coordinating health and well-being and sex and relationships education across school, with the importance of being physically active and eating healthily an important area of focus.</p> <p>4. As a staff and whole school discuss how we can\are developing teamwork, collaboration, empathy and respect in our physical activity in the same way we do in other areas of</p>	<p>Feedback and support for RA ~ JPD sharing of learning during this training. Revisit opportunities for staff attending this training.</p> <p>RA to work with HH to deliver Healthy Movers for children in Year N and R (possible Y1 extension?)</p> <p>HG to support the delivery of this work among all staff so that links are made between physical and mental health and well-being. Staff will then be able to positively impact on this in their approach and attitude to physical activity in school and when we are out in our local and wider community.</p> <p>Link our PE and School Sport to UNICEF Rights of the Child.</p> <p>Consider our single equality policy</p>	<p>Spent ~ £970</p> <p>Time</p> <p>Time</p> <p>Time</p>	<p>invaluable in building knowledge, awareness and skills in teaching swimming.</p> <p>Training opportunities including gymnastics have been taken by staff across the year. We tried to access Level 5 PE specialist training but unfortunately training days clashed so we were unable to participate. We will do this training next year.</p> <p>Forest school training booked for two members of staff ~ forest school leader (with outdoor first aid) and forest school assistant.</p> <p>Balance bike sessions were highly effective resulting in 80% of children in Year Reception being able to ride a bike independently and 86% of Nursery children going into Year Reception September 2022. We had to buy two additional small pedalled bikes to meet new demand for them! New sheds installed (one to replaced previously storm damaged shed and another to accommodate growing collection of bikes and wheeled vehicles.</p> <p>Although we were unable to access any Basic or Smart Moves training, access to materials and discussions\shadowing did take</p>	<p>following pandemic break. Initial focus in early years with a view to developing this across school.</p> <p>Continue balance bike sessions. All balance and other bikes have been serviced so they are maintained in good working order. We may need further small pedalled bikes. The new, purpose-built sheds are working really well. They are in a very good location and are secure and weather tight so bikes are safe in and well maintained.</p> <p>Try to access this or other similar training (possibly virtual or blended).</p> <p>Is Healthy Movers sustainable? How we can we embed it into what we do?</p>
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<p>our curriculum, particularly as this is central to our school ethos and vision.</p>	<p>and inclusivity. Are we applying this to all areas of physical activity? Are we challenging stereotyping ~ gender, disability, age, neurodiversity?</p>	<p>Posters, books and other resources ~ £250</p>	<p>place. 2. Time was spent sharing good practice for early years physical development with our new EYE TA. Healthy Movers resources didn't go home due to pandemic restrictions but activities were incorporated into PE lessons by HH. Hope to provide home resources in the 2022-23 academic year. 3. SRE programme delivered with support from SRE lead in school. 4. We had some fantastic and very productive discussions around single equality (and what this means) and UNICEF Right of the Child. This impacted positively on awareness and active response from children. Secondary school opportunities across genders was discussed at length. We completed the UNICEF Soccer Aid Challenge through our inclusive sports day.</p>	<p>3. Continue to embed new SRE programme across school. 4. Develop UNICEF work through focus on sporting opportunities for children in different parts of the country and world (local and global).</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation: 8%

Intent	Implementation	Impact		
<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</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</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>

consolidate through practice:				
<p>Additional achievements:</p> <p>1. Explore further development of the range of after school sport and physical activity, particularly opportunities for younger children in order to provide the widest range possible to meet interests and needs of all children in school. Begin by restoring regular clubs like cycling, gardening and healthy living.</p> <p>2. Provide alternative activity experiences ~ climbing wall, squash, wheel chair basketball, gardening so that all interests can be catered for and children have as wide a range of experiences as possible to support everyone to be physically active.</p> <p>3. Now restrictions are lifting introduce and use the new gymnastics frame which was installed during restrictions\lockdown. Make use of this equipment to increase climbing, balancing and travelling by all children.</p> <p>4. In student voice assemblies identify games and activities for break times ~</p>	<p>Restart all clubs and look to respond offer of physically active clubs. This will include cycling club, netball club, healthy living club where we play games and run around a lot and see if we can organise a new football club. Keep costs as low as possible or free if we can with sports clubs. Support children needing this with residential visit costs. Organise as wide a range of activities as possible, including</p> <ul style="list-style-type: none"> • Wheelchair basketball sessions for all ages of children. • Bouldering for whole school. • Explore the possibility of a visit to the squash and ski clubs in Carlisle. • Gardening <p>Provide support to set this up. Will all children do this with younger buddies or on a rota?</p> <p>What activities will they plan and how can staff help them.</p>	<p>Subsidise clubs for disadvantaged\ vulnerable children.</p> <p>Family deals £500</p> <p>Spent ~ £908</p> <p>Spent ~ £1140</p>	<p>All clubs restarted in the autumn term and with extremely high attendance. Cycling club has been enjoyed by children from Year Reception (who can ride a bike) through to Year 5. Football and netball clubs have also been well attended and coaches have developed the teams really well. Netball has been available at lunchtime as well as after school ~ these clubs are free. Healthy living club has been extremely popular with 50% of the school attending at times. It is about eating a healthy snack and playing games outside. It makes everyone involved feel happy!</p> <p>In October we walked from school to Ainstable village which is in our catchment area. The whole school used the old green lanes to walk there for a picnic lunch, followed by a play in the play area in the village. Including the return walk we walked more than 9 miles that day, with older buddies walking with younger and everyone really enjoying the day and sleeping well that weekend!</p> <p>We had wonderful whole school outdoor and adventurous days in the local woods in December and</p>	<p>1.Maintain after school club opportunities. If needed explore opportunities to expand.</p> <p>2.Continue to plan and provide a wide range of alternative activity experiences. Involve children in planning this.</p>

<p>Year 6 play leaders to organise and lead assemblies and break time activities.</p> <p>5. Plan and action outward bound and adventure days for all children in school and also EYFS\KS1 healthy day out trips~ walking etc opportunities.</p>	<p>EP and HH to support this with all staff to encourage in break times.</p> <p>Sailing, kayaking, skiing, bouldering and walking trips. Use our local area ~ woods and footpaths ~ first plan is a whole school walk from the village of Armathwaite to the village of Ainstable using the old green lanes.</p> <p>Can we climb a fell again?</p>		<p>to Windermere in March. Children climbed trees, explored the beck, climbed a hill and explored the lakeshore. They particularly enjoyed roly-pollying down the hill! Unfortunately, we were unable to access the sailing and kayaking this year as the centre still wasn't open, but we will look into this next year and our Year 5 and 6 accessed canoeing, abseiling, mountain biking, orienteering and fell walking during their residential visit to the Ayrshire Coast in Scotland.</p> <p>We have a tree walking Go Ape and outdoor day all planned for September 2022 ~ whole school day.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 1%
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:

<p>1 Continue to increase access to festivals and competitions for all children in school (inclusive) ~ lacrosse, netball, football, orienteering, swimming, multi skills, dance, cross country running....</p> <p>Develop breadth ~ bouldering competition etc.</p> <p>2 Experience visit to watch live dance performance.</p> <p>3 Active, inclusive sports day in school.</p>	<p>Attend all available competitions and festivals including:</p> <ul style="list-style-type: none"> • Netball • Swimming • Multi sports • Lacrosse • Cross country • Bouldering • Skelton 7s <p>Organise friendly matches with local teams</p> <p>Dance workshop and theatre visit if this is possible and safe.</p> <p>Whole school outdoor sports day with family attendance if possible.</p>	<p>Transport costs to venues</p> <p>£1000</p> <p>Spent ~ £362.70</p>	<p>It was so good to be able to return to attending local competitions. We competed in netball, football and rounders tournaments, as well as the area swimming gala. Children also enjoyed multi sports, a bouldering challenge day and badminton and cheerleading come and try experiences. Transport costs were kept down by use of staff cars to local venues. Swimming lessons in the outdoor pool were enjoyed by all children in school (nursery through to Year 6) with the train journey and time in the play park adding to the physical and mental positives of this experience.</p> <p>We also had a fun and inclusive sports day with families which was thoroughly enjoyed by all. We received very positive feedback.</p>	<p>Plan for access to a wide range of festivals and competitions. Try to have another whole school visit to the Sheepmount stadium for a day of athletics.</p> <p>Use additional lacrosse equipment in lessons and for mini tournaments (plan time to do this with EP).</p> <p>If U-Dance is back attend. Also, try to arrange for older children to go to alive dance performance if possible.</p>	
Signed off by					
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Date:	31-7- 22				
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