

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Use of specialist coaches to deliver excellent PE lessons to all children across both Key Stage 1 and Key Stage 2 for the first two terms. Providing greater knowledge and skills to both the children and the teacher (CPD).</li> <li>• Use of coaches to deliver after-school clubs which has been available for children in both Key Stage 1 and 2 throughout the year which has increased participation in sports and activity levels.</li> <li>• Providing a wider range of new experiences for all children within school with projects such as 'Forest Schools'.</li> <li>• Setting up specialised programmes to help children develop their strength and fine motor skills which support them in PE but also across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Greater participation in competitive sports needed across inter-schools competitions. We have attended some but we would like to increase this next year.</li> <li>• Increase awareness of sports, health and fitness within school by developing 'The Weekly Mile' so we can do it all year round – running track to be developed on school field.</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	Cannot complete due to no swimming being available this academic year – COVID-19.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Cannot complete due to no swimming being available this academic year – COVID-19.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Cannot complete due to no swimming being available this academic year – COVID-19.

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?

Cannot complete due to no swimming being available this academic year – COVID-19.

## 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: £16, 480	Date Updated: 10/07/2020		
<b>Key indicator 1:</b> 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 <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>To provide <b>all</b> children with access to specialist knowledge and skills in order to improve their sporting ability, knowledge and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist PE coaches from GLL and Carlisle Utd have been employed throughout the year to deliver PE lessons for both KS1 and KS2, providing sports which otherwise would not be possible.</li> </ul>	£4086.56	<ul style="list-style-type: none"> <li>Children have progressed well with their PE skills as shown on our assessment charts for each child. Their knowledge and understanding of sporting vocabulary and tactics within games has greatly improved. In particular, their knowledge and understanding of a wider range of different sports has improved. Such as, tri-golf, lacrosse and tag rugby. Some children have shown a keen interest in these sports and have discussed the possibility of taking them up outside of school.</li> <li>Over not only this academic year, but across the past few whilst funding has been available, the children have had access to a wider range of games and activities which we could not have provided ourselves. Some of these, as mentioned above, have this year included lacrosse, tri-golf and tag rugby. The children have been very engaged in these new activities and it</li> </ul>	<ul style="list-style-type: none"> <li><b>All</b> children have a good set of skills to progress into the next academic year and the teachers which accompany the session have developed skills and knowledge which they can now go on to use.</li> <li>To continue to use these coaches next year to provide PE lessons for <b>all</b> children ensuring a different range of sports are covered.</li> </ul>

			has given some of them a more positive view of sports and exercise.	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>To provide children with more opportunities to become increasingly active by providing them with suitable equipment.</li> <li>To provide all children with the opportunity to access extra-curricular sports.</li> <li>Awareness of sports and exercise to be made greater through after school sessions.</li> <li>Improve children's strength and fine motor skills.</li> </ul>	<ul style="list-style-type: none"> <li>Purchasing of new PE equipment for children to use during playtimes – balance bikes.</li> <li>Specialist PE coaches have been employed to deliver after school sessions for the whole school. From Reception to Year 6.</li> <li>Programme purchased 'Smart Move' and children identified who would benefit from activities to</li> </ul>	<p>£300</p> <p>£808</p> <p>£179.90</p>	<ul style="list-style-type: none"> <li>The new resources purchased make sport and exercise more widely available for children at play times. Children use 'play boxes' during playtimes and can rotate the items used each week. This allows them to use a variety of equipment and gain skills which are transferrable between sports. In particular, these balance bikes have meant that more KS1 pupils can participate at any one time. Research suggests that balance bikes help to improve core strength and movement which is highly beneficial for children to develop.</li> <li>All sporting extra-curricular activities have been well attended by a range of children from a variety of ages. Improvements have been made in children's progress and achievement in these sports. Sports/activities have included: dance, cricket and multi-skills.</li> <li>Children have developed better upper body strength and fine motor skills which have helped across the whole curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Purchasing this equipment means we will have it for many years to come and it will benefit not only the children of this academic year but also future years.</li> <li>Continue to provide sporting after school clubs which are open to all.</li> <li>Continue to use with identified children as needed.</li> </ul>

	develop strength and fine motor skills. These skills help across all sports and throughout the curriculum with skills such as handwriting for example.			
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and 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:
<ul style="list-style-type: none"> <li>To provide the KS1 and KS2 PE teachers with a CPD opportunity in gathering specialist knowledge and teaching skills.</li> <li>Allow PE lead time to support and work alongside outside agencies to develop teaching strategies, knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist PE coaches from GLL and Carlisle Utd have been employed throughout the year to deliver PE lessons for both KS1 and KS2.</li> <li>Funding used to pay for PE lead teacher to experience supporting alongside outside coaches as a CPD opportunity.</li> </ul>	(See key indicator 1)  £4267.50	<ul style="list-style-type: none"> <li>Teachers are now more confident in delivering a wider range of PE lessons in the future; covering games, athletics, gymnastics and dance.</li> <li>PE lead is now more confident and able to deliver a wider variety of sports to the children within school. Also, the children have had the benefit of two teachers being able to deliver and support their PE lessons throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>If funding were to stop, we are confident that our PE teachers have now acquired a greater knowledge and range of skills in order to teach a wider variety of sports.</li> <li>To continue next year to develop further and with different staff to widen our skill set across the school.</li> </ul>
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:
<ul style="list-style-type: none"> <li>Whole school participation in Forest Schools.</li> </ul>	<ul style="list-style-type: none"> <li>Booking of Forest School for all children within school.</li> </ul>	£812.50	<ul style="list-style-type: none"> <li>Children across the school have been able to participate in experiencing Forest Schools across a range of weeks. They have developed skills which otherwise they would not have experienced. They have learnt resilience, team building, perseverance and teamwork.</li> <li>Accompanying staff have also had the</li> </ul>	<ul style="list-style-type: none"> <li>This programme has enabled pupils to develop some life skills, skills which will support them within school and once they move on from Primary Education.</li> <li>We would like to continue with Forest Schools next year in order to develop these</li> </ul>

<ul style="list-style-type: none"> <li>Increase activities which cover health and wellbeing and mental health.</li> </ul>	<ul style="list-style-type: none"> <li>Programme purchased which allows all children within school to gain access to learning and activities which promote health and wellbeing and mental health.</li> </ul>		<p>experience of working with children in a different setting and have developed skills which are transferable across the curriculum.</p> <ul style="list-style-type: none"> <li>Evidence of this has yet to be seen as this was purchased before the pandemic and therefore as of yet as not been used fully.</li> </ul>	<p>further.</p> <ul style="list-style-type: none"> <li>To fully engage with new programme for all children across both Key Stages next year.</li> </ul>
<p><b>Key indicator 5: Increased participation in competitive sport</b></p>				<p>Percentage of total allocation:</p> <p style="text-align: center;">%</p>
<p>School focus with clarity on intended <b>impact on pupils:</b></p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>Increase attendance at competitive events so the children can participate against other schools.</li> </ul>	<ul style="list-style-type: none"> <li>Transport paid for out of sports funding to allow children to participate in competitive sports, mainly gymnastics and athletic competitions.</li> </ul>	<p>£155.00</p>	<ul style="list-style-type: none"> <li>Children have enjoyed and gained experience from competing against other schools competitively.</li> <li>Children are becoming more confident in competing in a more competitive manner.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure we continue to provide opportunities for children to participate in competitive sport throughout the year.</li> </ul>