



**Carnforth  
School**

INSPIRING EXCELLENCE

“I want every child to be able to aim for the stars, and to be supported in reaching them.” (David Laws, Education Minister, 2012). Since September 2013 each school has received funding called Sports Premium. The funding is to make ‘additional and sustainable improvements to the provision of PE and sport for the benefits of all pupils to encourage the development of healthy, active lifestyles.’ (Gov) This means that we can use the premium to:

- Develop or add to the PE and sport activities that our school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future year.

In 2014 Prime Minister David Cameron committed to continue the funding for the Primary PE and Sports Premium until 2020 and in July 2017 the DfE confirmed the doubling of the PE and Sports Premium.

This funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport, and will see money going directly to primary school Head Teachers to spend on improving the quality of sport and PE for all their children. The sport funding can only be spent on sport and PE provision in schools.

## **2019/2020 Sports Premium Strategic Plan Impact**



<b>Number of children</b>	<b>155</b>	
<b>Allocation for September 2019 - July 2020</b>	<b>£17550 (carry forward of £10,082.46) Total spend: £7,467.51</b>	
<b>Current Attainment</b>	<b>% expected and above</b>	<b>% exceeding</b>
<b>End of KS1</b>	<b>Target 88%</b>	<b>Target 25%</b>
	<b>Due to COVID-19 last data catch was Autumn 2019.</b>	<b>Due to COVID-19 last data catch was Autumn 2019.</b>
<b>Current Attainment</b>	<b>% expected and above</b>	<b>% exceeding</b>
<b>End of KS2</b>	<b>Target 82%</b>	<b>Target 24%</b>
	<b>Due to COVID-19 last data catch was Autumn 2019.</b>	<b>Due to COVID-19 last data catch was Autumn 2019.</b>

#### **Pupil Voice**

**“I like gymnastics because it helps me exercise and become more flexible,” Drey.**

**“The mile makes me feel awake and ready to learn,” Romanie.**

**“Bell boating helped us to work as a team and work well with our friends,” Alex.**

**“I liked watching the other school race, it was a great experience attending the swimming gala,” Bethany.**

At Carnforth School we are fully aware of the importance of Sport and PE. We are committed to providing our children with the opportunities to get participate in a variety of different sports and games in a competitive environment, to foster a love of sport that remains with them for life and opens up opportunities beyond what we offer at school. That we provide opportunities to develop healthy, active lifestyles through:

1. the engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE and sport is raised across the school as a tool for whole-school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

The DfE vision is that, “all pupils leaving primary school to be physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.”

The Primary School Physical Literacy Framework, developed by Youth Sports Trust, Sport England, County Sport Partnership Network, Association of Physical Education and Sports Coach UK describe Physical Literacy as, “the motivation, confidence, physical competence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity. Enabling them to be physically literate supports their development as competent, confident and healthy movers.”

**The improvements in school will provide additional, sustainable improvements to the provision of PE and sport for all pupils and to encourage healthy, active lifestyles as:**

- Staff members will have increased their knowledge, skills and confidence teaching Physical Education
- Pupils will be educated about the positives of a healthy active lifestyle
- Pupil will be provided with a broader experience of sports

## 1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles

At Carnforth School we feel having a healthy active lifestyle is key to having positive mental health and as a result encouraging children to take up daily exercise and healthy eating is paramount. This viewpoint is supported by the Mental Health organisation who have produced a report that supports this. They believe that:

Physical activity has a huge potential to enhance our wellbeing. Even a short burst of 10 minutes' brisk walking increases our mental alertness, energy and positive mood.

Participation in regular physical activity can increase our self-esteem and can reduce stress and anxiety. It also plays a role in preventing the development of mental health problems and in improving the quality of life of people experiencing mental health problems.

### **Impact on our mood**

Physical activity has been shown to have a positive impact on our mood. A study that asked people to rate their mood immediately after periods of physical activity (e.g. going for a walk or doing housework), and periods of inactivity (e.g. reading a book or watching television) found that the participants felt more content, more awake and calmer after being physically active compared to after periods of inactivity. They also found that the effect of physical activity on mood was greatest when mood was initially low. There are many studies looking at physical activity at different levels of intensity and its impact on people's mood. Overall, research has found that low-intensity aerobic exercise – for 30–35 minutes, 3–5 days a week, for 10–12 weeks – was best at increasing positive moods (e.g. enthusiasm, alertness).

### **Impact on our stress**

When events occur that make us feel threatened or that upset our balance in some way, our body's defences cut in and create a stress response, which may make us feel a variety of uncomfortable physical symptoms and make us behave differently, and we may also experience emotions more intensely. The most common physical signs of stress include sleeping problems, sweating, and loss of appetite. Symptoms like these are triggered by a rush of stress hormones in our body – otherwise known as the 'fight or flight' response. It is these hormones, adrenaline and noradrenaline, which raise our blood pressure, increase our heart rate and increase the rate at which we perspire, preparing our body for an emergency response. They can also reduce blood flow to our skin and can reduce our stomach activity, while cortisol, another stress hormone, releases fat and sugar into the system to boost our energy. Physical exercise can be very effective in relieving stress. Research has found that highly active individuals tend to have lower stress rates compared to individuals who are less active.

### **Impact on our self-esteem**

Exercise not only has a positive impact on our physical health, but it can also increase our self-esteem. Self-esteem is how we feel about ourselves and how we perceive our self-worth. It is a key indicator of our mental wellbeing and our ability to cope with life stressors. Physical activity has been shown

to have a positive influence on our self-esteem and self-worth. This relationship has been found in children, adolescents, young adults, adults and older people, and across both males and females.

**Dementia and cognitive decline in older people**

Improvements in healthcare have led to an increasing life expectancy and a growing population of people over 65 years. Alongside this increase in life expectancy, there has been an increase in the number of people living with dementia and in people with cognitive decline. The main symptom of dementia is memory loss; it is a progressive disease that results in people becoming more impaired over time. Decline in cognitive functions, such as attention and concentration, also occurs in older people, including those who do not develop dementia. Physical activity has been identified as a protective factor in studies that examined risk factors for dementia. For people who have already developed the disease, physical activity can help to delay further decline in functioning. Studies show that there is approximately a 20% to 30% lower risk of depression and dementia for adults participating in daily physical activity. Physical activity also seems to reduce the likelihood of experiencing cognitive decline in people who do not have dementia.

**Impact on depression and anxiety**

Physical activity can be an alternative treatment for depression. It can be used as a standalone treatment or in combination with medication and/or psychological therapy. It has few side effects and does not have the stigma that some people perceive to be attached to taking antidepressants or attending psychotherapy and counselling. Physical activity can reduce levels of anxiety in people with mild symptoms and may also be helpful for treating clinical anxiety. Physical activity is available to all, has few costs attached, and is an empowering approach that can support self-management.

For more details about how physical activity can help increase wellbeing and prevent or manage mental health problems, read the [full report](#), or get more information about how exercise can improve your mental health on the website: [www.mentalhealth.org.uk](http://www.mentalhealth.org.uk).

Sport	Year Group	Objective	Implementation	Cost	Lead	Resources	Monitoring	Timescale	Impact
The Daily Mile	Y1 - 6	To ensure that all pupils participate in daily sporting activity	To complete the daily mile	£52.93	Class teacher	Spare PE kits	Pupil Voice Learning walks Teacher voice	Daily	Provides pupils with a brain break that enables them to increase their concentration and attention when back in the learning environment.

									Fitness levels improving due to the increase in activity. Increased number of children achieving the mile. "Clear the children's mind and provides structure for the afternoon. It allows children to release energy."
<b>Break and lunchtime sports/games</b>	Y1 - 6	To ensure that all pupils participate in daily sporting activity	Zone the playground Timetable a variety of sports	£910.49	Class teacher Lunch time supervisors	Sporting equipment Timetable of sports/games	Pupil voice  Learning walks  Staff voice	Daily	Significant decrease in the number of incidents at lunchtime and break times. Observations show structured activities happening.
<b>Healthy Ambassadors</b>	Y1 - 6	To raise the profile of a healthy lifestyle	Healthy tuckshop Healthy lunchboxes Workshops for pupils	£137.58	All staff	Training Advertising Cook	Pupil voice Parent voice Health lunchboxes	Daily throughout the year	Healthy ambassadors have been voted democratically within each class. Two per class. Key Stage 2 children have

			and parents Organise activities for children to play at break and lunchtimes						enjoyed the fruit and nutritious snacks provided by the ambassadors.
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**2. Raise the profile of PE and sport being raised across the school as a tool for whole school improvement**

**3. Increased confidence, knowledge and skills of all staff in teaching PE and sport**

At Carnforth School all pupils have the opportunity to participate in dance and gymnastic sessions led by coaches alongside their class teacher. The use of coaches within sports is a useful attribute within the school as it provides a clear focus to each lesson as the coaching is sports specific. The teacher works alongside the coach and is supported, rather than replaced or displaced. The teacher is able to develop their own skills as well as their confidence and competence within a particular area. The benefits can also be reciprocal as the coach is able to learn skills from the class teacher such as promoting positive behaviours, large group organisation and ensuring a safe environment. At Carnforth School the children enjoy having a range of coaches in school. Studies have shown that sports coaches can be very beneficial role models and bring many benefits to schools.

According to Wesport the benefits of using coaches in schools are that they:

Provide additional capacity to help schools deliver a greater range of sports opportunities for children.

Work alongside teachers to improve their knowledge around the development of core skills in young people such as locomotion, object control, stability, balance and co-ordination.

Support teachers to develop FUNdamental movement skills in young people to help them to be more confident to participate in sport and physical activity as part of a healthy and active lifestyle.



Promote lifelong participation in sport and physical activity to young people.

Be role models and play a pivotal role in the mentoring and development of young leaders as coaches

Contribute to the raising achievement agenda in schools through developing confidence and self-esteem in young people through sport and through educating young people on the importance and value of sport.

Support the transition between school and community sport through helping to create and develop links with local community sports clubs.

Sport	Year Group	Objective	Implementation	Cost	Lead	Resources	Monitoring	Timescale	Impact
Swimming/Dance/Gymnastics/Orienteering	Y3	To upskill the Sports Lead	Swimming coach to train Sports Lead on teaching the skills of swimming.  Gymnastics coach to meet with the sports lead to focus on the skills of teaching gymnastics.  Dance teacher to train Sports Lead on dance performance.  Attend an orienteering course.  Attend an EVC course.	£1537.14	Sports Lead	Time  Cover for training	PE lead to complete swimming course  Increase in swimming attainment	Autumn  Spring	PE Lead met with Swimming, Dance and Gym coaches for training on how to teach the skills. PE lead disseminated the training to all staff. PE Lead attended an orienteering and EVC course. Completed knowledge organisers and skills continuums to support teaching and learning.

<b>Dance</b>	Y1-6	<p>Increase boys participation in dance To develop physical skills(fine and motor) Lessons observed are of a high quality</p>	<p>Each class to receive half a term of dance sessions</p> <p>Dance sessions led by experienced and qualified dance teacher</p> <p>Class teachers to work alongside dance teacher to develop their own practice</p> <p>Teachers to be given planning from dance teacher and have time to assess and check – opportunity to discuss</p> <p>Learning outcomes for unit of work identified</p> <p>Aspect of P.E teaching the teacher would like to develop</p>	£1530	<p>Class teacher</p> <p>Dance Coach</p>	Dance teacher	<p>PE Lead to complete lesson observations of dance teacher and teachers</p> <p>Pupil interviews and questionnaires</p> <p>Data analysis</p>	<p>Autumn term</p> <p>Spring term</p>	<p>Expected and above</p> <p>Y1 86%</p> <p>Y2 85%</p> <p>Y3 85%</p> <p>Y4 82%</p> <p>Y5 78%</p> <p>Y6 81%</p>

			<p>During unit PE Lead to monitor quality of delivery in relation to objectives</p> <p>End of unit a review is completed</p> <p>Progress of children against set learning outcomes</p> <p>Teacher review of their own practice development</p>						
Gymnastics	Y1 – Y6	<p>To instil in children a love of sport and physical activity. To develop physical skills(fine and motor) Develop independent sporting activities Provide children with high quality gymnastics education</p>	<p>Each class to receive half a term access to Worcester Gym</p> <p>Children rotate around different sections each lesson focussing on different skills.</p> <p>Each section is led by experienced and qualified instructors.</p> <p>End of unit a review is completed</p> <p>Progress of children against set learning outcomes</p>	£1844	Class Teacher Worcester Gym – qualified staff	Worcester Gym Facility coach travel	<p>PE Lead to complete lesson observations of dance teacher and teachers</p> <p>Pupil interviews and questionnaires</p>	Termly	<p>Y3/Y1/Y2/Y6 attended only</p> <p>Expected and above data: Y1 87% Y2 89% Y3 85% Y6 74%</p>

		To broaden the sporting opportunity available to pupils	Teacher review of their own practice development  Class teachers to work alongside instructors				Assessment analysis for each class		
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#### 4. Broader experience of a range of sports and activities offered to all pupils

#### 5. Increase participation in competitive sports

At Carnforth School we endeavour to enhance our pupils experience of sport by offering a range of opportunities to participate in both adventure and sporting activities because we feel it is key to our pupils academic achievement and wellbeing. According to Sport England physical activity can reduce stress and anxiety, with the mastering of new skills often increasing confidence and self-esteem. That there is much evidence that physical activity contributes to enjoyment and happiness, and more broadly to life satisfaction, with the element of social interaction often cited as central to this. Also volunteers and sports fans also experience increased life satisfaction, associated with having a sense of purpose and pride. That self-esteem and confidence are known to increase through short or long term participation or volunteering, because of the opportunity to develop new skills and relationships. That there is general agreement that sport and physical activity has the potential to reduce anxiety and depression symptoms, with most evidence on this focusing on specific subgroups. Other positive outcomes include improved cognitive functioning, benefits for people with dementia, and impacts around emotion regulation.

Sport	Year Group	Outcome	Implementation	Cost	Lead	Resources	Monitoring	Timescale	Impact
Rock Climbing	Y1 – 6	To experience a different sport	Each class to attend a rock climbing session	£372.16	Rock climbing instructor Teachers	Coach	Pupil voice	Spring term	Y5 experienced rock climbing

			Y5 to experience rock climbing during residential trip					Autumn Term	during the residential.
<b>Multi-Activity sessions</b>	Y3 - 6	To experience a range of water sports -	Each class to attend multi-activity sessions for half a day experiencing two new water sports. These could include: kayaking, canoeing, sailing, windsurfing, stand up paddle boarding  Y5 to experience water sport through the residential trip	£372.16	Teachers	Coach	Pupil voice	Summer term  Autumn Term	Y5 experienced water sports during the residential
<b>OAA</b>	Yr 4 & 5	Experience a range of outdoor, adventurous activities. To develop teamwork and problem-solving skills.	Children to take part in activities such as rock climbing, canoeing and orienteering	£372.16	Class teacher	Travel Accommodation Equipment	Pupil Voice	Autumn Spring	"What busy days we had – climbing, canoeing, weaselling, beach combing, gorge walking and a night walk! We were brave and determined, excited and scared, resilient and supportive, creating memories we will never forget!" Year 5

<b>Bell Boating and Regatta</b>	Yr 5	<p>To develop team work skills</p> <p>To ensure children have an understanding of the dangers associated with water and how to stay safe.</p> <p>To broaden the sporting opportunity available to pupils</p> <p>To experience competition against other schools</p>	<p>Each class to have 1 full day on the river with qualified helm</p> <p>Class teachers to work alongside coaches to develop their own practice</p> <p>Opportunity for teachers to attend helm courses to take children out</p> <p>Pupil questionnaire to be given out before and after attending sessions – focus on confidence and resilience.</p> <p>PE Lead available to discuss outcomes and progress with class teachers</p> <p>End of unit a review is completed</p> <p>Progress of children against set learning outcomes</p>	£600	<p>Class Teacher</p> <p>Qualified helms</p>	<p>Use of bell boating equipment</p> <p>Coach</p> <p>Instructor</p>	<p>Pupil interviews and questionnaires</p>	Summer Term	Did not attend due to COVID-19

<b>Swimming gala</b>	Year 5/6	To develop team work skills To promote a competitive ethos To experience competition against other schools	Children swim once a week for a term  Swimming instructor leads the swimming	£81.30	Class teacher	Release Time  Travel	Competition Results  Pupil voice	Summer term	"It was really exciting and we got to use different equipment." Millie.  Achieved 6 <sup>th</sup> place in the competition.
<b>Dance festival</b>	Y1 – 6	To develop team work  To raise the profile of performing arts	PE Lead to plan dance performance/festival with dance teacher to be held at another school's theatre.	£200.19	Dance teacher  Class teacher	Planning time  Dance teacher  Coaches	Pupil Voice  Parent voice	Spring term	Planning meeting completed to organise Dance performance

Sports Day	Y1 - 6	<p>To develop team work skills</p> <p>To promote a competitive ethos</p>	<p>Class teachers to teach athletics skills</p> <p>Progress of children against set learning outcomes</p>	£57.40	Class teacher	<p>Equipment</p> <p>Medals</p>	<p>Pupil voice</p> <p>Data analysis</p>	Summer term	Event did not happen due to COVID-19 but equipment purchased ready for the event
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