

“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.

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.

**2021/2022 Sports Premium Strategic Plan - Impact**

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| **Number of children** | **149** | |
| **Allocation for September 2020 - July 2021** | **£16,009 + £1490** | |
| **Total allocation** | **£17,490** | |
| **Current Attainment** | **Target % expected and above** | **Target % exceeding** |
| **End of KS1** | **80%** | **15%** |
| **Current Attainment** | **Target % expected and above** | **Target % exceeding** |
| **End of KS2** | **77%** | **14%** |
| **Pupil Voice** | | |
| 1. Daily Mile: Preston said, “It’s been great to try and run my personal best.” Daisy said, “It’s good to exercise and get some fresh air.” 2. Taekwondo: Riley said, “I liked learning new moves and skills to defend myself.” Ryan said, “I enjoyed learning how to do high kicks and punches.” Lillie said, “I enjoyed learning how to kick in a safe way.” 3. Exercise equipment: Evie said, “I like the machine where you can swing your legs because it’s fun.” Jake said, “It’s fun, the different equipment helps me to exercise.” Leo said, “There are more opportunities to exercise and I really like the new rowing machine.” 4. Dance: Finley said, “I like that we get to learn new dances by learning some new dance games.” Daniel said, “I like it because it is good exercise and I enjoyed moving to the music.” Parker said, “I enjoy it because there is lots of moving and fun activities.” Jake said, “The type of music and style of dance is really fun.” | | |
| 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 | | |

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| 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 problemsand 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 symptomsand 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](https://www.mentalhealth.org.uk/content/assets/PDF/publications/let's-get-physical-booklet.pdf?view=Standard), or get more information about how exercise can improve your mental health on the website: [www.mentalhealth.org.uk](https://www.mentalhealth.org.uk/). | | | | | | | | | | | | | |
| Sport | | Year Group | | Objective | | Implementation | Cost | Lead | Resources | Monitoring | | Timescale | |
| **The Daily Mile** | | Y1-6 | | To ensure that all pupils participate in daily sporting activity | | Complete and record the daily mile | £2790 | Class teacher and PE Lead | Record sheet  Staffing | Data analysis  Pupil Voice  Staff voice | | Autumn  Spring  Summer | |
| **Bikeability** | | Y4,5 and 6 | | To raise the profile of a healthy lifestyle    To encourage healthier alternatives for travel    To embed lifelong physical activity habits | | Participate in bikeability cycle training. Year 4 level one. Year 5 and 6 level 2 | £650 | Class teacher | Instructor    Bike hire | Pupil voice    Staff voice    Observation | | Summer | |
| **Exercise equipment** | | Y1 - 6 | | To raise the profile of a healthy lifestyle    To gain an understanding about farming | | To replace adult exercise equipment with children’s exercise equipment | £6512.93 | Head Teacher | Exercise equipment and installation | Pupil voice    Observation | | Autumn | |
| **Sporting Equipment** | | Y1-6 | | To support sporting activities in school | | Lessons fully resourced for PE lessons | £115.18 | PE Lead | PE Equipment | Observations | | Autumn | |
| **2. Raise the profile of PE and sport 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 |
| **Swimming** | Y4,5 and 6 | | To increase the number of children achieving the 3 national curriculum requirements for water safety at the end of KS2 | | To provide additional top-up swimming lessons to meet the 3 national curriculum requirements. | | | £1300 | Sports Lead | Pool Hire  Instructor  Travel  Staffing | Data analysis | | Autumn  Spring  Summer |
| **Dance Xchcange** | Y1 - 6 | | To develop staff knowledge and confidence in the teaching of dance | | Staff will confidently plan and teach dance | | | £3500 | Sports Lead | Dance Teacher | Staff voice | | Autumn  Spring  Summer |
| **Coaching** | Y1-6 | | To develop staff knowledge of Physical Education and its importance | | Audit staff knowledge on Physical Education strands. Identify needs of staff. Plan a coaching strategy with staff as required. Implement and train staff on PE continuum and assessment tool. Monitor the use of the PE continuum and assessment took to identify its impact. | | | £2912 | Sports Lead | Staff | Staff Voice  Planning trawl  Data | | Autumn  Spring  Summer |
| **4. Broader experience of a range of sports and activities offered to all pupils**  **5. Increase participation in competitive sports** | | | | | | | | | | | | | |
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| 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 |
| **Bell Boating and Regatta** | Yr 5 | | To develop team work skills  To ensure children have an understanding of the dangers associated with water and how to stay safe.  To broaden the sporting opportunity available to pupils  To experience competition against other schools | | Year 5 to have 2 full days on the river with qualified helm  Class teachers to work alongside coaches to develop their own practice  Pupil questionnaire to be given out before and after attending sessions – focus on confidence and resilience.  PE Lead available to discuss outcomes and progress with class teachers  End of unit a review is completed  Progress of children against set learning outcomes | | | £600 | Class Teacher  Qualified helms | Use of bell boating equipment  Travel  Instructor  Regatta | Pupil interviews and questionnaires | | Summer Term |
| **Festival and events** | Year 1-6 | | To develop team work skills  To promote a competitive ethos  To experience competition against other schools | | Sports Day  Volley ball competition  Tag rugby competition  Handball competition  Hockey competition  Netball competition  Football competition | | | £500 | Class teacher  PE Lead  Travel  Equipment | Minibus | Competition Results  Pupil voice | | Summer term |
| **Healthy Living Days** | Y1 - 6 | | To experience new sports and understand the importance of healthy living | | Source new sports for children to experience. Plan healthy living days for the children to experience new sports and understand the importance of healthy living for the mind and body. | | | £3050 Rearranged day from 2020-2021  Taekwon do £210 Climbing wall £329.17 | PE Lead External agencies | Equipment External companies | Pupil voice | | Autumn Spring Summer |
| **Sporting enriched experiences** | Y1 – 6 | | To experience new sports | | Variety of after school clubs offered.  Opportunities offered to participate in specialist sports | | | £2000 | PE Lead | External companies  Equipment | Pupil voice  Data analysis | | Spring  Summer |
| **Residential** | Y4 - 6 | | To experience new sports.  To develop teamwork skills | | Attend a residential outdoor centre.  Experience adventurous activities.  Work together to solve problems to complete activities. | | | £2238 | Assistance to costs | Centre costs  Equipment | Pupil Voice | | Summer |

Allocated contingency £496.72

**Evaluation:**

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| **This is based on data set 2021 to 2022** | | |
| **Achievement** | **Actual % On track and above** | **Actual % above** |
| **End of Key Stage 1** | 83% | 13% |
| **End of Key Stage 2** | 77% | 14% |

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| **Estimated Allocation + Carry Forward** | **Actual Funding received** |
| £9764.00 | £17440 |
| **Area 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  **Total Allocation: £10,607.28** | * All children who attended school have the opportunity to engage in a daily 15-minute slot to see how many laps of our mile track they could run to achieve a mile (12 laps =1 mile). This Provided pupils with a brain break that enabled them to increase their concentration and attention when back in the learning environment. Fitness levels improved due to the increase in activity with an increased number of children achieving the daily mile (12 laps). Additionally this year children who has previously completed the daily mile were able to complete a personal best time. * Year 4, 5 and 6 who attend school have the opportunity to complete Bikeability which provided children with the knowledge to be safe whilst travelling on a bike. This encourages children to cycle to school and complete exercise in a safe manner and enables the children to exercise on a bike safely. * The installation of new playground to replace old playground equipment has allowed children from Year 1 – 6 to access the exercise the equipment. It is an opportunity for the children to exercise in a fun and exciting way and the new equipment is age appropriate for Year 1 – 6 compared to the old equipment which was recommend to KS2 pupils only. * Install of new playground exercise equipment completed 7/3/22 – 8/3/22   A picture containing outdoor, sky, building, road  Description automatically generatedA picture containing outdoor, building, sky, road  Description automatically generatedA picture containing outdoor, sky, road  Description automatically generated  **Total Spent: £9,302.93** |
| **Area 2:** the profile of PE and sport is raised across the school as a tool for whole-school improvement  **Total Allocation: £1300** | * Children in Year 4, 5 and 6 were given the opportunity to take part in top up swimming sessions to increase the number of children achieving the 3 national curriculum requirements for water safety at the end of KS2 * Swimming data:   Expected and above data:  Y4: 58%  Y5: 74%  Y6: 60%  As a result of the top up swimming sessions enabled an increased amount of children accessing the age related swimming expectations for there year group.  **Total Spent: £1029.50** |
| **Area 3**: increased confidence, knowledge and skills of all staff in teaching PE and sport  **Total Allocation: £6412** | * Due to staff being present at each dance session ran by Dance Xchange, who are a professional dance company, staff knowledge of dance delivery, age expectation and assessment has improved and staff feel confident to plan and teach dance sequences. * After the delivery of CPD staff voice indicated that they feel confident using the PE continuums to plan and assess PE alongside our school’s progression documents.   It is evident that PE continuums and progression documents are used within planning.  Expected and above:  Y1: 86%  Y2: 83%  Y3: 88%  Y4: 70%  Y5: 63%  Y6: 77%  **Total Spent: £6862.00** |
| **Area 4:** broader experience of a range of sports and activities offered to all pupils  **Total Allocation: £7784.72** | * Year 4, 5 and 6 attend residential trips this year and were able to experience outdoor and adventurous activities. Children were also provided with the opportunity to work together as a team to solve problems and complete activities.   Pupil Voice:  **Llanrug Y5&6**  ‘The trip was good because it was nice to stay in a room with my friend but it got even better when I scaled a mountain and when I entered a cave - needless to say that this week long trip was the best trip!’  ‘The trip to Llanrugg was extremely good because we got to go to the beach and climb mountains! Climbing the waterfall was incredibly tricky but no=one gave up! This was one of the best trips I have ever been on!’  **Oakwerwood -Y4**  ‘The trip to OakerWood was brilliant because I enjoyed staying overnight in the cabins and playing capture the flag’  ‘Eating together and camp fires were really good fun and doing the Zip Line’   * Healthy Living days were planned and ran in the Autumn, Spring and Summer terms. Children had the opportunity to be active by experiencing a climbing wall, taekwondo, Worcester Warriors rugby, Kidderminster Harriers football and Athletics coaching from Great British athletes. The children were able to learn about having a healthy mind by completing mindfulness sessions including yoga and were able to listen to an interactive talk from Great British athletes who spoke about being determined and resilient. Also, children were given the opportunity to learn about eating healthy foods and making healthy choices and we were visited by ‘CREED’ our school catering company who spoke about the importance of eating healthy foods and explained how the children could make healthy choices. As a result of the healthy living days children have a much greater understanding of how to keep themselves healthy and how physical exercise can contribute to a healthy lifestyle. The broader range of sports enabled children who are perhaps not normally the children who join sports teams and clubs at school to find supports that they enjoy and want to continue to participate in.   Pupil voice from the Healthy Living Days:  ‘The climbing wall was amazing I have never climbed like that before’  ‘It's been great to learn how to kick and punch safely during Taekwondo’  ‘I loved tasting all of the different kinds of fruit’  **Total Spent: £8978.74** |
| **Area 5:** increased participation in competitive sport  **Total Allocation: £1100** | * The entire school had the opportunity to take part in Sports Day. The day enabled children to participate in an event where they could be competitive. Each child was allocated to a team house for the event and were able to spend time together prior to the event in order to build and discuss values of teamwork. On the day of the event, all of the children were able to experience competition against another team and were able to learn the values of sportsmanship needed when either they won or lost a race. * A mixture of Year 4, 5 and 6 mixed girls and boys teams had the opportunity to attend a Black Pear Trust football tournament. This was a brilliant occasion to participate in competitive games and develop and teamwork skills. As a result of these children had a good understanding of the formalities of the competitive match and the sportsmanship skills needed when either win or lose a match.   Quote from a Year 4 child – ‘Really fun because we were in a real competitive match’  **Total Spent: £1030.83** |
| **Total Actual Spent £27,204** | **Carry Forward £0.00** |