

<b>Total fund allocated: £19900.00</b>				
<b>Key indicator 1 – The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity in a day in school.</b>				
<b>Intention</b>	<b>Implementation</b>		<b>Impact</b>	
<b><i>School focus with clarity on intended impact:</i></b>	<b><i>Actions to achieve:</i></b>	<b><i>Cost:</i></b>	<b><i>Evidence of impact on pupils including wider impact on whole school improvement.</i></b>	<b><i>Sustainability and suggested next steps</i></b>
Playground Leaders Training for pupils in Year 6- to develop young leader leadership skills and confidence.	SGO to deliver a training programme in school for Year 6 class and Lunchtime Welfare Staff. Lead Welfare Assistant to work with Playground Leaders to order equipment and develop a suitable timetable during the spring and summer terms assisting their delivery of activities with KS2 and KS1 children. Equipment audit and source suitable equipment.	<b><i>Included in Sports Premium Offer of £1625.00</i></b>  <b><i>£240.85 for playground equipment</i></b>  <b><i>£56.00 for equipment inspection</i></b>	The children who took on the role of playground leaders had been identified by their class teacher as ones who often lacked confidence and struggled on occasions to work as part of a team. Once the scheme had been established, the children were observed showing more confidence when carrying out their role and were working well as a team. Their class teacher also reported seeing them show more confidence in certain situations such as communicating with adults.  In terms of the younger children, they were now participating regularly in activities each lunchtime whereas before they had struggled to find ways to be active.	<i>Evaluate success of how the Playground Leaders led the play. Identify any barriers. Schedule more training for new children perhaps do this for Year 5 so they are still in school for an additional year.</i>

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<p>To provide fresh impetus into the school's Daily Mile /Golden Mile programme, engaging all children from Reception to Year 6 in daily activity.</p>	<p>Collect data to find out which classes regularly completed the mile last year and establish a routine which can fit within their daily timetable for them to be able to complete the mile as regularly as possible. Adapt the distance for different age groups e.g. 5 minutes of walking; 5 minutes of jogging; 5 times round the track walking or running; 10 times round the track walking or running. Measure how long it takes or how far you get. Review this on a termly basis.</p>		<p>When class timetables were submitted at the beginning of the academic year, very few had identified a time to complete the daily mile. Staff were reminded of this and it was also explained how they could adapt the daily mile to suit the age of the children. When timetables were reviewed at the beginning of the spring term, all classes had either identified a slot to complete the daily mile or were doing it on a flexible basis. More classes were observed participating in the daily mile or adapted versions of it.</p>	<p>Purchase pedometers. <i>Mr Mile (Wyre SSP) to deliver 6hr programme?</i>          Discuss ways of motivating the children to continue with this. Can they collect data from it? Can they complete a chart to say how they feel before and after the activity? What impact does it have on their mood/ability to concentrate when they come back into class? What else could they be doing while they exercise? Link with relevant PSHE and Science units of work next year.          Increase the amount of space which can be used for physical activity in addition to the Daily Mile by sourcing a company who can cover the surfaces of the field which are out of use during wet weather.</p>
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<p>To inspire children to develop healthier lifestyles which take into consideration keeping active and eating a balanced diet.</p>	<p>Move and Learn Year 5</p>	<p><b>Included in Sports Premium Offer of £1625.00</b></p>	<p><i>Children increased their understanding of the importance of a healthy diet and lifestyle. Children took part in a practical session made up of football, handball and dodgeball engaging all pupils in regular physical activity</i>  <i>Class teacher developed greater confidence in delivering a programme designed around promoting a healthier lifestyle.</i></p>	<p>Possible membership of Food for Life and work towards School Awards? Invite group from this class to build a working party which helps promote healthier lifestyles in school? Class teacher to incorporate activities into curriculum planning. Highlight aspects of statutory PSHE and Science across all year groups which cover these areas and promote successes within school.</p>
<p>Encourage children to stay safe and healthy.</p>	<p>Life Caravan whole school</p>	<p><b>£876.00</b></p>	<p><i>Children increased their understanding of keeping healthy and safe using SCARF resources.</i></p>	<p>Highlight aspects of statutory PSHE and relationships and behaviours across all year groups which cover these areas and promote successes within school.</p>

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<p><b>Key indicator 1 – The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity in a day in school.</b></p> <p><b>Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement</b></p> <p><b>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p> <p><b>Key Indicator 5: Increased participation in competitive sport</b></p>				
Intention	Implementation		Impact	
<b>School focus with clarity on intended impact:</b>	<b>Actions to achieve:</b>	<b>Cost:</b>	<b>Evidence of impact on pupils including wider impact on whole school improvement.</b>	<b>Sustainability and suggested next steps</b>
Offering activities which show developmental benefits that help children physically and socially leading to improved self-esteem. Opportunities to learn new skills and develop fundamental movement skills	Ballroom dancing lessons and performance Year 3	<b>£430.00</b>	<i>All children in class took part in learning a dance routine which developed them both physically and socially. They learned new skills, increased their concentration and self-esteem.</i>	
	Blue Moose Dance Year 2	<b>Included in Sports Premium Offer of £1625.00</b>	<i>All children in class took part in learning a dance routine which developed them both physically and socially. They learned new skills, increased their concentration and self-esteem.</i>	
	KS1 Multi-skills	<b>Included in Sports Premium Offer of £1625.00</b>	<b>Cancelled due to COVID-19 restrictions.</b>	

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Offering activities which show developmental benefits that help children physically and socially leading to improved	Passport to Safer Cycling/Bikeability	<b>Included in Sports Premium Offer of £1625.00</b>	<i>The programme was successfully delivered to pupils in Year 6. It enabled them to develop a physically active life skill safely and with confidence. It increased their willingness to participate in a physical activity, increased their independence and developed strategies for keeping physically and emotionally safe. They</i>	Order Passport to Safer Cycling workbooks. Schedule for further Passport to Safer Cycling/Bikeability sessions to take place in the new school year.
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self-esteem and awareness of how to stay physically active and safe.			<i>also improved their recognition of the benefits of active travelling as well as learnt how physical activity and cycling positively affects their physical health and wellbeing.</i>	
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**Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement**

<b>Intention</b>	<b>Implementation</b>		<b>Impact</b>	
<b>School focus with clarity on intended impact:</b>	<b>Actions to achieve:</b>	<b>Cost:</b>	<b>Evidence of impact on pupils including wider impact on whole school improvement.</b>	<b>Sustainability and suggested next steps</b>
Attendance at Wyre SSP Annual Conference planning for a future with or without funding	Attend conference. Share findings with staff at school. Begin planning for the next cycle (2020-21).	<b>£150.00</b>	<b>Conference cancelled due to COVID restrictions.</b>	<b>Funding continuing, plan for how to use funding to be developed.</b>

**Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement** **Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils**  
**Key Indicator 5: Increased participation in competitive sport**

<b>Intention</b>	<b>Implementation</b>	<b>Impact</b>		
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Impact of Sports Premium Funding 2019-20

<b>School focus with clarity on intended impact:</b>	<b>Actions to achieve:</b>	<b>Cost:</b>	<b>Evidence of impact on pupils including wider impact on whole school improvement.</b>	<b>Sustainability and suggested next steps</b>
Promote healthy competition which builds resilience and increases participation in competitive physical	Take part in Poulton Schools Year 5/6 Sports hall Athletics.	<b>£216.00 to use facilities</b>	<i>Broader experience of a range of sports and activities offered. Increased participation in competitive sports. Children who had previously struggled with publicly competitive sports events reported an increase in their resilience and enjoyment due to the way the event was delivered. There was an increase in children's</i>	Continue to attend event if it runs again. Set up team which trains towards the event. Previous attendees from Year 5 can support and coach the new team members. New team
activities and encourages a love of sports Promote healthy competition which builds resilience and increases participation in competitive physical activities and encourages a love of sports.			<i>perceived ability to undertake a new event and compete against other schools in front of an audience. Children were also encouraged to continue developing their participation in athletics events and offered ways to continue to do this. Some children went on to attend a Gifted and Talented event.</i>	members to be selected by class teachers following observations in PE lessons.
	Quidditch Year 6	<b>Included in Sports Premium Offer of £1625.00</b>	<i>All pupils in class grew in confidence. There was an increased participation of pupils in a competitive sport. Also showed an increase in the number of pupils who felt they could overcome challenging learning experiences.</i>	Invite Quidditch coach back into school.

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Basketball Year 6	<b>Included in Sports Premium Offer of £1625.00</b>	Unable to take place due to COVID19 lockdown.	Basketball rescheduled for new school year taking into consideration latest guidelines.
Karate coaching	<b>£840.00</b>	<i>Children who lacked confidence and self-esteem were offered a place at the after-school karate club that was run by an external coach. This allowed them to develop a range of skills including self-discipline. Discussions with class teachers indicated that these children were also showing more confidence in and around the classroom. For some, these sessions provided their only form of regular physical activity apart from PE lessons.</i>	Continue to use karate sessions after school one day a week.
Netball coaching Year 5	<b>£225.00</b>	<i>All children in Year 5 increased their confidence and skills in netball and developed a sense of healthy competition which built resilience and encouraged increased participation in competitive physical activities as well as a love for team games. The class teacher also developed the confidence to deliver netball coaching with an increased level of skill and understanding.</i>	Continue to use netball coach to team teach whole class with class teacher and arrange friendly games between local schools through cluster meetings.

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	<p>Purchase medals Format of Sports Day to celebrate those who have won places in activities including track and field events. Staff training in Sports Day format.</p>	<p><b>£580.00</b></p>	<p><b>Sports Day unable to take place due to COVID-19 restrictions</b>  <i>Gathered evidence of children staying active at home during COVID-19 lockdown:                  Lancashire School Games Activity Timetable was promoted through the newly set up home learning hub on the school website. All classes had the link to this made available. Children in school bubbles followed the activities on the timetable.                  Stay at Home Heroes challenges (provided by SGOs) were completed and submitted to earn the nationally awarded 'Virtual School Games Mark' for Carr Head which is now displayed on the school website.                  Virtual School Sports Day event encouraging all children and their families to take part either at home or in school with photos and videos showing them taking part and an overall winning class take place.                  Lancashire School Games Personal Best Sports Day activities were promoted through the home learning hub and also ran in school. Children in school had the chance to learn the celebration dance.</i></p>	<p>Stay at Home Challenges/Personal best Sports Day Activities could be made use of again in school, display photos/videos of events which took place during lockdown. Links to resources such as iMove, Just Dance and Les Mills could be utilised when bad weather affects outdoor play/as a start to a school day so children can become more active throughout the school day.</p>
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<p>Increase the impact of</p>	<p>Additional lessons for Year 6 pupils who have yet to reach the expected standard.</p>	<p>Within school budget</p>	<p><b>Unable to complete the year's swimming lessons due to COVID-19 restrictions.</b></p>	
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swimming lessons				
Development of outdoor area to promote Mental Health as part of the upcoming statutory aspects of PSHE curriculum relating Health and Relationships Education. To develop staff understanding and build staff confidence when planning and preparing for outdoor lessons which are physically active and mentally stimulating.	Working party to meet and monitor action plan Identified suitable area to be made clear in preparation for construction of site. Children's designs of area submitted which include specific requirements (in line with School Improvement Plan) as part of a competition to encourage whole school community ownership and promote the success of the developed area. Member of staff to attend Outdoor Learning course and submit portfolio of evidence to gain certificate.	<b>£235.00</b>	<i>Member of staff attended course and submitted portfolio. Outdoor lessons prior to lockdown were delivered and meeting held to feedback to working party. Children were more active during the outdoor lessons leading to greater engagement in the activities which were designed. This increased the breadth and range of activities available in school which engaged all children in the class in a more physically active approach to learning.</i>	

## Impact of Sports Premium Funding 2019-20

*This report is on the impact of what has been delivered upon in 2019/20 up until lockdown. Due to the closure of school following the coronavirus outbreak, some timetabled programmes did not take place. There is a carryover of budget from 2019/20 into 2020/21. This money is ringfenced for PE.*

**TOTAL SPEND: £5473.85**

	Income	Expenditure	Balance
Opening balance			£2000.00
PE grant 2019-2020	£17880.00		
Expenditure		£5473.85	
Ring fenced in PROP for MUGA		£8000.00	
<b>TOTAL</b>			<b>£6406.15</b>