

## PRIMARY PE & SPORTS PREMIUM STATEMENT

**Background** - The primary school sport premium investment goes direct to primary school Head Teachers and is designed to support improvements in the quality and depth of PE and school sport. In 2017/18 the amount schools receive, each year has doubled.

**Key Indicators** - The Department for Education vision is that all pupils leaving primary school are physically literate and have the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport. The objective is to achieve self-sustaining improvement in the quality of PE and sport that delivers high quality provision of a balanced and holistic PE and school sport offer. There are 5 key indicators that schools should expect to see improvement across:

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

**Funding** - Individual schools will receive circa £16000-18000 per annum (depending on the number of pupils) which they can use to support these outcomes through various options including; staff CPD, employing specialists to work alongside teachers, cluster work with other schools and partnerships, transport, equipment, hall and pool hire etc.

The total funding for the academic year 2017/18	£21,937.00
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	% 83.05%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% 72%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% 65%
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?	No

**Accountability & Impact** - Schools are required to keep parents informed and publish plans for deployment of premium funding on their website by April of each academic year. Schools will be expected to track pupils to be able to show what improvements have been made and evidence the impact of the sport premium. From September 2013, Ofsted inspectors will assess and report on how effectively this new funding is being used when making the judgement on the quality of the school's leadership and management.

Lead member of staff responsible	Zoe Clemes	Lead Governor responsible	Guy Herrington
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**Time 2 Move** - 'Time2Move' is the Cornwall Framework for PE and School Sport. It has been produced by a range of key stakeholders here in Cornwall including Head Teachers and subject specialists taking into account the outcomes of the primary sport premium and Ofsted recommendations. For those schools seeking a comprehensive school sport offer it provides a blueprint to develop excellent delivery both within and outside the school gates. As part of this initiative schools are provided with advice and guidance including a self-assessment audit and action planning template (for further information go to [www.cornwallsportspartnership.co.uk/pe-and-school-sport](http://www.cornwallsportspartnership.co.uk/pe-and-school-sport)). The following table outlines plans for the deployment of the sport premium funding this year set against the ambitions of the framework.

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Area of Focus & Outcomes	Actions (Actions identified through self-review to improve the quality of provision)	Funding -Planned spend -Actual spend	Impact -Impact on pupils participation -Impact on pupils attainment -Any additional impact -Whole School Improvement (Key Indicator 2)	Future Actions & Sustainability -How will the improvements be sustained -What will you do next
<p><b>Curriculum Delivery</b></p> <p><i>engage young people in a high quality, broad and balanced curriculum</i></p>	<p>External PE specialist to provide CPD PE lessons/ sessions alongside class teacher in personalised areas.</p> <p>2 x Swim coach provided for all key stages during swimming lessons.</p> <p>Increase the amount of hours, pool space for all key stages.</p> <p>New equipment to bought to ensure all games and sports can be accessed</p> <p>Curriculum map used to ensure all year groups have a broad range of PE lessons and PE coverage.</p> <p>External agencies used to deliver other alternative sports linked to the curriculum.</p>	<p>£3000</p> <p>£2500</p> <p>£600</p>	<ul style="list-style-type: none"> <li>- Higher profile of PE created within the school.</li> <li>- High quality lessons delivered to the children.</li> <li>- CPD opportunities for the teachers</li> <li>- Increase number of children achieving 25m at the end of KS2.</li> <li>- All children to have access to a broad range of PE topics.</li> <li>- Increase the level of participation in PE and PE interest of the children.</li> <li>- More children have achieved 25m before the end of key stage 2.</li> <li>- Specialist coaches enabled children to achieve more in gymnastics lessons.</li> <li>- More hours of swimming has enabled teachers to become more confident and make small steps along with extending the more able with speed, timing and techniques.</li> <li>- Children have become more engaged with lesson and confident to feedback to partners how to improve though pair and self assessment.</li> </ul>	<ul style="list-style-type: none"> <li>- Ideas and lesson plans to be used in future lessons</li> <li>- More children will have access to higher quality PE lessons through the confidence of teachers and specialists.</li> <li>- Curriculum map will be reviewed ensure each year group has access to a broad range of sports.</li> <li>- PE curriculum opportunities to be encouraged and taught at break times through use of Sports Apprentice.</li> <li>- Swimming sessions to continue per whole term for each year group to ensure more children achieve 25m and higher attainers can be challenged.</li> <li>- PE co-ordinator will review the curriculum coverage each year and look at alternative sports that will cover the same objective. From</li> </ul>

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			<ul style="list-style-type: none"> <li>- More and differentiated sports equipment has enabled SEN and children with physical disabilities to actively participate in curriculum lessons and still achieve LO.</li> <li>- Longer Weeks of Swimming and high quality coaches has improved their resilience and encouraged them to achieve 25m. Children have a sense of pride and feel that 25m is achievable at the end of KS2.</li> <li>- Non Sen children had shown particular empathy for SEN children with disabilities especially in Year 1 and demonstrated how to be inclusive e.g. through partner work, sharing ideas.</li> </ul>	Sports audit one area that could be focussed on could be target and outdoor adventure opportunities.
<p><b>Physical Activity, Health &amp; Wellbeing</b></p> <p><i>all young people are aware of health related issues and are supported to make informed choices to engage in an active and healthy lifestyle</i></p> <p><b>(Key Indicator 1)</b></p>	Sports Apprentice to work with the school and PE co-ordinator.	£8000	<ul style="list-style-type: none"> <li>- Increased number of children participating in physical activity at break times, lunchtimes and after school clubs.</li> <li>- More children have access to a range of sporting opportunities in and out of school.</li> <li>- Raised the profile of healthy lifestyles through clubs and in schools activities.</li> <li>- SEN are able to be actively involved in PE lessons and supported to achieve learning objectives.</li> </ul>	

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			<ul style="list-style-type: none"> <li>- Gifted and talents being challenged.</li> <li>- More children able to achieve PE attainment through support in whole class lesson and small led activities from apprentice.</li> <li>- A positive ethos being created, for a 'love of PE' as children feel supported, challenged and given the opportunity to be involved in physical activity.</li> <li>- Children physically active for more hours during the school day and afterschool.</li> <li>⌘ - Lunchtime clubs have had a positive impact on Year 6 children. Behaviour has improved in lessons, to ensure they have the opportunity to join in at lunch. Less upper KS children are having friendship issues as they are able to feel accepted and part of a team. KS2 children have demonstrated positive teamwork especially when playing football and have show excellent sportsmanship, which has been observed in lessons - children have been accepting of others and willing to work with others less familiar.</li> <li>⌘ KS1 children, who have struggled with teamwork and playing with others and discussed with their</li> </ul>	
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			<p>teachers their enjoyment whilst playing structured physical activity games at lunchtime. Teachers have noted the positive attitude they have in lessons, to ensure they have the opportunity at lunchtime. Lunchtime observations of sports apprentice have demonstrated the positive and healthy competition the children are being part of. The children have learnt how to work as a team and show apperception towards others. Especially SEN children.</p>	
<p><b>Diverse &amp; Inclusive</b></p> <p><i>provide a fully inclusive offer that recognises the diverse needs of specific groups and identifies tailored opportunities for all young people</i></p> <p><b>(Key Indicator 4)</b></p>	<p>A broad range of After School Clubs to be delivered through specialist companies and experienced teachers.</p> <p>Fun Fit training for current members of staff.</p> <p>Lunchtime activities/equipment/ sporting opportunities that help to increase the participation in physical activity and be fully inclusive for all children.</p>	£2000	<p>-More opportunities for all children to be able to participate in different/ more/less physical sports.</p> <p>-Increased number of children/ vulnerable children participating in physical activity at lunchtime,</p> <p>- Improved the health and well-being of targeted SEN children through targeted Fun fit sessions.</p> <p>- Provided all children with access to equipment that is suitable to their SEN needs.</p>	<ul style="list-style-type: none"> <li>- The school will continue to employ external companies to deliver extra curricular activities.</li> <li>- Use assembly times to help promote lunch, break and afterschool activities to encourage higher participation.</li> <li>- Continue to use unfit interventions every morning for targeted children.</li> <li>- The school will continue with the sports apprentice training and look at how to extend and deepen the training provided to support the employee the staff and the children.</li> </ul>

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			<ul style="list-style-type: none"> <li>- SEN children who participate in Fun Fit have demonstrated excellent resilience towards their tasks and activities. They have also felt a sense of achievement when completing tasks with the co=ordinator. Children have discussed with other adults their upset when the club hasn't been able to run some days, and have shown their positive attitude towards participating in physical activity.</li> <li>- Teachers feedback has highlighted the positive impact FUNFit has on the children in the mornings. They have noted that if they have attended the activities, they seem settled and focussed for the lesson and are more likely to stay on task for longer periods of time</li> <li>- SEN and physical abilities have had access to wide range of sporting equipment and alternative sports to encourage active participation and and enjoyment.</li> <li>- More SEN children have participated in afterschool/lunchtime clubs that are suited to their ability E.g. fencing, dance, multiscale.</li> </ul>	<ul style="list-style-type: none"> <li>- We will look to use the Sport apprentice to help mentor and train more play ground leaders to run session and promote leadership among upper key stage two.</li> <li>- The school will look at alternative sports equipment provision for SEN children and how we can develop and enhance the equipment that we already have.</li> </ul>
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			<ul style="list-style-type: none"> <li>- Multisensory PE kit has been bought to support severe physical disabilities during PE lessons and to encourage them to participate and attain some parts of the curriculum.</li> </ul>	
<p><b>Competitions</b></p> <p><i>Provide a well organised, appropriate and enjoyable programme of competitions and festivals for students of all abilities</i></p> <p><b>(Key Indicator 5)</b></p>	<p>Maintain/Continue with Mid Cornwall Sports network. (MCSN) -Continue to enter and host School Games qualifiers</p> <p>Continue to compete in St Austell District Netball and Football Leagues</p> <p>Hiring transport within the Mat and Local companies to ensure children have access to a range of competitions.</p>	<p>£1500 + 500 competitions fee</p> <p>£1000</p>	<ul style="list-style-type: none"> <li>- Increased participation across KS1 and KS2 through sports festivals.</li> <li>- A range of opportunities for all key stages to compete in different competitions.</li> <li>- More children have attended competitions for inter and intra sports this year.</li> <li>- Raising the profile of competitions within our school and MAT.</li> <li>- Access to a range of competitions to help raise the profile of PE.</li> <li>- Increased level of competitive sporting opportunities for all children.</li> <li>- More competition within the district and local community being won by the school.</li> <li>- Gifted and Talented children have the opportunity to challenge themselves with the</li> </ul>	<ul style="list-style-type: none"> <li>- The school will continue with MCSN and continue to participate in the competition provided and the sports festivals.</li> <li>- The school will look at improving the amount of festivals we attend by evaluating transport and staffing to ensure more children have the opportunity to attend.</li> <li>- The school will continue to be part of the St Austell district leagues and will continue to provide a high level and consistent competitive opportunities for all of KS2 children.</li> <li>- Funding will continue to be used to provide transport for fixtures and events.</li> <li>- The school will look at alternative provisions for the transport budget e.g. through MAT support and MCSN.</li> </ul>

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			<p>Academy though Elite Sports day workshops.</p> <p>Increased level of participation at Cross Country across Key Stage two.</p> <p>More children progressing further in netball and swimming School Games mark and being able to attend events though MCSN,</p> <p>All competitive sporting teams- including netball, football and swimming gala have shown excellent resilience this year against tough competition. Children have continued with their practices and attended most matches and have always thanked the opposite team, whether it was a win or lose. The netball A team, especially have shown positive reflective skills this year, by analysing their performance and seeing how they could improve.</p> <p>At Carclaze, there has always been a sense of achievement through competitive sports, the numbers at practice have improved, and children are keen to share which team they are part of and where</p>	<ul style="list-style-type: none"> <li>- The school will continue to provide opportunities for children to participate in the school games qualifiers and competitions.</li> <li>- The PE co-ordinator will review the afterschool clubs to ensure that some of the opportunities are linked to the school games qualifiers to ensure that we can enter more competitions.</li> </ul>
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			<p>they have finished in the leagues.</p> <p>-Many of the Year 6 team members have demonstrated excellent leadership this year; by offering to coach the new squad and have been able to lead warm ups and drills to help train the children.</p>	
<p><b>Leadership, Coaching &amp; Volunteering</b></p> <p><i>provide pathways to introduce and develop leadership skills</i></p>	<p>Playground leaders trained and used to deliver activities at break times and lunchtimes. External company used to help deliver training throughout the year.</p>	£200	<p>-Increased the confidence in all upper key stage 2 children.</p> <p>- Roles and responsibility for leaders to deliver sessions, promote, and encourage more children to participate in 'dance' at breaks and lunch times.</p> <p>More opportunities for children to participate in structure/ competitive games during break and lunch time.</p> <p>-Access to arrange of equipment and activities to increase physical activity participation.</p> <p>-Alternative sports and provisions being used and provided to increase participation and profile of physical activity.</p> <p>Upper Key Stage two children have been able to attain and learn about the leader awards and use this to demonstrate leadership effectively at break times.</p> <p>Whole school impact has enabled children to feel more safe, secure, and school. Because of dance and</p>	<ul style="list-style-type: none"> <li>- Play ground leaders will continue to be trained though external company and this will be delivered to Year 5's read for the Year 6 academic year.</li> <li>- The sports apprentice and PE coordinator will look at alternative provision to help encourage and train more playground leaders e.g. at break times and lunchtimes.</li> </ul>

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			<p>game opportunities at break times, behaviour and safety of children has improved and children are eager to be part of structured activities and feel valued.</p> <p>-Behaviour at break times has improved – adults have noted that there are less incidents at break times and more children have others to play with , or activities to join in with.</p> <p>-KS2 have promoted an inclusive environment for both Sen and Non-sen children through dance. This has enabled Carclaze and break times to create a positive atmosphere that demonstrates inclusion and a sense of purpose. Many children speak highly of break times, and enjoy the range of activities that are provided by staff and children.</p>	
<p><b>Community Collaboration</b></p> <p><i>ensure opportunities for young people of all abilities to extend their school activity transitioning into sustained community based sport</i></p>	<p>Continue to pay into Mid-Cornwall sports partnership</p> <p>Buy into offers of outdoor and adventurous sports coaching by local secondary/ special schools.</p> <p>-Attend cluster meetings with MCSN to ensure all opportunities are known and available for the school.</p>	£1500	<ul style="list-style-type: none"> <li>- Increased participation in local competitions.</li> <li>- Developed links and relationships between primaries and secondary's.</li> <li>- Wider variety of sports offered in partnership with secondary schools.</li> </ul> <p>-More children have had access to sporting festivals to develop and enhance key skills such as gymnastics, football, hockey.</p> <p>-More children have competed locally in competitions through the school.</p>	<p>See sustainability in Competition section.</p> <p>-After the RAG rating from our PE audit rating. The school will focus and research alternative ways, in which we can provide children with opportunities outside of the school community. E.g. though netball, hockey =, dance and gymnastics.</p> <p>The school will continue to work alongside MCSN and use their experience, knowledge and opportunities to help increase the participation of physical activity.</p>

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<p><b>Workforce</b></p> <p><i>increased confidence, knowledge and skills of all staff in teaching PE &amp; sport</i></p> <p><b>(Key Indicator 3)</b></p>	<ul style="list-style-type: none"> <li>- CPD opportunities for all teachers in Dance.</li> <li>- Sports Apprentice to work alongside teachers to help develop their knowledge and confident.</li> <li>- PE- Coordinator release time to help support, observe and assess the impact and quality of PE in lessons.</li> </ul> <p>Total predicted : £21200. Actual Spend : Summer 2018</p>	<p>£400 + 3000(from curriculum) (8000from physical activity)</p>	<ul style="list-style-type: none"> <li>- Improve teacher's subject knowledge through different sport topics.</li> <li>-Increase the number of high quality PE lessons being delivered.</li> <li>-Increase the number of children participating in sporting opportunities.</li> <li>-Confident adults teaching lessons and valuing the impact of PE.</li> <li>-Higher profile of PE within the school.</li> </ul>	<p>Lesson plans, resources and equipment will continue to be updated and checked to ensure it is providing the children will the highest quality of PE.</p> <p>PE co-ordinator will use teacher conferencing to evaluate the strengths and weaknesses of PE delivery and use the weaknesses to provide CPD opportunities through courses, Specialist coaches, staff meetings.</p> <p>The school will review, the staffing structure and timetable to ensure PE coordinator has time to observe and evaluate the effective and quality of PE lessons, CPD and external coaches.</p>
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