

## 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 2019/20 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:

- 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
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

**Funding** - Individual schools will receive circa £16000-20000 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.

<b>The total funding for the academic year 2024/25</b>	<b>£19,400</b>
<b>The total funding for the academic year 2023/24</b>	<b>£19,850</b>
<b>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</b>	<b>86.6%</b>
<b>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</b>	<b>72.3%</b>
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	<b>61.4%</b>
<b>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?</b>	<b>No</b>

**ZTime 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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			<p>of lesson structure, challenging and supporting students.</p> <p><b>Participation:</b> Feedback from teachers has shown that less engaged children have an increased participation in lessons. Children are using skills and games learnt during break time and lunchtime.</p> <p><b>Participation:</b> Children’s opinion of PE has become more positive with many saying ‘they are all able to achieve’ in lessons, using the videos and skills cards. Children have expressed they enjoy ‘different sports’ that aren’t traditional. They have enjoyed the opportunity to dance and gymnastics,</p>	<p>CPD for teachers and sporting opportunities for children. PE lead continue to monitor etc and look at how we progress and ;move forward after the funding.</p> <p><b>Sustainability:</b> REAL PE curriculum to continue and to further embed within the school. CPD to be provide by PE lead. REAL PE platform can be used for CPS training and online support for new staff .</p> <p><b>Next Steps :</b> PE lead to research and develop an assessment tool for PE.</p>

			<p><b>Attainment:</b> Majority of children, from all classes, now have a positive attitude towards REAL PE and are eager to reflect on their achievement in the lessons against the Learning objectives. The focus around personal skills over physical skills have had a huge impact on their confidence and ability to reflect on their learning and achievements,</p> <p><b>Whole School Impact:</b> Self-esteem of children has increased; especially those less engaged or less able. Children speak positively about always being able to achieve in lessons.</p> <p><b>Whole School Impact:</b> Most staff have the confidence delivering REAL PE sessions has improved.</p>	<p><b>Sustainability</b> All current staff have been fully trained in the new scheme of work- Next step is to look at how we can develop our staff to lead Pe lessons or aspects of the REAL PE curriculum.</p> <p><b>Next Steps</b> Continue to monitor the impact the scheme of work is having on the school. Look at working collaboratively as a staff team to observe 'best practice.'</p> <p><b>Sustainability-</b> continue to pay for the yearly platform which gives staff the opportunity for CPD seminars, video demonstration, lesson planning, progression etc,</p> <p><b>Next Steps:</b> Ensure new members of staff are put on the training. Also look at training ta's / HLTA's who support within PE lessons.</p>
<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>Additional equipment to enable a wider range of physical activities at lunch time. All classes have had access to variety of equipment at break times and lunch time.</p>		<p><b>Participation:</b> Increased number of children participating in physical activity at break times, lunchtimes. KS2 children ( year 5/6) leading and supporting KS1 children with games and activities over lunchtimes.</p> <p><b>Attainment:</b> More children able to achieve learning objectives through</p>	<p><b>Sustainability:</b> Lunchtime activities to continue running to promote physical activity – staff and TA's will continue to monitor and support children during these opportunities.</p>

<p><b>(Key Indicator 1)</b></p>	<p>Specific equipment used and needed for REAL PE – Linked to dance and gymnatsocs .</p>	<p>£2000</p>	<p>support in whole class lessons. More children in ks1 participating in structure physical activity at lunchtime. Self esteem and confidence of ks2 children increasing when working with younger children .</p> <p><b>Attainment:</b> Break time and lunchtime opportunities have had a positive impact on KS1 children giving them ideas on how to play with equipment and collaboratively. KS2 children have demonstrated positive teamwork especially when playing football and have shown excellent sportsmanship, which has been observed in lessons – children have been accepting of others and willing to work with others.</p> <p><b>Whole School Impact:</b> Improved behaviour during break times and lunchtimes.</p>	<p><b>Next Steps:</b> New Sports TA to deliver Lunchtime clubs to targeted years groups. Use and develop ks2 leaders with this activity,</p> <p><b>Next Steps:</b> Re introduce sports clubs afterschool and begin to use Sports TA and leaders at break and lunch to lead/ support with structured sporting opportunities.</p> <p><b>Sustainability:</b> Sports TA and mentors to closely monitor and care for new equipment to ensure it is kept in good condition to ensure adult and child led activities can continue.</p> <p><b>Next Steps:</b> Pupil conferencing to discuss use of new equipment and activities. Discuss any new equipment children would like to see.</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>Alternative sport provision provided/ subsidised by external agency for FS- Key stage 2. Delivering sporting CPD for staff. Sports Days for FS- KS2. After school clubs offering alternative sports ( open to all ) .</p>		<p><b>Participation:</b> Increase in the number of SEN children (with physical disabilities) joining in all aspects of lessons, because of the levels of skills activities available. – 100% from Year 3.</p> <p><b>Participation:</b> Lesson feedback and staff feedback has noted an increase in the number of disengaged or SEN children participating in lessons and after school clubs. Children now</p>	<p><b>Sustainability:</b> All current staff have been trained in the new curriculum and scheme of work.</p> <p><b>Next Steps:</b> Focus on KS1 and EYFS parents during September’s transition/ welcome days – using the resources for promoting physical activity at home and in school.</p>

		<p>£3000</p>	<p>speaking more positively about their experiences as it focuses on personal development rather than sportsmanship</p> <p><b>Whole School Impact:</b> Self-esteem of SEN, disengaged children has improved. Participation in lessons has increased creating an all-inclusive 'everyone can achieve' morale around the school.</p> <p><b>Participation:</b> Increase in the number of PP children attending and accessing these clubs. Uptake of targeted children has remained high. All SEN children able to access all aspects of sporting Days and Sports days – a range of diverse activities have been produced and equipment and needs accommodated for.</p>	<p>Look at SEN specifically in each year group – Look at the aspects of the curriculum that may need adapting for their needs and look at whether REAL PE, arena, staff or equipment need to be adapted / up-levelled to ensure they are accessing it fully.</p> <p><b>Next Steps:</b> Look at more alternative provision for Autumn one with a focus on disengaged children.</p>
<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>Inter sports day competitions – External agencies used to deliver alternative and inclusive sports to all year groups.</p> <p>MCSN – Paid partnership with local secondary school Poltair School. Delivering of school games, swimming competitions, primary – secondary transitions, cpd for staff</p> <p>St Austell District Netball and Football League</p>	<p>£2000</p>	<p><b>Participation:</b> All children were able to demonstrate the values of our school whilst competing against team colours. All SEN and disability children were able to access alternative provision such as archery/ polo.</p> <p>KS2 attended many different events including swimming, football and cross country. However due to staffing, many opportunities were not accessed by all year groups-</p>	<p><b>Next Steps:</b> Continue with MCSN and St Austell district next year, Look at utilising staff and parents to ensure Carclaze attend more opportunities compared to last academic year.</p> <p>Use Sports TA to attend MCSN.</p> <p>Use staff to ensure training opportunities and competitions are being</p>

			<p>this needs to be a focus for next year.</p> <p><b>Whole School Impact:</b> Raised the moral of the children, gave the children the opportunity to demonstrate core values outside of the classroom.</p>	<p>accessed for KS2 with netball and football.</p>
<p><b>Leadership, Coaching &amp; Volunteering</b> <i>provide pathways to introduce and develop leadership skills</i></p>	<p>Playground leaders- Year 5 and 6 Children ( changes termly )</p> <p>Penzance Pirates – Competition and leadership for Year 5 cohort / CPD for teachers ( rugby)</p>	<p>(see above)</p> <p>£400</p>	<p><b>Participation:</b> Increased number of children participating in physical activity at break times, lunchtimes. KS2 children ( year 5/6) leading and supporting KS1 children with games and activities over lunchtimes.</p> <p><b>Whole School Impact:</b> Raised the participation of PE in Year 5. Provided opportunity for the teachers to learn the delivery of rugby with the intention to disseminate this to the staff.</p>	<p><b>Next Steps:</b> Lunchtime activities to continue running to promote physical activity – staff and TA’s will continue to monitor and support children during these opportunities.</p> <p><b>Next Steps:</b> Look at which other year group would benefit from this course- focussed on children and the support for teachers.</p>
<p><b>Community Collaboration</b> <i>ensure opportunities for young people of all abilities to extend their school activity transitioning into sustained community based sport</i></p>	<p>Maintain/Continue with Mid Cornwall Sports network. (MCSN)</p>	<p>(see above)</p> <p>£2000</p>	<p><b>Participation:</b> See above</p> <p><b>Participation:</b> The number of children taking part in PE related skills at home and enjoying family time has increased. Feedback from parent’s showing that children enjoyed showing skills at home.</p>	<p><b>Sustainability:</b> PE co-ordinator remains part of the MCSN network and has continued to ‘buy in’ to their offer. As they are part of our feeder secondary school, we continue to collaborate with them with sports festivals and competitions.</p> <p><b>Next Steps:</b> Look at entering more sporting opportunities next year, run by the MCSN – with a focus on KS1 opportunities.</p>

				<p><b>Sustainability:</b> Staff trained to lead REAL Play sessions with parents when new intakes in Foundation Stage join.</p>
<p><b>Workforce</b> <i>increased confidence, knowledge and skills of all staff in teaching PE &amp; sport</i> <b>(Key Indicator 3)</b></p>	<p>REAL legacy buy in</p>	<p>(See above)</p>	<p><b>Participation:</b> Teachers enthusiasm and confidence to deliver PE sessions has increases. Feedback from teachers has highlighted the positive impact REAL PE/Gym has had on their delivery – thanks to the training but also the resources and online support.</p> <p><b>Whole School Impact:</b> Increased positive attitudes from most members of staff about PE. More teachers are enthusiastic about lessons and speak very positive about the REAL PE/Gym sessions.</p>	<p><b>Sustainability</b> All current staff have been trained in the new curriculum and scheme of work.</p> <p><b>Next Steps</b> Continue to monitor the impact the scheme of work in having on the school. Look at working collaboratively as staff to observe ‘best practice.’</p> <p><b>Next Steps:</b> Any teachers still lacking confidence, can receive more training from the providers- to help and support in the areas they need.</p>