

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.

The total funding for the academic year 2022/23	£19,600
The total funding for the academic year 2022/23	£19,850
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	82%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	64%
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

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.cornwallsportpartnership.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 -On pupils PE/SS/PA participation -On pupils PE attainment -On pupil/school whole school improvement (Key Indicator 2) -Any additional impact	Future Actions & Sustainability -How will the improvements be sustained -What will you do next
<p>Curriculum Delivery</p> <p><i>engage young people in a high quality, broad and balanced curriculum</i></p>	<p>Sports TA – Assist, lead curriculum lessons and provide sports clubs every evening , break and lunchtime.</p> <p>Embed REAL PE with further CPD for teachers- New 2year support package to include:</p> <p>New teacher training</p> <p>Real Leaders training</p> <p>Dance training</p> <p>Foundation Play training</p> <p>Courses/CPD/Webinars</p> <p>Whole school tra</p>	<p>£6000</p>	<p>Participation: More children actively involved supported and challenged in PE lessons – More opportunities for GDS children to be challenged.</p> <p>Participation: All key stage 1 and 2 children have had the opportunity to partake in afterschool activities across a verity of sports.</p> <p>Whole School Impact: Teacher’s confidence has increased because of TA CPD and knowledge. More children participating in after school activities</p> <p>Participation: Feedback from teachers has shown that less engaged children have an increased participation in lessons. Children are</p>	<p>Sustainability: Lunchtime activities, after school clubs and PE lessons to continue running to promote physical activity – staff and TA’s will continue to monitor and support children during these opportunities- Sports TA to remain as support and lead after school clubs and lessons.</p> <p>Next Steps: Look at providing more training for TA in regards to REAL PE and coaching opportunities.</p> <p>Sustainability: Sports TA to remain in position for another year – provide time for the school to provide CPD for teachers and sporting opportunities for children. PE</p>

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		£5000	<p>using skills and games learnt during break time and lunchtime.</p> <p>Participation: 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.</p> <p>Attainment: 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.</p> <p>Whole School Impact: Self-esteem of children has increased; especially those less engaged or less able. Children speak positively about</p>	<p>leas continue to monitor etc and look at how we progress and ;move forward after the funding.</p> <p>Sustainability All current staff have been fully trained in the new scheme of work.</p>
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			<p>always being able to achieve in lessons.</p> <p>Whole School Impact: Teacher confidence delivering REAL PE sessions has improved providing the children with higher ty lessons</p>	<p>Next Steps 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>Sustainability 2 year buy in to scheme (with top ups available) has enabled new staff members to be trained by REAL PE members.</p> <p>Next Steps: 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>Physical Activity, Health & Wellbeing</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>(Key Indicator 1)</p>	<p>Additional equipment to enable a wider range of physical activities at lunch time and to support the Pandemic with Bubbles- All classes have had access to variety of equipment at break times and lunch time.</p>		<p>Participation: Increased number of children participating in physical activity at break times, lunchtimes</p> <p>Attainment: More children able to achieve learning objectives through support in whole class lessons</p> <p>Attainment: Break time and lunchtime opportunities have had a</p>	<p>Sustainability: Lunchtime activities to continue running to promote physical activity – staff and TA's will continue to monitor and support children during these opportunities.</p>

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		£2000	<p>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>Whole School Impact: Improved behaviour during break times and lunchtimes.</p>	<p>Next Steps: Training for Sports Mentors (in KS2) to run lunchtime activities for children- REAL play leaders in Year 5 – Trained by Sports TA</p> <p>Next Steps: 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>Sustainability: Sports TA 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>Next Steps: Pupil conferencing to discuss use of new equipment and activities. Discuss any new equipment children would like to see.</p>
<p>Diverse & Inclusive</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>(Key Indicator 4)</p>	Specialist equipment to enable children with specific physical needs to participate in sporting activities with their peers.	£340	<p>Participation: 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>Participation: Lesson feedback and staff feedback has noted an increase in the number of disengaged or SEN children participating in lessons. Children now speak more positively about their experiences.</p>	<p>Sustainability: All current staff have been trained in the new curriculum and scheme of work.</p> <p>Next Steps: 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>

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	Alternative sport provision provided/ subsidised by external agency for KS2 / individual bubbles and sporting days	£3000	<p>Whole School Impact: 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>Participation: Increase in the number of PP children attending and accessing these clubs. Uptake of targeted children has remained high.</p>	<p>Next Steps: Look at more alternative provision for Autumn one with a focus on disengaged children and ks1.</p>
<p>Competitions</p> <p><i>Provide a well organised, appropriate and enjoyable programme of competitions and festivals for students of all abilities</i></p> <p>(Key Indicator 5)</p>	<p>Inter sports day competitions – External agencies used to deliver alternative and inclusive sports to all year groups</p> <p>No intra sports competitions due to restrictions</p>	£1000	<p>Participation: 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>Whole School Impact: Raised the moral of the children, gave the children the opportunity to demonstrate core values outside of the classroom.</p>	<p>Next Steps: Re enter MCSN network, St Austell District Netball and football.</p> <p>Next Steps: Use Sports TA to deliver inter competitive opportunities .</p>
<p>Leadership, Coaching & Volunteering</p> <p><i>provide pathways to introduce and develop leadership skills</i></p>	<p>Playground leaders training through REAL PE – REAL Leaders</p> <p>Penzance Pirates – Competition and leadership for Year 5 cohort / CPD for teachers (rugby)</p>	<p>(see above)</p> <p>£450</p>	<p>Virtual Training has been completed - Face to face support course end of Summer 2 with the intention to begin the REAL Leaders programme from September 2021 with Year 5 cohort.</p> <p>Participation: All children were able to access the weekly sessions. Children were able to learn key</p>	<p>Next Steps: REAL leaders implementation lead by Sports TA and monitored by PE lead</p> <p>Next Steps: Look at which other year group would benefit from this course-</p>

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			<p>skills, coaching opportunities, resilience. Teachers attended every sessions</p> <p>Whole School Impact: 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>focussed on children and the support for teachers.</p>
<p>Community Collaboration</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>Maintain/Continue with Mid Cornwall Sports network. (MCSN)</p> <p>REAL Play training for parents</p> <p>Virtual School Games participation – encouraging families to take part</p>	<p>(see above)</p> <p>£143</p>	<p>Participation: See above</p> <p>Participation: 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>Sustainability: 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>Next Steps: Look at entering more sporting opportunities next year, run by the MCSN – with a focus on KS1 opportunities.</p> <p>Sustainability: Staff trained to lead REAL Play sessions with parents when new intakes in Foundation Stage join.</p> <p>Sustainability: Integrating this at home means pupils are achieving active 60 both at school and at home – holistic approach to physical activity.</p>

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<p>Workforce <i>increased confidence, knowledge and skills of all staff in teaching PE & sport</i> (Key Indicator 3)</p>	<p>REAL legacy buy in</p>	<p>(See above)</p>	<p>Participation: 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>Whole School Impact: 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>Sustainability All current staff have been trained in the new curriculum and scheme of work.</p> <p>Next Steps 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>Next Steps: Any teachers still lacking confidence, can receive more training from the providers- to help and support in the areas they need.</p>
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