

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 2018/19 the amount schools receive continues as double.

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 2018/19 (click here if you are unsure of the exact amount)	£19,590
What percentage of your current 18/19 Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	85%
What percentage of your current 18/19 Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current 18/19 Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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 31 July 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	Adeline Michel
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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.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>Introduction and 'buy in' of a new skills based PE curriculum – REAL PE; following feedback from teachers about lack of subject knowledge.</p> <p>CPD for REAL PE has been delivered over one twilight + a practical day- in response to the teacher's eagerness to learn about how the lessons are structured.</p>	<p>£7450</p> <p>£4737.50</p>	<p>Participation: Feedback from teachers has shown that less engaged children (mainly boys) have an increased participation in lessons.</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>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 2.</p> <p>Attainment: In a short space of time (January 2019), teachers have commented on the increase of the level of skills being mastered by children within a lessons. More children are able to demonstrate higher skills level.</p> <p>Attainment: Majority of children, from all classes, now have a positive attitude towards REAL PE and are eager to reflect on their</p>	<p>Sustainability All current staff have been trained in the new scheme of work. Teachers will receive another INSET training day in September, followed by another that will focus on gymnastics in January.</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: 3 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>

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	<p>CPD of invasion games and team games for all year groups (classes from Year 1 – Year 6) in response to staff feedback and observations about lack of subject knowledge when ‘applying skills’.</p>	(above)	<p>achievement in the lessons against the Learning objectives.</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 sessions.</p> <p>Whole School Impact: 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>Participation: 100% of pupils have benefitted from high quality lessons which focus on team games across KS1 AND KS2.</p> <p>Participation: 100% Children across KS2 have received high quality lessons in both team games and alternative sports.</p> <p>Participation: More alternative sports have been introduced for afterschool club opportunities. There has been an increase in the amount of children from KS2 taking part – especially from Years 3-5.</p> <p>Attainment: Over 200 spaces available for ‘games’ club afterschool across KS1 and KS2 in the Autumn Term.</p> <p>Whole School Impact: Competition within class and during afterschool</p>	<p>Sustainability: All adults across KS2 have received CPD session and now have a better subject knowledge and understanding of games / invasion games.</p> <p>Next Steps: Train specific adults / provide opportunities for staff to deliver ‘alternative sports’ in lessons or as part of an afterschool club.</p> <p>Next Steps: Introduce an alternative sports club for KS1 children.</p>
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<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>Sports TA appointed to promote physical activity opportunities at lunchtimes and after schools and support during lessons. Feedback from children and school council indicated that children wanted more opportunities for 'PE' activities at lunchtime.</p> <p>Introduction of the 'Daily Mile' across all key stages.</p>	<p>£3630 (1 term so far)</p> <p>£0</p>	<p>Participation: Increased number of children participating in physical activity at break times, lunchtimes and after school clubs because more children have access to a range of sporting opportunities in and out of school.</p> <p>Participation: 100% of children across the school have access to the daily mile and over 90% of children participate in either a whole mile or 15 minutes of extra 'daily' exercise.</p> <p>Attainment: More children able to achieve learning objectives through support in whole class lessons as Sports TA is able to target vulnerable, less engaged, or gifted and talented.</p> <p>Attainment: Lunchtime clubs have had a positive impact on mainly Year 5/6 children. Behaviour has improved in lessons in the morning; to ensure they have the opportunity to join in at lunch. KS2 children have demonstrated positive teamwork especially when playing football and have shown excellent</p>	<p>Sustainability: Lunchtime clubs to continue running to promote physical activity – staff and TA's will continue to learn from Sports TA to allow more opportunities.</p> <p>Next Steps: Train more 'class based' TA's for lunchtime activities.</p> <p>Next Steps: Look at training Sports Mentors (in KS2) to run lunchtime activities for children.</p> <p>Sustainability: All adults and children have received up to date information on the benefits of the daily mile and will continue to receive information.</p> <p>Next Steps: Pupil conferencing about the daily mile from adults and children.</p>

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			<p>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 concentration of most children, once they have partaken in the daily mile.</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>	<p>Real PE programmed buy in, which had an emphasis on SEN children participation, physical disabilities and Parent engagement a in foundation and KS1.</p>	<p>(as above)</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>Participation: There has been an increase in the number of SEN children participating in sports afterschool clubs – especially across Key stage 2 – including Football club and dodgeball.</p> <p>Participation: All physical disability children have been able to participate in REAL PE lessons, with adaptations used from the planning, demos and resources and with support from 1:1 TA's.</p> <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>Sustainability: All current staff have been trained in the new curriculum and scheme of work. Teachers will receive another INSET day training in September, followed by another on focused on gymnastics in January.</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>
<p>Competitions</p>	<p>Maintain/Continue with Mid Cornwall Sports network. (MCSN)</p>	<p>£2100</p>	<p>Participation: Increased number of competitions being entered by our</p>	<p>Sustainability: PE co-ordinator remains part of the MCSN network and has</p>

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<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>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 academy and Local companies to ensure children have access to a range of competitions.</p>	<p>£912</p>	<p>school at the MCSN competitions / School Games.</p> <p>Attainment: Level of competition and 'winning' has increased; Swimming Gala team have been able to retain their place in the St Austell League for the first time and placed 3RD. The Netball maintained their high standard of netball and finished 2nd as part of the St Austell District League. Quad Kids team, for the first time, made the Schools Game's Finals.</p> <p>Attainment: 50 + Children across KS2 competition in Intra Athletics competitions this year – with a range of places (1st -3rd) being won.</p> <p>Whole school Impact: The impact of competing at a higher level and in more competitions has improved the resilience of children during the competitions. The rise in the number of children participating or eager to join the clubs has resulted in an ethos of healthy competition and pride for taking part.</p>	<p>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>Leadership, Coaching & Volunteering</p> <p><i>provide pathways to introduce and develop leadership skills</i></p>	<p>We have continued to buy in to Playground leaders (Stay Safe) who have been trained and used to deliver activities at break times and lunchtimes – in the Summer term (ready to start in the Autumn).</p>	<p>£200</p>	<p>Attainment: Children from Year 5 beginning to feel confident to deliver activities. They feel a sense of 'purpose' and 'pride' to get started with the activity.</p>	<p>Sustainability: This is an on-going programme which is delivered yearly to our Year 5 cohort in preparation for Year 6. This allows continuity from the company and in the school but also has allowed</p>

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			<p>Whole School Impact: Using and following values, this opportunity has allowed children to demonstrate Care and communicate.</p>	<p>the delivery of sessions to remain consistent.</p> <p>Next Steps: To monitor the 'mentors' in the Autumn term and to give them ideas and resources to deliver sessions at break times and lunchtimes.</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>As above</p>	<p>Participation: See above</p> <p>Whole school Impact: The impact of competing at a higher level and in more competitions has improved the resilience of children during the competitions. The rise in the number of children participation, or eager to join the clubs, has resulted in an ethos of healthy competition and pride for taking part.</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>Workforce</p> <p><i>increased confidence, knowledge and skills of all staff in teaching PE & sport</i></p> <p>(Key Indicator 3)</p>	<p>Introduction and 'buy in' of a new skills based PE curriculum – REAL PE; following feedback from teachers about lack of subject knowledge and confidence delivering sessions.</p>	<p>As above</p>	<p>Participation: Teachers enthusiasm and confidence to deliver PE sessions has increases. Feedback from teachers has highlighted the positive impact REAL PE 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 sessions.</p>	<p>Sustainability All current staff have been trained in the new curriculum and scheme of work. Teachers will receive another INSET day training in September, followed by another on focused on gymnastics in January.</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>

				Next Steps: Any teachers still lacking confidence, can receive more training from the providers- to help and support in the areas they need.
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The key changes from September 2018 are:

- You cannot use funding for capital expenditure
- Updated guidance for Swimming spend and Active Mile initiatives (see below)
- New reporting deadline (31 July 2019 - info below)

New: Raising attainment in primary school swimming

The premium can be used to fund the professional development and training that are available to schools to train staff to support high quality swimming and water safety lessons for their pupils.

The premium may also be used to provide additional top-up swimming lessons to pupils who have not been able to meet the national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons. At the end of key stage 2 all pupils are expected to be able to swim confidently and know how to be safe in and around water.

Schools are required to publish information on the percentage of their pupils in year 6 who met each of the 3 swimming and water safety national curriculum requirements. Further details are in the reporting templates below. Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school.

[Further information on training and resources is available here.](#)

New: Active miles

Where schools choose to take part in an active mile, you should use your existing playgrounds, fields, halls and sports facilities to incorporate an active mile into the school day and develop a lifelong habit of daily physical activity.

Ofsted

Ofsted assesses how primary schools use the primary PE and sport premium. They measure its impact on pupil outcomes, and how effectively governors hold school leaders to account for this.

You can find details of what inspectors look for in the 'effectiveness of leadership and management' section of the [Ofsted schools inspection handbook 2018](#).

New: School compliance reviews

DfE will sample a number of schools in each local authority to review what they have published on their use of the funding and their swimming attainment. Schools are expected to spend the grant for the purpose it was provided only; to make additional and sustainable improvements to the PE, sport and physical activity offered.

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