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 2019/20	**£19,600**
The total funding for the academic year 2020/21	**£19,850**
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	**78%**
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?	**72%**
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	**Leah May**	**Lead Governor responsible**	**Julie Tinnion**

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). The following table outlines plans for the deployment of the sport premium funding this year set against the ambitions of the framework.

PRIMARY PE & SPORTS PREMIUM STATEMENT

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
Curriculum Delivery *engage young people in a high quality, broad and balanced curriculum*	Sports TA supports teacher knowledge and understanding during curriculum activities. Embed REAL PE with further CPD for teachers.	£13,000 £0 (Paid for training/support last year)	Participation: Feedback from teachers has shown that less engaged children have an increased participation in lessons. Children are using skills and games learnt during breaktime and lunchtime. 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. 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. 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. Whole School Impact: Teacher confidence delivering REAL PE sessions has improved providing the children with higher quality lessons.	Sustainability All current staff have been fully trained in the new scheme of work. 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.' Next Steps: Ensure new members of staff are put on the training.

PRIMARY PE & SPORTS PREMIUM STATEMENT

Physical Activity, Health & Wellbeing *all young people are aware of health related issues and are supported to make informed choices to engage in an active and healthy lifestyle* ***(Key Indicator 1)***	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 breaktime and lunchtime. Additional equipment to enable a wider range of physical activities at lunch time	(see above) £900	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. 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. Attainment: Breaktime and lunchtime clubs 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. Whole School Impact: Improved behaviour during breaktimes and lunchtimes.	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. Next Steps: Training for Sports Mentors (in KS2) to run lunchtime activities for children. 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. Next Steps: Pupil conferencing to discuss use of new equipment and activities. Discuss any new equipment children would like to see.
Diverse & Inclusive *provide a fully inclusive offer that recognises the diverse needs of specific groups and identifies tailored opportunities for all young people* ***(Key Indicator 4)***	Specialist equipment to enable children with specific physical needs to participate in sporting activities with their peers.	£340	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. Participation: Lesson feedback and staff feedback has noted an increase	Sustainability: All current staff have been trained in the new curriculum and scheme of work. Next Steps: Focus on KS1 and EYFS parents during September's transition/ welcome days – using the

			in the number of disengaged or SEN children participating in lessons. Children now speak more positively about their experiences. 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.	resources for promoting physical activity at home and in school.
Competitions *Provide a well organised, appropriate and enjoyable programme of competitions and festivals for students of all abilities* ***(Key Indicator 5)***	Maintain/Continue with Mid Cornwall Sports network. (MCSN) Continue to enter and host School Games qualifiers Continue to compete in St Austell District Netball and Football Leagues Hiring transport within the academy and Local companies to ensure children have access to a range of competitions. Virtual School Games participation	£500 £1260	Participation: Increased number of competitions being entered by our school at the MCSN competitions / School Games. Attainment: Level of competition in a variety of sports has increased. Football and netball teams continued to show a high standard of play. Higher level of children involved in the virtual school games. Children in school had a much more positive 'can do' attitude towards the skills involved.	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. Next Steps: Look at entering more sporting opportunities next year, run by the MCSN – with a focus on KS1 opportunities.
Leadership, Coaching & Volunteering *provide pathways to introduce and develop leadership skills*	Playground leaders training through REAL PE – REAL Leaders	(see above)	Unfortunately, due to COVID19 we were unable to carry out the training and this will take place in the Autumn term.	Next Steps: REAL leaders training for staff and children in the Autumn term.

Community Collaboration *ensure opportunities for young people of all abilities to extend their school activity transitioning into sustained community based sport*	Maintain/Continue with Mid Cornwall Sports network. (MCSN) REAL Play training for parents Virtual School Games participation – encouraging families to take part	(see above) £143	Participation: See above 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. 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.	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. Next Steps: Look at entering more sporting opportunities next year, run by the MCSN – with a focus on KS1 opportunities. Sustainability: Staff trained to lead REAL Play sessions with parents when new intakes in Foundation Stage join. Sustainability: Integrating this at home means pupils are achieving active 60 both at school and at home – holistic approach to physical activity.
Workforce *increased confidence, knowledge and skills of all staff in teaching PE & sport*		(See above)	Participation: Teachers enthusiasm and confidence to deliver PE sessions has increases. Feedback	Sustainability All current staff have been trained in the new

(Key Indicator 3)	REAL Gym training to develop the REAL PE offer		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. 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.	curriculum and scheme of work. 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.' Next Steps: Any teachers still lacking confidence, can receive more training from the providers- to help and support in the areas they need.