

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.

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| The total funding for the academic year 2017/18 | £19,540 |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 73% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 47% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 0% * |
| 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? | Yes |

***We are looking self-rescue activities for the Y6 cohort for the summer term.**

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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.

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| Lead member of staff responsible | Suzannah Teagle | Lead Governor responsible | Sarah Douce |
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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). 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 <small>(Actions identified through self-review to improve the quality of provision)</small> | Funding <small>-Planned spend -Actual spend</small> | Impact <small>-Impact on pupils participation -Impact on pupils attainment -Any additional impact -Whole School Improvement (Key Indicator 2)</small> | Future Actions & Sustainability <small>-How will the improvements be sustained -What will you do next</small> |
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| Curriculum Delivery <i>engage young people in a high quality, broad and balanced curriculum</i> | Upskill HLTAs and TAs by watching and working alongside a specialist teacher | £8562 | HLTAs and TA better equipped to assist lessons and support or challenge groups of children. | Review of lessons annually to check on the impact and effectiveness of the teaching and the support the TA gives during the lesson |
| | Introduce assessment framework ~ Target tracker ~ NC skills to achieve | | Teachers better informed to plan challenging lessons | Staff meeting to check on the use of target tracker to assess children's PE learning. PE leader to look at and monitor use of target tracker ~ look for strengths and areas for development in the children's learning and also any trends with regards to pupil premium and gender |
| | Additional swimming provided for the Year 2 children specialist teacher to support top up swimming (we already provide swimming for the year 3,4 and 5 throughout the year) | | More children will be introduced to swimming earlier and therefore be more confident/stronger swimmers by Y6 | Review of swimming and the requirements of curriculum ~ ensure that confident swimmers have the opportunity to access self-rescue skills |
| | Specialist teacher supporting upper KS2 teachers to plan broad and challenging units of learning for individual sports | | Well planned lessons to ensure challenge and support is appropriate and that all lessons are progressive and build upon taught skills. Teachers have noticed a positive shift in the | Staff meeting to discuss the development needs of staff teachers/TAs with regards to teaching PE |

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| | | | <p>disaffected children's attitude towards PE during lessons since specialist teacher/coaches have been involved in the teaching of PE</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>Engage in 'Wake and shake' morning activity for KS1 with an outdoor portable sound system</p> | <p>£200</p> | <p>All children are able to access wake and shake (180 children), hear the music and get active~ time towards their 30 mins daily activity.</p> <p>With the children being active at the start of the day the children are more engaged and ready to learn. Wake and Shake is having a positive impact on children's readiness to learn and the children are focused for learning right from the start of the day.</p> | <p>Continue to update songs and teach them to the children regularly throughout the year</p> |
| | <p>Whole school to engage in 'Dan the skipping man' workshop with the view to introducing skipping into our everyday routines.</p> | <p>£700</p> | <p>Every child more active during the school day ~ time towards their 30 mins daily activity</p> | <p>Review with children and teachers how skipping is going. Is it being embedded into practice?</p> |

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| | Purchase skipping ropes for year groups so that this is sustainable and well resourced. Introduce Skip5 into our daily routines/PE warm-ups/PE lessons | £700 | | |
| <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> | Engage in Bowls by transporting a team to local bowls club ~ targeting least active children | £200 | Bowls provides a different element to sport and skill set. Different children who may not be interested in traditional sporting activities such as football have shown great interest in the tactical sport. | <p>Compete in a local competition. Review children's enjoyment and interest levels for sustaining this for next year</p> <p>Whole school audit to find out our least active children for next academic year</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> | Buy into Richard Lander Sports Partnership | £1000 | Children have access to a wide range of competitions on a local and county level as well as different sporting festivals for KS1 and KS2. The competitions are our route to the annual school games. This year 32% of the whole school population have attended an inter school competition | <p>Review effectiveness of support/competitions. Give feedback to Richard Lander School teacher running the programme.</p> <p>Audit of children who accessed competitions.</p> |

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| <p>Leadership, Coaching & Volunteering</p> <p><i>provide pathways to introduce and develop leadership skills</i></p> | Select School ministers for PE | £0 | Ministers help run sporting events and lunchtime competitions. They report to the rest of the school about PE at TMS | SLT to monitor effectiveness of parliament and play leaders |
| | Select Play leaders for lunchtime play in the playground | £0 | Play leaders support play, offer ideas for games, support friendships and show children how to play with lunchtime equipment | SLT to monitor effectiveness of parliament and play leaders |
| <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> | Also see Competitions section above | | | |
| | Employ specialist teacher to coach the children for competitions, run after school clubs to practise and transport children to events | £1712 | Wider school club opportunities focusing on competition sports. Children becoming more active. Raising the profile of fitness, health and wellbeing throughout the school community. This year we have been able to offer more | |

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| | | | clubs from 3 clubs last year to 22 clubs this year and therefore 60% of the whole school have accessed a sports club this is an increase of 25% of the school population (120 more children have access). So far this | |
| | Transporting children to competitions and festivals in a minibus | £2000 | Children are safely transported to events. | Children and parents less anxious about getting to competitions |
| | Tennis coach from Truro Tennis Club to teach tennis to the Y3 and Y4 children as well as upskilling the teachers of those four classes | £250 | 4 classes (120 children) have 10 sessions of quality tennis teaching and staff watch the teaching and become upskilled in this sporting area. | PE leader to discuss effectiveness of the sessions with the teachers and gather information through pupil conferencing |
| <p>Workforce</p> <p><i>increased confidence, knowledge and skills of all staff in teaching PE & sport</i></p> <p>(Key Indicator 3)</p> | Employing a specialist teacher to teach and run after school and lunchtime clubs everyday of the week. | £3,400 | Wider school club opportunities. More children accessing a sporting club. Children becoming more active. Raising the profile of fitness, health and wellbeing throughout the school community. This year we have been able to offer 50% more clubs and therefore 50% of the whole school now access a sports club this is an | |

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| | | | <p>increase of 25% of the school population (120 more children have access)</p> | |
| | <p>The specialist teacher to run a Friday after school fitness club for staff</p> | | <p>This has had a positive effect on the staff with around 5% of staff taking part.</p> | |