

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)	£19,600
Total amount spent	£19,100
What percentage of your current 18/19 Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	84.5%
What percentage of your current 18/19 Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	76%
What percentage of your current 18/19 Year 6 cohort perform safe self-rescue in different water-based situations?	50%
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

Comment [MT1]: Include total amount spent

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	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.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.

For advice on PE and Sport Premium planning and reporting, feel free to contact Rachel.Knott@cornwall.gov.uk or 01872 323352

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Top Tips For Evidencing Impact & Sustainability

-Pupils PE/SS/PA participation & attainment:

What difference has the school has seen on **pupils' PE, sport and physical activity participation and attainment** as a result of the funding? Give some specific examples as a result of your actions/expenditure (you don't need to do this for every point):

Quantitative:

- % increase of children taking part in active school clubs and/or community club attendance
- % increase of children taking part in competition (intra/inter)
- Number of new active clubs/activities
- Numbers of pupils benefitting from new targeted programs etc.
- % increase of physically literate pupils (using assessment tools)

Qualitative:

- Improvement in attitudes towards PE/sport etc.

-Pupil/school whole school improvement (Key Indicator 2):

What difference has the school has seen on pupil/whole school improvement as a result of the improved participation? This is the 'so what' of the increased physically active children – give some specific examples linked to increases in pupils PE/SS/PA participation & attainment (you don't need to do this for every point):

- Has increased participation in sports clubs increased children's confidence and self-esteem?
- Have targeted interventions for disengaged young people improved behaviour, communication skills, emotional resilience, mental health etc.?
- Have daily physical activity interventions improved focus, behaviour in lessons, attitude and readiness for learning?
- Has competition increased resilience, school pride, team work, communication, leadership skills, feelings of inclusivity etc.?
- Include general class/school improvements but also any specific examples of children who have particularly benefited

-Sustainability:

How these improvements will continue in the future without further funding. For example:

- Are ALL teachers confident and competent in delivering a high quality, balanced, broad, progressive PE curriculum and extracurricular sport/physical activity when the funding eventually disappears? Is knowledge cascaded to ALL staff following training? Have you bought resources that will last beyond the life of the funding and are ALL staff competent and confident in delivering them?
- Is there a culture/ethos of healthy active pupils = better learners? Are ALL staff, parents and governors bought into that concept? Do ALL staff, parents and governors buy into/support policies for active transport, active lessons etc.?
- Is there a diverse club/extra-curricular offer for ALL pupils of ALL abilities? Are external coaches sharing their knowledge with school staff so that this knowledge is not lost after the life of the funding? Are pupils encouraged/supported to join local community clubs so that they are more likely to continue being active after they've left school?
- Is there a diverse competition offer for ALL pupils (personal best, inter & intra)? Have competition structures been created to continue past the life of the funding?
- Make it clear... what is already sustainable and what are your next steps?

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-Example:

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)	Future Actions & Sustainability -How will the improvements be sustained -What will you do next
<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>Introduction of 3 new active clubs following pupil conferencing to provide girls and disaffected boys with specific clubs. Funds to be spent on upskilling staff in new activities & the purchase of new equipment</p>	<p>£500</p>	<p>Participation: Inactive girls and disaffected boys' participation in after school clubs has increased from 10% of children to 25%</p> <p>WSI: Attendance, engagement & behaviour of pupils attending clubs has improved</p>	<p>Sustainability: In house staff trained formally in the new activities. Knowledge shared with the rest of the school at whole school meeting</p> <p>Next Steps: Train Y5 pupils to take over the running of the club next year</p>

[Full example version available here](#)

-Common mistakes/things to avoid:

Planning expenditure:

- Don't be afraid to listen to what your pupils want – pupil conferencing can be great for measuring impact
- Income/expenditure should match – with no substantial underspend
- Avoid spend on capital projects e.g. Daily Mile track, changing rooms, outdoor classrooms, resurfacing etc.
- Don't be afraid to test new/innovative ideas – if it doesn't work, what can be learned or improved on?

Reporting Impact/Sustainability:

- Must include swimming data: 25m, range of strokes and self-rescue
- Make it clear... what is intended impact? What is actual impact?
- Make it clear... show how your improvements have increased participation. And what affect this has had on your pupils and whole school.
- Make it clear... what is already sustainable and what are your next steps?
- Please upload your document to an obvious place on your website and name it 'PE & Sport Premium Report 19/20'
- Leave your plans for the last 3 years online

For more tools to support your planning and impact reporting, go to: <http://www.cornwallsportpartnership.co.uk/pe-and-school-sport/time-2-move/pe-sport-premium>

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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>-On pupils PE/SS/PA participation -On pupils PE attainment -On pupil/school whole school improvement (Key Indicator 2) -Any additional impact</small>	Future Actions & Sustainability <small>-How will the improvements be sustained -What will you do next</small>
Curriculum Delivery <i>engage young people in a high quality, broad and balanced curriculum</i>	<p>Following a review of the curriculum and discussion during CPD with Teachers it was identified that our Sports teacher would support those teachers in KS2 with planning sequences of lesson. Additionally in KS1 and EY it was decided to update the REAL PE resource to the new 'Jasmine' platform. A whole school licence of REAL PE and Real gym was bought so that teachers can choose to do their own planning or use the 'Jasmine' resource. As well as taking additional swimming of the Y2 children.</p> <p>Following a PE equipment audit ~ PE equipment was bought to ensure lessons are well equipped. Equipment purchased at the beginning of the year and in the summer term ready for the new academic year.</p>	<p>£3300</p>	<p>All KS1 and EY teachers are using Real PE and Real gym to deliver a high quality, broad and balanced curriculum. Teachers find this resource links perfectly to our recently introduced (by our Academy trust) Physical Literacy Assessment Wheel as the assessment wheel has been developed for the trust by the same company.</p> <p>Likewise, KS2 teachers are more supported with their planning of sequenced lessons if and when they need it by our Sports teacher ensuring the delivery of a high quality, broad and balanced curriculum.</p> <p>All children will receive a high quality, broad and balanced curriculum with Physical Literacy at the core.</p> <p>PE lessons are adequately resourced 100% of children are able to participate. All equipment is safe to use, in good working order and of good quality.</p>	<p>Sustainability: All teachers delivering a high quality, broad and balanced curriculum.</p> <p>Teacher's confidence in planning and delivering lessons and sequences of lessons greatly increased.</p> <p>Teachers will ensure that the Physical literacy skills are embedded into lessons.</p> <p>Next steps: review of planning and assessment during CPD (Autumn term) and consider what's going well what do we still need help with? Are all our children participating? If not, why not?</p> <p>Replenish PE lesson equipment during the year as needed.</p>

Comment [MT2]: Can you link to the children and their own personal attainment, attendance and participation?

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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>Introduction of 'Active 30' in school for all children. Purchased outdoor sound system for 'Wake and shake' in the mornings. Skipping workshops over two day run by 'Dan the skipping Man' to inspire and children to use these learnt skills as part of their daily 'Active 30'. Two class sets of 30 skipping ropes were purchased one for the KS2 playground and one for the KS1 and EY playground.</p> <p>On speaking to the teachers regarding last year's skipping workshops it was evident that even though everyone was really inspired following the workshops and only some have regularly taken skipping into their PE lessons. We feel it is worth doing it once again to help embed skipping into our active day. The Skipping workshops for every child will also help to further develop our physical literacy skills as well as our activity level and will enable us to use skipping in our 'Active 30' lunchtimes every day.</p>	<p>£1050</p>	<p>Regular physical activity which has been facilitated through the use of the Sports Premium money has enabled children more children to be alert and ready to learn this has been reflected in our end of year data:</p> <ul style="list-style-type: none"> • Y1 phonics screening up 10 % from 80% to 90% • Improvement in end of KS2 attainment Reading 71% ARE, writing 71% writing, 73% maths. <p>Greater awareness amongst pupils of the benefits of physical activity for the body, brain and general well-being. Half termly assemblies that developing the self-esteem and confidence.</p> <p>Participation: All of KS1 and EY engaged in Wake and shake every morning. They are able to access wake and shake (180 children), hear the music and get active~ time towards their 30 mins daily activity. 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>The whole school took part in a 30 minute skipping workshop and were taught how to skip with an individual</p>	<p>Sustainability and Next steps: evidence which classes are using skipping and how often, pupil conferencing of impact of skipping at school during lesson time and lunch times. Ensure all children have access to ropes during these times.</p>
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Comment [MT4]: Ensure children have access to ropes during these periods.

Comment [HB5]:

Comment [MT3]: This is really good and try and use the same mention where you can.

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<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>rope and a long rope.</p> <p>Impact:</p> <ul style="list-style-type: none"> • 100% of EYFS and KS1 access physical activity through Wake and shake • Daily skipping as part of our Active 30 • Development of the Wellbeing team which has lead the introduction of Active 30 crew (32 Y5s leading sports activities at lunchtimes. The creation of the active 30 crew has developed the aspirations and leadership of the children involved. 	
	<p>Employed a Sports teacher to run a variety of sports clubs that interested the children such as cycling, bowls, yoga sports all activities that lots of children can participate in and do not require speed or athleticism but other types of skills such as mental strategy and coordination. Children for the bowls were selected for the team based on who would benefit from being selected, children that don't often get picked for other sporting events.</p> <p>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.</p>	£2250	<p>The children selected for the bowls team 27 to start then reduced to 8 when competition team was selected. These children's confidence and team work and perseverance grew over the practice times.</p> <p>More children have the option of a wide range of lunchtime and after school clubs. This has impacted on the amount of children accessing sports clubs, competition and festivals from 73% to 75%. There has been a large increase in children taking part in competitive sport this year.</p>	<p>Sustainability: Sports teacher to sustain this level of sports clubs and sporting opportunities next year. Also use of Chacewater Bowls club and Truro tennis club to teach skills to children.</p> <p>Next steps: Introduce intra-school competition each term (summer term being Sports day) Sports teacher to look into a lunchtime club for least active children. It is becoming more sustainable to provide a wide range of sporting clubs as permanent teachers are learning from the sports teacher and running sports</p>

Comment [MT7]: Any link to local Bowls Club here?

Comment [MT6]: Can you break this down? Great use of an important stat and maybe greater benefit if broken down.

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<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>Work with local secondary school and local primary schools to develop area competitions and festivals. Buy into Richard Lander Sports Partnership</p> <p>Transport children to Primary games events and supply costs to take the children to the events.</p>	<p>£2000</p>	<p>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. Due to the School games change in competition not allowing the same child to enter more than one event this has increased our competitive sporting opportunity and developed a sense of inclusion/school pride/resilience/team work in a greater amount of pupils.</p> <p>This year 201 out of 370 pupils have taken part in a competition or festival and we won a gold medal, two silver medals and two bronze medals at the Cornwall school games.</p>	<p>clubs themselves.</p> <p>Review effectiveness of support/competitions. Give feedback to Richard Lander School teacher running the programme.</p> <p>Audit of children who accessed competitions. Consider reasons some children are less involved and how we can get our least active children involved starting with a termly intra school competition e.g. dodgeball.</p>
<p>Leadership, Coaching & Volunteering</p> <p><i>provide pathways to introduce and develop leadership skills</i></p>	<p>Y5 children to be Active 30 crew and introduce activities for Active 30 on KS1 and EY playground.</p>	<p>£0</p>	<p>Sports leaders help come up with ideas for 'Active 30' lunchtime and run the activities which gives them a sense of responsibility and ownership as well as the opportunity to develop their communication and leadership skills and we have seen a super improvement in these children's self-esteem and confidence.</p>	<p>Next steps Get leaders to run 'Active 30' activities on the KS2 playground at lunchtime. Look into RL sports leaders mentoring our 'Active 30' crew.</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>Use local sports clubs to enhance the PE provision in targeted year groups as well as upskilling the teaching staff in those year groups ~ Cornish Pirates ~ Y5 and Truro Tennis Club ~ Y3 and 4</p>	<p>£500</p>	<p>124/424 children participated in 10 weeks of tennis training and 60/424 children participated in rugby training with the Cornish pirates. Following the training with the Cornish pirates about 10 children said they are going to be joining a</p>	<p>PE lead to discuss effectiveness of the sessions with the teachers and gather information and ideas for clubs through pupil conferencing.</p> <p>Continue to advertise</p>

Comment [MT8]: Make sure this isn't perceived to be using PSP to pay for School Games activity.

Comment [MT9]: This is amazing and great to read, any case studies on this?

Comment [MT10]: Any impact on those they lead linked to participation/attainment?

Comment [MT11]: Incentivising them to continue/link to wider leadership programmes?

Comment [MT12]: Have any children joined the tennis club or signed up for any Tennis For Kids courses? Likewise for Rugby. Include upskilling of teachers here and any impact on that.

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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>rugby club when they start up again in September. We have 5 children that have joined Truro tennis club since there training in school.</p> <p>In Y5 with learning with the Cornish Pirates the behaviour and interest in being active was improved during this series of lessons.</p> <p>We offer a large amount of clubs all with a capacity of 30 children and a :</p> <ul style="list-style-type: none"> • Autumn term ~ 9 sports/wellbeing clubs • Spring term ~ 10 sports/wellbeing clubs • Summer term ~ 10 sports/wellbeing clubs 	<p>sporting events/clubs on the weekly newsletter.</p> <p>From staff being upskilled the 7 teachers that were present at the rugby, bowls and tennis training sessions all said they learnt a lot, gained new ideas and would feel much more confident to teach/run clubs in these sporting areas. The teachers all had a real buzz about the sports they have been upskilled in.</p>
	Employ sports teacher to work alongside all teachers and support lessons, planning and CPD throughout the year.	£11,000	<p>Teachers are more confident to teach and plan sequences of lessons. Teachers are accessing support when needed from Sports teacher and broad and balanced lessons with physical literacy at the core are being taught to all children. Teachers are more confidently planning with sports coach and using the plans.</p>	<p>Further CPD for all teachers by Sports teacher and PE lead on new assessment tool, administering and physical literacy skills it to inform planning.</p>
Total spend: £19,100				

Comment [MT14]: Include confidence and capability of teachers increased here following mentoring by sports teacher.

Comment [MT13]: Any case studies or quotes from teachers? Any impact on the children because of this?

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)

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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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