

Threemilestone School 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.

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.

The total funding for the academic year 2019/20	£19,630.00 Total spent: £17,487.67
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	98%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	50%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	25%
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

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	Suzannah Teagle/Heather Beckett	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.activecornwall.org/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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<p style="text-align: center;">Area of Focus & Outcomes</p>	<p style="text-align: center;">Actions</p> <p>(Actions identified through self-review to improve the quality of provision) complete / started / not yet started</p>	<p style="text-align: center;">Funding</p> <p>-Planned spend <u>-Actual spend</u></p>	<p style="text-align: center;">Impact</p> <p>-Impact on pupils participation -Impact on pupils attainment -Any additional impact -Whole School Improvement (Key Indicator 2)</p>	<p style="text-align: center;">Future Actions & Sustainability</p> <p>-How will the improvements be sustained? -What will you do next?</p>
<p style="text-align: center;">Curriculum Delivery</p> <p style="text-align: center;"><i>engage young people in a high quality, broad and balanced curriculum</i></p>	<p>Buy into the Create curriculum ~ Real PE/Gym This curriculum builds positive relationships with physical activity for life. The resources support schools to transform the culture of physical activity. The inclusive approaches create habits and develop essential behaviours, physical literacy, emotional and thinking skills in all children.</p> <p>Employ Specialist Sports teacher to write Sport specific plans for those teachers not wishing to use Create 'REAL' curriculum. These plans build on the skills from the NC and CD assessment wheel. Additionally the specialist Sports teacher to work with teachers to adapt planning for their individual class/individual child needs e.g. supporting and extending learning opportunities. To also support with the delivery of a high quality, broad and balanced lessons and upskill NQTs, teachers and TAs according to need. Take Y6 booster swimming sessions making sure as many Y6 reach at least 25m as possible (Summer term).</p>	<p>£395</p> <p>£5188</p>	<p>Participation: EYFS, Y1 and Y2 (approx. 180 children) complete at least one of their two hours of PE through Real PE/Gym.</p> <p>Y3-4 (approx. 120 children) dip in and out of Real PE and the plans written by the Specialist Sports teacher and complete at least one hour of PE per week.</p> <p>Y5-6 (approx. 180 children) follow plans written by the Specialist Sports teacher and complete at least one hour of PE per week.</p> <p>Attainment: The CD assessment average wheel (spring assessment) shows that in: Y1- children made expected level in all areas of the Physical Literacy areas Y2 - children made expected level in all areas of the Physical Literacy areas Y3 – are at level 2 (End of KS1 level) with the exception of coordination where the average shows 30 children at level 3 Y4 – were assessed at expected or above the expected level (level 4)</p>	<p>Sustainability: Embed standardised assessment framework. (TPAT Create assessment wheel) Liaise with TPAT Health Wellbeing & Sport strategy to support staff to use this consistently.</p> <p>Next steps: Establish improved delivery of Gymnastic skills development in curriculum PE through use of REAL Gym curriculum. Monitoring and Evaluation tool will be used next year to support PE and School Sport requirements and fully assess attainment of pupils including swimming.</p> <p>Develop outdoor learning ~ CPD for staff and resources to make it happen effectively and reduce barriers to its success.</p>

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			<p>Y5 – in coordination and agility were assessed at expected or above expected level in the other areas they were assessed at level 4 (End of lower KS2)</p> <p>Y6 – in all areas except coordination were assessed at level 4 (end of lower KS2)</p> <p>The TPAT Monitoring and Evaluation tool (CD wheel) which assesses the children’s physical literacy ~ Agility, Balance, Coordination, Health & Fitness, Creative, Social, Personal, Applying Physical Skills and Cognitive has been used this year to baseline each child from Year 1 – 6 in November and was assessed again in March. (The July assessment did not happen due to Covid-19).</p> <p>Since using REAL PE and the assessment wheel together, from last year’s baseline to this year’s final assessment, the average wheel of the assessment tool shows all classes to have improved in Personal, Social and Creative skills. As these areas are assessed across all curriculum areas and not just in PE lessons the data could be interpreted as REAL PE having a positive effect on the children’s Personal, Social and Creative development across the curriculum.</p> <p>Whole School: Since lockdown we have had whole school CPD on using the assessment wheel tool so that everyone is aware of how to use the tool to assess and</p>
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<p><i>(Key Indicator 1)</i></p>	<p>Buy into 'LifeWise' curriculum (Jan) ~ The LifeWise Curriculum incorporates all the UK PSHE national curriculum as well as strengthens pupils' physical health, educates pupils about their mental wellbeing, equips pupils with skills for life, encourages the right values and maintaining a healthy lifestyle, and teaches necessary survival skill.</p>	<p>EYFS trailed 2 lessons but as it's not made for EYFS some lessons were too challenging but the children enjoyed being active and having fun playing team games.</p> <p>KS1 trailed 2 lessons and enjoyed the active lessons and cross curricular links.</p> <p>KS2 trailed 2 lessons and feedback from the children and teachers about these PSHE lessons being active was very positive. They especially liked the opportunity to learn, be active and collaborative.</p> <p>Attainment: From Year 1 -4 the 'Health and fitness' assessment average data shows children working at the expected level.</p> <p>All children were encouraged to join in with the Active 30 activities for at least 15 minutes at lunch time. On the KS1 playground this worked as a carousel of activities and all children took part of the course of the lunchtimes each day. On the KS2 playground children were allowed to pick and choose which activity to visit and although it is harder to see if everyone has had 15mins of exercise/being active. Staff report an increase in participation and an increase in positive behaviour with a decrease in sanctions being given out.</p> <p>Children had an additional active lesson per week through the</p>	<p>Next steps: September 2020 INSET day LifeWise/PSHE/RSHE for all staff.</p> <p>Complete Healthy lives survey and work towards achieving 'Healthy School Status' as set out in the TPAT HWS strategy for all TPAT schools ~ Wellbeing team and SLT to lead.</p>
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			<p>introduction of the LifeWise curriculum</p> <p>Whole School: Children had an additional active lesson per week through LifeWise curriculum. Being an active learner, getting stuck in, 'having a go', enjoying the journey and challenging yourself are important traits to us as a school and nurture a healthy lifestyle for life. We want our children and staff to be immersed in the wellbeing that physical literacy can bring.</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>This year we plan to ensure PP children have access to extra-curricular clubs. We feel it is essential that these children get the opportunity, if they want it, and experience wellbeing and success through being active and participating in a sporting activity/club. We have 72 PP children in school (Sept '19) therefore we will leave 25% of the spaces for PP children in any club including sporting/active clubs.</p>	<p>£0</p>	<p>Participation: Out of a possible 50 PP spaces in 10 sporting/activity clubs (69% PP availability) each ½ term, 46 spaces were taken up (92%).</p> <p>Attainment: By ensuring PP children have access to our sport/active clubs we have enabled them to experience wellbeing and success through being active and participating</p> <p>Whole School: We nurture a true sense of purpose, motivation and strength of character within every child and therefore it is essential for us to attempt to remove any barriers and enable all of our</p>	<p>Sustainability: Continue to ensure each club has 25% of spaces just for PP children, in the first instance.</p> <p>Next steps: In September, with specialist PE teacher, identify those children who are inactive or switched off to activity/sport/PE and pupil conference with them the reasons why they don't like/want to participate. What clubs might they like/be interested in that incorporates being active and healthy but not necessarily 'sporty'. E.g. archery, forest schools, climbing, yoga.</p>

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			children to participate and enjoy being active.	
<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. Events have included Football league, netball league, dance, indoor athletics, swimming, basketball and gymnastics etc.</p> <p>Employ specialist PE teacher to coach children and deliver clubs that are fun, well organised, high value, clubs which build on skills taught in lesson time as well as link to the CSG competitions and festivals programme. As well as running these clubs the specialist PE teacher takes the children to the events to ensure continuity e.g. coaching, wellbeing as well as safeguarding and health and safety.</p> <p>Horse riding competition for school riders Bowls competition for less energetic more coordinated/tactical/strategic sports people</p> <p>Take part in the CSG competitions throughout the year.</p>	<p>£1000</p> <p>£500</p> <p>£100</p>	<p>Participation: 70% of Y6 attended at least 1 competition this year (up to March) 42% of Y5 attended at least 1 competition this year (up to March) 35% of Y4 attended at least 1 competition this year (up to March) 20% of Y3 attended at least 1 competition this year (up to March) 25% of Y2 attended at least 1 festival 25% of Y1 attended at least 1 festival These children have had the opportunity to participate and compete at an inter level with other schools in our RL cluster.</p> <p>All sports clubs are always oversubscribed and have long waiting lists. We change our clubs termly and sometimes half termly to ensure as many children as possible get the opportunity to partake if they want to. The CSG ensures that different children are selected for individual events and so a greater number of children can participate and not just the schools elite sports people.</p> <p>The Horse riding competition provided those with different interests and skills an opportunity to compete.</p> <p>We took part in Cornwall Virtual School Games this year due to lockdown and it turned out to be</p>	<p>Sustainability: Continue to work closely with Richard Lander school and CSG and Truro College and TPAT schools and participate in their competitions and festivals.</p> <p>Next steps: Participate in TPAT termly events at Truro College</p> <p>Wellbeing team and Sports teacher to develop intra competition within the school following discussions with the children.</p> <p>Following the huge positivity following the CVSG during lockdown we will look into running a similar competition with challenges that all the children can participate in for next year within school if CSG goes back to normal otherwise we will participate in the CVSG like this year.</p>

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			<p>hugely popular not just with our children at school (183 children) but also with the children learning at home. It gave children right across the school the chance to take part and the amount of positive feedback from parents especially the younger children, who don't usually have opportunity to participate was outstanding and the children's resilience to challenge themselves in order to do their best, improve and succeed at their level was evident in the comments, photos and videos sent into school.</p> <p>Attainment: Children have developed a sense of pride and achievement. They feel included and successful in their endeavours. Through taking part they've improved such key skills as perseverance, resilience, collaboration as well as having increased confidence and enjoyment.</p> <p>Whole School: Where anything can happen... we have a shared sense of pride and celebrating strengths, talents and efforts as one big team. Develops valuing respect for one another and celebrating the journey together and being part of something.</p>	

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Leadership, Coaching & Volunteering

provide pathways to introduce and develop leadership skills

Following self-review of our Active 30 provision. It became evident that we needed to develop the leadership skills of the 'Active 30 crew'. Following discussion from the crew they also felt that it was difficult to run activities and get other children involved without the help of an adult. Therefore, as our Year 5s and 6s make up the Active 30 crew we thought it would be a great opportunity to train the whole Y5 year group in Leadership skills and gain the 'PlayMakers award'.

Once the playmakers award is completed these pupils will be able to assist in the delivery of Active 30 activities with the younger pupils from EYFS to Y6. By completing this award the children will have had the opportunity to and succeeded in:

- improve their confidence
- improve their communication and organisational skills
- improve SMSC development
- improve their interpersonal skills
- improve attainment
- improve their understanding of how to help promote a healthy lifestyle

They will become Primary leaders within the school, putting their learning into practice and act as role models for the other children and assist teachers during break-times, lunch-times and community events.

(Due to Covid-19, this hasn't been started. However we intend for this to go ahead in the next academic year, probably starting Spring 2021)

Up to £500

(none spent this year – roll over to next year)

Participation:
60 children (whole year group) 1 hr per week over 6 weeks (Spring term 2/Summer term 1)

Attainment:
Once the playmakers award is completed these pupils will be able to assist in the delivery of Active 30 activities with the younger pupils from EYFS to Y6. By completing this award the children will have had the opportunity to and succeeded in:

- improve their confidence
- improve their communication and organisational skills
- improve SMSC development
- improve their interpersonal skills
- improve attainment
- improve their understanding of how to help promote a healthy lifestyle

Whole School:
We were hoping that by having children trained in leadership skills it would have a huge impact on these children running fun and energetic Active 30 activities for the rest of the school and so increase the participation of all of the children during Active 30 time (especially in KS2 where participation has been harder to sustain)
In addition to this, help embed an active healthy lifestyle ethos throughout the school

Sustainability:
Leadership for the pupils has been highlighted on the SDP and so will be a focus in the academic year 20-21.

Next steps:
Speak to 'Sport Leaders UK' rep in Cornwall and discuss how to get started with effective and sustainable Primary School Leadership Award ~ 'PlayMakers award'

Also Contact Gill Cameron at Create Development as they are looking to include 'Leadership' in their package which we already buy annually. Look into what they are going to include and when it will be available also whether this would be money better spent for the future.

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<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:</p> <ul style="list-style-type: none"> ➤ Cornish Pirates ~ Y5 (Spring term) (30 children per session) ➤ Truro Tennis Club ~ Y3 and 4 (Summer term) 5 sessions for Y3 and 5 sessions for Y4 <p>Lifesaving club in the autumn term (links to RNLI) ~ Run by Mr Wake who is a Lifeguard on a Cornish beach</p>	<p>£500 (not charged yet)</p> <p>£250 (Tennis Didn't happen due to Covid-19 so roll over to next year)</p> <p>£0</p>	<p>Participation:</p> <p>Tennis did not happen due to Covid - 19 lockdown</p> <p>3 sessions were managed by the Cornish Pirates before lockdown</p> <p>12 children participated in the Lifesaving club throughout the autumn term.</p> <p>60 Y5 children participated in at least 3 multiskills sessions at Truro College.</p> <p>55 KS2 girls participated in Girls football club over the autumn and spring terms.</p> <p>Attainment:</p> <p>From past teacher and pupil conferencing it has been recognised that racket and ball skills are one of the most difficult to master. When</p>	<p>Sustainability:</p> <p>We will continue to use local club coaches/specialists to enhance our curriculum and upskill the teachers during lesson time.</p> <p>Continue links/relationship with local clubs and Truro college</p> <p>Next steps:</p> <p>Explore TPAT procurement offers to see if there are any opportunities we would like to use at TMS with our children</p>
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	<p>Girls football club run by coach from Threemilestone Youth Football club</p> <p>Take Y5 children to a half term of Multi-skills sessions @ Truro Collage (30 children per session). Sessions will be on the new Astro pitch and run by the Truro college and the HE students.</p>	<p>£0</p> <p>Part of the £1000 to TPAT HWS provision</p>	<p>asked over 90% of children said these skills were very challenging. The rest had played some tennis before at a club or with a parent therefore having more practise and confidence in the applying these skills. In the past, following the tennis sessions teachers said they could see a marked improvement in the children's racket and ball skills as well as an increase in the children's confidence, perseverance and enjoyment levels</p> <p>During the Cornish Pirates sessions the teachers noted an increase in the children's communication and collaborative learning skills. It was a great way to increase teamwork.</p> <p>Whole School: More clubs being offered due to community collaboration with local clubs</p>	
<p style="text-align: center;">Workforce</p> <p style="text-align: center;"><i>increased confidence, knowledge and skills of all staff in teaching PE & sport</i></p> <p style="text-align: center;">(Key Indicator 3)</p>	<p>Truro and Penwith Academy Trust Health, Wellbeing & Sport programme focusing on:</p> <ul style="list-style-type: none"> • Self-Review • Statement compliance • Tailored CPD opportunities • Monitoring & Evaluation <p>All teachers to participate in two tailored CPD sessions led by Rob Harrison May ~ CD wheel assessment training, July ~ Physical Literacy 1.</p>	<p>£1000</p>	<p>Participation: Physical Literacy 1 did not happen due to Covid-19. All teaching staff did assessment wheel training during lockdown.</p> <p>HB completed Real Gym training, no TLT or after school cascade due to lockdown however EF (Evidence form) from training shared with teachers.</p> <p>Attainment:</p>	<p>Sustainability: PE knowledge and CPD shared across the school, with continued upskilling of all staff.</p> <p>Next steps: Roll over Physical Literacy 1 training to 3.12.20</p>

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	<p>HB to complete Real Gym training (Feb) and cascade to rest of the staff (TLT or after school)</p> <p>Specialist PE teacher upskilling NQTs and TAs by teaching the children during curriculum time.</p>	<p>£200 cover for training</p> <p>£8112</p>	<p>All staff are able to input data onto the wheel and did March's assessment for their class.</p> <p>Staff members being upskilled and supported by Sports teacher they have had individual training in how to set out a carousel of activities for assessment. Also staff discussions on planning progression across the sessions. What to do and in what order to develop the skills across the sessions, how to adapt plans for the class and assess using the assessment tool. All of this has been invaluable not just for upskilling and supporting staff but for also building their confidence in teaching and assisting with PE.</p> <p>Whole School: We recognise the importance of upskilling staff as not only does it raise the profile of PE across the school but also encourage a positive active mind set. By upskilling our workforce we empower staff to deliver excellent physical literacy with confidence, knowledge and skill as well as strategies to excel. We employ Miss Andrew and buy into TPAT sport for this reason.</p> <p>Since lockdown we have had whole school CPD on using the assessment wheel tool so that everyone is aware of how to use the tool to assess and therefore ensure consistency across</p>	<p>Through teacher conferencing establish CPD needs of the teaching staff.</p>
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			the classes, year groups, key stages and whole school.	
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TOTAL – (actual spent) £17,549.28

What can schools use the funding for?

Schools should use the premium to secure improvements in the following 5 key indicators:

1. Engagement of all pupils in regular physical activity
2. 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

What must schools publish on their website?

Schools must publish details of how it spends its PE and sport premium funding by the end of the summer term or by 31 July 2020 at the latest. Online reporting must include:

- the amount of premium received
- a full breakdown of how it has been spent
- the impact the school has seen on pupils' PE, physical activity, and sport participation and attainment
- how the improvements will be sustainable in the future