

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.

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| The total funding for the academic year 2018/19 (click here if you are unsure of the exact amount) | £16 900 |
| What percentage of your current 18/19 Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 100% |
| What percentage of your current 18/19 Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 93% |
| What percentage of your current 18/19 Year 6 cohort perform safe self-rescue in different water-based situations? | 93% |
| 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.

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| Lead member of staff responsible | Melanie Slater | Lead Governor responsible | Gareth Armstrong |
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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.

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

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 <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)</small> | Future Actions & Sustainability <small>-How will the improvements be sustained -What will you do next</small> |
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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>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 (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 |
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| <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>Curriculum is delivered with reference to physical literacy framework in KS1 Teachers from local secondary school deliver lessons which support teacher development. (Y1 – Y4 PE)</p> <p>Outdoor activities are taught at KS2 on residential visit.(subsidised)</p> <p>Renewal of equipment has focussed physical literacy resources (used at playtimes as well as PE lessons) and Gymnastic equipment</p> <p>Coaches deliver Y5/6 Games, Y3/4 Cricket, Y2-6 Yoga, KS2 dance, After school Football, High 5, Circuits and Dance</p> <p>Assessment Wheel introduced this year tracks physical literacy and personal; skills</p> | <p>£500</p> <p>£2000</p> | <p>Participation: 100% pupils participate in 90 mins curriculum PE per week 77% of KS2 pupils attend at least one after school physical activity at school.</p> <p>33% increase in cricket participation due to KS1 accessing Chance to Shine</p> <p>Attainment: TPAT Monitoring and Evaluation tool covering Agility, Balance, Co-ordination, Health & Fitness, Creative, Social, Personal and Applying Physical Skills has been used this year to baseline each student from Year 1 – 6.</p> <p>Whole School: A more diverse PE curriculum for all years has improved enjoyment and attitudes of pupils within PE and School Sport</p> | <p>Sustainability: Establish and embed standardised assessment framework. (TPAT Crate 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.</p> <p>Monitoring and Evaluation tool will be used next year to support PE and School Sport requirements and fully assess attainment of pupils</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>Maintain engagement with Cornwall healthy Schools programme.(reassessment in 2020)</p> <p>New and renewed physical play equipment to support physical play at break times (January 2019)</p> <p>Fruit break times THRIVE/TIS school Fun Fit Yoga (Y2-6) Massage in Schools (KS1) Mindfulness (KS2) Circle Times Gardening Club and partnership with Trengwainton.</p> | <p>£2500</p> <p>£200</p> | <p>Participation: 90% of students currently active at play time which is an increase of 10% from last year.</p> <p>Attainment: Noticeable improvement in pupil focus and concentration through better physical activity provision at break time through equipment and healthy snacks.</p> <p>Whole School: Pupils and parents celebrate and promote health living and understand connection between emotional well -being and physical health.</p> | <p>Sustainability: Physical Activity has been embedded into the school day with all teachers and pupils</p> <p>Next steps: Complete annual Healthy Schools audit and continue to engage with Cornwall Healthy Schools</p> <p>(Possible Restorative Justice Training)</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>Healthy Schools activities week (Sept 2018)</p> <p>Massage in schools in KS1 Yoga in Y2 – Y6</p> | <p>£1500</p> | <p>Participation: All pupils had opportunities to try sports and activities which are not available in normal school curriculum. e.g. Fencing, Indian Dance, Volleyball, Capoeira,</p> <p>Attainment: All activities linked to healthy living and well-being, which has seen targeted pupils engage in a variety of new and exciting activities.</p> <p>Whole School: Emotional well-being is explicitly linked to physical well-being. It is recorded and assessed in Create Wheel.</p> | <p>Sustainability: More opportunities for inclusion of disabled pupils.</p> <p>Next Steps: Physical Literacy Assessments will identify individuals and groups who need support to engage more and develop personal skills in and out of school.</p> |

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| <p style="text-align: center;">Competitions</p> <p style="text-align: center;"><i>Provide a well organised, appropriate and enjoyable programme of competitions and festivals for students of all abilities</i></p> <p style="text-align: center;">(Key Indicator 5)</p> | <p>Enter teams in local competitions</p> <p><u>Football:</u> ESFA Small schools Comp T broad Shield Penwith League Y3/4 Tournament</p> <p><u>Penwith</u> High 5 League Rounders League</p> <p><u>Cornwall competitions:</u> Rugby Swimming Tennis Bowls <u>Cricket comp- "Chance to Shine";</u> Y4,5,6</p> <p>Transport funded in school minibus</p> <p>School Sports day includes self-assessments and challenges pupils to compete with their own previous best.</p> | <p>£30</p> <p>£200</p> <p>£150</p> <p>£300</p> | <p>Participation: 73% of pupils in Year 5 & 6 have represented school in competitions. 30% of pupils in Y3&4 have represented school in competitions. Parents and pupils understand the balance between inclusive and competitive and understand that sport can be both participative and competitive.</p> <p>Attainment: Increase in competition has developed a sense of pride, inclusion and development of valuable leadership skills transferable into other subjects</p> <p>Whole School: Good support from parents at events and matches.</p> <p>School celebrates effort and participation and promotes "growth mind-set" – success results from effort.</p> | <p>Sustainability: Continue to enter annual local competition structure and learning from own sports days used. More opportunities for LKS2 to take part in competition.</p> <p>Next Steps: Enter Hockey league</p> <p>Enter y2 – Y6 Multi Sport Events.</p> <p>Cancel after school minibus service to allow school minibus to be available for sporting fixtures</p> |
| <p style="text-align: center;">Leadership, Coaching & Volunteering</p> <p style="text-align: center;"><i>provide pathways to introduce and develop leadership skills</i></p> | <p>Y6 Playground Mentors have sport coaching training</p> <p>Y6 mentor KS1 in curriculum PE</p> <p>School Parliament Minister Sport monitors and reports on participation and achievement.</p> | <p>£150</p> | <p>Participation: 16 Year 6 students received leadership training covering the STEP process</p> <p>Attainment: Pupils have improved self-esteem, confidence and belief in principle that effort improves ability and enjoyment.</p> <p>Whole School: PE and School Sport is seen as a valuable part of school life, linking</p> | <p>Sustainability: Working with local provider to deliver high quality leadership opportunities to pupils will continue</p> <p>Next Steps: Continue with Playground Mentor training and trained year 6 pupils to work with Year 5 students in readiness for their training.</p> |

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| | | | with school parliament with ownership given to pupils. | |
| <p style="text-align: center;">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> | Pirates Rugby training | £1000 | <p>Participation: 81% of Y2 pupils attend a physical activity club out of school 81% of Y3 pupils attend a physical activity club out of school. 86% of Y4 pupils attend a physical activity club out of school 93% of Y5 pupils attend a physical activity club out of school 94% of Y6 pupils attend a physical activity club out of school</p> <p>Attainment: Noticeable improvement of pupils taking part in clubs out of school</p> <p>Whole School: Increased school club links, enhance transition to Y7. Staff more confident to deliver after school clubs through support from community providers.</p> | <p>Sustainability: Community club links will continue to support provision of after school clubs and out of school opportunities</p> <p>Next Steps: Staff and parents who are members of local clubs initiate further collaboration.</p> <p>Fully engage with TPAT HWS strategy.</p> |
| | Engagement with local clubs to support pupils to join community clubs | | | |
| | Subscribe to Penwith Sports Partnership | £300 | | |
| | Subscribe to Youth Sports Trust | £300 | | |
| | PE Teacher from St Ives School delivers curriculum PE to Y1-Y4 | £1000 | | |
| <p style="text-align: center;">Workforce</p> <p><i>increased confidence, knowledge and skills of all staff in teaching PE & sport</i></p> <p style="text-align: center;">(Key Indicator 3)</p> | Phase 2 - Truro and Penwith Academy Trust Health, Wellbeing & Sport programme focusing on: | £1000 | <p>Participation: All staff more confident and competent in delivering a wider range of sports and physical activities.</p> <p>Attainment: Monitoring and Evaluation tool has also been used for attainment of students from Year 1 to Year 6 within the 8 sections listed above – baseline established</p> <p>Whole School: More inclusive PE curriculum</p> | <p>Sustainability: PE knowledge and CPD shared across the school, with continued upskilling of all staff</p> <p>Next Steps: Staff skills continue to be developed through CPD opportunities provided through TPAT and Specialist Sports Coaches</p> |
| | <ul style="list-style-type: none"> • Self-Review • Statement compliance • Tailored CPD opportunities • Monitoring & Evaluation <p>Employ specialist sports and wellbeing coaches to lead after school clubs (Football, netball, rugby, handball, dodgeball, athletics, tennis, streetdance, circuit training, cricket, bowls) Employ highly qualified sports coaches to work alongside and train teachers and</p> | £7800 | | |

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| | support staff. (Cricket, tennis, KS1 multisports, yoga, dance, gymnastics) | | | |
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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 2019.

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.

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