



## CUSGARNE PRIMARY SCHOOL PRIMARY PE & SPORTS PREMIUM 2018/19 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 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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| <b>The total funding for the academic year 2018/19</b>  | <b>£16,800</b> |
| <b>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</b>  | <b>100%</b>    |
| <b>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</b>  | <b>100%</b>    |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | <b>100%</b>    |
| <b>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?</b> | <b>Yes/No</b>  |

**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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| <b>Lead member of staff responsible</b> | <b>Tim Barnard</b> | <b>Lead Governor responsible</b> | <b>N/A</b> |
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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](http://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.

| <b>Area of Focus &amp;</b> | <b>Actions</b> | <b>Funding</b> | <b>Impact</b> | <b>Future Actions &amp;</b> |
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| <p><b>Outcomes</b></p>   | <p>(Actions identified through self-review to improve the quality of provision)</p>   | <p>-Planned spend<br/>-Actual spend</p> | <p>-Impact on pupils <b>participation</b><br/>-Impact on pupils <b>attainment</b><br/>-Any additional impact<br/>-Whole School Improvement (Key Indicator 2)</p>  | <p><b>Sustainability</b><br/>-How will the improvements be sustained<br/>-What will you do next</p> |
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| <p><b>Curriculum Delivery</b><br/><i>engage young people in a high quality, broad and balanced curriculum</i></p>  | <p>Explore and evaluate the Real PE scheme with a view to investing in the scheme, particularly for the assessment. Also to ensure that impact of PE is linked to wider areas of child development.</p>   | <p>1,500</p>                            | <p>By having focussed whole school areas for development across a wider range of skills and attributes, we expect to see a greater impact on children's development. The assessment will allow us to capture the impact of this.</p>  | <p>Once the scheme is in place it is established for the longer term.</p>                           |
| <p><b>Physical Activity, Health &amp; Wellbeing</b><br/><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><b>(Key Indicator 1)</b></p> | <p>Link PE development into the Trust wide Well Being initiative.</p> <p>All Aspire schools part of Youth Sports Trust.</p> <p>Invest in playground equipment.</p> <p>Continue to support the cluster partnership.</p> <p>Develop the Early Years outdoor area with engaging physical and active apparatus.</p> <p>Upgrade sports equipment, including storage facilities.</p> <p>Encourage children to drink more water and keep hydrated throughout the day (water bottles for every child).</p> <p>Investigate viability of the school purchasing its own minibus, now that both local/community busses are no longer available for use.</p> | <p>9,150</p>                            | <p>Academy to train a Well-being Champion.</p> <p>Involves a greater range of staff and heightens their understanding of the role of PE and the rest of the curriculum.</p> <p>Increased celebration and rewards for PE involvement</p> <p>Survey to gather impact on children's and parents attitude to sport.</p> | <p>Embedded as part of Trust wide policy.</p>   |

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| <p><b>Diverse &amp; Inclusive</b></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><b>(Key Indicator 4)</b></p> | <p>Involve children in participation events through the Richard Lander cluster sports festivals.</p> <p>Focussed intervention groups and individual support.</p> <p>Aim for all children to represent the academy at some point.</p> <p>As part of Active Healthy Schools, provide opportunities for children to partake in class and/or whole school off site physical activity challenge days.</p> | <p>2,000</p> | <p>Greater accessibility for all children, especially those not normally involved in PE and SEND pupils.</p> <p>Measured improvements in mobility and confidence/self-esteem.</p> | <p>Establish annual events across the cluster and Aspire.</p> <p>Build in these activities to children's statements/plans.</p>                               |
| <p><b>Competitions</b></p> <p><i>Provide a well organised, appropriate and enjoyable programme of competitions and festivals for students of all abilities</i></p> <p><b>(Key Indicator 5)</b></p>                                  | <p>Be involved with Richard Lander cluster inter school events in a range of sports.</p> <p>Working with Aspire and cluster schools.</p>   | <p>500</p>   | <p>Pride in representing the school, ability to learn how to compete appropriately (win and lose).</p> <p>Self-confidence and ownership of PE competitions.</p>                   | <p>Established annual events</p> <p>Trust structure ensures continuity.</p>  |
| <p><b>Leadership, Coaching &amp; Volunteering</b></p> <p><i>provide pathways to introduce and develop leadership skills</i></p>   | <p>Encourage children to take sport leadership roles both in and out of school.</p>  | <p>50</p>    | <p>Playground leaders.</p> <p>Older children setting example for others.</p>  | <p>Run with Year 5's to ensure that this is passed on to next year group to sustain. Rolling programme.</p> <p>Celebrate in assemblies and with parents.</p> |
| <p><b>Community Collaboration</b></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>Link our sport with Race For Life and Muddy Run community events.</p> <p>Make further community sports club links.</p> <p>Promote local sports clubs, to encourage sport activity outside of school.</p>  | <p>100</p>   | <p>More involvement of children in local clubs.</p> <p>Wider range of sports clubs on offer.</p>  | <p>Embedding sport into the community means longer term involvement.</p>   |

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| <p><b>Workforce</b></p> <p><i>increased confidence, knowledge and skills of all staff in teaching PE &amp; sport</i></p> <p><b>(Key Indicator 3)</b></p> | <p>Employment of sports coaches across the school year to support all year groups (Plymouth Argyle).</p> <p>Support all staff in delivery of own PE lessons. Share this across the Hub in Aspire to give wider range.</p> <p>Employ local specific skill coaches with links to external clubs, for example hockey.</p> | <p>5,000</p> | <p>To give all children greater access to more sport and quality sports coaching.</p> <p>Ensure children receive full delivery of sports.</p> | <p>Rolling programme to sustain sport across school throughout the year, and outside of curriculum time through after school sports clubs.</p> |
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