

## PRIMARY PE & SPORTS PREMIUM STATEMENT

**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.

<b>The total funding for the academic year 2018/19</b>	<b>£19290</b>
<b>What percentage of your current 18/19 Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</b>	<b>70%</b>
<b>What percentage of your current 18/19 Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</b>	<b>54%</b>
<b>What percentage of your current 18/19 Year 6 cohort perform safe self-rescue in different water-based situations?</b>	<b>43%</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</b>

**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.

<b>Lead member of staff responsible</b>	<b>Mr A Forder</b>	<b>Lead Governor responsible</b>	<b>Mr P Ham</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.

### 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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<b>Area of Focus &amp; Outcomes</b>	<b>Actions</b>  (Actions identified through self-review to improve the quality of provision)	<b>Funding</b>  -Planned spend -Actual spend	<b>Impact</b>  -On pupils PE/SS/PA <b>participation</b> -On pupils PE <b>attainment</b> -On pupil/school <b>whole school improvement</b> (Key Indicator 2) -Any additional impact	<b>Future Actions &amp; Sustainability</b>  -How will the improvements be sustained -What will you do next
<p style="text-align: center;"><b>Curriculum Delivery</b></p> <p style="text-align: center;"><i>engage young people in a high quality, broad and balanced curriculum</i></p>	<p>Further enhance the provision to achieve a good balance of games, gymnastics, swimming, dance and athletic activities</p> <p>Upskill all members of staff and volunteers</p> <p>Achievement to be at least good and all pupils to make progress in line with their peers</p>	<p>£3,700</p>	<p><u>Increase participation rates in sport participation:</u> House matches: 20.4% Competitions: 19.8% After school clubs: 24.3% Community sports clubs: 27.3% Total sport participation: 38.1% PP Total sport participation: 34.6% SEN Total sport participation: 28%</p> <p>Increased confidence, competence in pupils following success</p> <p>20% Increase of pupils participating in an increased range of opportunities</p> <p>Pupils and parents understand how they are progressing – due to half-termly reports after assessment by both teachers and sports coaches.</p>	<p>PE provision will be audited and reviewed annually</p> <p>A designated member of staff will oversee the PE provision to ensure a consistent approach and gaps filled[MT1]. This will include mentoring and supporting other staff.</p> <p>All additional activities/sports will be sustained by upskilled staff and volunteers</p>
<p style="text-align: center;"><b>Physical Activity, Health &amp; Wellbeing</b></p> <p style="text-align: center;"><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 style="text-align: center;"><b>(Key Indicator 1)</b></p>	<p>Engage in the Cornwall Healthy Schools programme and use of Thrive school-wide</p> <p>Further educate pupils on the importance of healthy lifestyles and adopt healthy practices and attitudes</p> <p>Continue to improve pupils' physical fitness through enrichment opportunities</p> <p>Promote a school culture and environment that has health and emotional well-being at its heart</p> <p>To purchase develop and update playground markings to encourage children to take part in active playtimes.</p> <p>Purchase equipment to increase activity at playtimes and lunchtimes. To support</p>	<p>£2765</p>	<p>School will have achieved Healthy School Award status[MT2] - facilitating healthier diets, more active children and a whole school culture.</p> <p>Children are able to make choices about the importance of a healthy lifestyle and healthy eating in their future adult lives (Healthy Schools Questionnaire completed)</p> <p>Data analysis evidences (each half term) gains in emotional progress being made by the targeted individuals receiving Thrive</p> <p>Children have dedicated areas for games and can be encouraged to be more active during playtimes.</p>	<p>Continue to engage in Cornwall Healthy Schools</p> <p>Complete annual audit</p> <p>Physical activity is embedded into the school day and ethos of the school. Parents are engaged and reinforcing messages out of school - shown in parent feedback</p> <p>Thrive to continue to be carried out throughout school with regular assessment and bespoke lessons for each class and individual needs.</p> <p>Cornwall Under 5's healthy eating</p>

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	<p>playground leaders and ensure children are active.</p> <p>Purchase of equipment for outside PE to support the delivery of the PE curriculum to ensure children have access to a high quality experience in PE.</p> <p>Introduction of active blasts for daily physical activity bursts (in class and indoor breaks) to form part of the menu for 30 active minutes for children.</p> <p>Develop a 30 minute timetable to include all activities which are delivered by Sports leaders.</p> <p>To invite parents to Health and well-being day – VB/DR to encourage the children to be sugar smart and physical activity through the delivery of a healthy eating and lifestyle workshop</p> <p>Dedicated KS1 PE equipment area and improvements to KS2 equipment storage</p>		<p>Equipment purchased and used to support delivery of physical activity during lunchtimes and breaks.</p> <p>Equipment Purchased to support delivery of physical activity.</p> <p>Whole school increase in the number of pupils physically active and engaged on a daily basis within the classroom.</p> <p>Sports leader Timetable successfully introduced which children have supported in developing.</p> <p>Parent and children have raised awareness about healthy foods, activity levels and becoming sugar smart.</p> <p>Staff to have better access to age-relevant equipment.</p> <p>Thrive practitioners have completed the TIS two-day training</p> <p>Achieved the Dental Health and Emotional health and wellbeing awards</p>	<p>programme to be accompanied by new food policy at school. Leads to be chosen from EYFS, KS1 and KS2.</p>
<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>Delivery and purchase of equipment of inclusion sports:</p> <p><i>Sitting Volleyball £20</i> <i>Kurling Competition Set £281</i> <i>Goal Ball £47</i> <i>Tchoukball Set – £294</i></p> <p>Lunchtime and afterschool clubs set up to engage children who do not engage in team sports.</p> <p>Start of a club, competition, house-match and outside-school tracking system.</p> <p>Participate in an inclusive sport event.</p>	<p>£642</p> <p>£2600</p>	<p>Equipment used to develop an inclusive afterschool club.</p> <p>New clubs have been established by sports coach and staff to engage children who prefer non games based sports. Increase in the number of girls attending an after school club.</p>	<p>Continue to broaden the range of alternative sports delivered.</p> <p>Monitor and record attendance of pupils across school and continue to target groups to ensure maximal participation.</p> <p>New 'all-sports' club to be established, targeting less-active children and giving opportunities to experience diverse sporting activities</p>
<p><b>Competitions</b></p> <p><i>Provide a well organised, appropriate and enjoyable programme of</i></p>	<p>To compete in the intra sport Crofty cluster competitions</p> <p>Transport to events and competitions</p>	<p>£1000</p>	<p>Working in partnership with the other Crofty Schools to increase participation and success in competition; this has correlation with the improvement in self-</p>	<p>Year on year increase of the number of children taking part in competition. Ensure all pupils have opportunity to participate in</p>

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<p><i>competitions and festivals for students of all abilities</i></p> <p><b>(Key Indicator 5)</b></p>	<p>Intersport competitions</p>		<p>esteem.</p> <p>Overall an increase in the numbers of pupils participating in competitive opportunities within school.</p> <p>Increase in the numbers of pupils participating in competitive opportunities against other classes within the school: 20.4% from 12%</p>	<p>competitions.</p> <p>Continue to track increase in the number of children taking part in level 2 and 3 competitions and ensure that children who have yet to have had that opportunity are targeted.</p> <p>Continue to offer in school competition and encourage disengaged pupils to participate and raise activity levels.</p>
<p><b>Leadership, Coaching &amp; Volunteering</b></p> <p><i>provide pathways to introduce and develop leadership skills</i></p>	<p>Provide a playground leaders programme for the Red Caps and purchase new playground equipment to support activity at break times and lunchtimes</p> <p>Plymouth Argyle coaches to deliver lessons and teach adults coaching skills</p>	<p>£1,000</p>	<p>Improved pupil self-esteem, confidence and readiness for curriculum activities All pupils are engaged in regular physical activity (Healthy Schools Questionnaire completed, April 2018)</p>	<p>Camborne Primary Alliance continues to offer the leadership programme and will continue training and providing opportunities</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>Engage with local club/coach to deliver extra-curricular/after school clubs in non-traditional activities e.g. surfing</p> <p>Support given to pupils to join community clubs outside of school, e.g. Redruth tennis club</p> <p>Buy into Camborne Primary Alliance (including Youth Sport Trust membership and 'Super Saturday' and 'Summer Camp' opportunities) and Crofty Trust partnership</p> <p>Became Premier League Primary Stars representatives</p> <p>Became BorneFit representatives for Primary</p> <p>Cornwall Judo Club links – use of hall &amp; club</p> <p>Plymouth Argyle weekly coaching</p> <p>Cornish Pirates weekly coaching</p>		<p>12% increase in number of pupils participating in an increased range of opportunities</p> <p>Improvement in partnership work on physical education with other schools and other local partners</p> <p>More confident and competent staff with enhanced quality of teaching and learning – shown by feedback staff questionnaire and observations.</p> <p>Increase in school-club links with attendance at community sports clubs recorded at 32.8% from 26%</p> <p>Regular spinning, rowing and fitness competitions held within school and at BorneFit premises – raising awareness of variety of sports and benefits of regular fitness. Children now also have first-hand experience of a gym setting.</p> <p>Premier League Trophy visit to school, Plymouth Argyle whole-school coaching day and professional footballer visit. In turn, this has led to the formation of a</p>	<p>Community Club members help school staff to run after school clubs</p> <p>Pupils are encouraged to join a wide variety of community clubs beyond school – links are made in schools so barriers to joining are less</p> <p>BorneFit to carry out regular fitness classes to allow for smooth transitions into gym-based fitness, boxing, crossfit, cycling and rowing.</p> <p>Plymouth Argyle to coach regular lessons.</p> <p>Contact VOX for dance club</p>

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			<p>girls' football club run by Mike Shilton and higher interest in football.</p> <p>Children have now also joined Camborne and Redruth Rugby clubs outside of school and currently 3 county champions of Judo attend the school.</p>	
<p style="text-align: center;"><b>Workforce</b> <i>increased confidence, knowledge and skills of all staff in teaching PE &amp; sport</i> <b>(Key Indicator 3)</b></p>	<p>CPD training for staff to include Cricket, dance, swimming and other courses</p> <p>Employment of a specialist coaches and a sports apprentice to upskill staff and deliver PE and school sport.</p> <p>TargetTracker</p> <p>Schemes of Work</p> <p>Cornish Pirates Rugby Development Programme</p> <p>Chance to shine Cornwall Cricket Programme</p> <p>Youth Sports Trust Membership</p>	<p>£4000 planned spend</p> <p>£3000 spent</p>	<p>Inclusive PE curriculum which up-skills teachers and pupils. Year 6 swimming results have improve from last year. Dance club offered to children.</p> <p>Fluency, consistency and broad curriculum coverage achieved through the delivery of a comprehensive high quality PE curriculum.</p> <p>Clear effective assessment procedure, which will give teachers information necessary to inform planning. Children and staff understand where they are in their learning and what their next steps are – using same database as core subjects.</p> <p>Further development to allow further fluency, consistency and broad curriculum coverage achieved through the delivery of bespoke PE curriculum – focussing on inclusion sports.</p> <p>Specialist sports coach upskilling teacher knowledge and encourage engagement within local rugby clubs</p> <p>Specialist sports coach upskilling teacher knowledge and encourage engagement within local cricket clubs</p>	<p>PE provision will be audited and reviewed annually</p> <p>A designated member of staff will oversee the PE provision to ensure a consistent approach and gaps filled</p> <p>All additional activities/sports will be sustained by upskilled staff and volunteers</p> <p>New schemes of work to improve assessment and promote a broad / wellbeing curriculum – Real PE</p>