

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)	£ 16,976
What percentage of your current 18/19 Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	88%
What percentage of your current 18/19 Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	73%
What percentage of your current 18/19 Year 6 cohort perform safe self-rescue in different water-based situations?	88%
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.

Lead member of staff responsible	Kathryn Walters	Lead Governor responsible	Jayne Battersby
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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

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?

-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>
<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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<p>Area of Focus & Outcomes</p>	<p>Actions (Actions identified through self-review to improve the quality of provision)</p>	<p>Funding -Planned spend -Actual spend</p>	<p>Impact -On pupils PE/SS/PA participation -On pupils PE attainment -On pupil/school whole school improvement (Key Indicator 2) -Any additional impact</p>	<p>Future Actions & Sustainability -How will the improvements be sustained -What will you do next</p>
<p>Curriculum Delivery <i>engage young people in a high quality, broad and balanced curriculum</i></p>	<p>Monitor implementation of PE scheme purchased to support progression</p> <p>Audit PE equipment to ensure all equipment needed to teach scheme available</p> <p>Sports and health week to include a range of Sports and physical activities.</p> <p>Continue to use Class Yoga whole school subscription to support mind and body.</p> <p>Cluster membership in Youth Sport Trust for resources to supplement scheme.</p>	<p>N/A</p> <p>Equipment needed- tennis balls, netballs, footballs, bibs Total 286.95</p> <p>£500</p> <p>£300</p> <p>£200</p>	<p>Pupil conferencing shows pupils across all year groups R-6 enjoying PE. Skills developing throughout skills, built upon year to year.</p> <p>As above.</p> <p>Pupil conferencing shows Sports Week very popular part of school year. 75% showed an interest in continuing a new sport/activity they had tried during this week, outside of school. 95% of children stated that they really enjoyed sports week. Parent feedback was very positive.</p> <p>Pupil conferencing showed this time helped children focus better on their work afterwards. The improvement in outcomes this year can be seen below:</p>	<p>Continue to use throughout school, develop supplementation of Youth Sport Trust resources.</p> <p>Audit regularly. Promote taking care of equipment. Sports leaders have a regular slot to tidy equipment/pump up balls etc.</p> <p>Collate feedback from across school regarding popularity of activities to use for planning next year.</p> <p>Continue and monitor use. Ensure all teachers have passwords.</p> <p>Investigate further benefits of YST.</p>

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	<p>Staff training and development (including cover for Sports lead)</p>	<p>£750</p>	<p>The school has seen an increase in progress across all key stages. EYFS GLD rose from 61% to 71%; KS1 combined RW&M rose from 45% to 59%; Year 1 phonics check rose from 65% to 73%; KS2 combined from 48% to 82%.</p> <p>Staff training has improved and has resulted in more participation in sports from children. See below for additional comments.</p>	
<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>Develop and create specific play areas that increases physical activity during play and lunch breaks.</p> <p>Organise Sports Week and include more emphasis on healthy lifestyles and mental wellbeing.</p> <p>Provide a variety of after school sports/activity clubs for both Key Stages.</p>	<p>£12,500</p> <p>N/A</p> <p>(£500 noted above) plus free workshops on healthy eating/oral hygiene from businesses</p>	<p>Monitoring shows more children are physically active for a longer period during playtimes and lunchtimes since instalment of new play equipment. Children developing climbing/strength skills.</p> <p>The school has had no fixed term exclusions this year - a drop from previous years.</p> <p>Outdoor spaces used daily during Sports and Health week.</p> <p>Pupil conferencing shows Sports Week very popular part of school year. 75% showed an interest in continuing a new sport/activity they had tried outside of school. 65% said they had learnt something which would support a healthy lifestyle.</p>	<p>Repair/replace KS2 equipment.</p> <p>Develop the curriculum further making sure that outcomes in physical education are clearly identified at the start of each unit/key stage.</p> <p>Use feedback from children and staff to plan Sports Week 2020.</p>

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			Range of after school clubs offered by teaching staff: KS1 multisports, netball, football, cycling, aerobics Clubs for specific groups-invitation only- to train for events such as Quadkids (Pupil Premium)	Monitor Pupil Premium participation in sports/active clubs. Begin to target inactive girls.
<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>	Select and invite Pupil Premium children to participate in competitive and non competitive events with RLG/Crofty MAT.	N/A	Increased interest in sports from Pupil Premium children. Pupil conferencing showed greater interest and improved confidence in participating in sports and events. Two inter school competitions saw 100% participation from PP children.	Continue to focus on PP group and target inactive girls.
<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>Compete in Crofty/RLG cluster sports events including B teams/girls teams KS1 & KS2.</p> <p>Link to Cornwall School Games.</p> <p>Participation in Cornish School gymnastic championships.</p>	<p>N/A</p> <p>N/A</p> <p>£80 entry fee</p>	<p>Profile of competitive sports raised in school. Children from both key stages participated in a range of competitions- cross country, football, quadkids, swimming galas, gymnastics, KS1 multiskills, netball</p> <p>KS2 girls - Finalist in Plymouth Argyle Football competition.</p> <p>KS2 Boys - Quarter finalists in Plymouth Argyle football competition.</p> <p>KS2 boys - winners of inter school MAT football competition.</p> <p>KS2 girls - finalists in inter school MAT competition.</p>	Continue to participate in Cornwall School Games/RLG/Crofty cluster events. Enlist parents to accompany children.

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			<p>Netball quarterfinalists. - Inter school MAT comp.</p> <p>Quadkids - finalist. - Inter school MAT comp.</p> <p>Gymnastic - quarterfinalists. External competition.</p> <p>Weekly football was introduced in autumn term 1 for a period of 6 weeks. It attracted 29 regular children every week so has ran for the entire year. Close links now made with external football clubs (St Day and Cahraack) offering further opportunities for children. All abilities catered for and inter and intra competitions organised to accommodate the now very high demand.</p> <p>4 children have gone on to have trials with Plymouth Argyle and Chelsea football club. One child has been successful with Chelsea football club and is now through to the next stage of trials.</p> <p>(Many of above Cornwall School Games- inter cluster/secondary feeder school competitions)</p>
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<p>Leadership, Coaching & Volunteering</p> <p><i>provide pathways to introduce and develop leadership skills</i></p>	<p>Interview for 'Sports Leaders' in current Y5 to deliver play ground games/sports/activities in Ks1/2 playgrounds.</p>	<p>N/A</p>	<p>Continue to increase the range of physical activities at playtimes and to develop leadership skills of children delivering activities.</p>	<p>Sports Leaders club to be run by PE co ordinator after school. Provide training and T shirts to enable leaders to deliver activities in both KS1 and KS2 playgrounds.</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>Link with RLG.</p> <p>Link with Crofty MAT schools.</p> <p>Involvement in RLG dance at Regal.</p>	<p>N/A</p> <p>N/A</p> <p>T Shirts to wear for dance performance X 33- £198.00</p> <p>RLG dance promotion wristbands- £48.00</p>	<p>KS1 children received weekly cricket lessons from Cornwall Cricket. This was very popular with the children whilst also upskilling teaching staff increasing their confidence to teach this sport.</p> <p>Unique opportunity to perform with children across Redruth Learning Group at a location well known to children.</p> <p>87% of class involved said they would like to take part in a similar performance again. 45% said they would like to take part in dance classes outside of school.</p> <p>At least one child from the year group involved now partakes in out of school dance lessons.</p>	<p>Continue links and liase with PE co ordinators from other schools.</p> <p>Encourage and support a different year group to participate in RLG performance 2020.</p>
<p>Workforce</p> <p><i>increased confidence, knowledge and skills of all staff in teaching PE & sport</i></p> <p>(Key Indicator 3)</p>	<p>Monitor use of 'Rising Stars' PE scheme to support cohesion and progression of skills through school.</p>	<p>N/A</p>	<p>Staff feel more confident using a structure which promotes progression across the school, which can also be supplemented by their own ideas. All staff using scheme 2X per week and are happy to continue using. KS1 teachers have improved confidence in delivering cricket and</p>	<p>Continue to use throughout school, develop supplementation of Youth Sport Trust resources.</p> <p>Make a further booking with Cornwall Cricket for 2020.</p>

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	<p>KS1 to participate in weekly cricket coaching with Cornwall Cricket to upskill teachers to continue provision in the future.</p> <p>Cluster membership in Youth Sport Trust.</p> <p>Teachers/TAs to lead active sessions in Sports Week in an area of personal strength, to share expertise.</p> <p>Go Active/Cornwall Cricket to lead sessions during Sports Week to share knowledge and skills with teaching staff.</p> <p>Link with Crofty MAT for CPD.</p>	<p>£200 (noted above)</p> <p>N/A</p> <p>Go Active-£200</p> <p>N/A</p>	<p>now have a range of strategies to deliver the skills required. This increase in staff confidence has seen to a wider participation in PE subjects, with children experiencing everything from Frisbee to archery lessons.</p> <p>Positive response from children seeing staff promote activity and fitness.</p> <p>Many staff said they now had new strategies and ideas to teach skills in areas delivered by Go Active/Cornwall Cricket.</p>	<p>Enlist teachers to lead sessions during next year's Sports and Health Week.</p> <p>Make future booking with Go Active for different sports next year.</p>																								
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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 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.

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