

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 2019/20 (click here if you are unsure of the exact amount)	£16,000
What percentage of your current 19/20 Year 6 cohort swim competently, confidently, and proficiently over a distance of at least 25 metres?	94%
What percentage of your current 19/20 Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	80%
What percentage of your current 19/20 Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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 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	Arran Langdon	Lead Governor responsible	Arran Langdon/Jo Arundale
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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?

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-Example:

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)	Future Actions & Sustainability -How will the improvements be sustained -What will you do next
<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
<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>	Developing the physical curriculum for EYFS	£3'000	Equipment purchased and used to support delivery of physical activity.	Ensure there is a rotation of activities to continue to engage the children.
	Sports Lead to develop a more integrated active curriculum	£6'000	This has supported the delivery of new activities including in the curriculum and after school	Evidence, Impact and Sustainability
	Gymnastic/dance mats (newly introduced sport/exercise)	£527.40	including yoga and gymnastics. Pupils more confident in taking part in new activities (pupil conferencing)	Inclusive PE curriculum which up skills teachers and pupils.
	Forest School 1 day a week (SB)	£5'460	Clear action plan in place which has evidenced pupil voice. Phase one of the plan implemented with an increase in the number of children engaged in the playground.	Fluency, consistency, and broad curriculum coverage achieved through the delivery of a comprehensive high-quality PE curriculum.
	Tennis	£830	Behaviour has improved at lunchtimes with a 20% reduction in incidents.	Increased access to learning outdoors and the development of life skills through structured Forest School teaching.
	Competition / Top Up swimming	£1'614.70	Active Timetable successfully introduced which children have supported in developing. Children ready to learn at the start of the day and after lunch as a result of the active 30 minutes.	Evidencing that attainment in PE has improved with more children achieving age related expectations in PE across the school.
	Wild Warriors Forest School provision	£1'600	A range of activities in place to increase the number of children active for 30 mins.	Children to understand where they are in their learning and what their next steps are.

		<p>Greater awareness amongst pupils/parents about the benefits of physical activity and healthy active lifestyles (Parent and pupil conferencing)</p> <p>Delivery of a range of sports to all age phases.</p> <p>CPD for staff through working alongside Go Active coach.</p> <p>Forest School training and mentoring.</p> <p>Yoga CPD and mentoring</p>	<p>Access to Forest School teaching throughout the year.</p> <p>Increase 'active classroom' approach through timetable flexibility and securing more learning links across the curriculum.</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>To continue to deliver Jumpstart Jonny, GoNoodle, Yoga and monthly playground challenges. To engage children in a broad range of activities.</p> <p>Active lessons, outside the classroom.</p> <p>Whole school focus on Physical Activity, Pupil self-esteem and well-being.</p> <p>Self-esteem and well-being survey to be completed by KS2 pupils and parents.</p> <p>Development of notice boards in school to raise the profile of PE and School Sport for all visitors and pupils – achievement notice boards.</p> <p>Further development of lunchtime 'fun at one' in addition to regular access to Huff and Puff resources.</p>	<p>High quality P.E. is being delivered, through a wide ranging and varied P.E. Curriculum,</p> <p>Emphasis on preparing pupils for their future, leading healthy and active lifestyles.</p> <p>100% participation in lessons.</p> <p>P.E. Policy is kept up to date. Short- and Long-Term planning is done in line with National Curriculum requirements and School Policies and shared with all staff responsible for any delivery of P.E.</p> <p>Risk assessments are regularly reviewed.</p> <p>Staff feel more confident in their delivery of the Curriculum plan.</p>	<p>To improve the playground area to ensure it is engaging and children have equipment to use which increases their physical activity - training for TA, equipment, adventure trim trail etc.</p> <p>Create more active workspaces across school. E.g. Active classrooms</p> <p>All additional activities/sports will be sustained by upskilled staff and volunteers</p> <p>Continue to embed outdoor and adventurous activities within our Curriculum plan and through outdoor learning.</p>

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	<p>Teach children to look at the foods they are eating and the lifestyle they are leading to encourage them to be more active and healthier</p> <p>Yoga mats (new sport/exercise) - £</p> <p>Sports Kit & Healthy School strategy -</p>	<p>£101.6</p> <p>£329.447</p>	<p>More children are water confident and safer in water.</p> <p>Aim to have all children able to swim 25 metres by end of Year 6 (Currently 94%).</p> <p>More cross curricular cooperation has led to more outdoor learning opportunities.</p> <p>Improved personal confidence skills are being seen as well as improved social relationships amongst pupils.</p> <p>Raise profile of PE in school.</p>	<p>Children understand that Physical Activity not just constrained to PE lessons</p> <p>Introduce balance bikes for KS1</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>Outdoor Learning Space on field -</p> <p>New Football pitch nets/goals/markings for additional enrichment -</p> <p>After school provision</p> <p>Events in the calendar from District Sports</p> <p>Wellbeing and Life-skills activities for all KS2 children.</p>	<p>£775</p> <p>£291.75</p>		<p>To update play spaces so that pupils have a greater choice of game making / playing opportunities</p> <p>To increase a wider range of PE sport clubs in 2020/21</p>
<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>To compete in the East Cornwall cluster competitions</p> <p>Transport to events and competitions</p> <p>Investigate entry into open level 2 competitions.</p>	<p>£170</p>		<p>Year on year increase of the number of children taking part in competition.</p> <p>Volunteers recruited to support the delivery and</p>

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	<p>Introduce monthly challenges, to be run by Sports Leaders at playtime and lunchtime.</p> <p>Sports Festival at St Wenn -</p> <p>Participation in cultural festival (Y3/4)</p> <p>Competition stickers -</p> <p>Participation in Cornwall Virtual School Games, all children could participate whether at school or at home</p>	<p>£135</p> <p>£14.64</p>	<p>Sports assembly video celebrated our participation, and highlighted the value of PE and Sport at our school</p>	<p>organisation of sports events and competitions.</p> <p>Alternative Sports Day (CVSG) enabled all children to shine (pupil / teacher conferencing) and increased inclusion and engagement.</p> <p>KS2 pupils to plan an 'alternative sports' event for KS1 children.</p> <p>Introduce 'alternative' sport festivals each term and involve 2 local schools.</p> <p>Increase engagement with local clubs e.g. cricket / golf/ kickboxing rugby. Ask representatives in to deliver assemblies etc.</p>
<p>Leadership, Coaching & Volunteering</p> <p><i>provide pathways to introduce and develop leadership skills</i></p>	<p>Continue to develop playground leaders with the support of the sports TA</p> <p>To develop a sports council for the school to raise the profile of PE and school sport.</p>		<p>22 Playground leaders delivering activities on a daily basis raising the profile of physical activity.</p> <p>Pupils being given the opportunity to make key decisions about PE and School Sport within the school which has raised the profile of PE and school sport.</p>	<p>Continue to provide sports leadership opportunities for children.</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>Increase engagement with local clubs e.g. cricket / golf/ kickboxing rugby. Ask representatives in to deliver assemblies etc.</p> <p>Volunteers recruited to support the delivery and organisation of sports events and competitions.</p>			<p>Look at how to use local sports facilities.</p>

	Developing links with local primary schools and secondary schools, as part of the East Cornwall cluster.			
<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>CPD training for staff to include Yoga, Forest school, Bikeability and playground games</p> <p>Go Active enrichment & CPD -</p>	<p>£4'450</p>	<p>Inclusive PE curriculum which up skills teachers and pupils.</p> <p>Opportunities created for PE knowledge to be shared whole school. Once a term knowledge sharing in PE. Subject leader to deliver one workshop per term to upskill staff on curriculum delivery.</p>	<p>Build into future inset training whole school training in PE and school sport.</p> <p>Continue to provide existing staff with the opportunity to be upskilled in PE and school sport.</p> <p>CPD for support staff/lunchtime "fun at one" – Go Active</p> <p>CPD for staff in Yoga and forest school –</p>

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.

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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.