

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 each year has 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.

The total funding for the academic year 2018/19	£ 18,110
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	% TBC July 2019
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	% TBC July 2019
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	% TBC July 2019
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 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.

Lead member of staff responsible	Jack Walker, Bridget Rundle, Helen Bingham, (Senior Leadership Team)	Lead Governor responsible	Chris Hender
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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.

Area of Focus & Outcomes	Actions (Actions identified through self-review to improve the quality of provision)	Funding -Planned spend -Actual spend	Impact (and Intent) -Impact on pupils participation -Impact on pupils attainment -Any additional impact -Whole School Improvement (Key Indicator 2)	Future Actions & Sustainability -How will the improvements be sustained -What will you do next
<p>Curriculum Delivery</p> <p><i>engage young people in a high quality, broad and balanced curriculum</i></p>	<ul style="list-style-type: none"> Continue to implement scheme of work (Arena) to support the delivery of the PE curriculum delivery across the school. High Quality CPD/Coaching support across the school through: Go Active (as supplement alternative sport mornings for each class) and Plymouth Argyle (through traditional within PE timetabled) Coaches to empower Sports Apprentice to replicate throughout the rest of the school week within PE lessons and breaks. Buddying system between teachers for monitoring and sharing outstanding practice. Initiate alternative sporting activities as part of the residential camps in Year 4, 5 and 6. Support of Sports Apprentice to deliver HQ PE lessons, which will allow children to be challenged and supported more effectively. Share practice between staff and MAT schools. 	<p>Free as purchased previously</p> <p>£3500 (£1500 Go Active) (£2000 Plymouth Argyle)</p>	<ul style="list-style-type: none"> Pupils will gain a progressive scheme with self and peer assessment opportunities. All school staff will have a bank of resources and activities to ensure support through the different year groups. Each teacher has benefitted from working alongside a sports coach on identified areas for development. Each child in the class have participated in these sessions, ensuring that not only has the confidence in the staff increased, but the attainment and experiences of the children have also- measured through pupil voice. Targeted for EXS and GDS at the end of academic year: Year 1: EXS:88% GDS: 14% Year 2: EXS: 87% GDS: 22% Year 3: EXS: 86% GDS: 28% Year 4: EXS: 97% GDS: 40% Year 5: EXS: 92% GDS: 31% Year 6: EXS: 97% GDS: 50% Targets for attainment mirror that of RWM across the school of a minimum: 85% of children reaching EXS for their year group and 25%+ achieving at GDS 	<ul style="list-style-type: none"> The school will be able to continue to utilise the scheme of work for repeated year on year delivery, improving each teacher's skill set. Scheme will support integration of new staff as the school transitions to two-form entry. Teacher confidence improves, as well as knowledge of skill refinement within specific areas. Teachers have worked alongside sports coaches to further develop their knowledge base for delivering high quality PE. Continue to embed a regular method of monitoring and assessing PE across the school.

<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>	<ul style="list-style-type: none"> • Delivery of an active PE curriculum • Purchasing additional sports equipment to support the delivery of active PE and games during lessons, break times and after school clubs. • Assemblies, newsletter, social media celebrate and promote healthy and active lifestyles. Children to trial active diary to document their 60 minutes a day. • Working alongside Sustrans to improve the children's understanding of healthy lifestyle choices when travelling to and from school. This includes free bike & scooter checks at the school. • Delivery of the Playmaker award to the current Year 5 children to support them in delivering active playtime games for each class in the school. 	£1200	<ul style="list-style-type: none"> • Increased Physical activity levels of children during the school day. • Increased activity levels of children and families outside of school. • Greater uptake in after school sports clubs. • Greater numbers of children representing the school. • Sustained outstanding behaviour inside and outside of class. • Teachers can identify children who lack fundamental movement skills/collaborative skills/listening skills. 	<ul style="list-style-type: none"> • Children and parents equipped with the knowledge of what a healthy and active lifestyle entails- leading to more children continuing to lead healthy and active lifestyles.
	<ul style="list-style-type: none"> • Sports Apprentice to organise a range of break and lunchtime games to engage children in physical activity- monitoring the numbers of children who take part. • Children encouraged to be active at break times to meet and exceed the recommended activity guidelines. • Develop the implementation of active break/lunchtimes through children/staff leading and taking part in skipping, active games and dancing. (30:30) 	£9000 (15months)		

	<ul style="list-style-type: none"> Continue to implement Peer Mediators to encourage as many children as possible to take part in physical activities. Active opportunities built into wider curriculum e.g. active Maths/active English as well as use of Go Noodle to provide short bursts of physical activity. Involvement of YST: Chris Caws to lead assembly and staff training. Develop transition between year groups, at least one session to be sports based so that children can get to know their teachers (and vice versa) through collaborative and physical activity. Well-being champion to implement the Sugar Smart initiative with staff and pupils through audit, staff training and pupil voice. Orienteering map of school drawn up for teachers to be able to implement active elements to lessons e.g. Maths scavenger hunts. 			
<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>	<ul style="list-style-type: none"> Go Active to deliver a Fun Fit programme one day a week, supporting children who require additional physical provision, working on improving co-ordination, social skills, balance and fine motor skills. Sports Apprentice replicates and delivers sessions on other days to allow more children to access Fun Fit. 	Included in Go Active allocation (see above.)	<ul style="list-style-type: none"> Each child in the school given the opportunity to take part and achieve in high quality sport. Each child has opportunity to be competitive through intra-school competition. Groups of children who require additional physical provision are provided with the regular extra opportunity to progress their skills during weekly Fun Fit sessions. 	<ul style="list-style-type: none"> Opportunities provided for children to lead children to enjoying physical activity which in turn influences future choices. Sports apprentice has trained TAs in delivering FunFit. Inclusive PE Skills gained will empower staff year on year

	<ul style="list-style-type: none"> • Sports Apprentice to organise and arrange for half termly House Competition. • Projectability inclusion festival entered. • Delivery of an inclusive PE curriculum, with support through the purchased scheme and working alongside professional coaches during CPD opportunities. • Formally assess learners progress using the Youth Sport Trust App to identify areas of need. • Sports Apprentice to support different groups of learners during PE sessions to increase achievement. • To monitor the attainment of different pupil groups across the school and identify areas for development. • Balanceability training to develop fundamental movement skills of children in Reception. All children given opportunity to learn these skills in order to ride a bike independently. 		<ul style="list-style-type: none"> • Teachers have identified improvements with these children's co-ordination in the classroom. • Increased physical literacy. • Formal assessment demonstrates progression within learner's fundamental movement skills. • Aim for no differences between learner groups. 	<ul style="list-style-type: none"> • Reflective partnerships between built upon through sharing outstanding practice.
<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>	<ul style="list-style-type: none"> • We are members of the Mid Cornwall Sports Network (MCSN). This has allowed the school to regularly enter a range of events (including Cornwall School Games events) across both key stages. • Aspire Games- Year 5 (All children compete.) In addition, collaborative Aspire events organised. 	<p>£1600 (Annual Membership)</p> <p>Included within Aspire allocation.</p>	<ul style="list-style-type: none"> • Continue to increase the number of children who have represented the school at a competition, performance of fixture. Target: 85% • 100% of children have taken part in intra-school house competitions. 	<ul style="list-style-type: none"> • Children's experiences of competitive sport lead them to continuing these outside of school and into the future. • Increased staff confidence in leading and arranging sporting events will further increase the amount of children taking

	<ul style="list-style-type: none"> Competing in the St Austell District Football and Netball league (with supplementary league cup.) Entered 2 Cornwall Schools FA Shields and Girls ESFA competition. The school enters the St Austell and District Swimming League having previously achieved success throughout the last few years. Regular friendly Gala events take place between League meets Half-termly intra-school house competition to ensure every child has the opportunity to be competitive. 	Pool Hire £1800	<ul style="list-style-type: none"> Increase and diversify the amount of competitions we enter. 	part, the amount of competitions entered and the profile of sport at the school.
Leadership, Coaching & Volunteering <i>provide pathways to introduce and develop leadership skills</i>	<ul style="list-style-type: none"> Playmaker award to be delivered to the Year 5 pupils to provide them with leadership and coaching skills. Pupils to work in conjunction with Peer Mediators to increase number of children active at break/lunch times. Sports Apprentice to oversee the Sports leaders organising and the children will run a house team event in the summer term. Sports leaders to support Reception children with Sports Day. 		<ul style="list-style-type: none"> Increased levels of children active at break time. 100% of children in Year 5 achieve the Sports Leader qualification and have had experience of marshalling/leading. 	<ul style="list-style-type: none"> Skills acquired by Year 5 coaches can continue on the sports leader's pathway in their secondary school education. Nature of leading furthers children's social development. Children who were active at break time are more likely to continue to lead healthy and active lifestyles. Positive role-modelling has positive impact on whole school behaviour, school cohesion, application in lessons and physical activity.
Community Collaboration	<ul style="list-style-type: none"> Continue to provide children with a range of opportunities to network with other children through their representation in 		<ul style="list-style-type: none"> All children have been made aware of the various programmes/events in the 	<ul style="list-style-type: none"> Increased exposure to sport ran by outside clubs increases its profile leading to children

<p><i>ensure opportunities for young people of all abilities to extend their school activity transitioning into sustained community based sport</i></p>	<p>competitions/physical activities organised through Aspire and Mid Cornwall Sports Network.</p> <ul style="list-style-type: none"> To provide children across the school opportunities to work with Go Active/Plymouth Argyle as part of our CPD/after school club programme. Parents and families to share photos and videos of physical activity outside of school. Staff members to share video of their own physical activity. 		<p>community being run by Go Active/Plymouth Argyle.</p> <ul style="list-style-type: none"> Increased participation in physical activity outside of school. Increased confidence in communicated physical and healthy lifestyles leading to promotion of wellbeing: through Pupil Voice. 	<p>making effective healthy and lifestyles in the future.</p> <ul style="list-style-type: none"> Increased children taking part in physical activity outside of school will increase the likelihood of children continuing to take part in the future.
<p>Workforce</p> <p><i>increased confidence, knowledge and skills of all staff in teaching PE & sport</i></p> <p>(Key Indicator 3)</p>	<ul style="list-style-type: none"> Previously purchased scheme of work (Arena) to support the delivery of the PE curriculum delivery across the school. In house staff training focussing on effective warm ups, activity ideas, inclusive PE and Sport, competitiveness within lessons. CPD/Coaching support across the school through Go Active and Plymouth Argyle through traditional and alternative activities. Access to Aspire expertise and cross-academy training throughout the year including leadership training for sports apprentice/PE Lead/other staff. PE Leads and SLT to work with Chris Caws from the Youth Sport Trust to further advice on the implementation of Sports Premium. Sports apprentice will continue to upskill teachers and TAs following their own CPD. Their support in 	<p>£1000</p>	<ul style="list-style-type: none"> Increased teacher confidence and skillset. Opportunities for every teacher to work alongside high quality sports coaches. Greater pupil outcomes (see class targets listed above) Staff have had training to support the delivery of PE. Sports apprentice has been coached by Aspire PE Leads to further their impact within school. 	<ul style="list-style-type: none"> The school will be able to continue to utilise the scheme of work for repeated year on year delivery, improving each teacher's skill set. Scheme will support integration of new staff as the school transitions to two-form entry. Teachers have worked alongside sports coaches to develop their knowledge of delivering high quality PE. Continue to embed a regular method of monitoring and assessing PE across the school.

	sessions will allow more focussed support pupils within lessons.			
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