

P.E & Sport Premium Projection 2019-2020

Swimming					
Cohort	Total number of children in year 6.	Number of children achieving end of year expectations.	What percentage of your Year 6 pupils could use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) when they left primary school at the end of the last academic year?	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 the last academic year?	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?
2019-2020	No recorded data for swimming lessons due to COVID-19 implications				

Spending Overview

Code	Area	Details	Amount
A	Aspire Membership	Contribution to Aspire Sport Network, including Youth Sport Trust Membership.	£1000
B	Local cluster Membership	Contribution to Mid Cornwall Sports Network	£2000
C	Staff Training	Both attending courses, staff support across the school and buying in support to develop staff.	£3760
D	Resources	Purchasing new equipment and resources to support the delivery of P.E and School Sport	£1000
E	Staffing	Employment of sports apprentice until end of autumn term, to offer support and advice to members of staff delivering P.E. lessons and extra-curricular clubs, as well as the administration of sporting activities.	£3470
F	Supply Cover	To cover staff attending training or sporting events or training within school	£2260
G	Transport	Transporting children to off-site sports activities.	£3000
H	Swim Club	Weekly swim club for children who exceed the KS2 expectation for swimming.	£1800
Total			£18290

Spending Breakdown

Key indicators	Code	Impact	Sustainability
The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5-18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.	E D F	<p>Sports Apprentice to organise a range of break and lunchtime games to engage children in physical activity: <i>Regular house competition for has occurred. Skipping, dancing, organised games have all occurred with the majority of children across the school active at lunchtime building upon 30 minutes active time. Dance leaders have delivered dance sessions – 2 speakers bought so that children in KS1, EYFS and KS2 can take part. Increasing numbers of children have started to take part as the children are following and becoming familiar with the routines.</i></p> <p>Lunch supervisor training: <i>Training has led to more active games for children not taking part in any other physical activity at lunchtime to build upon the 30 minutes active during the school day.</i></p> <p>New house team logos created, staff enrolled into teams. House competitions taken place. <i>Every child in the school has taken part in Level 1 house competition- more events were planned.</i></p> <p>Chris Caws of the Youth Sport Trust staff training in September on ‘The Power of Active School’ as part of school’s drive towards 30:30: <i>All children have completed 30 minutes of physical activity each school day, through 5, 10 and 15 minute chunks, through active English and Maths. Designated 15 minutes ‘active break’ replaced old second break time – teachers have reported improved processing, readiness for learning and concentration. 100% of children either strongly agreed and agreed that they enjoyed active 30:30 sessions. Teachers can identify children who lack fundamental movement skills/collaborative skills/listening skills – teachers have noticed improvements in these areas individually and collectively. Subject leads have seen the benefit of active 30:30 and have started to share</i></p>	<p>Children equipped with the knowledge of what a healthy and active lifestyle entails- leading to more children continuing to lead healthy and active lifestyles.</p> <p>Teachers and children have positively embraced the 30:30 initiative and this will continue to form the backbone of our school physical activity. Born to Move to rolled out further following an impactful trial.</p> <p>Sustained outstanding behaviour and holistic wellbeing.</p> <p>Continue to build upon the amount of opportunities provided for children to lead other children. This will lead more children enjoying physical activity which in turn influences future lifestyle choices.</p> <p>Subject leads to embed physical activity across the curriculum next academic year.</p> <p>Strong links with Youth Sport Trust developed – opportunities to develop and trial active programs, further meetings with Chris Caws to be arranged and keeping up to date with new insight and ideas around active 30:30.</p>

		<p><i>CPD across the curriculum. PE Lead met with Chris Caws on two occasions – to look at ideas on developing 30:30 active sessions, PE and School Sport provision and impact. Future plans to be made to further current provision – with the Youth Sport Trust as a trusted and effective support.</i></p>	
<p>The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p>	<p>A C F H</p>	<p>Family active night – 21 families attended trial evenings for KS1 and KS2 giving positive feedback. Further nights were planned as well as house family/staff matches, with greater numbers expected due to positive feedback.</p> <p>Healthy Movers (Youth Sport Trust) trialed in Reception and Nursery: <i>Following initial course and autumn delivery, EYFS team decided that it is most effective for nursery age children but as an intervention for Reception age. Nursery lead has noted excellent participation from children and has created good home-school links with children and families practicing the movements at home. Our nursery lead has upskilled other EYFS staff to deliver next year.</i></p> <p>Introduction of ‘My Personal Best’ values to PE – <i>Sustained outstanding behaviour inside and outside of class. Focus has been on ‘caught’ but this will change to become ‘taught’ within PE initially next year. Whole behaviour scheme, shared with pupils and families incorporates these values now.</i></p> <p>Born to Move in Year 3: <i>Following a member of staff successfully raining to become an instructor, vast progress has been seen in children’s calmness, mindfulness, concentration – The Year 3 teacher noted a ‘feel good factor’ within these sessions,</i></p>	<p>Families more likely to be active outside of school, making positive and healthy lifestyle choices. This will be furthered with more staff/parent/family activities linked to house teams to increase engagement. We aim to develop this further by creating video showcasing and celebrating children active with their families.</p> <p>Healthy movers can be used as part of recovery following return to school should it be needed. Staff are trained and capable of disseminating to new staff.</p> <p>Born to Move to be rolled more widely across the school. School instructor to lead in different classes, team-teach and observe sessions. The aim of which is to continue to develop positive holistic wellbeing.</p> <p>My Personal Best values create well-rounded citizens.</p>

		<p><i>'allowing children to let off steam in a physical manner and hence becoming calmer.' Born to Move club has been created and subsequently the school entered a dance festival with the majority of the children coming from Year 3. Plans were afoot to deliver to Year 1, 2 and 4 – purchased ready for next academic year. Impact upon learning positive.</i></p>	
<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>A B C E F</p>	<p>Teachers work alongside sports apprentice: to develop their subject knowledge and develop the quality of their PE teaching: <i>throughout autumn term, teachers have continued to build their confidence in delivering PE. Each teacher has benefitted from working alongside a sports coach on identified areas for development. Teacher Quotes: "It has helped give me a bank of activities to use with the children, I especially like the use of minimal resources to challenge and support learners." "I have a broader skill set of playing group games with younger children. "Vital support in delivering the broad PE curriculum."</i></p> <p>PE Lead attended National Conference – focused on development of PE at the Heart of a Well School: <i>Links made with MyPB values and how these can be utilized. New ideas gained and ready to be implemented.</i></p> <p>Assessment system to be created: <i>PE Lead has created new assessment system to be utilized next academic year. This has been shared with staff</i></p> <p>Balance bike training, cricket and wider curriculum training including swimming delivery – Postponed until a future date, full impact to be measured when possible.</p>	<p>Inclusive PE Skills gained will empower staff year on year to develop their teaching of PE. Continue to develop this with future training build into wider CPD of the school. Children will benefit greatly from the ever-increasing quality of PE</p> <p>Teacher confidence is boosted and therefore empowers them to further their experiences gained so far.</p> <p>Following national conference, PE lead is up to date with current practice and ideas.</p> <p>Assessment (alongside training to assess) will enable teachers to make accurate assessments and identify areas for children to develop.</p> <p>11x balance bikes purchased and ready to use – resources available to deliver – await further announcement of staff training to enhance delivery.</p>

		<p>Teacher buddying and work with PE Lead: <i>Planned for spring/summer term 2020, will be fully measured next academic year.</i></p>	
Increased participation in competitive sport	B A G H F	<p>Continued entry into MCSN, County and SADFANA events: <i>Prior to lockdown – 72.5% of KS2 had attended a Level 2 sports event representing the school – more events were planned, also for KS1 and EYFS. Additional swimming event added and four of the team, then started to attend swim club.</i></p> <p>Girls football club: <i>Girls football club (the only club made available on Wednesday) to encourage more girls to play. Many girls who hadn't played previously joined the club and represented the school in county competition. Plans were in place to roll out a girls football day, utilize county FA expertise to widen the range of ages taking part.</i></p> <p>During unprecedented time of lockdown and partial school opening, 'Virtual' school games took place. <i>All children in school (170 children) took part, with children taking part from home as well.</i></p> <p>New house team logos created, staff enrolled into teams. House competitions taken place: <i>Every child in the school has taken part in Level 1 house competition- more regular events were planned.</i></p>	<p>Children's experiences of competitive sport will more likely lead them to continuing these outside of school and into the future.</p> <p>The school will continue to enter competitions for EYFS, KS1 and KS2 – diversifying and expanding on the amount entered this year. Aim to build upon sports events attended and work towards 100% of children in the school representing the school each year.</p> <p>Seek opportunities in the future to compete virtually to allow more children to access Level 2 competition.</p> <p>Continue to drive the development of girls football at the school utilizing the expertise of our Level 2 qualified girls football coach and County FA.</p>
Broader experience of a range of sports and activities offered to all pupils.	E C H G A B D	<p>During unprecedented time of lockdown and partial school opening, 'Virtual' school games took place. <i>See above</i></p> <p>Dance club introduced afterschool for KS1 and 2: <i>led to every KS2 child who attended the club getting the opportunity to take part in a dance festival at local secondary school.</i></p> <p>Leading events: <i>Year 6 pupils led an inclusion festival for KS1 children – the future aim was to encourage</i></p>	<p>Increased staff confidence in leading and arranging sporting events will further increase the amount of children taking part, the amount of competitions entered and the profile of sport at the school. Continue to seek varied and different opportunities for the children.</p> <p>Skills acquired by Year 6, 5 and 3 leaders can continue on in their secondary school education and beyond. Nature of leading furthers children's impacts positively on their social development. Continue to seek</p>

		<p><i>these children into an additional extra-curricular active clubs in summer term. This will be fully assessed next year. Year 5 dance leads operated all year and led increasing numbers at lunchtimes – this is well established as part of an active lunchtime. Year 3 playtime pals also held a well-established role at lunchtime.</i></p> <p>Netball, Football and Cross Country : <i>All children who have attended these clubs have had the opportunity to represent the school.</i></p>	<p>leadership opportunities so that all children in KS2 can experience leadership.</p>
--	--	--	--