

**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.

<b>The total funding for the academic year 2018/19 (<a href="#">click here if you are unsure of the exact amount</a>)</b>	<b>£16, 871</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>94 %</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>100 %</b>
<b>What percentage of your current 18/19 Year 6 cohort perform safe self-rescue in different water-based situations?</b>	<b>100 %</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. Paul Hunkin</b>	<b>Lead Governor responsible</b>	<b>Mrs. Elizabeth Heath</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.cornwallsportpartnership.co.uk/pe-and-school-sport](http://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](mailto: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 <b>participation</b> -On pupils PE <b>attainment</b> -On pupil/school <b>whole school improvement</b> (Key Indicator 2)</small>	Future Actions & Sustainability <small>-How will the improvements be sustained -What will you do next</small>
<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>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 &amp; the purchase of new equipment</p>	<p>£500</p>	<p><b>Participation:</b> Inactive girls and disaffected boys' participation in after school clubs has increased from 10% of children to 25%</p> <p><b>WSI:</b> Attendance, engagement &amp; behaviour of pupils attending clubs has improved</p>	<p><b>Sustainability:</b> In house staff trained formally in the new activities. Knowledge shared with the rest of the school at whole school meeting.</p> <p><b>Next Steps:</b> 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, re-surfacing 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><b>Area of Focus &amp; Outcomes</b></p>	<p><b>Actions</b> (Actions identified through self-review to improve the quality of provision)</p>	<p><b>Funding</b> -Planned spend -Actual spend</p>	<p><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</p>	<p><b>Future Actions &amp; Sustainability</b> -How will the improvements be sustained -What will you do next</p>
<p><b>Curriculum Delivery</b> <i>engage young people in a high quality, broad and balanced curriculum</i></p>	<p>We have invested in the Platinum Arena Package which has provided us with an entirely new PE scheme of work to help enthuse staff and children alike.</p> <p>All children in KS1 &amp; 2 have swimming lessons every year and 94% of our Year 6 cohort can swim 25m. All children have life-saving lessons.</p>	<p>£5, 615</p>	<p>Children and staff are all really enjoying the new provision and there is a new buzz of excitement; exploring different sports in different ways. We had a whole school staff training session, up-skilling all PE teaching staff. The scheme provides accurate and responsive assessment and ensures good progression of lessons. Children have been more motivated to participate and staff are more enthusiastic.</p> <p>Children start swimming lessons in Year 1 to give them a greater chance of meeting the National Curriculum requirements by the end of Year 6. They can all perform the key strokes accurately and achieve self-rescue. 18% of the Year 6s were offered top-up swimming lessons and 12% succeeded in reaching 25m, the final 6% is now able to swim 15m which is a huge improvement.</p>	<p>We are in the process of putting all of the lesson plans and assessment sheets in to folders to ensure ease of use for staff. The providers of the scheme are producing more lesson plans which we will obtain in order to provide a two year rolling programme for our mixed aged classes.</p> <p>We will begin top-up lessons for weaker swimmers in Year 5 and continue to give children frequent opportunities to attempt to swim 25m.</p>
<p><b>Physical Activity, Health &amp; Wellbeing</b></p>	<p>Our 'Challenge and Discovery' week this year was based on 'Healthy body, Healthy Mind' and included a focus on mindfulness</p>		<p>The children are all well-informed about healthy eating and know which foods should be eaten in</p>	<p>These improvements will be sustained by keeping an eye on lunchtime choices,</p>

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<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><b>(Key Indicator 1)</b></p>	<p>and having a 'Growth Mindset' along with healthy eating. We no longer sell milkshakes at break-times and ensure children have fruit, vegetables or a healthy snack. We have had Chartwells in to school to teach the children about healthy snacks – where they all made breakfast-bars and healthy wraps with salad. As a school we make the children aware that they should be active for 60 minutes a day, 30 of which should be at school. To ensure this, we do the lunchtime mile, i-Moves in the classrooms and have playground leaders providing activities during break-times (in addition to 2 hours of taught PE a week and an extra-curricular opportunity every day).</p> <p>We are currently receiving quotes for new playground markings that can be used to increase levels of activity. It is intended to form part of our 'Active 30' where children are encouraged to be active for at least 30 minutes a day.</p>	<p>£2,000</p>	<p>moderation and which foods are a healthy option. They thoroughly enjoy i-Moves and often request it; we use this resource to alleviate restlessness and lack of concentration. This demonstrates to the children that being active can stimulate the mind and help with their learning.</p> <p>A new opportunity to engage in activity; teachers can take their class outside and allow them to use the fitness markings to improve their physical health.</p>	<p>rewarding children that have made healthy choices either in their school dinner or packed lunch. We will continue to educate children about healthy eating through cross-curricular topics and ensuring staff set a good example.</p> <p>We will implement a timetable of daily activities to ensure that the children get at least 30 minutes of physical activity EVERY day.</p> <p>The markings are a permanent resource that will continue to provide activities for many years.</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>Crowan school ensures that all children are encouraged to represent the school in a sporting activity. All of KS1 competed against other schools in the Southerly Point Co-operative MAT in a multi-skills competition, we played an A &amp; B team in football and bowls, we selected less active children to compete in 'Quad Kids' and arranged for our SEND children to attend the Trevictus Games. We have identified less active children and got them involved in Fun-fit, bowls, rounders, netball and football.</p> <p>Bus hire for beach day Surf lessons for Years 5&amp;6</p>	<p>£3, 750 for staff cover, training and transport costs, e.g. hire of minibuses</p>	<p>All 'children of note' have attended extra-curricular activities on a regular basis. Every child has had the opportunity to compete in competitions in and out of school and our SGOC have researched what activities those who weren't involved in a cross-curricular activity would like. The uptake of extra-curricular activities has increased.</p> <p>Allowing the children to experience and explore the beach and participate in 'Beach Tribe'</p>	<p>We will maintain our partnership with the Southerly Point Co-operative MAT which provides regular competition for children of all ages. We will continue to provide our multi-skills competition which gives all of our KS2 children the opportunity to lead activities. We will also maintain links with Trevithick School who host 'The Trevictus Games.'</p> <p>The children will experience another new activity, informing them of all the</p>

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			activities. Promoting well-being and active lifestyles. Promoting water safety.	options. Children learn how to stay safe in the water.
<p><b>Competitions</b></p> <p><i>Provide a well organised, appropriate and enjoyable programme of competitions and festivals for students of all abilities</i></p> <p><b>(Key Indicator 5)</b></p>	<p>The partnership with the Southerly Point Co-operative MAT provides the opportunity for all children in the school to participate in a broad range of sporting competition at some point in the year and, where there is less provision, we host an event to ensure all ages get to compete.</p> <p>Bus/mini-bus hire</p>	<p>Helston Sports Alliance annual fee: £2, 000</p>	<p>Children have the opportunity to represent the school and their efforts are widely celebrated. We attempt to allocate sports that are appropriate to the children's ability to ensure that these activities are enjoyable and rewarding.</p> <p>We give pupils the opportunity to improve on their own personal best achievements so that they experience success and a positive outcome.</p>	<p>We will provide the same experiences next year along with trying to provide new experiences too.</p>
<p><b>Leadership, Coaching &amp; Volunteering</b></p> <p><i>provide pathways to introduce and develop leadership skills</i></p>	<p>All of Year 5 &amp; 6 are trained as Playground Leaders and are working towards their bronze, silver or gold award. All of KS2 design and lead their own multi-skills activities in groups and assist the KS1/Foundation stage children to participate.</p>		<p>The children experience the execution of their plans and make adjustments to improve their ideas, they then lead the younger children, encouraging and supporting them to help improve their fundamental movement skills. The children in KS2 enjoy this activity and their self-esteem is raised.</p>	<p>The children's leadership skills improve every year throughout KS2 and this improves their aptitude for Playground Leaders by Year 5.</p>
<p><b>Community Collaboration</b></p>	<p>We invite many sporting clubs from the community to come in to school to introduce the children to a wide variety of sport and encourage them to be more active after-</p>	<p>Cornish Pirates £360 for 6 weeks</p>	<p>Children are exposed to a wider variety of sports and are more likely to find a sport that they enjoy or</p>	<p>We will continue to update our school noticeboards and attend sporting workshops. We will seek community</p>

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<p><i>ensure opportunities for young people of all abilities to extend their school activity transitioning into sustained community based sport</i></p>	<p>school. This year we have had: The Cornish Pirates, Sports for Tots, Plymouth Argyle, Helston Bowling Club and a yoga session. We also attended a sports workshop through the Southerly Point Co-operative MAT where clubs from the community allowed the children to play their sport and gave them fliers to invite them to their clubs. The activities included: football, netball, hockey, judo, golf, dance and rugby.</p> <p>We also have a school notice board celebrating the children's achievements outside of school and sign-posting pupils to various sports clubs.</p> <p>The school offers Bikeability training for all of the children in Years 5 &amp; 6 which encourages safe cycling outside of school hours.</p>	<p>£175</p>	<p>that suits their level of participation. If children are successful at a sport, they are more likely to enjoy it; increasing self-esteem.</p> <p>Staff are up-skilled by visiting coaches.</p>	<p>sporting groups to come in to school to help the children experience a wide variety of sport and up-skill staff.</p>
<p><b>Workforce</b></p> <p><i>increased confidence, knowledge and skills of all staff in teaching PE &amp; sport</i></p> <p><b>(Key Indicator 3)</b></p>	<p>The Cornish Pirates worked with Years 3, 4 &amp; 5 alongside their teachers to up-skill them and increase confidence when teaching rugby. Plymouth Argyle have worked with all teachers and all children playing warm-up games and football activities to increase staff confidence in teaching football. As part of our Arena package, we have had staff training on curriculum delivery and using i-Moves. We have also had 'Wild Tribe' outdoor education sessions to up-skill the staff in teaching a range of outdoor activities.</p> <p>PE coordinator attendance at the PE conference.</p> <p>Lunchtime Supervisory Assistant dedicated to organising lunchtime games and activities</p>	<p>£250 supply cover</p> <p>£1, 560</p>	<p>The new curriculum has improved staff confidence as it was implemented with a staff training session and teachers and Teaching Assistants were able to ask questions and really get to grips with it. Having a specialist in to teach rugby, football or outdoor studies has inspired the children and increased staff confidence. The staff are confident with i-Moves, they know how it works are have implemented it regularly.</p> <p>Being abreast of recent guidance on Sport Premium funding and securing a partnership with Arena.</p> <p>More children encouraged to join-in with different sporting activity to</p>	<p>Our partnership with Arena and the MAT ensures regular offers of CPD and up-to-date information.</p> <p>Ensuring that the PE Coordinator is able to disseminate important information and stay up-to-date.</p>

	to engage children through a range of sports.		improve their fitness and enjoyment of physical activity.	Continue to develop interest in sports using the children's suggestions. Provide on-going LSA involvement in lunchtime activities.
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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](#).

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

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### **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.