



## P.E & Sport Premium Impact statement 2021-22



### School Context:

- PE is an integral part of school life; it is an area the school are respected for and parents celebrate.
- We are committed to offering a PE curriculum which develops the pupil's physical literacy alongside allowing them to apply these skills to a range of sporting opportunities.
- We are committed to offering high quality PE and sport across both key stages and are always seeking to continue our professional development.
- We aim to offer a range of active experiences both on the school grounds, with external providers and through our programme of residential trips and day visits.
- We are committed to trying to create links with the local community and sports clubs to provide pupils with a pathway to participate in sport outside of school hours.
- We are committed to finding a physical activity for every child.
- We are able to offer a diverse range of after school clubs.

### 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?	Have you used the PE&SP to provide additional provision for swimming, over and above the national curriculum requirements?
2020-2021	23	15/23 – 65%	15/23 – 65%	6/23 - 26%	Yes
2021-2022	24	20/24 – 83% (Currently)	16/24 – 66% (currently)	10/24 – 41% (currently)	Yes

### Spending Overview

Code	Area	Details	Amounts
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<b>A</b>	<b>Aspire Membership</b>	Contribution to Aspire Sport Network, including Youth Sport Trust Membership.	<b>£1000</b>
<b>B</b>	<b>Mid Cornwall Partnership membership</b>	Contribution to area membership for staff training and support.	<b>£1000</b>
<b>C</b>	<b>Staff Training</b>	Additional external support provided to ensure the consistency of delivery using the Real PE programme. Additional licence purchasing to ensure teachers have access to high quality virtual PE support.	<b>£2000</b>
<b>D</b>	<b>Resources</b>	Purchasing new equipment and resources to support the delivery of P.E and School Sport.	<b>£1717</b>
<b>E</b>	<b>Staffing</b>	Employment of staff member to increase the opportunities available for outdoor and adventurous opportunities	<b>£9663</b>
<b>F</b>	<b>Transport</b>	Maintaining and running the school minibus ensures that we are able to attend a range of sporting opportunities at a fraction of the cost.	<b>£1000</b>
<b>G</b>	<b>Top Up Swimming funding</b>	With the lack of swimming opportunities accessed by the children in our community and poor historic swimming results, we would like to offer additional swimming sessions to our Year 5 and 6 pupils.	<b>£2000</b>
<b>H</b>	<b>Additional sporting opportunities</b>	We are committed to using sport to improve the well-being of our pupils, we will be working in partnership with Fistral International Surf Centre to raise awareness of water safety and provide bespoke surf therapy sessions for pupils suffering Truma from the COIVD-19 pandemic.	<b>£1800</b>
			<b>£17.941.20</b>

Key Indicators	Code	Detail	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  A, D, F	<p>Early identification in EYFS for physical barriers to movement. Interventions to support children with gross and fine motor movement – Pen Disco writing intervention.</p> <p>Reception lunchtime club to be set up and run by Y6 leaders to ensure that the youngest pupils understand the importance of being active.</p> <p>Raise the profile of lunchtime activities to ensure that there are a minimum of 4 activities running each lunch time to</p>	<p><b>Staff Training:</b> Lunch time supervisors are being supported by a coach from the FA and external coach on how to ensure high levels of continued activity.</p> <p>Increase staffing at lunchtimes will reduced the level of disruption and poor behaviour increasing the attainment and focus in the afternoons.</p> <p>Numbers of girls participating in some for of physical activity at lunchtimes to rise. Pupil conferencing to show that 90% of pupils have</p>	<p>With clear plans in place to access and deliver lessons and well-trained staff we can continue to make the most of all aspects of the school day and increase the levels of physical activity so that it is line with the national benchmarks.</p> <p>The school has raised levels of staffing at lunchtime to allow for appropriate activities to be organised and run a range</p>

		<p>include: a focused activity run by an adult (tag rugby, dodgeball, football, cross country)</p> <p>Focus on raising participation in girls – research has shown lots of sedentary behaviour amongst girls both in terms of lunchtimes and attendance at afterschool clubs.</p> <p>Year 6 PE leaders are well trained and committed and ensure that the daily activities are run and pupils participate in a caring and considerate way.</p>	<p>participated in an activity at a lunchtime or break.</p> <p>Children are encouraged to walk, cycle or scoot to school every day as part of the school reopening plan.</p>	<p>of break time, lunch time and afterschool activities.</p> <p>A commitment to raising the levels of physical activity in all parts of the curriculum by making BE ACTIVE a key curriculum driver.</p>
The profile of PE and sport is raised across the school as a tool for whole school improvement.	A, B,	<p>Relaunch of the Real PE program following a high turnover of staff. New PE leader to take over and work with external expert to improve the level of training of all teaching staff.</p> <p>Embed PE Curriculum which develops cohesive links with social and emotional (Personal Development)</p> <p>Purchase kit for those pupils whose parents are unable to afford it to ensure that they are able to fully participate in lessons.</p>	<p>To ensure that the 6 cogged approach is clearly aligned with the schools teaching principles (<b>cognitive, social, personal, creative, applying physical, health and fitness.</b>). Children are therefore knowledgeable about the physical and mental benefits of physical activity and the impacts on their academic achievements.</p> <p>Forest School and Outdoor and adventurous activities continue to be used to help support pupils well-being and improve their understanding of nature and the local area as well as getting them outside for regular physical activity.</p>	<p>To embed the approaches of the new curriculum to ensure the quality and consistency of delivery.</p> <p>To use the 6 cogs as a driver for development in other curriculum areas.</p> <p>To use PE and Sport as a tool for supporting challenging SEMH behaviours.</p>
Increased confidence, knowledge and skills of all staff in teaching PE and sport	A, D, F	<p>Aspire, Arena and YST Membership with access to CPD from all providers. Staff are signposted to CPD. All teaching staff have opportunity to team teach with Sports Coach</p>	<p><b>Staff development:</b></p> <p>Individualised training from the new PE lead and external coach ensures that staff are confident in the approaches to the development of the pupils fundamental movement skills.</p>	<p>With clear plans in place to access and deliver and well-trained staff we can continue to make the most of all aspects of the school day and increase the levels of physical activity so that it is line with the national benchmarks.</p>

			<p>Activity at lunch times is far more structured children engage in physically active play. Behaviour has improved and there has been a reduction in physical incidents being record in school behaviour logs. Although there is one year group where it has not had the desired impact.</p> <p>The use of real PE has increased the engagement from pupils in PE. The individual child centred approach means that pupils confidence and willingness to participate.</p> <p><b><u>New Assessment system in place to take progress of individuals and groups of Children:</u></b> PE Lead has been trained on a new assessment system realised by Create development to be utilized next academic year. This has been shared with staff</p>	<p>Primary leaders have been trained in the Real Leaders program. They will lead weekly physical activity sessions and a multi-skills festival.</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>
Increased participation in competitive sport	A, B, D, F, G	Cluster and School Games events relaunch Jan 2022 – all children have opportunity for intra and inter school sport events. Increased participation in competitive sport with use of minibuses.	All children have the opportunity to access and participate in ‘Turn up and play events’, Festivals and competitions.	To continue to offer every pupil in the school the opportunity to participate in PE and Sport either during their PE lessons, through intra school competitions or wider school participation.
Broader experience of a range of sports and activities offered to all pupils.	A, B, D, F, G	Introduction to new sports through external partners these include: Lacross, Segway, Boxercise, surfing and street surfing.	Children will have access to opportunities and resources to broaden their experience.	To raise the attendance at school clubs by widening the lunch time offer.

				<p>To ensure that every pupils has the opportunity to participate in wider outdoor and adventurous activities.</p> <p>To build links with clubs in the community, providing children with a pathway to compete in sport beyond school.</p>
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