

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 2020/21	£17,500
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	85%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	63%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	59%
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?	No

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	Matt Tonkin	Lead Governor responsible	Brett Marsh
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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.

Area of Focus & Outcomes	Planned Actions for 2020/21 (Actions identified through self-review to improve the quality of provision)	Funding -Projected/ Actual spend	Impact	Future Actions & Sustainability -How will the improvements be sustained -What will you do next
<p>Curriculum Delivery <i>engage young people in a high quality, broad and balanced curriculum</i></p>	<p>The use of a dedicated PE specialist TA to lead and work alongside classroom teachers to deliver the PE curriculum.</p> <p>A progression of skills document for PE to be written and adopted to support the delivery of a balanced and progressive curriculum across the year groups.</p> <p>KIRFs (Key Instant Recall Facts) for PE to be introduced to support children's knowledge of PE related topics.</p> <p>A whole school approach to PE assessment to be implemented in line with all other foundation subjects.</p> <p>Work with local sports clubs/coaches to deliver aspects of our curriculum.</p> <p>Increased opportunities for OAA are offered to children, including sailing for UKS2.</p> <p>Invest in replacing existing sporting equipment to ensure resources to</p>	<p>Approx. £7,750 PE TA wage to support curriculum delivery.</p> <p>£750 to be spent on new equipment for varied curriculum.</p> <p>£3,100 for staff wages to lead outdoor learning as part of our recovery curriculum.</p>	<p>TA PE was used to lead the teaching of PE until 'bubbles' were introduced midway through the Autumn term. The PE TA is now based within a bubble but their expertise is being used to drive the profile of PE and school sport across the school.</p> <p>A progression of skills document has been adopted and is being used by teachers, alongside our program of study, to plan their PE sessions.</p> <p>PE Kirfs have been written and shared with staff. The use of Kirfs in their desired format will begin when we can launch our new curriculum but some PE Kirfs have been covered as part of our recovery curriculum.</p> <p>Assessment for PE has been amended to follow the procedure being used across all foundation subjects.</p> <p>Worthwhile and meaningful use</p>	<p>PE provision and curriculum map will be audited annually by the PE lead, and adapted where necessary to meet the needs of the children. Look to introduce new sports each year.</p> <p>Maintain position of PE TA at the school.</p> <p>Assessment of PE will lead to the identification of gaps in learning, allowing us to adapt our curriculum accordingly.</p> <p>Resources in place to ensure delivery of varied and high quality curriculum for future academic years.</p>

	<p>teach a high quality, broad curriculum is in place.</p>		<p>of this assessment will begin when we can fully launch our new curriculum.</p> <p>Although no external clubs/ professionals have been used as yet, sessions for cricket and rugby have been booked for the summer term.</p> <p>Although planned OAA opportunities (camps) have been postponed, all classes have been given a weekly outdoor learning session as part of our recovery curriculum. This means every child is experiencing OAA related learning, as opposed to those year groups selected for sailing/ camps.</p> <p>Year 6 have undertaken sailing lessons throughout the summer term.</p> <p>PE sessions have been timetabled onto remote/ home learning plans during the recent wider school closure so one afternoon a week is dedicated to PE activities at home.</p> <p>A more progressive curriculum with continuity of skills has led to improved pupil attainment.</p>	
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			<p>Role of PE TA has increased the profile of PE across the school.</p> <p>School has resources to provide the range of sporting activities needed for a varied and high quality 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>The school runs a diverse and comprehensive variety of sporting after school clubs.</p> <p>School uses its virtual platforms to promote and engage parents with a range of initiatives and virtual sporting events.</p> <p>All classes to engage with daily activity sessions to increase physical activity levels.</p> <p>Equipment purchased to be used at break times and lunch times to increase children's participation in physical activity.</p> <p>Continue to engage with the Cornwall Healthy Schools programme.</p>	<p>£3,750 wages for PE TA to lead clubs across the week.</p> <p>£750 to be spent on resources for active play/ lunch times and daily activity.</p>	<p>Our usual offer of extra-curricular sports clubs is on hold but hopefully these can return in the summer term. The school did promote the Youth Sport Trust virtual school sports clubs during November/ December.</p> <p>The school has promoted a range of virtual events via the school social media. These include Healthy School Transport, Virtual Sports Clubs, Cornwall Virtual School games.</p> <p>As part of our recovery curriculum, and in addition to a dedicated outdoor learning session, each class has been given additional outdoor slots for both the playground and trim trail to ensure children have regular opportunities to be active.</p> <p>The PE lead has shared with staff a range of resources and ideas for physical activity/ mindfulness/ health and</p>	<p>Ensure daily activity programme is maintained throughout the winter months when access to the outside areas may be restricted by weather.</p> <p>All KS1 children to take part in daily physical activity programme.</p> <p>Complete annual Healthy Schools audit and continue to engage for future years.</p> <p>Positive attitudes towards physical activity and healthy lifestyles are embedded into the school day and school ethos, fostering a love of PE amongst our children.</p>

			<p>wellbeing games that can be used within bubbles/ inside to ensure daily activity can still happen despite current restrictions.</p> <p>Equipment purchased to increase activity levels at break/ lunch times has been divided between bubbles to make sure all children have access to resources to promote active play.</p> <p>All classes across the school are expected to have 30 minutes of physical activity, including 15 minutes during curriculum time. Improved levels of physical fitness for these children, as well as a reported improvement in class behaviour.</p> <p>Promoting various virtual PE/ healthy living events via school social media will allow children and families to still participate in sporting activities despite the restrictions that have affected the year.</p> <p>Healthy Schools programme ensures there is an improved awareness amongst children and families about the benefits of physical activity and leading a healthy lifestyle.</p>	
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			More children are engaged in vigorous physical activity during break and lunch times.	
<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>Tailored intervention and targeted support to be provided to those identified as requiring additional support. Daily Fun Fit run for children across the school.</p> <p>Increase activity levels during all lessons, including core subjects, to engage children who are disengaged with traditional PE.</p> <p>Lessons to be led by PE TA and class teacher so additional adult can support those who may need additional support to take part in sessions.</p> <p>Investment in specialist resources/ equipment to support a fully inclusive curriculum.</p> <p>Support those children in UKS2 who are unable to meet end of KS2 swimming expectations with additional support and provision.</p>	<p>£600 for additional swimming support for those children in Year 6 not meeting end of KS2 swimming expectations</p>	<p>Due to restrictions, Fun Fit and PE based interventions have not yet been possible.</p> <p>During recovery curriculum, children participate in outdoor learning which promotes activity but not through traditional sport-based lessons.</p> <p>Dedicated home/ virtual learning PE sessions have a focus on fun games that can be completed as a family to help promote engagement amongst our pupils learning remotely.</p> <p>Year 6 pupils undertook a week of intensive swimming lessons, including water safety and lifesaving skills for some.</p> <p>SEN pupils are fully supported and have the support in place to participate in whole class PE (100% of children with EHCP plans take full part in PE curriculum).</p> <p>Groups requiring additional support receive daily Fun Fit</p>	<p>Specific needs of target groups, such as those leaving KS1 without fundamental ABCs, will be identified and supported with intervention.</p> <p>Embed active lessons across the school day to ensure physical activity levels continue to grow.</p> <p>The curriculum map is reviewed each year to include new and different sports/ activities to engage all children.</p> <p>Additional intervention and opportunities to be made available for our more able pupils.</p>

			<p>sessions prior to the school day beginning.</p> <p>Activity levels across the school day have increased, also improving concentration and behaviour within lessons.</p> <p>Disengaged children are now experience more regular physical activity.</p> <p>A broader curriculum has catered for needs of those disengaged with 'traditional' PE.</p> <p>Additional adult support in PE lessons has allowed for stronger differentiation within PE sessions, giving opportunity to challenge more able.</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>Continue to run the Clay Cluster Sport Academy sessions for gifted and talented children in the local cluster.</p> <p>Organise and participate in a range of cluster sporting events and competitions.</p> <p>Use membership to the MCSN to access wide range of school games and competitions.</p> <p>Purchase trophies and medals for intra-school competitions, including</p>	<p>Unfortunately, due to the pandemic, competitive sport has not been possible despite plans to run events in the summer term.</p>	<p>Despite not signing up for MCSN membership, we still have access to their resources and initiatives and have promoted their virtual events.</p> <p>Restrictions have meant we have been unable to organise, host or participate in school sporting events. Potential easing of restrictions could allow for some amended events to be held in the summer term.</p>	<p>Gifted and talented children may be recognised and selected for local clubs/ groups where their talent can be further developed.</p> <p>Children who experience inter-school events at a younger age will be more likely to continue their participation throughout primary school.</p> <p>Inter-school sporting performance to improve</p>

	<p>sports day and for end of year awards.</p>		<p>The school has taken part in the Mid Cornwall Virtual School Games (Spring) which involved children completing sporting challenges whilst learning remotely. Over 50% of children in the school took part in some of the suggested activities.</p> <p>The school hosts a number of events in a range of sports across the academic year for talented children. This raises the profile of sport within the cluster and recognises those with a talent in a particular sport. Postponed due to the pandemic. Events will run from September 2021.</p> <p>School involved in a greater number of inter-school competitive sporting events, including Clays Football and Netball league, swimming gala, athletics festival (<i>Attended 13 events across 8 different sports in 2019/20</i>).</p> <p>An increase in the number of children participating in inter-school competitions (<i>82% of KS2 2019/20</i>).</p> <p>Children in KS1 have the opportunity to represent the school in inter-school sporting fixtures.</p>	<p>with increased participation and greater experience.</p> <p>Target children in LKS2 to participate in inter-school competitions.</p> <p>Annual KS1 Clay Schools football festival/ Multi-skills festival to promote the sport in this area and encourage participation for younger children.</p> <p>Sporting rewards/ successes motivate children to continue and also act as an incentive to younger year groups.</p>
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			Medals/ awards provide children with a sense of achievement and pride.	
Leadership, Coaching & Volunteering <i>provide pathways to introduce and develop leadership skills</i>	<p>Introduce Sport Leaders award for UKS2 pupils to run lunchtime sporting clubs and lunchtime intra-school competitions. Sports leaders to also run and supervise break time activities.</p>		<p>Introduction of bubbles has prevented this but it is something the PE lead is keen to introduce as soon as possible. PE lead to find out what courses/ training is available for young leaders when lifting of restrictions allows (a previous cohort of Year 5/6 participated in training hosted by the MCSN but the restrictions have meant they have been unable to begin).</p>	<p>During transition, work collaboratively with local secondary to notify them of children who have participated in the award.</p> <p>Ensure Sports Leaders are involved in the process of selecting and training following year's candidates from year below.</p>
Community Collaboration <i>ensure opportunities for young people of all abilities to extend their school activity transitioning into sustained community based sport</i>	<p>Use membership to the MCSN to access links and pathways to local sports clubs.</p> <p>Subsidised sports clubs are provided by an external provider during the school holidays.</p> <p>Work in partnership with local sporting clubs/ coaches to provide additional after school clubs on site.</p> <p>Invite local sporting clubs to present at assemblies to promote local sporting clubs.</p>		<p>This year's restrictions have meant any form of community collaboration or work with community clubs has been difficult. As grassroots sport is restarted in the wider community, we will look at promoting this through our school social media and signpost children and families to sporting opportunities in our locality.</p> <p>Greater percentage of our children attend sporting clubs/ activities outside of school.</p>	<p>Greater number of our pupils become involved with local sporting clubs.</p> <p>Importance of being active and a healthy lifestyle is reinforced by parents and families outside of school.</p>

	Use school website and newsletters to promote local sports clubs to parents and families.		Children have opportunity to access sports related activities during holidays. Greater parental awareness of local sporting clubs/ opportunities to be active. Parental volunteers have helped to run after school clubs with staff.	
<p>Workforce <i>increased confidence, knowledge and skills of all staff in teaching PE & sport</i></p> <p>(Key Indicator 3)</p>	<p>PE TA to complete Level 5 in Primary School Physical Education Specialist qualification.</p> <p>Hiring of specialised coaches to deliver CPD to upskill teaching staff in broad range of PE curriculum areas.</p> <p>Staff training in specific areas to increase knowledge and expertise.</p>	<p>£1,000 external coaching.</p>	<p>PE TA keen to undergo additional training and Level 5 course when suitable training/ courses run. Primary PE Specialist Level 5 qualification for PE TA. Course postponed until possible to run.</p> <p>Summer term provision for cricket (KS2) and sailing (Year 6).</p> <p>PE TA to increase knowledge and confidence to support the leading of PE across the school, including creating a well-developed curriculum plan and embedding improved PE planning and PE assessment.</p> <p>Teachers have increased confidence and capabilities to deliver a varied curriculum.</p> <p>Areas of the curriculum that were previously neglected are</p>	<p>PE Lead to continue to drive the subject forward, routinely reviewing action plans and adjusting next steps.</p> <p>Ensure teaching staff are using newly acquired CPD by teaching regularly. Through monitoring of lessons, check that CPD has upskilled teaching staff sufficiently.</p> <p>Staff to share and disseminate CPD from training with teaching staff at staff meetings.</p> <p>Greater OAA coverage is planned into the curriculum.</p>

			<p>now sufficiently covered; OAA, tennis.</p> <p>School now has a member of staff with specialism in outdoor education, working collaboratively with the PE lead to increase OAA opportunities for children.</p>	
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