

## NANPEAN PRIMARY PE & SPORTS PREMIUM STATEMENT

**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 2019/20	£17,670
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	75% *BASED ON ASSESSMENTS AS YEAR 5
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60% *BASED ON ASSESSMENTS AS YEAR 5
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	65% *BASED ON ASSESSMENTS AS YEAR 5
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 (due to school closure)

**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.cornwallsportspartnership.co.uk/pe-and-school-sport](http://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.

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Area of Focus & Outcomes	Actions  (Actions identified through self-review to improve the quality of provision)	Funding  -Actual spend	Impact  -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><b>Curriculum Delivery</b></p> <p><i>engage young people in a high quality, broad and balanced curriculum</i></p>	<p>PE lead to review curriculum offered to ensure coverage and progression of skills through the school.</p> <p>A whole school approach to PE assessment has been implemented across the school.</p> <p>Employing a dedicated PE TA to support teachers with the delivery of the curriculum.</p> <p>Invest in replacing existing sporting equipment to ensure resources to teach a high quality, broad curriculum is in place.</p> <p>Level 2 Bikeability offered to all Upper KS2 pupils.</p> <p>Increased opportunities for OAA are offered to children, including sailing for UKS2.</p>	<p><b>£11,294</b> PE TA wage to support curriculum delivery.</p> <p><b>£400</b> invested in new equipment for varied curriculum.</p> <p><b>£500</b> Cornish Pirates rugby coaching sessions.</p>	<p>Children experience a more varied PE curriculum, with less repetition (12 units across the school year).</p> <p>A more progressive curriculum with continuity of skills has led to improved pupil attainment.</p> <p><b>According to Autumn 2019 PE assessment, 81% of children across the school are considered to be at expected age related level for PE. An increase of 7% from Autumn 2018.</b></p> <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>100% who participated passed their Level 2 Bikeability, providing children with the knowledge and skills to safely</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>

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			use their bikes outside of school.	
<p><b>Physical Activity, Health &amp; Wellbeing</b></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><b>(Key Indicator 1)</b></p>	<p>Introduction of daily physical activity across the school to ensure a minimum of 30 minutes of physical activity is being achieved.</p> <p>Continue to engage with the Cornwall Healthy Schools programme.</p> <p>An increased range of after school sports clubs provided for children across all year groups.</p> <p>Equipment purchased to be used at break times and lunch times to increase children's participation in physical activity.</p>	<p><b>£1,100</b> for sporting equipment to be used at break, lunch times and clubs.</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. <b>100% of classes now undertake 15 minutes of physical activity at least 3 times a week during the afternoons.</b></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> <p>More children are engaged in vigorous physical activity during break and lunch times.</p> <p><b>Good level of after school club participation. Figures for children attending at least one after school sports club:</b> <b>KS1 = 52%, KS2 69%, whole school = 62%.</b></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>

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<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>Tailored intervention and targeted support has been provided to those identified as requiring additional support. Daily Fun Fit provided for children across the school.</p> <p>Increased activity levels during all lessons, including core subjects, to engage children who are disengaged with traditional PE.</p> <p>Investment in specialist resources/ equipment to support a fully inclusive curriculum.</p>	<p><b>£200</b> resources for the teaching of inclusive sports.</p>	<p>SEN pupils fully supported and have the support in place to participate in whole class PE <b>(100% of children with EHCP plans take full part in PE curriculum).</b></p> <p>Groups requiring additional support receive daily Fun Fit sessions prior to the school day beginning. <b>100% take up for those children offered these sessions.</b></p> <p>Activity levels across the school day have increased, also improving concentration and behaviour within lessons. <b>Teachers anecdotally reporting a reduction of children recording 'amber behaviours'.</b></p> <p>Disengaged children are now experiencing 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>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>
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<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>Launch the Clay Cluster Sport Academy sessions for gifted and talented children in the local cluster.</p> <p>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 sports day and for end of year awards.</p>	<p><b>£792</b> membership to Mid Cornwall Sports Network.</p> <p><b>£250</b> fees to participate in local cluster competitions.</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. <b><i>The school organised and hosted 4 gifted and talented events, welcoming children from across 5 different local schools. Numbers for these events increased from the start of the year (8 pupils attended the first, 19 the latest).</i></b></p> <p>School involved in a greater number of inter-school competitive sporting events, including Clays Football and Netball league, swimming gala, athletics festival (<b><i>Attended 13 events across 8 different sports).</i></b></p> <p>An increase in the number of children participating in inter-school competitions (<b><i>82% of KS2).</i></b></p> <p>Children in KS1 have the opportunity to represent the school in inter-school sporting fixtures. (<b><i>2 events across 2 different sports).</i></b></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 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.	
<p><b>Leadership, Coaching &amp; Volunteering</b></p> <p><i>provide pathways to introduce and develop leadership skills</i></p>	<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. <b>PLANNED FOR SUMMER TERM, UNABLE TO INIATATE DUE TO SCHOOL CLOSURE.</b></p>		<p>Opportunity to further increase activity levels of children during break and lunch times.</p> <p>Improved soft skills for Sports Leader children, including self-confidence, communication skills and team building.</p> <p>Sports Leaders to act as positive role models for rest of school and further raise the profile of sport in school.</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>
<p><b>Community Collaboration</b></p> <p><i>ensure opportunities for young people of all abilities to extend their school activity transitioning into sustained community based sport</i></p>	<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 (Go Active) 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>Use school website and newsletters to promote local sports clubs to parents and families.</p>	<p>MCSN membership as above.</p> <p><b>£1100</b> School holiday club contribution to Go Active.</p>	<p>Greater percentage of our children attend sporting clubs/ activities outside of school. <b>(42% of children attend sports-based clubs outside of school; an increase on previous figure of 36%).</b></p> <p>Children have opportunity to access sports related activities during holidays.</p> <p>Greater parental awareness of local sporting clubs/ opportunities to be active.</p> <p>Parental volunteers have helped to run after school clubs with staff. <b>(two parental</b></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>

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			<b>volunteers across two sports clubs).</b>	
<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>PE TA to complete Level 5 in Primary School Physical Education Specialist qualification. <b>Course postponed until 2020/21.</b></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><b>£1,500</b> Primary PE Specialist Level 5 qualification for PE TA.</p> <p><b>£500</b> (budgeted above) external coaches for CPD (rugby)</p> <p><b>£400</b> staff training (OAA, tennis).</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 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>	<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>