**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 2017/18 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.

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| **The total funding for the academic year 2017/18** | **£ 17510** |
| **What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?** | **100%** |
| **What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?** | **100%** |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | **100%** |
| **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](http://www.cornwallsportspartnership.co.uk/) of the sport premium. From September 2013, [Ofsted](http://www.ofsted.gov.uk/inspection-reports/our-expert-knowledge/physical-education) 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.

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| **Lead member of staff responsible** | **Pippa Counter** | **Lead Governor responsible** | **Chris Williams** |

**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**  -Planned spend  -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 |
| **Curriculum Delivery**  *engage young people in a high quality, broad and balanced curriculum* | Increased range of Wednesday Workshop Sports based activities to include Karate, Beach Schools, Sailing, Windsurfing, Dance and Climbing  Ensure that active based Wednesday Workshops are available to all children, including those in KS1 and EYFS | £8,500 on Wednesday Workshop Provision  £1000 supply cover and additional TA’s to ensure that there is sufficient staffing for activities off site (first aiders and to meet KS1 ratios) | * Greater number of children across Key Stages have an opportunity to try different sports; increased participation in sports clubs in the local community * Increased activity levels promote healthier lifestyles for children * Increase in external Wednesday Workshop offering in KS1 encourages children to be more active at a younger age * Increase in Wednesday Workshop sporting opportunities. | Continue to develop the range of Wednesday Workshops offered so that children are able to experience different sports.  Staff confidence to lead different sports is increasing and will become embedded over future years. |
| **Physical Activity, Health & Wellbeing**  *all young people are aware of health related issues and are supported to make informed choices to engage in an active and healthy lifestyle*  ***(Key Indicator 1)*** | * Provide range of equipment, as requested by the student council, to increase activity range on the playground. * KS1 games space to be created in playground and outside classrooms; no running zone. | £3000 KS1 playground equipment | * Children encouraged to be physically active at play and lunch times. * Increased range of activities ensures that children are more able to access exercise which they find fun and enjoyable. * Through the leadership of the student council, children feel empowered to make choices about their own activity level; improving mental health and wellbeing. | Continue to invest in outdoor equipment to support the physical activity of children across the school throughout the day.  Ensure that purchased equipment is well maintained and continues to be relevant to pupil need. |
| **Diverse & Inclusive**  *provide a fully inclusive offer that recognises the diverse needs of specific groups and identifies tailored opportunities for all young people*  ***(Key Indicator 4)*** | Provide increased range of equipment, to allow children to access the full EYFS curriculum and to develop an excellent sense of their own physicality from a young age.  Targeted sessions with FRA to improve girls perception of and participation in competitive sport. | £2217 on EYFS equipment | Planned Impact  Children become more physically active from the start of their school journey.  Children encouraged to have greater awareness of their own bodies, with skills to balance, climb and take physical risks safely.  Children encouraged to be active for greater proportions of the school day through improved access to the outdoor area; resulting in better pupil wellbeing and improved behaviour.  Impact so far (Apr 18)  Year 5 and Year 6 girls have participated in targeted sessions with a local secondary school, which has resulted in increased confidence and participation levels in after school clubs have increased as a result.  There are significantly increased activity levels in EYFS with children spending at least 50% of their time in the outdoor area whereas previously less than 20% was spent outside. Activities now routinely accessed in the outdoor area include climbing, cycling and scooting, balancing, lifting and moving. This is having a significant impact on behaviour in the setting, allowing children to have a greater balance between focussed learning and motor skill development. | Analyse performance and participation levels across the school to target key groups for input next year.  Ensure increased focus on continuous provision and outdoor play in EYFS. |
| **Competitions**  *Provide a well organised, appropriate and enjoyable programme of competitions and festivals for students of all abilities*  ***(Key Indicator 5)*** | Competitive opportunities provided across all year groups. (Intra- house competition and local school events) | £600 -Membership to MCSN-Poltair.  £2000 on transport costs for fixtures and Wednesday Workshops off site | Planned Impact:  Greater number attending local area competitive sports competitions including swimming, athletics, tennis, rugby, football, netball.  Impact so far (Apr 18)  Teams have participated in local leagues for football, netball and athletics.  Our Upper KS2 teams won the football and netball leagues. This has greatly increased interest in representing the school among both children and parents. We are also funding two afternoons supply cover and coach costs for the 48 children who have participated in the teams to attend the awards ceremony. | Continue to participate in MCSN.  Ensure that the school is represented in a wider range of competitive opportunities, including different sports and for younger children (by leading these ourselves with other schools in the area) if needed. |
| **Leadership, Coaching & Volunteering**  *provide pathways to introduce and develop leadership skills* |  |  |  | Develop the Peer mentor and play leader roles to include a focus on increasing activity. |
| **Community Collaboration**  *ensure opportunities for young people of all abilities to extend their school activity transitioning into sustained community based sport* | Assemblies to be led by local sports teams to encourage children to join in with sports outside of school. | None | Impact so far (Apr 18)  A parent from a local rugby club is now volunteering to support the rugby club, alongside a teacher. This has resulted in an increase in children attending that club outside of school.  One child has been encouraged to join a local football team, after participating in the school team. They have now reached the national final with him scoring the winning penalty!  Children have received assemblies from local cricket teams, karate, rugby, brownie and guide troops and youth clubs- all of which have resulted in increased participation. | Invite a wider range of local sports leaders in for a sequence of assemblies to really develop and sustain interest.  Use children who already participate in teams outside of school as ‘role models’ for their peers. |
| **Workforce**  *increased confidence, knowledge and skills of all staff in teaching PE & sport*  ***(Key Indicator 3)*** |  |  |  |  |