

Chacewater School 2021/22 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.

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 2021/22	£17650
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	97 %
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	94 %
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 last academic year?	94 %
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

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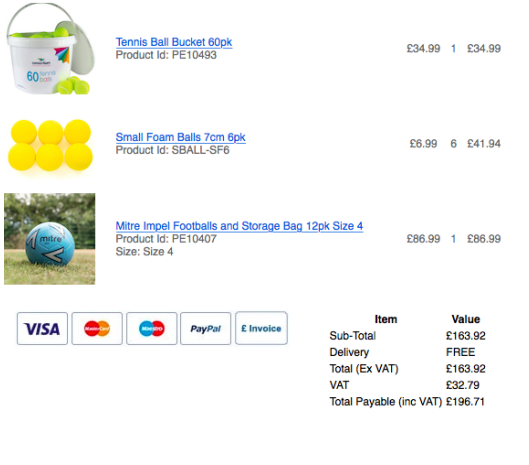
Accountability & Impact - Schools are required to keep parents informed and publish plans for deployment of premium funding on their website by April of each academic year. Schools will be expected to track pupils to be able to show what improvements have been made and evidence the impact of the sport 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	Shelley Hoare (P.E Lead)	Lead Governor responsible	Nicola Soutar
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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.activecornwall.org/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	Actions <small>(Actions identified through self-review to improve the quality of provision) complete / started / not yet started</small>	Funding <small>-Planned spend <u>-Actual spend</u></small>	Impact <small>-Impact on pupils participation -Impact on pupils attainment -Any additional impact -Whole School Improvement (Key Indicator 2)</small>	Future Actions & Sustainability <small>-How will the improvements be sustained? -What will you do next?</small>
Curriculum Delivery <i>engage young people in a high quality, broad and balanced curriculum</i>	<p>Real PE / Jasmin – Continue to use “Real PE” scheme to support the delivery of PE in school and the professional development of staff through online & face to face CPD. Introduce Real PE and Real Dance this year.</p> <p>Real P.E – subject leader training - 1 day</p> <p>Equipment – purchase new equipment to support the delivery and assessment of REAL P.E following an audit. Equipment including: Tennis balls, footballs and foam balls.</p>	<p>£495</p> <p>£160 Supply cover for PE Lead to attend training.</p> <p>£197</p>	<p>Participation: The whole school has participated in one sport lesson and one REAL PE lesson each week this year, including EYFS. Shelley Hoare P.E Subject leader attended the day 4 Real P.E leader training which upskilled her as P.E coordinator. All teachers have been engaging in using the Jasmin platform. Additional balls means all pupils can be active and participating throughout the lesson rather than having to share 1 between 2.</p> <p>Attainment: Assessments continue to be taken twice annually using the TPAT Create assessment wheel. There has been progress with the pupil’s fundamental skills across the school overall – notably in coordination which includes sending and receiving a ball. More balls purchased meant increased pupil opportunities to develop these skills.</p>	<p>Sustainability: Continue to use REAL PE scheme next year and engage in local P.E lead meetings and training.</p> <p>Next Steps: Staff are now confident using Jasmin and are now ready to look at the ‘learning nutrition’ to develop their delivery of Real P.E further.</p> <p>S.Hoare to disseminate training from her training, particularly to new members of the team joining next year.</p> <p>Based on pupil feedback from upper key stage 2, consider how to integrate the fundamental skills into sport application lessons for Year 5</p>

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			<p>P.E coordinator SHOare has an increased confidence for leading physical education in school using the Real P.E programme.</p> <p>Whole School Improvement: Using Real P.E, we now have a continued focus on fundamental skills throughout KS2 which is more inclusive for pupils who are working below age-related expectation in P.E. Pupil's sportsmanship has improved with more focus on developing leadership skills through the social unit of P.E.</p>	<p>and 6 to increase motivation and enjoyment.</p> <p>-</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>After school clubs provision: Broadening the range of sport and physical activity after school clubs offered:</p> <ul style="list-style-type: none"> ● Yoga KS1 & KS2 ● Football KS2 ● Netball Y5/6 ● Cricket Y5/6 ● Gymnastics Y5/6 ● Hockey Y3/4 ● Dance Y3/4 ● Athletics Y3/4 ● Rounders Y3/4 ● Wheely club (bikes & scooters)KS1 ● Multi-skills club KS1 <p>(additional non-sporting clubs offered also e.g Art club, Code club, Reading club, Geography club etc). Club provision increased as the year went on as a result of Covid restrictions in place at the beginning of the year to reduce mixing between classes.</p>	<p>Admin cost to organise clubs £300</p> <p>TA to support wheely club 1 term £1500</p>	<p>Participation: 82% of children (not including EYFS) attended an after school club this year. Admin systems for signing up to clubs were improved this year to improve engagement in clubs. Pupils are now able to choose a 1st, 2nd and 3rd choice and are all offered at least one of their choices. This has massively increased the number of children engaging in after school clubs.</p> <p>Attainment: Pupils demonstrated improved skills and confidence participating in a range of sports. Particular elite individuals demonstrated outstanding skill in some sports. KS2 children developed their skill application and use of tactics in sport based clubs.</p> <p>Whole School Improvement: School has been able to reintroduce a broad and balanced club offer</p>	<p>Sustainability: Clubs provided free of charge to the children by teachers so at no extra cost to the school. Clubs planned for next year to align with the competition calendar.</p> <p>Next Steps: Target least active pupils who do not yet attend after school clubs. Pupil voice – what clubs would these pupils like to attend? DT coaching to provide additional clubs next year as well as teaching staff to increase the offer further.</p>
	<p>Healthy, active lifestyle: Active travel. Bikeability cycling programme – Cycling is far more than physical activity, it is also a key life skill, an opportunity to develop resilience, road awareness and independence. Has not run for 2 years due to Covid.</p>	<p>£350 - Bikeability</p>	<p>Participation: All Year 6 pupils took part in the Bikeability cycling programme. Pupils who were least confident were included through spending time developing their skills in the playground whilst more confident cyclists went road cycling.</p>	<p>Sustainability: Walk to school week: free annual event. Resources sent to school to share with the children.</p> <p>Next Steps:</p>

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	<p>Walk to school week - Pupils encouraged to walk to school if possible, of park further away and walk the last part of the journey if not.</p>	<p>£0</p>	<p>Attainment: Progression: Use of school balance bikes, trikes and scooters in EYFS to introduce cycling skills early to any pupils who do not have this opportunity out of school. Another opportunity to develop these skills is at KS1 wheely after school club. This is then again built on through bikeability in year 6 where all pupils made excellent progress with their cycling skills. Many pupils developed an increased understanding of road safety and this opportunity also developed the fitness of many pupils.</p> <p>Whole School improvement : Whole school involved in walk-to-school week, launched in assembly. Teachers awarded stickers to pupils who walked to school which was a great motivator. Many pupils regularly enjoy walking, cycling or scooting to school.</p>	<p>Try to increase the use of balance bikes in EYFS & KS1. Next year, the new year 6s will take part in bikeability. Carry out a travel to school survey with all pupils to find out least active pupils and promote their engagement in physical activity.</p>
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<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>Fun Fit - Teaching assistants delivering FunFit intervention programme 15 minutes daily.</p> <p>After school club SEND support - Ensuring after school provision is safe and accessible for all children through provision of additional adult support for after school clubs so that children with SEND, particularly those with an EHCP, can attend.</p>	<p>£600 - TA delivery time £300 - planning and assessment with SENDCo</p> <p>£300 1:1 TA for after school clubs.</p>	<p>Participation: Targeted KS1 (4 children) and KS2 (5 children) intervention group run by teaching assistants delivering the fun fit programme. Individual pupils have been identified as requiring Funfit to support their gross motor skills including coordination, postural stability and balance. 2 out of 4 children with SEND who have an EHCP have attended an after school club this year.</p> <p>Attainment: Pupils have been assessed at the beginning and end of each term of Funfit to monitor their progress. Pupils have made individual progress towards their personal goals. This is beginning to reflect in the PE wheel assessment through progress with fundamental movement skills. KS2 pupils have their Funfit session in the morning before school and parents have feedback that this has motivated their child to come to school.</p> <p>Whole School improvement : Funfit has benefitted inclusion in P.E lessons through improving the gross motor skills of the lowest attaining children in P.E. Teachers have found that pupils who attend Funfit then return to the classroom more settled and ready to learn and can therefore make better academic progress.</p>	<p>Sustainability: Fun fit will continue to run next year with the same teaching assistants where possible. Assessments will be reviewed to identify which pupils will attend.</p> <p>Next Steps Make use of the PE wheel assessments to identify any additional children who would benefit from FunFit.</p> <p>Monitoring: observe Funfit sessions led by Teaching assistants. Identify any CPD needed.</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>Cluster – Richard Lander School cluster school delivery and competition:</p> <ul style="list-style-type: none"> ● Inclusive festivals with chances to try competing ● Competitive qualifiers for school games competition <p>Coming out of COVID, we have looked to ensure that we have participated in a range of sporting activity and aimed to give a board offer across the school:</p> <ul style="list-style-type: none"> ● Y5/6 Football matches and festivals ● Y6 girls football festival 	<p>£1000 RLS cluster cost</p> <p>£1920 Staff release cover. (£160 x 12 events)</p>	<p>Participation: Every child in KS2 has attended at least one RLS cluster event this year. Now Covid restrictions have eased the children will return to competing in intra school competitions. The competitions provide excellent challenge for our more able pupils in P.E and the festivals provide inclusive opportunities for all. Children have been able to participate in a greater number of sporting activities using a range of equipment which is not available at our school.</p> <p>Attainment:</p>	<p>Sustainability: We will continue to ensure that a wide range of children take part in these events. We will also try to choose events linked to what children have been learning in PE lessons.</p> <p>Next Steps: Increase opportunities for KS1 competition.</p>

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	<ul style="list-style-type: none"> • Y4 badminton festival • Y4 football festival • Y4 Tennis festival • Y5 Cross country qualifier • Y3 striking and fielding festival • Y3 quad kids athletics • Y5 Summer sports festival <p>Transport cost (% of school minibus lease) to travel to festivals and competitions.</p>	<p>£2500</p>	<p>The impact of Covid on pupils competing was drastic. The Increased opportunities to compete has resulted in a developed sense of pride and inclusion throughout the year. This year, we have had one pupil qualify for the school games cross country semi-final.</p> <p>Whole School Improvement: Through increased opportunity for competition, pupils are demonstrating an increased awareness of good sportsmanship, respect for the rules of a sport and accepting losing.</p>	
	<p>Sports Day: Organisation This event had not happened in its entirety for 2 years due to Covid. As the school has increased in size since previously holding the event, we have now split sports day into 2 half day events: morning for KS1 and afternoon for KS2. Shelley Hoare P.E lead was released for 1 day to plan the event and 1 day to lead the event alongside the headteacher.</p>	<p>£320</p>	<p>Participation: The whole school took part including EYFS. Children all had the opportunity to compete as house teams to earn points. Lots of parent support on the day including from the PTA.. Excellent engagement from pupils with SEND who all took part in some way on the day.</p> <p>Attainment: Excellent effort from all pupils and outstanding sportsmanship demonstrated. Pupils used and applied skills learnt in athletics and Real P.E lessons well.</p> <p>Whole School Improvement: This was a great way to raise the profile of P.E within the school community. Lots of positive feedback about the event from both the children and parents. Very inclusive event, opportunities to compete individually and as a team.</p>	<p>Sustainability: Parent volunteer to help run the event. Lots of the existing planning can be reused next year.</p> <p>Next Steps: Increased engagement of governors and sports leaders from RLS to help run the day. Purchase further equipment to increase participation opportunities, especially for lower KS2 who had the least events. Use Y6 sports leaders to support KS1 event.</p>
<p>Leadership, Coaching & Volunteering <i>provide pathways to introduce and develop leadership skills</i></p>	<p>Play Leaders – Specialist coach invited in to deliver the 1 day focused training on sports leadership for year 5 pupils. Class teacher observed half of the day, receiving CPD about how to implement a sports leaders programme in school.</p> <p>Play time equipment purchased (balls and balance boards) for play leaders to use to promote active playtimes.</p>	<p>£160 TA 1 day class teacher ½ day CPD opportunity</p> <p>£48</p>	<p>Participation All year 5 pupils participated in this day's training. As part of their training, they planned and delivered a short activity for the year 3 and 4 pupils to take part in.</p> <p>Attainment: Pupils in year 5 made excellent progress within the social section of the P.E wheel throughout this training e.g cooperating with others, organising roles and responsibilities and guiding a group through a task.</p> <p>Whole School Improvement:</p>	<p>Sustainability: When year 5 move into Year 6 next year, they will then work across the school as ambassadors for PA & Sport. This will repeat next year – training year 5 ready for year 6.</p> <p>Next Steps: Set up a playground leaders rota to promote active minutes during playtime.</p>

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<p>Community Collaboration</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>Community Links – Links with local Sports clubs, including the Chacewater bowls club. Year 5 pupils attended a half term of bowls lessons for their weekly sport lesson. They worked alongside a volunteer from the club to learn the rules and skills needed for the game Signposting opportunities for pupils to be part of these clubs as well as outreach support:</p> <ul style="list-style-type: none"> ● Chacewater Bowls ● Chacewater Karate club ● Cornwall Cricket ● Truro Tennis club ● Better leisure swimming <p>Working alongside the Parish Council to support the bid for development of the local Sports ground. Developing plans to include a climbing wall and archery facility which will all be able to be used for the Community.</p>	<p>£150 TA to attend with the children and to walk to and from the bowls club.</p> <p>£0</p>	<p>Participation: All year 5 pupils attended a half term of sessions at Chacewater Bowls club. 10 pupils competed in a bowl competition. Attainment: All pupils developed their skills with sending a ball accurately and using and applying tactics as a team. 10 pupils did particularly well and were selected to take part in the bowls intraschool tournament. Whole School Improvement: This is a different sport for the pupils to take part in which most had not played before. The bowls club is a short walk from the school and this collaboration is an excellent link for the school to maintain in order to provide this opportunity.</p>	<p>Sustainability: We have a good working relationship with the bowls club and hope to</p> <p>Next Steps:</p>
<p>Workforce</p> <p><i>increased confidence, knowledge and skills of all staff in teaching PE & sport</i></p> <p>(Key Indicator 3)</p>	<p>TPAT - Truro and Penwith Academy Trust Health and Wellbeing and Sport department has supported the school with self-review, statement compliance, tailored CPD opportunities focused on Leadership and working with ECT & NQT's within school and monitoring and evaluation.</p>	<p>£1000</p>	<p>Participation: All Teachers' confidence and ability has increased by the support given by TPAT through regular updates, resources and online training. P.E lead met with Rob Harrison from TPAT to review the P.E curriculum at our school. Attainment: Teachers were able to access more online resources this year due to COVID, which in a new way of working for all. Whole School: All staff have had sessions led by TPAT to support the teaching of multi skills lessons – more confidence particularly amongst less experienced</p>	<p>Sustainability: Teachers more confident to lead sessions and deliver REAL PE to a high standard. Next steps: Continue work with teachers to develop them within PE and Physical Activity through CPD from TPAT HSW team and other organisations.</p>

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			teachers, teaching assistants and specialist sports coach.	
	<p>Specialist Coaches –</p> <p>Professional Dance coach in school to support staff with developing the teaching of dance.</p>	<p>£2850 Lauren – specialist dance teacher</p> <p>£3500 Mike – Advanced skills teacher in Physical Education.</p>	<p>Participation: Children in reception, year 1, year 3 and year 4 participated in dance lessons during the autumn and spring term with Lauren. Through their involvement, class teachers are now able to teach dance with increased confidence using Real dance. Lauren also provided support through working alongside P.E lead Shelley Hoare to train a team for a dance competition.</p> <p>Attainment: Pupils have made progress within the creative aspect of the P.E assessment wheel e.g exploring and linking movements. Pupils have also grown in confidence performing to an audience, something we had not done due to the impact of Covid 19 in the last 2 years.</p> <p>Whole school improvement: Staff have increased confidence teaching dance independently using the Real Dance platform. Shelley Hoare (P.E lead) has taken over the choreography and teaching of dance in Summer term for year 5 and 6 in preparation for their show.</p>	<p>Sustainability: Following on from the CPD development, Shelley has now taken the lead of dance within the school since Lauren has left. This is therefore no longer a recurring cost.</p> <p>Next Steps: Real Dance training for new staff. Work with DT coaching to design a sport curriculum to ensure that all lessons are part of a sequence building towards a performance. Staff to receive support with the delivery of this curriculum through working alongside coaches.</p>