**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

**Accountability & Impact -** [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. Schools are required to keep parents informed and publish plans for deployment of premium funding on their website and must include:

* the amount of premium received
* a full breakdown of how it has been spent (or will be spent)
* what impact the school has seen on pupils’ PE and sport **participation and attainment**
* how the improvements will be **sustainable** in the future
* the percentage of pupils within their year 6 cohort for academic year 2020 to 2021 that can do each of the following:
  + swim competently, confidently, and proficiently over a distance of at least 25 metres
  + use a range of strokes effectively (for example front crawl, backstroke and breaststroke
  + perform safe self-rescue in different water-based situations

**Please complete the table below:**

|  |  |
| --- | --- |
| **The total funding carried forward from academic year 2019/20** | **£0** |
| **The total funding for the academic year 2020/21** | **£17570** |
| **What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 meters when they left your primary school at the end of last academic year?** | **74%** |
| **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?** | **37%** |
| **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?** | **21%** |
| **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 - COVID** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Lead member of staff responsible including email address** | **Chris Gould head@chacewaterschool.co.uk** | **Lead Governor responsible** | **Rachel Curnow** [**rcurnow@chacewaterschool.co.uk**](mailto:rcurnow@chacewaterschool.co.uk) |

**Deadlines –** Schools should publish on their website all spend from the academic year 2019/20 that has been carried over by **31 March 2021**. End of year reporting needs to be published on your website by **31 July 2021.** School can submit a copy of your report to HWS TEAM [rob.harrison@cornwall.gov.uk](mailto:rob.harrison@cornwall.gov.uk) by the **9July 2021** if they require any feedback before the Government deadline.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area of Focus & Outcomes**  **(Intent)** | **Actions (Implementation)**  (Actions identified through self-review to improve the quality of provision)  complete / started / not yet started | **Funding**  - **Underspend** 19/20:  - Planned spend 20/21:  **- Actual spend 2021:** | **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* | **Real PE / Jasmin** - purchased the “Real PE” Scheme to support the delivery of PE in school and the professional development of staff through online & face to face CPD. - <https://www.createdevelopment.co.uk/>  Email GIll Cameron [-gc@createdevelopment.co.uk](mailto:-gc@createdevelopment.co.uk)  School has purchased new equipment to support the assessment and delivery of the curriculum. PE equipment including quoits and cones.  To support the implementation of the new curriculum in the hall space a visualiser and new laptop has been purchased. | = £495 (yearly all programmes prescription)  £288.18  £1000.00 | Participation: Real PE has ensured inclusion and the school has a consistent approach with a broad curriculum in place throughout school. Equipment ensures that we are meeting all statutory requirements for the PE curriculum  Attainment:  Increase in physical literacy skills to be measured on TPAT monitoring and evaluation wheel.  Whole School Improvement: Real PE and Jasmin is a holistically approach to Physical Literacy, Social and Emotional Wellbeing.  **Participation:**  The equipment allowed pupils to not only develop physical literacy skills, but also helped response curriculum and health safety due to social distancing in lessons and ex – curricular activities.  **Attainment:**  Assessment equipment allow reliability of assessment of physical literacy and enable each pupil to be engaged and active for longer.  **Whole School Improvement:**  All children within the school were able to use this equipment as it was equipment that facilitated structure and flow within lessons and impact assessment. | Sustainability: Scheme of work developed for teacher and staff. Progression of pupil helps to ensures their enjoyment for sport, physical activity, so they are aware of the importance of an active lifestyle and physical literacy to be able to do it.  Next Steps: Continued CPD through Real PE and health, wellbeing and sport programme, using the assessment wheel and real PE to narrow the attainment gap of physical education.  **Sustainability:**  Investment in equipment is vital to develop physical literacy across the school. It has a limited lifespan due to volume of use.  **Next Steps:**  Review which equipment lasted the longest, which was enjoyed by students the most and enable staff to have an impact on learning – therefore allowing continued investment in the right equipment. |
| **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)*** | Coats to support activity for EYFS pupils and equipment to support physical activity.  Advanced Skills PE teacher employed in school to support the promotion of physical activity amongst children. All KS 2 year groups have been taught and focus on how to be healthy and maintain healthy lifestyle. | £150.00 + £950.28  £4142 | Participation: All 30 children in the EYFS provision have used the coats. Children came into Reception with lack of being outdoors so specific equipment was purchased to support pupils in their physical play.  Attainment: The coats enabled the children to be outside whatever the weather and be physical. This supported the Physical Development outcome for the EYFS.  Whole School Improvement: To raise the awareness and importance of physical activity across the school and to improve cross curricular use of physical activity.  Participation: KS 2 have received the focused PE session from the skilled teacher. Total 120 children  Attainment: Increase in awareness amongst pupils of how to be physically active, the benefits of this and how this affects different muscle groups.  Whole School Improvement: Raises the awareness and ability of pupils to lead an active life especially through active travel, linking into the Healthy School Award. | Sustainability:  Resources and coats can be used from year to year.  Next Steps: How can we ensure that the provision continues to meet the needs of differing cohorts.  Sustainability: Children becoming more aware of the importance of being healthy.  Next steps: Continue to use AST expertise to support staff development |
| **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)*** | **Bikeability Cycling programme** <https://bikeability.org.uk/tools-for-schools/an-introduction-to-tools-for-schools/>  Cycling is far more than a physical activity with all of the benefits it brings, it is also a key life skill, providing an opportunity to develop, social skills, thinking skills, resilience, road awareness and independence.  Pupils also took part in an end of term activity day linked to biking.  Water Sports outdoor adventure day - travel funded by school and also day funded by school for pupils in receipt of Pupil premium. | £300 | Participation:  Specially for KS2 this aids the development of learning how to ride a bike within three levels. This is a life skill that enables pupils to have an increased range of activities they can do to have a physical active lifestyle. The sessions ensures that all students are able to participate within the programme. It enables students that once may not have been able to take part due to socioeconomic status to be included – this included the school sourcing bikes for this group.  Attainment: Enables pupils to master cycling as a skill for lifelong learning.  Whole School Improvement: Raises the awareness and ability of pupils to lead an active life especially through active travel, linking into the Healthy School Award.  Participation: Year 6 children 19 took part  Attainment: Enabled non swimmer pupils to be included in activities they would not usually do.  Whole School Improvement: | Sustainability: The continued delivery of the programme by Bike ability.  Next Steps: School to purchase own set of bikes.  Sustainability: As swimming has been challenging this year, this links into our aim of getting as many children water confident as possible.  Next steps: Booked centre for next year - residential based. |
| **Competitions**  *Provide a well organised, appropriate and enjoyable programme of competitions and festivals for students of all abilities*  ***(Key Indicator 5)*** | Payment to Richard Lander School (link Secondary) who organise inter school events. This has included multi skills festivals.  Transport costs to attend competitions | £500  £285 | Participation:  1 class of 19 attended a festival - there were more planned events but these were sadly cancelled due to COVID  Attainment:  Multi skills festival - developed pupils ability to work as a team and stay healthy and active  Whole School Improvement: This gave the school the opportunity to take part in competitive sport with other schools. | Sustainability:  Continue to buy into programme to support competitive sport  Next Steps: This has been impacted greatly by COVID this year. The opportunity to take part in festivals has been limited and will need to be built upon next year. |
| **Leadership, Coaching & Volunteering**  *provide pathways to introduce and develop leadership skills* | Payment to Richard Lander School who have organised coaching in school during the year. This has included the link Secondary teacher supporting the Year 6 children in transition through different sports. | £500 | Participation:  Year 7 teacher from RLS for PE has supported transition by running sessions with the Year 5 and 6 children in school.  Attainment: Tried different sports eg: contact rugby not covered in Primary School  Whole School Improvement: Raised the opportunities for schools | Sustainability:  Continued links  Next Steps: These opportunities will continue next year |
| **Community Collaboration**  *ensure opportunities for young people of all abilities to extend their school activity transitioning into sustained community based sport* | Links with local Sports club – this includes the Chacewater bowls club,  St. Day football club and the Cornish Pirates. Signposting opportunities for pupils to be part of these clubs as well as outreach support – some coaching sessions from the Pirates and St Day football club.  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. | £0  Headteacher time to work alongside | Participation: 60 children for bowls club outreach programme, 15 children for St. Day football club, 30 Reception children coached by Cornish Pirates.  Attainment:  Children developed skills from expert coaches  Whole School Improvement: Number of children being healthy and active has increased | Sustainability:  Links will help children to life long learning in sport  Next Steps: To successfully gain funding for the planned projects to take place. |
| **Workforce**  *increased confidence, knowledge and skills of all staff in teaching PE & sport*  ***(Key Indicator 3)*** | Professional Dancer in school to support staff in CPD development for the teaching of dance.  Support from Academy Trust in planning PE spend, ensuring compliance, staff training opportunities.  Tennis course from the LTA <https://lta-tennis.force.com/schools/s>  LTA Youth Schools Primary Training Course | £7709  £1000  £250 | Participation: Dance teacher has taught all year groups and supported staff in CPD - this has been 197 children  Attainment: Individual class performances to celebrate the work covered with LS  Whole School Improvement: Dance a creative arts is a clear strength of the school | Sustainability:  Clear schemes of work are in place to support the implementation of Dance in the curriculum  Next Steps: Link Dance to oracy |
|  | **Total Planned Spend** | 17570 |  | |
| **Total Actual Spend** | 17569.46 |
| **Total Underspend** | £0.54 |