

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 2019/20 the amount schools receive continues as double.

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:

- 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
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

Funding - Individual schools will receive circa £16000-20000 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 (click here if you are unsure of the exact amount)	£18, 800
What percentage of your current 19/20 Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	76%
What percentage of your current 19/20 Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	64%
What percentage of your current 19/20 Year 6 cohort perform safe self-rescue in different water-based situations?	67%
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?	Yes

Accountability & Impact - Schools are required to keep parents informed and publish plans for deployment of premium funding on their website by 31 July 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	Alex Woodmason	Lead Governor responsible	Sarah Howarth
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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.

For advice on PE and Sport Premium planning and reporting, feel free to contact Rachel.Knott@cornwall.gov.uk or 01872 323352

Top Tips For Evidencing Impact & Sustainability

-Pupils PE/SS/PA participation & attainment:

What difference has the school has seen on **pupils' PE, sport and physical activity participation and attainment** as a result of the funding? Give some specific examples as a result of your actions/expenditure (you don't need to do this for every point):

Quantitative:

- % increase of children taking part in active school clubs and/or community club attendance
- % increase of children taking part in competition (intra/inter)
- Number of new active clubs/activities
- Numbers of pupils benefitting from new targeted programs etc.
- % increase of physically literate pupils (using assessment tools)

Qualitative:

- Improvement in attitudes towards PE/sport etc.

-Pupil/school whole school improvement (Key Indicator 2):

What difference has the school has seen on pupil/whole school improvement as a result of the improved participation? This is the 'so what' of the increased physically active children – give some specific examples linked to increases in pupils PE/SS/PA participation & attainment (you don't need to do this for every point):

- Has increased participation in sports clubs increased children's confidence and self-esteem?
- Have targeted interventions for disengaged young people improved behaviour, communication skills, emotional resilience, mental health etc.?
- Have daily physical activity interventions improved focus, behaviour in lessons, attitude and readiness for learning?
- Has competition increased resilience, school pride, team work, communication, leadership skills, feelings of inclusivity etc.?
- Include general class/school improvements but also any specific examples of children who have particularly benefited

-Sustainability:

How these improvements will continue in the future without further funding. For example:

- Are ALL teachers confident and competent in delivering a high quality, balanced, broad, progressive PE curriculum and extracurricular sport/physical activity when the funding eventually disappears? Is knowledge cascaded to ALL staff following training? Have you bought resources that will last beyond the life of the funding and are ALL staff competent and confident in delivering them?
- Is there a culture/ethos of healthy active pupils = better learners? Are ALL staff, parents and governors bought into that concept? Do ALL staff, parents and governors buy into/support policies for active transport, active lessons etc.?
- Is there a diverse club/extra-curricular offer for ALL pupils of ALL abilities? Are external coaches sharing their knowledge with school staff so that this knowledge is not lost after the life of the funding? Are pupils encouraged/supported to join local community clubs so that they are more likely to continue being active after they've left school?
- Is there a diverse competition offer for ALL pupils (personal best, inter & intra)? Have competition structures been created to continue past the life of the funding?
- Make it clear... what is already sustainable and what are your next steps?

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-Example:

Area of Focus & Outcomes	Actions <small>(Actions identified through self-review to improve the quality of provision)</small>	Funding <small>-Planned spend -Actual spend</small>	Impact <small>-On pupils PE/SS/PA participation -On pupils PE attainment -On pupil/school whole school improvement (Key Indicator 2)</small>	Future Actions & Sustainability <small>-How will the improvements be sustained -What will you do next</small>
<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>Introduction of 3 new active clubs following pupil conferencing to provide girls and disaffected boys with specific clubs. Funds to be spent on upskilling staff in new activities & the purchase of new equipment</p>	<p>£500</p>	<p>Participation: Inactive girls and disaffected boys' participation in after school clubs has increased from 10% of children to 25%</p> <p>WSI: Attendance, engagement & behaviour of pupils attending clubs has improved</p>	<p>Sustainability: In house staff trained formally in the new activities. Knowledge shared with the rest of the school at whole school meeting</p> <p>Next Steps: Train Y5 pupils to take over the running of the club next year</p>

[Full example version available here](#)

-Common mistakes/things to avoid:

Planning expenditure:

- Don't be afraid to listen to what your pupils want – pupil conferencing can be great for measuring impact
- Income/expenditure should match – with no substantial underspend
- Avoid spend on capital projects e.g. Daily Mile track, changing rooms, outdoor classrooms, resurfacing etc.
- Don't be afraid to test new/innovative ideas – if it doesn't work, what can be learned or improved on?

Reporting Impact/Sustainability:

- Must include swimming data: 25m, range of strokes and self-rescue
- Make it clear... what is intended impact? What is actual impact?
- Make it clear... show how your improvements have increased participation. And what affect this has had on your pupils and whole school.
- Make it clear... what is already sustainable and what are your next steps?
- Please upload your document to an obvious place on your website and name it 'PE & Sport Premium Report 19/20'
- Leave your plans for the last 3 years online

For more tools to support your planning and impact reporting, go to: <http://www.cornwallsportpartnership.co.uk/pe-and-school-sport/time-2-move/pe-sport-premium>

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Area of Focus & Outcomes	Actions <small>(Actions identified through self-review to improve the quality of provision)</small>	Funding -Planned spend -Actual spend	Impact -On pupils PE/SS/PA participation -On pupils PE attainment -On pupil/school whole school improvement (Key Indicator 2) -Any additional impact	Future Actions & Sustainability -How will the improvements be sustained -What will you do next
Curriculum Delivery <i>engage young people in a high quality, broad and balanced curriculum</i>	Train members of staff with curriculum delivery: whole staff training day September 2019 on new LTPE whole school scheme of work. Purchase of new equipment for new Sports Hall. Continue with outdoor learning (Forest Schools). Additional swimming provision for Y6 children who have not yet met national swimming standards: included in Camborne School PE partnership. Introduce a scheme of work (LTPE) across the school for all staff to access. Generate progression of skills learnt in PE across the year groups.	- £600 £350	Participation: 35% increase in children participating in school sport within the school day. 22% increase in children accessing a range of sporting opportunities. 13% of children accessing Forest Schools on a yearly basis. Attainment: 71% of children on track in PE throughout the school. WSI: Improved confidence of staff and support staff in delivering PE lessons and the PE curriculum requirements. Increase in enthusiasm amongst children towards PE and Sport.	Sustainability: More teachers feel confident in delivering weekly PE sessions to their classes. Additional resources to stay in the new sports hall to facilitate PE lessons for 2 halls. Next Steps: Staff qualified in Forest School to train other teachers to encourage more outdoor, physical learning. PE equipment to be audited annually and replenished when needed. PE lead to monitor delivery of lessons and provide additional guidance / CPD where required.
Physical Activity, Health & Wellbeing <i>all young people are aware of health related issues and are supported to</i>	Engage in the Cornwall Healthy Schools programme. Daily 'Wake and Shake' sessions at the start of the day.	- £900	Participation: 35% increase in children partaking in playground games and activities.	Sustainability: Playground markings and activities have been generated for years ahead.

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<p><i>make informed choices to engage in an active and healthy lifestyle</i></p> <p>(Key Indicator 1)</p>	<p>Off curriculum day focussed on healthy living and physical exercise.</p> <p>Playground markings made and purchase of playground equipment.</p> <p>Train playground team leaders (Sport Leaders) and create a bank of physical activities to partake in.</p> <p>Continuation of 'Magic Breakfast' to encourage all children to have breakfast before attending school.</p>	<p>- £2000</p>	<p>23% increase in children attending 'Wake and Shake' sessions on a daily basis.</p> <p>WSI:</p> <p>New activities and games introduces at play times and lunch times.</p> <p>Pupils are more confident in initiating play (especially the younger children KS1).</p> <p>All children have access to breakfast before the school day starts – increase in concentration.</p>	<p>Number of playground leaders to continue leadership next year.</p> <p>Next Steps:</p> <p>Annual submission of Cornwall Healthy Schools award.</p> <p>Review Magic Breakfast and look at financial cost for the future.</p>
<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>Wide range of sporting after school clubs available as well as a healthy eating/cooking club.</p> <p>New resources to develop inclusive curriculum – curling.</p> <p>Work with community club to provide children training in a fully equipped Gymnasium (Phoenix Gymnastics).</p> <p>Use of school minibus to allow all children to attend events and festivals when required.</p>	<p>- £4100</p> <p>- £250</p> <p>- £300 (split with Competitions)</p>	<p>Participation:</p> <p>15% increase in children attending after school clubs.</p> <p>38% of Pupil Premium children attending school clubs.</p> <p>27% increase of girls attending after school clubs.</p> <p>WSI:</p> <p>Increased competitive sporting opportunities across the school.</p> <p>Engagement and behaviour during events has improved.</p>	<p>Sustainability:</p> <p>After school clubs are run by knowledgeable staff to continue.</p> <p>New resources can be used in years to come.</p> <p>School minibus is available for all children to attend events and festivals.</p> <p>Next Steps:</p> <p>Children to complete a pupil questionnaire to have a pupil voice in what after school clubs are offered.</p>

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			Attitudes towards new sports which show diversity has been encouraged.	<p>Aim for an increase in % of Pupil Premium children attending after school clubs.</p> <p>Increase number of community clubs we are linked to.</p> <p>Target Y6 non-swimmers earlier on in the year to increase chance of success.</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>Whole school Virtual Sports Day held for all children.</p> <p>https://sites.google.com/rosemellin.cornwall.sch.uk/sportsday/home</p> <p>Camborne School service level agreement.</p> <p>Minibus transport for events and festivals.</p> <p>Events held at community clubs – Phoenix Gymnastics, Tehidy Golf Club.</p> <p>Competitions against own set goals encouraged in upper KS2.</p>	<p>- £3000</p> <p>- £300</p> <p>- £100</p>	<p>Participation:</p> <p>65% of children submitted results for online Sports Day.</p> <p>100% of children participating in competitive events within the school.</p> <p>12% of children participating in Crofty MAT events and festivals.</p> <p>10 available events and festivals across the Crofty MAT.</p> <p>WSI:</p> <p>Increase in sporting related behaviours eg pride, leadership skills, team work.</p> <p>Children are more confident in competitive situations and leadership skills and teamwork has been developed.</p>	<p>Sustainability:</p> <p>Competitive events and festivals set up between the Crofty MAT (7 schools).</p> <p>Staff attendance at events to help with CPD in sport specific areas.</p> <p>Sports Day resources has been gathered to aid future events.</p> <p>Next Steps:</p> <p>8% increase in participation at Crofty events and festivals (B teams).</p>
<p>Leadership, Coaching & Volunteering</p> <p><i>provide pathways to introduce and develop leadership skills</i></p>	<p>Playground leaders trained and lead sporting activities on the playgrounds.</p> <p>Support staff to support at break and lunch times and to run after school clubs.</p>		<p>Participation:</p> <p>Increase in number of children being physically active throughout the day (minimum 30 mins a day in school).</p> <p>WSI:</p>	<p>Sustainability:</p> <p>Sport leaders will continue leadership into the next year and will support the training of new leaders.</p>

	Attend Camborne School PE Leadership meetings.	- £200	Sport leaders are more confident in delivering activities on the playgrounds. Reduction in behaviour on playgrounds due to sporting activity (KS1 and lower KS2). Increased enthusiasm amongst children towards physical exercise.	Next Steps: Create sport leader programme of types of activities that will be delivered.
<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>Running track on the field to be built over the Spring term for local community and school to use.</p> <p>Events at local community clubs held – Gymnastics, Golf.</p> <p>Buy in to Youth Sport Trust membership – included in Camborne Schools PE partnership.</p> <p>Pupils encouraged to join community clubs.</p>	- - - £7850	<p>Participation:</p> <p>Increase in children attending events at a community club during the school day.</p> <p>WSI:</p> <p>Whole school celebration of sporting events both in and out of school.</p> <p>Awareness of clubs in the community that continue learnt skills from school.</p> <p>Raised profile of PE across the school.</p>	<p>Sustainability:</p> <p>Links with community clubs will help with staff CPD if and when required.</p> <p>Pupils are encourage to join a range of sports in the local community.</p> <p>Next Steps:</p> <p>Increase the number of links with community clubs.</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>Upskill members of staff in sport specific knowledge: swimming for KS2 staff, Invasion games for all staff.</p> <p>Provide support to support staff and teachers who run after school clubs.</p> <p>Introduce a scheme of work (LTPE) which shows progression across year groups: whole staff training conducted September 2019</p>	- £350	<p>Participation:</p> <p>Increase in sports available for all children through new scheme of work.</p> <p>An inclusive curriculum is in place.</p> <p>WSI:</p> <p>Staff are more confident with the delivery of PE.</p>	<p>Sustainability:</p> <p>Existing staff have good subject knowledge in PE.</p> <p>PE CPD is shared across the school where applicable.</p> <p>Next Steps:</p> <p>Staff to continue CPD in areas that are required.</p>

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	<p>PE leader attend Camborne School PE meetings and leadership time.</p> <p>YST membership to provide training for PE lead (included with Camborne School PE meetings).</p>		<p>Children are happy in a well-resourced learning environment.</p>	
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The key changes from September 2019 are:

- You cannot use funding for capital expenditure
- Updated guidance for Swimming spend and Active Mile initiatives (see below)
- New reporting deadline (31 July 2020- info below)

New: Raising attainment in primary school swimming

The premium can be used to fund the professional development and training that are available to schools to train staff to support high quality swimming and water safety lessons for their pupils.

The premium may also be used to provide additional top-up swimming lessons to pupils who have not been able to meet the national curriculum requirements for swimming and water safety after the delivery of core swimming and water safety lessons. At the end of key stage 2 all pupils are expected to be able to swim confidently and know how to be safe in and around water.

Schools are required to publish information on the percentage of their pupils in year 6 who met each of the 3 swimming and water safety national curriculum requirements. Further details are in the reporting templates below. Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school.

[Further information on training and resources is available here.](#)

New: Active miles

Where schools choose to take part in an active mile, you should use your existing playgrounds, fields, halls and sports facilities to incorporate an active mile into the school day and develop a lifelong habit of daily physical activity.

Ofsted

Ofsted assesses how primary schools use the primary PE and sport premium. They measure its impact on pupil outcomes, and how effectively governors hold school leaders to account for this.

You can find details of what inspectors look for in the 'effectiveness of leadership and management' section of the [Ofsted schools inspection handbook 2018](#).

For advice on PE and Sport Premium planning and reporting, feel free to contact Rachel.Knott@cornwall.gov.uk or 01872 323352

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New: School compliance reviews

DfE will sample a number of schools in each local authority to review what they have published on their use of the funding and their swimming attainment. Schools are expected to spend the grant for the purpose it was provided only; to make additional and sustainable improvements to the PE, sport and physical activity offered.