

St Erth Primary School: PRIMARY PE & SPORTS PREMIUM STATEMENT 2021/22

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 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 2020/21	£2159
The total funding for the academic year 2021/22	£19099
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?	94%
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?	78%
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?	78%
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
Lead member of staff responsible including email address	William Coleman head@sterth.tpacademytrust.org
Lead Governor responsible	Rachel Brotheridge

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Deadlines – Schools should publish on their website all spend from the academic year 2021/22 including underspend by **31 July 2022**.

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 21/22: - Planned spend 21/22: - Actual spend 2021/22:	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 style="text-align: center;">Curriculum Delivery</p> <p style="text-align: center; font-style: italic;">engage young people in a high quality, broad and balanced curriculum</p>	<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</p> <p>Invest in scheme, training and staff release time to develop the school’s games curriculum. Ensuring sequencing for each unit is in place.</p>	<p>£495</p> <p>£1500</p>	<p>Participation: Real PE has ensured that inclusion and a consistent approach with a broad curriculum was in place throughout school in the 2021/22 academic year. Planning to develop the games element of St Erth’s curriculum offer so that in 2022 it provides high quality planning and progression.</p> <p>Attainment: Increase in physical literacy skills, measured on TPAT monitoring and evaluation wheel, linking directly to the real P.E curriculum. Clear development of skills evidenced in this area. Plan for games curriculum development in 2022/23 will lead to improvement in the application of these skills.</p> <p>Whole School Improvement: Real PE and Jasmin is a holistically approach to Physical Literacy, Social and Emotional Wellbeing. Embedding this scheme in 2021/22 delivered improved outcomes for pupils and development of the school’s games curriculum will complement this further.</p>	<p>Sustainability: Scheme of work developed for teachers and staff. Progression of pupils helps to ensure 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.</p> <p>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. Ensure continued review of sports covered in the P.E curriculum, ensuring the offer is relevant to pupils and provides pathways locally. Embedding the school’s planning for the games element of the curriculum.</p>

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	<p>Equipment for Assignment Wheel - School will purchased new equipment to support the assessment and delivery of the curriculum</p>	<p>£1200</p>	<p>Participation: Ensuring appropriate and sufficient equipment is in place to deliver Real PE successfully involves all pupils in all relevant skills developments</p> <p>Attainment: Availability of adequate and correct equipment allows all pupils to practise more frequently raising attainment.</p> <p>Whole School Improvement: Provision is improved as staff do not have to adapt high quality plans from Real PE due to inadequate or missing equipment.</p>	<p>Sustainability: Correct storage and maintenance of equipment for the following year.</p> <p>Next Steps: Continued review of equipment not updated or added to this year in 2022/23.</p>
	<p>Specialist Coaches – Work with local providers to establish regular sessions working with teachers and delivering specialist sports and physical activity sessions and After school club including:</p> <ul style="list-style-type: none"> - Cornish Pirates - Helen Patel – Gymnastics - Chris Armstrong - SLS - St Ives Golf club - Hayle Bowls club - Hayle Football club 	<p>£5000</p>	<p>Participation: Work with coaches has ensured that pupils are able to engage in high quality lessons from specialists. After school clubs have had high engagement. With >90% of KS2 pupils taking part in a club throughout the year.</p> <p>Attainment: High quality provision whilst applying the school’s curriculum has accelerated progress and enabled pupils to make up for skills and fitness lost during covid lockdowns. St Erth reached the Cornwall school games this year and placed 3rd in Bowls.</p> <p>Whole School Improvement: Teachers have benefitted from working alongside coaches and their application of the school’s curriculum has provided on-going CPD</p>	<p>Sustainability: Teachers are upskilled and able to deliver lessons of higher quality. Pupils step up in attainment means that engagement is higher making sustainability more easily achievable.</p> <p>Next Steps: Consider how best to use coaches in following year to maintain progress in staff knowledge and skills and pupils attainment.</p>

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<p style="text-align: center;">Physical Activity, Health & Wellbeing</p> <p style="text-align: center;"><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 style="text-align: center;">(Key Indicator 1)</p>	<p>Cookery club run for KS2 pupils and each class provided with an additional budget for cooking activities. To ensure the promotion of healthy eating is well represented in the school's curriculum.</p> <p>Ensuring a wide variety of active extra-curricular opportunities for children in KS1 & 2. To encourage healthy lifestyles outside of school. These have included walking club, cross country, hockey, netball, football, rounders gymnastics and gardening.</p> <p>Swimming Top Up – - Additional Swimming provision for Year 6 so those students in most need are able to achieve 25m, Range of strokes & self-rescue by end of Year 6.</p>	<p style="text-align: center;">£1500</p> <p style="text-align: center;">£500</p>	<p>Participation: All pupils had the opportunity to take part in an after-school provision that promoted a healthy lifestyle through activity and well-being. Clubs reached more than 80% of the school population. All pupils took part in curriculum cooking</p> <p>Attainment: Participation in after school clubs raised confidence and enthusiasm towards PE provision in school. Clubs also provided a pathway to competition, in which the school had numerous successes throughout the year as detailed below in Competitions.</p> <p>Whole School Improvement: Curriculum PE is improved by pupils being able to engage with more confidence and experience after accessing after school clubs. Increase in opportunities to be active for all pupils.</p>	<p>Sustainability: Ensure staffing is maintained to be able to offer the same range of afterschool experience for pupils. Cookery budget for classrooms to be moved to DT curriculum budget.</p> <p>Next Steps: Investigate the possibility of clubs for sports being linked directly to local sports clubs, creating clearer pathways.</p>
<p style="text-align: center;">Diverse & Inclusive</p> <p style="text-align: center;"><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 style="text-align: center;">(Key Indicator 4)</p>	<p>Forest School – investment to sustain forest school activities, so pupils can continue to take part in active learning through teacher training and release time</p> <p>Working with local specialist provider to establish forest school on and off site. Staff are highly trained in forest school practice and mental health and well-being.</p> <p>Development of forest school provision to create long term sustainability and increase participation. Member of staff</p>	<p style="text-align: center;">£4500</p>	<p>Participation: All pupils have benefitted from learning taking place outside more regularly. Connections with their local area and wildlife have been improved. The provision has been particularly effective in engaging pupils with low self-esteem and emotional well-being. Participation in other areas of the curriculum, including sporting competitions has increased subsequently to successful sessions. Targeted groups in KS2 have been taken off site by specialist providers to provide this alongside the school's offer.</p>	<p>Sustainability: Ensure that school's own curriculum is sufficiently developed to enable provision of targeted support to be done in house and have the same impact.</p> <p>Next Steps: Successful implementation of the school's outdoor learning curriculum in 2022/23</p>

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	<p>sent on three-day accredited course. Training cascaded through staff meetings and whole school curriculum developed to launch in 2022/23 Resources to support curriculum delivery procured.</p>		<p>Attainment: We have seen an increase in pupil's emotional resilience and focus within lessons following the Forest school session both on and off-site. Pupils are more active in their environment locally walking and exploring as part of school clubs and outside of school hours.</p> <p>Whole School Improvement: The school's curriculum is delivered in a more diverse way, better engaging all pupils by providing variety and challenge.</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>Comps & Festivals – use of sport premium funding to support travel and release time for staff to make sure they school can attend as many competitions as possible as the students have missed out so much in the last few years</p>	<p>£1650</p>	<p>Participation: Providing additional funding to provide cover and pay for transport costs has enabled pupils to take part in competitions and events for the 1st time since the pandemic. Pupils have taken part in: Football tournaments, Hockey and netball leagues, Bowls competitions and multi-skills events</p> <p>Attainment: Pupils have achieved success in a number of events, winning 1 football tournament and coming 3rd at the Cornwall school games in bowls. Pupil's motivation and focus was also improved with an event to aim towards.</p> <p>Whole School Improvement: Team success allows other pupils to see pathways for themselves to participate in and achieve in sporting competitions. The improved quality of focus from participating pupils enhances the quality of all physical activity in school.</p>	<p>Sustainability: Allocating part of the school's sports premium budget to ensure pupils take part in a wide variety of competition again next year.</p> <p>Next Steps: Identify further opportunity to compete, increasing the school's offer and pupil's participation.</p>
<p>Leadership, Coaching & Volunteering</p>	<p>Leadership – Pupils in years 5 & 6 have been involved in leading physical activity</p>	<p>£1000 to add equipment and pay</p>	<p>Participation: Creation of lunch and break times crazes was successful. Leaders</p>	<p>Sustainability: Ensure new team is trained effectively at the start</p>

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<p><i>provide pathways to introduce and develop leadership skills</i></p>	<p>throughout the school day. Each term a 'Craze' has been created and pupils lead sessions during breaktimes for all pupils to engage with. Activities have included: skipping, hula hooping and tennis. During these times they have also set challenges drawn from the school's real P.E curriculum and supported pupils progress.</p>	<p>for staff supervision.</p>	<p>engaged with pupils of all ages. Take up was high and large number of children choose to be active in this way regularly.</p> <p>Attainment: Pupils were able to make progress in specific skills to make progress through the school's PE curriculum. Fun and engaging activities also built confidence for reluctant learners.</p> <p>Whole School Improvement: Craze activities are accessible to all and demonstrate leadership pathways for younger pupils.</p>	<p>of 2022/23. Reduce cost by reusing equipment purchased and removing adult support once established in 2022/23</p> <p>Next Steps: Formal sports leadership training offered by Hayle school unable to go ahead in the spring term due to covid absences. Plan to implement in 2022/23.</p>
<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>Club Links - Children will be given the opportunity to experience a wide range of sports, so all children are able to find a sport they enjoy, local providers will include:</p> <ul style="list-style-type: none"> - West Cornwall Golf Club - Hayle Surf Life Saving Club - Hayle Rugby Football Club - Hayle Football Club - Hayle Cricket Club 	<p>£500</p>	<p>Participation: All pupils engaged with 1 of the club providers at some point in the school year. Pupils in KS2 in particular engaged with surf-lifesaving and football clubs. A higher proportion of pupils are now taking part in out of school clubs and competition.</p> <p>Attainment: Pupils have won competitions and achievements through surf-lifesaving, football, rugby and golf this year.</p> <p>Whole School Improvement: Higher number of pupils in clubs raises: health and well-being, attainment and community engagement across the whole school.</p>	<p>Sustainability: Pathways created this year with regular collaboration and competition opportunities planned for following years ensure on-going connections between the school and local sports clubs.</p> <p>Next Steps: Ensure school diary includes all community events possible. Forge better links with Hayle cricket club.</p>

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<p style="text-align: center;">Workforce</p> <p style="text-align: center;"><i>increased confidence, knowledge and skills of all staff in teaching PE & sport</i></p> <p style="text-align: center;">(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, and monitoring and evaluation.</p>	<p style="text-align: center;">£1000</p>	<p>Participation: Teachers' confidence and ability has increased by the introduction of Specific Scheme of Work and the support given by TPAT through regular updates, resources, training and online training delivered throughout the year.</p> <p>Attainment: Teachers were able to access more online resources through new intranet platform and support given.</p> <p>Whole School: Staff have had sessions led by TPAT to support the teaching of multi skills lessons, Curriculum, Ofsted, CD Wheel, Create Development and more – which has led to more confidence particularly amongst less experienced teachers, teaching assistants and specialist sports coach</p>	<p>Sustainability: Teachers more confident to lead sessions and deliver PE Curriculum to a high standard.</p> <p>Next steps: Continue work with teachers to develop them within PE and Physical Activity through CPD from TPAT HSW team and other organisations.</p>
	<p>Real PE delivery – Training and release time for staff to receive top up training, ensuring that curriculum delivery is of a high standard.</p>	<p style="text-align: center;">£250</p>	<p>Participation: Teachers confidence and ability in the delivery of Real PE is increased as a result. This leads to higher quality provision and engagement from pupils.</p> <p>Attainment: Teacher more skilled in adapting real PE lessons to the needs of pupils resulting in higher levels of progress.</p> <p>Whole School: Member of staff cascaded training back through staff meetings.</p>	<p>Sustainability: Identify further opportunities for staff CPD in Real PE and Arena in 2022/23</p> <p>Next steps: All staff to receive training in delivery of Areal planning for games provision within the PE curriculum.</p>
	<p>Total Spend</p>	<p style="text-align: center;">£19095</p>		