

ST AGNES ACADEMY PRIMARY PE & SPORTS PREMIUM STATEMENT 2022 - 2023

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.

The total funding for the academic year 2022/23	£19,250
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	81%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	62%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	68%
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 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	Matthew Howes	Lead Governor responsible	John Shears
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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.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.

<p align="center">Area of Focus & Outcomes</p>	<p align="center">Actions <small>(Actions identified through self-review to improve the quality of provision)</small></p>	<p align="center">Funding -Planned spend -Actual spend</p>	<p align="center">Impact -Impact on pupils participation -Impact on pupils attainment -Any additional impact -Whole School Improvement (Key Indicator 2)</p>	<p align="center">Future Actions & Sustainability -How will the improvements be sustained -What will you do next</p>
<p align="center">Curriculum Delivery</p> <p align="center"><i>engage young people in a high quality, broad and balanced curriculum</i></p>	<p>Regular audit and purchase of new equipment to support the delivery of the PE curriculum. Additional equipment will also support staff in meeting the demands of an increased breadth of extra-curricular club provision.</p> <p>Pupil Voice: children have indicated what PE and Sport they'd like to engage with e.g. football, cricket, touch rugby, gymnastics</p>	<p>£2,600</p>	<p>Monitoring of PE by the subject lead evidences:</p> <ul style="list-style-type: none"> • PE teaching confidence differs among staff • There are cross –curricular references during PE lessons • Lessons are well resourced <p>The provision of necessary equipment is a vital aid in enabling class teachers to be able to deliver high quality PE lessons and clubs and maintain high attainment (85% + of children at ARE or above). Those working below are supported with appropriate equipment where necessary.</p> <p>To offer children a wider range of physical activities and sport both in P.E lessons and extra-curricular clubs.</p>	<p>Annual audits of equipment for both curricular and extra-curricular provision will continue to ensure effective targeted spending and quality provision.</p> <ul style="list-style-type: none"> • Deeper subject knowledge is needed for some teachers to ensure quality provision <p>Pupil Voice- children will indicate new sports that they would like to try.</p>
	<p>Specialist PE teacher from Plymouth Argyle Football Club to continue to teach all classes over the course of the academic year whilst class teacher observes, assists and team teaches as part of CPD. Overall aim to up-skill staff leading to improved confidence and competency in delivering high quality PE lessons.</p>	<p>£2, 660</p>	<p>This 1 to 1 CPD will continue to contribute to improved teacher confidence in P.E and this will positively impact upon pupil progress and attainment in this subject.</p>	<p>Teacher to implement the pedagogical skills into their own practice following the specialist teacher's delivery. The CPD will aid all teacher's confidence in delivering multi-skills and invasion games. Continue to conduct teacher questionnaires</p>

	<p>Specialist PE teacher from Cornish Pirates Rugby Club to continue to teach Year 5 and Year 6 whilst class teacher observes, assists and team teaches as part of CPD. Again, with the aim to up-skill staff leading to improved confidence and competency in delivering high quality PE lessons.</p> <p>To embed the current PE curriculum plan to ensure that pupils receive a broad and balanced PE curriculum. PE Lead to ensure there is clear progression of skills, understanding and knowledge.</p>	<p>£720</p>	<p>Knowledge organisers and PoS ensures planning is age appropriate and promotes knowledge understanding and skill development from EYFS to year 6.</p> <p>End of year outcomes:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>% at EXS + 22</th> <th>% at EXS + 23</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>96</td> <td>88</td> </tr> <tr> <td>1</td> <td>95</td> <td>93</td> </tr> <tr> <td>2</td> <td>98</td> <td>98</td> </tr> <tr> <td>3</td> <td>87</td> <td>98</td> </tr> <tr> <td>4</td> <td>90</td> <td>88</td> </tr> <tr> <td>5</td> <td>89</td> <td>95</td> </tr> <tr> <td>6</td> <td>81</td> <td>84</td> </tr> </tbody> </table>	Year	% at EXS + 22	% at EXS + 23	EYFS	96	88	1	95	93	2	98	98	3	87	98	4	90	88	5	89	95	6	81	84	<p>auditing teacher's strengths, indicating the impact of this year's CPD and identify areas for future CPD.</p>
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EYFS	96	88																										
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		<p>£6,000</p>	<p>P.E held in higher regard and profile raised. Letters to be sent home to those not wearing the correct kit.</p>	<p>Annual review and updating of schemes of work and supporting resources as required.</p>																								
	<p>Embed PE kit policy and relevant consequences to reinforce high expectations within PE lessons.</p> <p>Forest School teacher will continue to be employed to promote active outdoor learning in KS1 and lower KS2, further contribution to</p>	<p>£50</p>	<p>Forest School has a significant impact on children's self-confidence, well-being and attainment.</p>	<p>Children learn life skills and embrace the outdoor learning.</p>																								

	<p>a broad and balanced PE curriculum for pupils.</p> <p>Sports Day resources to encourage and reward children for participating in all aspects of sports day; celebrating successes on the field as well as sportsmanship and encouragement of others off the field.</p> <p>Embed the Daily Mile to ensure all pupils undertake at least 15 minutes of additional activity per day.</p> <p>RNLI Assembly, Year 5 surf club and Year 6 surf day with Perranporth Surf School.</p>	Free	<p>Children to embrace teamwork across all year groups and celebrate coming together to enjoy school sport.</p> <p>Research has proven that the Daily Mile significantly improves and promotes social, emotional and mental health and wellbeing, as well as fitness (Bethune, 2018). Research shows that music improves mood. Increased numbers attending daily mile before school. Regularly runners of 30+ per day.</p> <p>To increase awareness of water safety in our locality.</p>	<p>Traditions of Sports Day maintained.</p> <p>To firmly embed the Daily Mile within the school day.</p> <p>Children to make correct choices about entering the sea.</p>
<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>Continue participation in Sustran’s ‘Big Walk and Wheel’ competitions and on- going school based activities provided by the Sustran’s team encourage children to walk, cycle, and scoot to school. A staffed walking bus to school has also been provided.</p> <p>Tracey Clapton has provided 6 free cycling sessions to 10x lower ability Y6 children, including a session at Blackwater Race Track.</p>	Free	<p>Increased numbers walking to school, riding bikes or scooters evidenced in regular pupil surveys. We won the Cornwall Large Schools Participation and were rewarded with books about how active travel can positively impact on the environment.</p> <p>100% of Y6 children can cycle and have gained confidence to cycle outside of school.</p>	<p>Continue to provide walking bus and participation in initiatives that encourage a healthy, active journey to school.</p> <p>Next year we, Tracey will teach cycling proficiency to ensure we give children every chance of being confident to cycle and be road safe, encouraging active lifestyles and choices that benefit our environment.</p>

	<p>Development of a comprehensive Extra-curricular programme which will include a daily run a mile club before school, lunchtime sports clubs and vast range of after school clubs will provide pupils with lots of opportunities to participate in additional physical activity. Staff members and coaches from local sports clubs will be utilised to support this.</p> <p>Upper KS2 pupils will be trained by PE lead as Playground leaders to encourage younger pupils to participate in active play during lunchtimes. Playground equipment will be provided to support this. Resources have been provided to support lesson delivery which has increased class teacher confidence and competency in delivering High quality PE lessons.</p> <p>Health and Exercise units (Y4-6) and videos linking physical and mental health to be shared with all year groups at the start of each P.E unit will provide pupils with a better insight into the importance of a healthy active lifestyle as well as the benefits it has on our physical, mental and social wellbeing.</p> <p>Implementation of the morning walking bus.</p>	<p>£741.52</p>	<p>Increased number of pupils participating in at least 30 minutes of physical activity during the school day.</p> <p>Increased number of pupils participating in at least 30 minutes of physical activity during the school day. Leadership skills promoted in upper ks2. Y6 Sports Leaders led EYFS and KS1 Sports Day – improved confidence and social skills.</p> <p>Increased number of children will choose to participate in physical activity and will make healthier lifestyle choices. They will most likely become lifelong participators.</p> <p>This will lead to less car travel and a healthier journey to school (both in terms of increased exercise and environmental impact).</p>	<p>Annual review of provision to ensure a breadth of activities are provided.</p> <p>New year 6 pupils to be trained annually. Implementation of a Leadership unit in PE curriculum to be considered.</p> <p>Walking bus to be continued in future years either through school funding or the use of volunteers.</p>
<p>Diverse & Inclusive <i>provide a fully inclusive offer that recognises the diverse needs of specific</i></p>	<p>An increased participation in competitions/clubs for all pupils (focus on increased participation for girls and PP</p>		<p>Increased sports participation from pupil premium pupils and girls. Girls opportunities offered. Football clubs available from year 2 - 6.KS2.</p>	<p>Monitor participation in clubs to ensure all groups/non attendees are attending/having an</p>

<p><i>groups and identifies tailored opportunities for all young people</i></p> <p align="center">(Key Indicator 4)</p>	<p>children). Pupil premium pupils to attend at least 1 sporting event per year.</p> <p>Provision of a broad and balanced PE curriculum including activities such as gym, dance and OAA to cater for all pupils' interests.</p> <p>When allocating club spaces we will strive to that every child will have a place at least one club, rather than a few children having a place at lots of clubs.</p> <p>To promote every child representing the school at sport in some capacity over the academic year.</p> <p>Active canvassing of pupils identified as being non-attendees at after-school clubs identifies the barriers to attendance and seeks to overcome them. Increased provision of lunchtime clubs aims to target those pupils who are unable to stay afterschool.</p> <p>Signposting of enrichment opportunities beyond school for community sport clubs and events.</p>		<p>All children have found a sport or physical activity of interest.</p> <p>The overall % of the school population participating in after school sport will increase.</p> <p>Removal of barriers allows disadvantaged children to take up after school sporting opportunities. 25% of sports teams have been made up of PP children. Children provided with kit where necessary e.g. new football boots.</p> <p>Children invited to attend clubs.</p> <p>Children to be aware of events and clubs in their own community and become active members of such groups. This allows them to extend their skills beyond the school day and develop their talents.</p>	<p>opportunity to attend clubs and sporting events.</p> <p>Lifelong participation in sport and health related fitness.</p> <p>On-going monitoring of club provision and careful allocation of places will continue to see an increase in pupil participation.</p> <p>PP children always monitored closely to ensure they are given every opportunity to try a new or existing club.</p> <p>Continual referring of enrichment opportunities beyond school for community sport clubs and events. A greater % of our pupils will become lifelong participators when they leave school.</p>
<p align="center">Competitions</p> <p><i>Provide a well organised, appropriate and enjoyable programme of</i></p>	<p>Engagement in the Richard Lander Cluster and Peninsular Sports Partnership ensures we provide our children with the opportunity to participate in a vast range of sporting</p>	<p>£1000</p>	<p>Access to a variety of festivals and competitions for all ages and abilities ensures a greater % of the school population have the opportunity to</p>	<p>Continued and extended membership of the Sports partnership will benefit a greater</p>

<p><i>competitions and festivals for students of all abilities</i></p> <p>(Key Indicator 5)</p>	<p>competitions and festivals. Selection monitored.</p> <p>Travel costs to and from events.</p> <p>Intra-sport events organised at the end of each unit. Classes versus each other.</p>	<p>£1,141</p>	<p>participate in competitive sport beyond the school setting. Over 50 children represented the school at football. Years 1-6 all represented at cricket.</p> <p>Cluster competition highlights include:</p> <ul style="list-style-type: none"> • 1st place in swimming • Runners –up girls’ football • 2nd place basketball (first ever competition) • 3rd place handball • Y5 boys 1st place cross-country winner • Y4 boys 2nd and 3rd cross-country • Y6 girls 3rd place cross-country <p>County competitions:</p> <ul style="list-style-type: none"> • Boys’ West Cornwall FA Cup Winners then 3rd in Cornwall • Girls’ Cornwall – 4th • Y3 Cricket 4th in Cornwall <p>Other competitions – undefeated in 2 rugby competitions hosted by Cornish Pirates</p>	<p>% of the school population over time.</p> <p>Monitor club attendance and competition selection to ensure as many children as possible are being active and healthy and get the opportunity to enjoy competitions.</p>
<p>Leadership, Coaching & Volunteering</p> <p><i>provide pathways to introduce and develop leadership skills</i></p>	<p>All Y6 pupils took part in a Sports Leaders unit as part of P.E in the spring term. 76% chose to be play leaders to support EYFS and KS1 pupils playing sports games and activities. Playground leader jackets already purchased to be worn.</p>		<p>Increased participation of children in sporting activities during break times and lunchtimes. Leaders will take pride in organising events across the role, promoting sport and aiding their peers. All 54 Y6 children helped lead EYFS and KS1 Sports Day.</p>	<p>Consider the sports leadership unit in the autumn term. The children thrived being role models and many will go on to take on leadership roles in sport. As demonstrated by the number of Y10 students from Richard Lander volunteering to come back to St Agnes as Sports</p>

				Leaders to help with our KS2 Sports Day.
<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>Regularly update the PE display board, social media and newsletters with contact details of local clubs so that all pupils and parents know the pathways into them.</p> <p>Maintain and strengthen links with local sports clubs by signposting pupils into the local club outside the school setting.</p>		<p>PE board celebrates success of children. Golden Assemblies are used to promote P.E and sport achievements both in and out of school. P.E Lead to continue to write up school sport successes in the local newspaper.</p> <p>More children attending sports clubs outside of school.</p>	<p>Raise and maintain the high profile of sport in the school. Raise and promote self-confidence of those participating in sport. Raising awareness of the school's and pupils' successes in school sport in the community.</p>

Workforce

increased confidence, knowledge and skills of all staff in teaching PE & sport

(Key Indicator 3)

<p>Specialist PE teacher from Plymouth Argyle to deliver lessons with class teacher observing, aiming to up-skill staff improving confidence and competency. Plymouth Argyle coaches to provide CPD on Invasion Games to further increase staff confidence and competency.</p> <p>Specialist PE teacher from Cornish Pirates to deliver lessons in Year 5 and Year 6, providing 1:1 CPD to staff.</p> <p>PE coordinator/teaching staff to continue to attend training/updates and pass information on to all staff via INSET if required.</p>	<p>(costs above)</p> <p>(costs above)</p> <p>£2,237.48</p>	<p>Increased class teacher confidence and competency in delivering high quality PE lessons. This will then improve pupil progress and attainment in PE.</p> <p>Resources to support lesson delivery will increase class teacher confidence and competency in delivering High quality PE lessons. This will then improve pupil progress and attainment in PE.</p> <p>Teachers across the school feel more confident to deliver PE.</p>	<p>Ongoing system of monitoring, observation and training to review and update knowledge and skills of teaching staff with regards to PE and sport.</p> <p>Annual review and updating of schemes of work and supporting resources as required.</p> <p>Inset time to be implemented as for PE lead to share and develop good practice. 1 to time to be provided where necessary to ensure quality CPD.</p>
<p>Subject leader to work with staff who have been identified as requiring additional support across a range of disciplines.</p> <p>Implementation of curriculum plan to ensure pupils receive a broad and balanced PE curriculum accompanied by schemes of work and resources to support lesson delivery.</p> <p>Overtime provided to TAs to provide more clubs in response to the children's interest. E.g. gymnastics, football, surfing etc.</p>	<p>£2,100</p>		

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