

Blackwater Community Primary School PRIMARY PE & SPORTS PREMIUM STATEMENT 2019 - 2020

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 2019/20	£16,900
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?	86% (13 out of 15 chn)
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?	80% (12 out of 15 chn)
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?	80% (12 out of 15 chn)
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?	Planned in but cancelled because of the pandemic

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	Evey Evison	Lead Governor responsible	Ellie Watkins
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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.

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<p align="center">Area of Focus & Outcomes</p>	<p align="center">Actions (Actions identified through self-review to improve the quality of provision) complete / started / not yet started</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 <i>engage young people in a high quality, broad and balanced curriculum</i></p>	<p>Ensure that the importance of PE and Sport is widely recognised across the school.</p> <p>More varied PE curriculum delivered in PE sessions.</p> <p>To upskills staff when appropriate training is available by attending CPD opportunities.</p> <p>To ensure that all Year 6 pupils are able to swim 25m. 86% of our Year 6 children could swim confidently to at least 25 m and could swim using a range of different strokes. All Year 6 children attended a surf life saving course this year during the Summer term (postponed due to Covid).</p> <p>To deliver specialist coaching in all year groups: Dance, Tennis, Rugby and Football.</p> <p>Wild time Forest school sessions for all children.</p> <p>To offer a range of water sports activities such as surfing and kayaking to UKS2</p> <p>Introduce children to new sports.</p>	<p>Payment to specialist football coach – Plymouth Argyle £3040</p> <p>Specialist dance club: £2000</p> <p>Pirates Rugby: £500</p> <p>Swimming: £450</p> <p>Sports Equipment: £500</p> <p>TPAT Group £1000</p> <p>Water Sports £500</p> <p>Real PE Scheme of work: £295</p>	<p>Participation: = Pupil participation in PE and Sport will increase further thus leading pupils to become more active and engaged. = PE lead to continue to lead the school, developing new initiatives and inspiring pupils to engage in a range of new sports. = Increased confidence and ability in teaching different sports after attending training. = Staff’s familiarity with a wider range of sports increases.</p> <p>Attainment: =TPAT monitoring and Evaluation tool covering Agility, Balance, Co-ordination, Health and Fitness, Creative, Social, Personal and Applying Physical Skills has been used this year to baseline each child from Year 1 -6.</p> <p>Whole School: = Whole scheme of work has been used to support a two year rolling programme. A blend of Real PE and Arena Sports. = We have changed our current swimming programme to include all children from Reception to Year 6.</p>	<p>Sustainability: = Embed standardised assessment framework (TPAT Create assessment wheel). = PE and Sport will continue to be high profile within the school and all members of staff contribute to this. = Review success of curriculum and progression of skills and adjust accordingly.</p> <p>Next steps: = Increased focus on swimming in all year groups. = An intervention programme for KS2 less confident swimmers should increase the amount of competent swimmers leaving KS2.</p>

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			<p>= Swimming to support more able swimmers a wider and more in depth self-rescue skills.</p>	
<p align="center">Physical Activity, Health & Wellbeing</p> <p 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 align="center">(Key Indicator 1)</p>	<p>Enhance pupil's playtimes and lunchtime outdoor experiences further by appointing playtime leads at lunchtimes.</p> <p>Aspire that all children attend an 'active' club after school.</p> <p>Improvement of the wild area to support outdoor learning and play during lessons and play.</p> <p>Children have the opportunity to take part in Bikeability sessions (age-dependent).</p> <p>Plymouth Argyle enrichment for key children.</p> <p>Provide 'wake and shake / movement' opportunities in class as brain breaks.</p> <p>Offer a wider programme of after school clubs available for all children.</p> <p>Use the TPAT wheel to collate assessment data on children's physical and emotional wellbeing.</p> <p>CPD training with the Eden Project to support taking the lessons outdoors once a week which is based on physical activity.</p> <p>Year 5 and 6 children attended five sessions of 'Little Life Savers' which teaches about life saving and keeping our bodies healthy. (Exeter University)</p>	<p>Bikeability £600</p> <p>Annual service to all sports equipment: £150</p> <p>Plymouth Argyle: £800</p> <p>Eden Project training: £400</p>	<p>Participation:</p> <p>= All groups have access to an outdoor environment that further encourages active, unstructured times by offering a wider choice of activities such as gardening, den building and using the trim trail.</p> <p>=Playground leads further enhance and develop the school's outdoor environment.</p> <p>= Cross curricular links with PE through Wild time work has contributed to SMSC skills and has been used across the school.</p> <p>= All classes use active brain breaks to support wellbeing and concentration.</p> <p>Attainment:</p> <p>= Currently, 67% of KS2 pupils attended at least one school sports club. We hope to increase this year on year.</p> <p>= Noticeable improvement in pupil focus and concentration through better physical activity through structured sessions and active play.</p> <p>Whole School:</p> <p>= Children are encouraged and enabled to take part in a wider range of healthy activities.</p> <p>= Pupils and parents celebrate and promote healthy living and understand the connection between emotional wellbeing and physical health.</p>	<p>Sustainability:</p> <p>= Being physically active naturally becomes part of all children's lives.</p> <p>= The outdoor environment is being developed to ensure sustainability for the future generations of children.</p> <p>= Little life savers sessions to continue therefore increasing understanding of saving lives.</p> <p>Next steps:</p> <p>= Healthy Schools award to be reapplied for.</p> <p>= whole school cycling initiative to increase the number of children walking or cycling to school and thus improving their health.</p> <p>= TIS training for more staff in school.</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 sessions for key children who need support with their motor control and balance.</p> <p>Yoga used in classroom to support a calm way of exercising.</p> <p>Have an inclusive approach to all clubs.</p> <p>Ensure differentiation within delivery of lessons to enable SEN children to take part.</p> <p>Lessons adapted with specialist knowledge of disabilities (e.g. physio)</p>	<p>Fun fit sessions: £500</p> <p>Yoga licence: £500</p> <p>Supply to cover SEN CPD: £200</p>	<p>Participation:</p> <p>= Key children targeted for fun fit support in school.</p> <p>= All children had opportunities to try sports and activities which are not available in normal school curriculum. E.g fencing, Segway.</p> <p>= Covid 'Sports day' to enable children to join in the same activities at home as in school. (Virtual Games)</p> <p>Attainment:</p> <p>= 80% of children attending fun fit have an improved balance and coordination.</p> <p>Whole School:</p> <p>= Emotional wellbeing is explicitly linked to physical wellbeing. It is recorded and assessed on in Create Wheel.</p>	<p>Sustainability:</p> <p>= More opportunities for inclusion of SEN children.</p> <p>= Providing team work, such as active school camps, we hope to see an improvement in confidence, resilience and a willingness to have a go.</p> <p>Next steps:</p> <p>= Target and analyse girls uptake and participation in sport.</p>
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<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>Continue to take all opportunities to take part in School Games and other activities in a wide range of sports throughout the school through accessing the competition programme on offer.</p> <p>Virtual School Games competition entered and promoted via social media.</p> <p>To encourage children who are less active to take part in physical activity.</p> <p>Termly competition in school to support children's confidence e.g. sports day, cross country.</p>	<p>Year 5 and 6 Truro College: £500</p> <p>DBS checks: £100</p>	<p>Participation:</p> <p>= 65% of Year 5 and 6 children have represented school in competitions</p> <p>= 30% of pupils in Year 3 and 4 have represented the school in competitions.</p> <p>= Parents and pupils understand the balance between inclusive and competitive and understand that sport can be both participative and competitive.</p> <p>= Self-esteem, pride and motivation in pupils have been increased through this.</p> <p>= Covid 'Sports day' to enable children to join in the same activities at home as in school. (Virtual Games)</p> <p>Attainment:</p> <p>= Increase in competition has developed a sense of pride, inclusion and development of valuable leadership skills transferable to other subjects.</p> <p>Whole School:</p> <p>= Good support from parents at events and matches.</p>	<p>Sustainability:</p> <p>= Continue to enter annual local competition structure and learning from own sports days used.</p> <p>= Blackwater School will be represented at a wide range of festivals and competitions.</p> <p>= Continue to develop all abilities and levels of confidence in competitions through teams of all abilities.</p> <p>= From attending festivals and competitions, pupils will be identified by local secondary schools, who will continue the provision and challenge.</p> <p>Next steps:</p> <p>= More opportunities for all to take part in competition.</p>
<p>Leadership, Coaching & Volunteering</p> <p><i>provide pathways to introduce and develop leadership skills</i></p>	<p>Playtime leads chosen to support outdoor activities at lunchtime (see Physical Activity, Health and Wellbeing above).</p>		<p>Participation:</p> <p>= Sports leaders are confident and involved in leading activities at lunchtimes; these leaders make sure that activity levels are high during break and lunchtimes.</p> <p>Attainment:</p> <p>Whole School:</p> <p>= PE and Sport are high profile with success celebrated in a range of ways.</p>	<p>Sustainability:</p> <p>= Sports leaders will continue to involve children in active lunchtime activities, encouraging others towards more active playtimes.</p> <p>Next steps:</p> <p>= School parliament to report on participation and achievement.</p>

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			<p>= Pupils are involved with the development of sport and opportunities for physical exercise at a leadership level.</p>	
<p align="center">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>Signpost children to sporting opportunities outside school, e.g. by advertising local sports / holiday clubs.</p> <p>Develop further links with other local clubs such as cricket, tennis and rugby.</p> <p>St Agnes Tennis club to work with children across the whole school, and an afterschool club.</p> <p>Cycling companies and trails to be promoted to families.</p> <p>Chance to shine cricket coaches to deliver activities to Year 2 children.</p>	<p>Chance to shine Cricket Programme: £150</p> <p>St Agnes Tennis coaching: £800</p>	<p>Participation: = 48 % of children attend a physical activity outside of school. = Pupils attending the cricket sessions will have opportunities to join the Cricket Club and enter competitions.</p> <p>Attainment: = Noticeable improvements of pupils taking part in clubs out of school.</p> <p>Whole School: = Strong school club links, enhance transition to Y7. = Staff more confident to deliver after school clubs. = More after school clubs on offer from our own staff and local sporting groups.</p>	<p>Sustainability: = Community club links will continue to support provision of after school clubs and out of school clubs. = Parents support clubs and often partake in the training of children. = Links with local clubs to be maintained and established. = A lifelong love of sport will continue to be established, which will be modelled by members of staff. = a wide range of clubs and sporting activities will continue to be offered, finding a sport for all children, including the most reluctant.</p> <p>Next steps: = More analysis into the reluctant children and through pupil voice, to give opportunities where needed.</p>
<p align="center">Workforce</p> <p><i>increased confidence, knowledge and skills of all staff in teaching PE & sport</i></p>	<p>To upskill staff when appropriate training is available by attending CPD opportunities such as TPAT training.</p>	<p>Go active enrichment: £400</p>	<p>Participation: = Staff more confident and competent in delivering a wider range of sports and physical activities.</p>	<p>Sustainability: = Teachers feel confident to teach a wide range of sports. = PE lead and shares her expertise to empower other staff.</p>

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<p><i>(Key Indicator 3)</i></p>	<p>Staff to learn how to use the CD wheel to identify pupils who need intervention and the areas of development.</p> <p>Staff to use this CPD to develop own skills (which they have previously identified) in a wider range of sports and activities.</p> <p>To enable the PE lead to attend courses etc.. to ensure that the children receive the highest possible quality of provision from the PE and Sports Premium.</p> <p>Employ specialist sports and wellbeing coaches to lead after school clubs. These sports coaches to work alongside and train teachers.</p>		<p>Attainment: = Monitoring and evaluation tool has also been used for attainment of children in Year 1 to Year 6 within the eight sections listed above.</p> <p>Whole School: = More inclusive PE curriculum. = Increased confidence and ability in teaching different sports after attending training. = PE lead is skilled and remains up to date with current ideas, initiatives and best practice.</p>	<p>Next steps:</p>
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TOTAL – £15,085 (monies will be ring fenced and carried over to 2020-21 budget)

What can schools use the funding for?

Schools should use the premium to secure improvements in the following 5 key indicators:

1. Engagement of all pupils in regular physical activity
2. 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

What must schools publish on their website?

Schools must publish details of how it spends its PE and sport premium funding by the end of the summer term or by 31 July 2020 at the latest. Online reporting must include:

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- the amount of premium received
- a full breakdown of how it has been spent
- the impact the school has seen on pupils' PE, physical activity, and sport participation and attainment
- how the improvements will be sustainable in the future