



## Subject Leader Action Plan Sport Premium 2018-2019

The school uses the primary school physical education (PE) and sport premium successfully. Teachers have received training to enable them to become even more effective in their teaching of sport and PE. Pupils have received additional opportunities to work with sports professionals and so their participation in sport and PE has increased; the skills that the pupils demonstrate have also improved as a result of the funding."  
Ofsted April 2015.

<b>Subject:</b>	PE- Sport Premium	<b>Subject Leader</b>	Dani Kellond	<b>Governor responsible</b>	Isla Sell
<b>Key Focus Area:</b>	<p><b>Background</b> - The primary school sport premium investment goes direct into school budget 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 doubled.</p> <p><b>Key Indicators</b> - 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:</p> <ol style="list-style-type: none"> <li>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</li> <li>2. The profile of PE and sport is raised across the school as a tool for whole-school improvement</li> <li>3. Increased confidence, knowledge and skills of all staff in teaching PE and sport</li> <li>4. Broader experience of a range of sports and activities offered to all pupils</li> <li>5. Increased participation in competitive sport</li> </ol>				

<p><b>Total funding for academic year</b> £16,000 and an additional payment of £10 per pupil.</p> <p><b>Allocated funds - £18,450</b></p>	<p>245 children enrolled from FS2-Year 2</p> <p>Paid in 2 installments</p> <p>7/12 of funding on 31/10/18</p> <p>5/12 of funding on 30/4/2019</p>
<p><b>Key achievements to date</b></p>	<p><b>Areas for further improvement</b></p>
<ul style="list-style-type: none"> <li>• All staff have developed greater skills and confidence in the teaching of gymnastics - Inset led by Arena</li> <li>• Progression of skills developed and implemented across the school</li> <li>• Additional sporting activities on offer during lunchtimes</li> <li>• Energy club during lunchtime for targeted children</li> <li>• Increase in the number of a range of sports offered in curriculum time and after school</li> <li>• Wild Tribe implemented across the school and learning in the outdoors has been maximized</li> <li>• Visit from Olympic athlete has inspired children to develop their love for physical activity - see data in file</li> <li>• Staff upskilled in the teaching of dance -Attik Dance</li> <li>• Educational visits have included orienteering and developed a love for being in the outdoors- see file</li> <li>• Three members of staff trained Balanceability instructors, program is being implemented across EYFS</li> <li>• Use of Brain Breaks and other physical activities undertaken in the classroom or outside areas during the school day</li> <li>• Torpoint and Rame School Sports Partnership has been excellent CPD for all teaching staff</li> <li>• Implementation of a successful Sports Week</li> <li>• New playground equipment has enabled a range of sporting</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to upskill members of staff to increase knowledge and understanding in the delivery of PE school sport and physical activity (Torpoint and Rame School Sport Partnership)</li> <li>• Larger balance bikes to enable a Balanceability club for Year One to run successfully</li> <li>• To continue to develop the 'outdoor classroom' promoting learning in the outdoors</li> <li>• To continue to enhance provision of sports at lunchtime by employing additional lunchtime supervisors to lead sporting activities</li> <li>• Lunchtime Supervisor employed to run Energy Club during lunchtimes for targeted children who do not currently attend any extra curricula sports clubs</li> <li>• To continue to upskill new staff members in the delivery of Dance</li> <li>• To expand children's knowledge and understanding of the world of sport by running alternative sports days</li> <li>• Continue to develop intra school competition</li> </ul>

activities to be on offer during lunchtime.

- New cameras have been used to enable children to evaluate and improve their own performances. Staff have also used photographs as assessment evidence in Learning Journeys.

Actions	Cost	Evidence and Impact	Sustainability / next steps
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**Key Indicator 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**

Employ additional lunchtime supervisors to deliver a range of sporting activities during lunchtime.

5 LTS over ratio- £9,110 (one to run Energy Club)

£500 - additional lunchtime equipment (basketball net/balls/ target games)

PE Subject Leader delivered training to all Lunchtime Supervisors to ensure staff are upskilled in the delivery of sporting activities (September 2018). A range of sporting activities on offer during lunchtime is crucial in providing children with the opportunity to be physically active for at least 60 minutes per day (at least 30 of which being in school) 100% of children on the playground physically active.



Impact of Additional Lunchtime Supervisors

Analysis of questions throughout the year

2019

	Did you enjoy this sport?	Would you like to play this sport again?
Hockey	(200 responses) 100% yes	100% yes
Tennis	(198 responses) 100% yes	100% yes
Rounders/ cricket	(182 responses) 100% yes	100% yes
Rugby -skills	(98 responses) 100% yes	100% yes
Obstacle course-fundamentals	(224 responses) 100% yes	100% yes

New equipment has been purchased and used to support delivery of physical activity to ensure that children are given opportunities to develop their love for sport. Pupil participation in sporting activities has increased (see table below). This is essential for the age of our children (4- 7 year olds) towards building the foundations for their love for sport and therefore impacting on positive future life choices.

**Next Steps: continue to audit lunchtime provision and impact of additional lunchtime supervisors.**

<p>To provide targeted PE and Sports intervention for a small group of PP children</p>	<p>Employ a lunchtime supervisor to run Energy Club (Cath Thompson trained in the delivery of Energy Club)</p>	<p>When questioning the children about the importance of physical exercise during lunchtime, responses included: " I love the sports activities at lunchtime, they help me to be fit and I like competing against my friends" " Having the different sports at lunchtimes helps me to exercise" "I love the different sports because you can pick and choose which ones you want to take part in" Evaluations from PE questionnaire identified that 97% of children felt that they had more energy and an ability to concentrate in class after exercising/ completing sports at lunchtime. This having a positive impact on attitude to learning/ concentration within the classroom. There is a real sporting culture on the playground.</p> <p>Energy Club runs during lunchtimes with 10 PP children who do not attend extra curricula sports clubs. As a result of the club children are now engaged in sport and eager to take part in PE lessons.</p>	<p>10 PP children have fully engaged in Energy Club. Targeted children show a love for PE and understand the importance of keeping fit and healthy. This will help to impact upon their future life chances and help to influence the 'healthy' lifestyle choices that they make.</p>
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<p>Children receive 2 hours of high quality Physical Education on a weekly basis.</p> <p>Matt Evans (Head of PE at Torpoint Community College) also works alongside staff on a weekly basis to upskill teachers in the delivery of high quality PE.</p>	<p>Torpoint and Rame Peninsula Partnership £475</p>	<p>Children receive 2 hours of high quality PE each week.</p> <p>One of these lessons is led by Matt Evans alongside the class teacher. The lessons lead by Matt focus on team games and fundamentals which provide ample opportunity for children to get out of breath. (Importance of this highlighted in Ofsted document -Obesity, healthy eating and physical activity in primary schools) Staff have reported that they have developed in confidence when delivering lessons after joining the partnership.</p>	<p>Next Steps: Continue to track PP children through school and encourage these children to attend Super Sports After School Club.</p> <p>PE questionnaire given to children to elicit their views on their understanding of the importance of physical activity and exercise.</p> <p>Evaluations from the PE questionnaire identify that: 245 (98%) children questioned 'Do you have more energy on days when you have PE lessons and does this help you to learn in the classroom?' 240 (96%) children answered 'yes'.</p> <p>This evidences the positive impact that physical education has on a child's ability to learn effectively within the classroom Other responses include " I love PE it makes me happy inside" "It makes me fit and healthy which is good for my heart" This therefore having positive impact upon their health/life</p>
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<p>All children across the school to be provided with physical brain breaks on a daily basis</p>		<p>Training disseminated to all staff on delivery of brain breaks- all children receive physical activity breaks on a daily basis.</p>	<p>choices.</p> <p>Physical activity brain breaks has a positive effect on the child's ability to learn effectively within the classroom. " I feel like I am ready to learn again after I have had a brain break"</p> <p>"My teacher knows when we need to have some exercise to give our brains a break and get our hearts beating quickly. I always feel better after a brain break"</p> <p>100% of children take part in physical brain breaks on a daily basis.</p> <p>Next Steps: Continue to evaluate impact of brain breaks across the school.</p>
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**Key Indicator 2 : The profile of PE and sport being raised across the school as a tool for whole school improvement**

<p>Further develop the implementation of the 'Outdoor Classroom' across the school ( continued as an action from previous year)</p>	<p>Class cover £200 per day</p>	<p>Wild Tribe Leader to deliver additional staff training. CPD courses on offer by Arena to be attended.</p>	<p>As highlighted in our 'ViP' (School development plan) this is a continued focus for our school. This CPD for the Outdoor Learning Lead, will enable staff</p>
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<p>Development of display boards in school to raise the profile of PE and School Sport for all visitors and children</p> <p>Celebration assembly includes Monthly Challenge certificate ( Arena Sports Challenge)</p> <p>Parents are informed about their child's physical development with regards to agility, balance and co-ordination.</p> <p>CPD for all staff to ensure that the</p>		<p>Display boards ensure that the profile of PE and School Sport is raised across the school.</p> <p>Celebration assemblies include monthly challenge certificate which will ensure PE and sport has a raised profile with both parents and children.</p> <p>Learning Journey reports, curriculum powerpoints and curriculum letters evidence the progress children have made throughout the year within PE.</p> <p>Staff Inset delivered by Matt Evans (Torpoint and Rame School Sports Partnership)</p>	<p>to be upskilled in the delivery of learning in the outdoors.</p> <p>Next Steps-Share current research with staff about the positive impact that learning in the outdoors has on the progress that children make in the classroom.</p> <p>Spring Term/ Summer Term 2019- hall in entrance to school celebrates successes of Sports Week. As a result, staff, children and parents hold sport in high regard.</p> <p>Sporting successes are celebrated with children and this encourages children to want to succeed and share their achievements.</p>
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delivery of PE lessons across the school are never less than good and often outstanding.

Subject Leader to regularly monitor teaching and learning of PE and School Sport, deliver staff training and observe lessons with PE governor.

£1000  
(Cover for Subject Leader over the year)

Subject Leader delivered training (Sept' 18/ Feb'19) focusing on key points from Ofsted Obesity document. Importance of PE, school sport and healthy lifestyle shared with all staff.

Subject Leader observes PE lessons on a termly basis. Teaching is never less than good and often outstanding across the school ( see feedback in file)

Governor and Subject Leader continue to meet on a termly basis and Governor continues to challenge Subject Leader against DfE guidance to ensure premium is sustainable - see Governor report.

Planning evidences that there is a clear progression of skills from EYFS-Year Two. Children are evidently challenged within lessons to enable them to make the best progress possible.

Parents hold PE and sport in high regard.

Next Steps- Continue to find innovative ways of celebrating PE achievements with parents.

Staff are aware of the key points shared in the Ofsted document- Obesity ,Healthy Eating and Physical Activity in Primary Schools. All staff hold teaching and learning of physical activity and healthy lifestyle in high regard. Continued CPD for teachers will ensure that future generations benefit as teachers will be able to disseminate their knowledge to the children that they teach throughout their career

Next Steps- Continue to monitor teaching and learning on a regular basis. Support staff in planning meetings to ensure lesson time is maximised to enable children to reach their



<p>Progression of skills for PE and School Sport devised and used by all teachers across the school.</p>	<p>Cover for SL to monitor ( as above)</p>		<p>full potential.</p> <p>Differentiated lessons ensure that all children are appropriately challenged and therefore make best progress possible.</p> <p>Targeted children are provided with additional support within lessons and Subject Leader is made aware of these children. Gifted children are challenged and teachers guide these children to extra curricula clubs. Extra curricula clubs are found on our school website. 1 child attends Swallows gymnastics club and is competing at a high level. This success is celebrated within school.</p>
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**Key Indicator 3 : Increased confidence, knowledge and skills of all staff in teaching PE and sport**

<p>CPD training for staff to include gym, dance, games, fundamentals</p>	<p>Torpoint and Rame Peninsula Partnership £475</p>	<p>PE curriculum enhanced and teacher's upskilled across all areas of PE through working with PE specialist, Matt Evans ( Head of PE at TCC) . These sessions take place every other Tuesday and</p>	<p>Teachers feel confident in the delivery of PE and School Sport and a broad curriculum coverage is achieved.</p>
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	<p>Arena membership £425</p> <p>Dance lessons lead by Ben (previously of Attik Dance) to run on a weekly basis (Spring Term) £1400</p>	<p>every class teacher will work with him throughout the year.</p> <p>A range of CPD on offer through membership with Arena.</p> <p>Staff Inset delivered by Matt Evans (Spring Term'19) - sharing ideas in the delivery of high quality school sport and physical education.</p> <p>Teachers work alongside Ben in the delivery of dance, on a weekly basis, throughout the Spring Term.</p> <p>This CPD for staff enables them to feel confident in delivering high quality dance lessons.</p>	<p>Feedback from teachers working with Matt (Head of PE , TCC) evidence this :</p> <p>"It has been so valuable to work with Mr Evans during our sessions and I have gained many ideas for making best use of lesson time ensuring that all children are engaged and active throughout the lesson. I have also developed my understanding of how to extend the children's learning and challenge and support appropriately whilst Mr Evans took responsibility for whole class teaching. I have now implemented these in my own practise." <b>Year Two teacher</b></p> <p><b>245/245(100%)</b> children take part in dance lessons on a weekly basis.</p> <p>Ben has upskilled staff in the delivery of contemporary dance as well as inspiring our children to 'want' to dance, with a particular focus on the more reluctant boys. <b>100%</b> boys fully engaged across the school.</p> <p>Feedback has included " I love dancing with Ben. I enjoy working with friends that I don't usually work with" "Ben has taught me to use my body in</p>
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			<p>different and exciting ways and I can make big and small shapes with my partner and link these together with a jump."</p> <p>Teachers have stated " Ben has shown me a style of dance that I would never have used within lessons without working with him. I will be able to take this with me in my own practise"</p>
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**Key Indicator 4 : Broader experience of a range of sports and activities offered to all pupils**

<p>To run a Winter Games Week where children are provided with a breadth of opportunity to try a range of sports that they may never have tried before.</p> <p>This will develop and enhance children's knowledge and understanding of the range of sports that are on offer to them with the aim of inspiring them to take up sports both now and in later life.</p> <p>Sporting activities over the week included:</p> <ul style="list-style-type: none"> <li>➤ Rich Parker- professional, inline vert skater, leading sports circuits and an inspirational assembly on his achievements with all children in school.</li> </ul>	<p>£520 (Sports For Schools)</p> <p>£600</p>	<p>Children encouraged to discover and then pursue their passion in life and to be inspired to take up sport.</p> <p>Children have a greater understanding of the world of sport and physical activity that is on offer to them now and in later life. After school sporting clubs signposted on the school website after the events.</p>	<p>Children lead healthy and active lifestyles and understand the importance of this on their future health and well-being.</p> <p>Impact measured from the week has identified that:</p> <p><b>245/245 (100%)</b> of children took part in all activities throughout the week.</p> <p><b>100%</b> PP /SEN/EAL took part in all activities.</p> <p><b>100%</b> of children said that they enjoyed that activities / would like to try them again/ have</p>
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<ul style="list-style-type: none"> <li>➤ Two coaches from Go Active, Cornwall, to leading crossbow, urban polo, fencing workshops for all children across the school to partake in.</li> <li>➤ Archery workshops provided for all children across the school.</li> <li>➤ Orienteering activities delivered by PE students from TCC</li> </ul> <p>All EYFS2 children to take part in Balanceability lessons on a termly basis. Children in Year One who are unable to ride a bike to take part in Balanceability extra curricula sessions. 5 X 14" balance bikes to be bought.</p>	<p>£2,110</p> <p>£501.60</p>	<p>Children to develop the skills required to ride a bike and then progress onto riding a pedal bike.</p> <p>Targeted intervention for children in Year One through Balanceability after school club.</p>	<p>been inspired to try a new sport. Feedback from children included:</p> <p>"I have never done archery before but I hit the gold and felt really happy when I got a sticker so I was successful"</p> <p>EYFS2 child</p> <p>"I would love to try an archery club because it was so much fun. My Mum has tried but I am too young now but when I am older I will join one"</p> <p>Year Two child.</p> <p>" Rich Parker taught me to never ever give up when something is tricky. I didn't even know that skating was a sport."</p> <p><b>85/85</b> FS2 children learnt to ride balance bike. In Balanceability sessions.</p> <p>Balance is important to achieving success in almost every sport or physical activity and is fundamental in the process of learning to ride a bike. Through practice using balance equipment and balance bikes, children gain the ability and confidence</p>
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<p>Sports After School Club lead by Subject Lead and Matt Evans ( Torpoint and Rame Peninsula partnership)</p>		<p>Subject Lead continued to be upskilled, working alongside PE specialist. This knowledge can be disseminated to the teaching team.</p>	<p>needed to ride a pedal bike with confidence.  16 Year One children taken part in Balanceability after school club.   20 children attended club - Autumn Term  16 children attended club- Spring Term  " I love this club. We learn to play games like netball, now I want to join a netball club"  25 children attended club in Summer Term  Next Steps: To develop ways of encouraging targeted PP children to attend after school club.</p>
<p>School trips to include outdoor adventure and orienteering activities to further develop teaching and learning in the outdoors.</p>	<p>Trip to Antony House x3 Pentille Castle grounds  £1350</p>	<p>Children partake in this exciting and challenging outdoor sport which exercises the body and mind. Children to develop life long skills which can be used in other aspects of life.</p>	<p>Next Steps: To use skills learnt in other aspects of the curriculum eg; map work in Geography.</p>

**Key Indicator 5 : Increased participation in competitive sport**

<p>Delivery of a Sports Week in May and Winter Games Week in January (as above).                  Team points gained for 'family groups' throughout the week with winning team announced at the end of the week.                  Sports include - rowing, javelin, long jump, jigsaw relay, archery, fencing, crossbow, urban polo,</p> <p>ARENA sports challenge completed</p>	<p>Partnership with TCC/ cost of visiting professionals - see above</p> <p>Sports challenges received</p>	<p>All children participate in competitive sport and this develops intra school competition.</p> <p>Sporting challenges provided by Arena provide children with opportunities to take part in</p>	<p>Sports Week- May 2019</p> <p>248/248 (100%) of children took part in all activities throughout the week.                  100% PP /SEN/EAL took part in all activities.                  100% of children said that they enjoyed that activities / would like to try them again/ have been inspired to try a new sport.                  Feedback from children included:                  " I loved competing against my friends. I was really proud because my family group won. I tried my hardest to help my team win points"                  " My team didn't win, I was sad at first but then I realised it didn't matter and it was just fun taking part." Year Two child</p> <p>On average 85% of children take part in sporting challenges</p>
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<p>on a weekly basis during lunchtimes ( intra school competition)</p>	<p>through ARENA</p>	<p>competitive sports on a weekly basis.</p>	<p>on playground per month.</p> <p>Certificates provided in celebration assemblies at the end of the month.</p> <p>Next Steps: Create a board in school where sports achievements can be celebrated eg; photos of sports challenge winner of the week/ sporting successes outside of school.</p>
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