

St Erth Primary School: PRIMARY PE & SPORTS PREMIUM STATEMENT 2023/24

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 2023 to 2024 that can do each of the following:
 - swim competently, confidently, and proficiently over a distance of at least 25 meters
 - 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 for the academic year 2023/24	£17080
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?	89%
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?	89%
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?	63%
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	Eoin Seager
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Deadlines – Schools should publish on their website all spend from the academic year 2023/24 including underspend by **31 July 2023**.

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<p>Area of Focus & Outcomes (Intent)</p>	<p>Actions (Implementation) (Actions identified through self-review to improve the quality of provision) complete / started / not yet started</p>	<p>Funding <u>- Actual spend 2023/24:</u></p>	<p>Impact -Impact on pupils participation -Impact on pupils attainment -Any additional impact -Whole School Improvement (Key Indicator 2)</p>	<p>Future Actions & Sustainability -How will the improvements be sustained? -What will you do next?</p>
<p>Curriculum Delivery <i>engage young people in a high quality, broad and balanced curriculum</i></p>	<p>Real PE– 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>Investment in scheme, training and staff release time to develop the school’s games curriculum. Ensuring sequencing for each unit is in place. Use of PE planning.</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 2023/24 academic year. Games element of the curriculum has been developed in 23/24 leading to increased participation in class and through competitions.</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. The development of the games curriculum has provided consistent opportunity for the application of these skills in games contexts and led to an increase in confidence and attainment.</p> <p>Whole School Improvement: Real PE is a holistically approach to Physical Literacy, Social and Emotional Wellbeing. The scheme is now embedded and about to enter its 4th year. Overall levels of physical literacy and activity are increased. Development of games curriculum, using real PE, has seen increased confidence and participation in games sessions and competitions.</p>	<p>Sustainability: Scheme of work developed to ensure high quality delivery by staff. Progression of pupils as a result, helps to ensure their enjoyment for sport and physical activity; so they are aware of the importance of an active lifestyle and feel confident to take part in activity. Development of readiness for interschool competitive sport through games curriculum.</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, using real PE.</p>

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	<p>Equipment to ensure full delivery of curriculum- School will purchased new and replacement equipment to support the assessment and delivery of the curriculum.</p> <p>Equipment to support the continuation of active lunchtimes.</p>	<p align="center">£1200</p>	<p>Participation: Ensuring appropriate and sufficient equipment is in place to deliver Real PE successfully and Games element of PE. This involves all pupils and all fundamental movements through the real PE scheme and all sports delivered through the games curriculum.</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 & PE Planning 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 2024/25.</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 - Hayle surf lifesaving club - Hayle Bowls club - Hayle Football club - West Cornwall golf club - Hayle Tennis club 	<p align="center">£2500</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 more than 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 achieve a good level of physical development. The school’s teams in football and netball have become more successful. Participation in sports day is now 100%. Assessments of fundamental movements through real PE demonstrates consistent good levels of development.</p> <p>Whole School Improvement: Teachers have benefitted from working alongside</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 pupil’s attainment. Consider further pathways with local clubs that can be developed by the use of specialist coaches.</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>Forest School – investment to sustain forest school activities, so pupils can continue to take part in active learning through teacher training and release time. Forest school participation is continually identified by pupils and parents as being important to confidence and well-being among St Erth’s pupils.</p> <p>Development of forest school provision to create long term sustainability and increase participation. Member of staff sent on three-day accredited course. Training cascaded through staff meetings and whole school curriculum developed and launched in 2023/24 Resources to support curriculum delivery procured. Further required in 2024/25.</p> <p>Participation in outdoor and adventurous activities through residential trip for years 5&6</p>	<p>£3000</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. The school’s offer needs further expanding to embed properly. Subsidy of year 5&6 camp to ensure diversity and participation for all in outdoor and adventurous activities.</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>Sustainability: Embedding of school’s own outdoor learning offer without using external providers. Needs properly resourcing and on-going CPD from the school’s outdoor lead.</p> <p>Next Steps: Successful continued implementation and embedding of the school’s outdoor learning curriculum in 2024/24. Measure impact carefully through participation rates and pupil voice.</p>
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<p style="text-align: center;">Competitions</p> <p style="text-align: center;"><i>Provide a well organised, appropriate and enjoyable programme of competitions and festivals for students of all abilities</i></p> <p style="text-align: center;">(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. Release time for staff to develop inter-school competitions to meet need.</p>	<p>£1885</p>	<p>Participation: Providing additional funding to provide cover and pay for transport costs has enabled pupils to take part in competitions and events throughout the school year. Pupils have taken part in: Football tournaments, netball leagues, cross country events Bowls competitions, multi-skills events, swimming galas and surf-lifesaving sessions. Staff created the rounders league to add additional competition.</p> <p>Attainment: Pupils have achieved success in a number of events, they reached a county cup final in football in the last 2 years, come 3rd at the Cornwall school games in bowls in 2022, 3rd in the mayors tournament @ Hayle for football, made the netball finals in 23/24 and had participants in the county cross country finals. The school riding team also won the Penwith gymkhana. The Pupil's motivation and focus was also improved with an event to aim towards. Outside of school pupils are involved in national events for modern pentathlon and surf-lifesaving. Pupils are part of regional development squads for football and Basketball.</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. Increased participation and success builds momentum.</p> <p>Next Steps: Identify further opportunity to compete, increasing the school's offer and pupil's participation. Develop on commitment to weekly fixtures for football and netball. Add year 3&4 to football and sustain rounders fixtures.</p>
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<p align="center">Leadership, Coaching & Volunteering</p> <p align="center"><i>provide pathways to introduce and develop leadership skills</i></p>	<p>Leadership – Pupils in years 5 & 6 have been involved in leading physical activity 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 pupil’s progress.</p>	<p>£1000 to add equipment and pay for staff supervision.</p>	<p>Participation: Creation of lunch and break times crazes has been successful in creating excitement and interest. Leaders engaged with pupils of all ages. Take up was high in autumn term and then waned. Staff need to support children to sustain this impact and participation.</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>Sustainability: Ensure new team is trained effectively at the start of 2024/25. Reduce cost by reusing equipment purchased.</p> <p>Next Steps: Investigate formal sports leadership training through Hayle secondary school.</p>
<p align="center">Community Collaboration</p> <p align="center"><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 - Hayle Tennis club <p>Budget to support release time and transport to local events that create interest and support pathways.</p>	<p>£500</p>	<p>Participation: More than 90% of pupils engaged with 1 of the clubs provided 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, gymnastics, tennis and golf this year.</p> <p>Whole School Improvement: Higher number of pupils in clubs raises: health and well-being, attainment and</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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			community engagement across the whole school.	
<p align="center">Workforce</p> <p align="center"><i>increased confidence, knowledge and skills of all staff in teaching PE & sport</i></p> <p 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>£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>
h	Total Spend Underspend	<p>£17080 £0</p>		