

Sennen School Action Plan: PRIMARY PE & SPORTS PREMIUM 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 2012/21	£5640
The total funding for the academic year 2020/21	£16,700 + £5640 = £22,340
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?	80%
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%
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%
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?	<input checked="" type="checkbox"/> YES/NO

Lead member of staff responsible including email address	N Smith – head@sennen.tpacademytrust.org	Lead Governor responsible	Caroline Amos
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Area of Focus & Outcomes (Intent)	Actions (Implementation) (Actions identified through self-review to improve the quality of provision) complete / started / not yet started	Funding - Planned Spend - Actual Spend	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?
Curriculum Delivery <i>engage young people in a high quality, broad and balanced curriculum</i>	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	Planned Spend £500 – release time needed for staff to undertake training and lesson obs (3x half days)	Participation: New PE lead attended Jasmine course, including leader’s specific information. New staff spent time with old PE lead learning about the programme and observing lessons. Whole School Improvement: Staff have an increased confidence in how to deliver training and new PE lead is in place ready for the next academic year.	Sustainability: Programme is fully sustainable and in use. Next Steps: Consider whole school training session as a refresher, with a particular focus on developing our assessment.
	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 through DT Coaching	Planned Spend £3790 (made up of coach time and TA time for after school clubs)	Participation: All pupils in KS1 & 2 received an hour of high-quality teaching from a qualified sports coach. They focussed on key foundational skills in KS1 to prepare them for taking up specific sports in KS2. After school club: All pupils had access to either multisports, football or netball (high five) after school for free. KS1 multisports had at least 15/30 attending each week, with many weeks being at least 20 / 30. High five has a core team of 7. Attainment: Children demonstrated development in their key skills, particularly around ball skills. Greater demonstration of teamwork and competition within the school setting. Whole School Improvement: Children reignited their love of being physically active!	Sustainability: We have secured this in the budget for next year so that we can improve the skills of the staff and ensured the children get to work with an external coach again. Next Steps: Consider the benefit of using coaches from different places so that the children get a greater breadth of experience.

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<p>Physical Activity, Health & Wellbeing</p> <p><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>Equipment - School will carry out annual service to all equipment and purchased new equipment if required to support the assessment and delivery of the curriculum & ex curriculum clubs</p>	<p>Planned Spend £1650</p>	<p>Participation: All equipment, including that in the community centre was inspected, repaired and replaced as needed. We have upgraded some of the 'loose parts' equipment in the garage by buying balls (for each sport), and a some more collaborative play items such as large jump ropes, multi-level ball hoops and balance equipment. Attainment: Children have had full access to the Playtimes are much improved this year. Behaviour has been positive, many children playing across different year groups collaboratively. Football has been successfully reintroduced with improving teamwork being a success. Whole school improvement: These items have allowed for a more focussed playtime for all children, with older children taking the lead in some games. The maintenance of the equipment has meant that children have been able to access full PE sessions.</p>	<p>Sustainability: These items will need to be continuously monitored, and repaired and replaced as necessary in order for lessons to continue Next Steps: Look at gymnastic equipment and discuss with the community centre the feasibility of buying some larger pieces to keep in the hall. This will enable us to work with the local gymnastics club to provide sessions for children in the school.</p>
	<p>Hall Hire - enable high quality PE lessons to be delivered. Given the adverse weather in West Cornwall, outdoor lessons aren't always successful, especially in the wind.</p>	<p>Planned Spend £1900 (5 hours per week minimum)</p>	<p>Participation: Although we aim to go outside as much as possible, the hall has been used throughout the year for both weekly PE sessions Attainment: Children have not missed their sessions and so were able to make good progress in their physical development. The use of the hall also meant that the high five team were able to practise regularly on a suitable court and net. Whole school improvement: As above</p>	<p>Sustainability: Whilst the use of the hall does have budget implications annually, we need to ensure children have suitable access to a hall space. Next Steps: Ensure next year's sessions are booked in good time to make sure we have the hall as required.</p>
	<p>Healthy Eating - Tuck shop / fruit café to be purchased providing free fruit and juices to all children in the school to encourage better healthy eating and wellbeing among students. This links with our Healthy School Mark and accreditation.</p>	<p>Planned Spend £1300</p>	<p>Participation: Children throughout the whole school had access to a variety of fresh fruit daily. We have also included different types of fruit to try and broaden their tastes. Attainment: Children are able to select a healthy snack to have, they are aware of what they need to remain full and alert until lunch time.</p>	<p>Sustainability: This is affordable in the budget and would be good to include in next year's plan. Next Steps: Look at a better supplier to try and get more seasonal vegetables which is more sustainable (and hopefully a reduced cost)</p>

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<p><i>(Key Indicator 1)</i></p>			<p>All unhealthy snacks have been removed and children only have access to our snacks, or snacks from a list provided to parents. Whole School Improvement: A healthier diet for children in school, including how to remain full until lunchtime.</p>	
	<p>Beach School – Surfing and SLS run over the summer to support the development of students in and on the water</p>	<p>Planned Spend £2100</p>	<p>Participation: All KS2 children had access to water-based sports for at least one session (Year 5&6 10 sessions, Year 3&4 1 session). Attainment: Children learned to develop their confidence in the water, using equipment and without. They learned basic beach safety skills and developed their enjoyment in the outdoors. Whole School: Whole school took part in a sports day at the end of the year where all children did water-based activities. This cemented and reinforced the skills already learned and was a great way to celebrate and compete in front of the whole community.</p>	<p>Sustainability: This will be included in the budget each year as these skills are essential to learn given our location. Next Steps Book next year's!</p>
	<p>Top Up Swimming - Additional swim coaches and sessions from leisure centre to increase current provision for Year 5&6</p>	<p>Planned Spend £500</p>	<p>Participation: All children in KS2 attended 6 sessions of swimming and then pupils who were struggling to meet the required standard were given top up sessions. Attainment: This has enabled us to ensure that 80% of our year 6 pupils met the required standard and help prepare the year 5s to be at standard next year. Whole School: The importance of swimming is beginning to be apparent again following Covid. All children showed increased confidence and independence in the water which enables us to build on this next year.</p>	<p>Sustainability: This will continue next year, with all children accessing at least 6 sessions over the year (plus beach school sessions). The cost of the sessions and pool hire is sustainable but, with rising fuel costs, we may need to charge parents for fuel for the minibus. Next Steps Ensure that each classes sessions are included on the yearly enrichment plan (alongside FS, club links etc) so that parents know when their child's sessions are.</p>
<p>Diverse & Inclusive <i>provide a fully inclusive offer that recognises the diverse needs of specific</i></p>	<p>Gross and fine motor skills development – Focus for all children to take part in Fun Fit, daily Go noodle and Dough disco to improve</p>	<p>Planned Spend £2000 (resources and extra TA hours to cover</p>	<p>Participation: All EYFS and KS1 children took part in daily Go Noodle / Fun Fit and dough disco to help their motor development and prepare them for learning. KS2 classes used the resources as</p>	<p>Sustainability: Fully sustainable, just need to ensure adequate supervision for the groups. Next Steps</p>

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<p><i>groups and identifies tailored opportunities for all young people</i></p> <p>(Key Indicator 4)</p>	<p>on the 2 hours PE & Physical Activity each week</p>	<p>the groups – 1 hour per day)</p>	<p>movement breaks and for children who need support with gross and fine motor development. Attainment: KS1 children in particular were highly engaged and were able to follow the moves well. Dough used effectively to develop fine motor skills and prepare children for writing. Whole School: Ethos of the importance of moving and movement breaks is established. Children's coordination developed well over the year, this was cemented during our Funky Friday dancing at playtimes!</p>	<p>Continue next year.</p>
	<p>Forest School – investment to sustain forest school activities, so pupils can continue to take part in active learning</p>	<p>Planned Spend £2500 (Extra TA hours, fuel costs & sundries)</p>	<p>Participation: All pupils took part in at least a six week block of sessions off site. This involved fire lighting, cooking on a fire, messy play, orienteering and den building. EYFS / KS1 also took part in fortnightly sessions on site at school to help develop their skills. Attainment: Pupils developed outdoor skills as outlined above, as well as developing their relationships with their peers, particularly collaboration and teamwork. They also developed their resilience and endurance by completing challenging, physical tasks in challenging weathers. Whole School: As above</p>	<p>Sustainability: This has already been planned for next year, with increased training for staff so increased provision. Next Steps Look at the possibility of providing pre school forest school sessions for children in the area.</p>
	<p>Cycling – Balanceability and Bikeability session provided for EYFS & KS2 students throughout the school year</p>	<p>Planned Spend £700 (2 TA hours per week)</p>	<p>Participation: All EYFS children have access to balance bikes as part of their outdoor provision. TA ran specialist sessions to target and improve specific gross motor skills 15 KS2 completed their Bikeability training with Mounts Bay Academy. Attainment: All EYFS children increased their coordination and stamina to use the bikes to navigate a specific pathway. 15 children in year 5 & 6 (all year 6)</p>	<p>Sustainability: Sessions have already been arranged for next year. This is relatively low cost for the outcome. Next Steps Set up KS1 intervention for balance bikes to target those children who still struggle with their gross motor development. Buy pedalled bikes for those EYFS / KS1 children who need an extra challenge. Ensure all year 5 children who didn't have a chance this year, get</p>

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				<p>to complete their bikeability next year. Consider how balance bikes could be integrated into breaktimes using play leaders to support.</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>Competitions & Festivals – School is committed to entre as many festivals and competitions as we can during the year covering transport & release time when required including well-being experiences</p>	<p>Planned Spend £1100 (Extra Teacher / TA hours to practise & supervise + travel costs)</p>	<p>Participation: The replacement of the Cornwall Virtual School Games with more traditional live competitions took some time and the start of the year saw little competition being offered at a primary level. This improved throughout the year but meant gaps in the competitive offer across primary schools. This year the school was able to engage in: 2x high five tournaments (total 14 children) 1x cross country (total 12 children) Mulitsports festivals for KS2 (all KS2 attended) All children have taken part in school competitive and fully inclusive Sports Day with Sennen Surf School.</p> <p>Attainment: Children gained an increased knowledge and understanding in the process of competition. They learned how to support each other and develop their resilience when they are against a better team. They learned how to be gracious winners and losers.</p> <p>Whole School Improvement: The school learned more about what it means to win and lose and how to handle that as a community. They certainly learned how to be more supportive of each other.</p>	<p>Sustainability: The school will need to supply a bigger budget next year to be able to access more competitive festivals. They will also need to allocate TA hours to support at these.</p> <p>Next Steps: This is a key area for next year. New PE lead will sign us up for any tournaments we are eligible for and arrange practice and cover. This could also be with other local primary Schools.</p>
<p>Leadership, Coaching & Volunteering</p> <p><i>provide pathways to introduce and develop leadership skills</i></p>	<p>Leadership – Play Leaders training for Year 5/6 planned to support with lunchtime activities and support around school.</p>	<p>Planned Spend £0 (TPAT) Extra TA cover for session and 2 hours per week at lunchtimes £750</p>	<p>Participation: All year 5/6 children took part Older children planned sessions for younger children at break times and actively asked them to join in their games. Older children volunteered to stay after school and support with multisports</p> <p>Attainment: All children gained knowledge on how to plan, set up and run some games at break and lunch times. Those that volunteered to stay after school learned to help younger children to</p>	<p>Sustainability: Now that the building blocks are in place, the children should be able to build on their skills and continue to develop relationships. The profile needs to be raised to ensure that sessions remain meaningful.</p> <p>Next Steps: Look at the idea of ‘play leader Wednesdays’ where the children have a designated day to set up</p>

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			<p>achieve. They learned a lot of tolerance and resilience too!</p> <p>Whole School Improvement: Calmer, happier playtimes and much better collaboration between older and younger pupils.</p>	<p>activities for the children. This may have more impact as they will actually be able to plan specific sessions and have time to do it.</p>
<p style="text-align: center;">Community Collaboration</p> <p style="text-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 participate in competitive events</p>	<p>Planned Spend £350 travel costs & TA overtime</p>	<p>Participation: Year 5/6 took part in a rugby festival with Cornwall Pirates. All children have taken part in school competitive and fully inclusive Sports Day with Sennen Surf School.</p> <p>Attainment: Children gained an increased knowledge and understanding in the process of competition. They learned how to support each other and develop their resilience when they are against a better team. Self-esteem and engagement increased in line with the increased access to competitive sport and activities.</p> <p>Whole School Improvement: The school learned more about what it means to win and lose and how to handle that as a community. They certainly learned how to be more supportive of each other.</p>	<p>Sustainability: The school will need to supply a bigger budget next year to be able to access more competitive festivals. They will also need to allocate TA hours to support at these.</p> <p>Next Steps: This is a key area for next year. New PE lead will sign us up for any tournaments we are eligible for and arrange practice and cover. This could also be with other local primary Schools.</p>
<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>Planned Spend £1000</p>	<p>Participation: All Teachers' confidence and ability has increased by the introduction of REAL PE and the support given by TPAT through regular updates, resources and online training.</p> <p>Attainment: Teachers were able to access more online resources this year due to COVID, which in a new way of working for all.</p> <p>Whole School: All staff have had sessions led by TPAT to support the teaching of multi skills lessons – more confidence particularly amongst less experienced teachers, teaching assistants and specialist sports coach</p>	<p>Sustainability: Teachers more confident to lead sessions and deliver REAL PE 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>

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	<p>Swim Training – engage with local tutor to deliver specific 1 day swim training session for all staff & order required equipment.</p>	<p>Planned Spend £650</p>	<p>Participation: Whole staff trained and certificates achieved. Risk assessments and planning docs put in place. All children spent time at the pool. The focus for younger children was more about confidence post pandemic Attainment: Staff were able to gain a thorough assessment to help us plan for next year, ensuring we support the children to make rapid progress, which is key in our locality. Whole School Improvement: All children got back in the water and enjoyed their sessions after a very shaky start for some. Pool noodles, diving sticks and some safety equipment purchased. All risk assessments in place for staff to carry out whole sessions.</p>	<p>Sustainability: Now that staff are trained, we are able to offer smaller, high quality sessions in the future, this should enable more children to reach the required standard. Next Steps: Consider TA training to increase provision further.</p>
	<p>Forest School - train another teacher in level 3 forest school and organise whole school session</p>	<p>Planned Spend £1750</p>	<p>Participation: Training has been booked and paid for and will take place in the autumn term (1st one available). Staff member shadowed current FS leader with her class to gain some experience ready for the sessions to start. Whole School session has also been arranged and paid for early Sept. Attainment: No impact seen this year Whole School Improvement: No impact seen this year.</p>	<p>Sustainability: This will need to be on a rolling programme to get all staff trained to provide the best quality sessions. Next Steps: Arrange training programme</p>
<p>TOTAL PLANNED</p>	<p>£16700 £5640 £22,340</p> <p>£22,540</p>	<p>Allocated for 2021-22 Underspend from previous years Total to spend</p> <p>Total spent</p>		