

## Sennen School PRIMARY PE & SPORTS PREMIUM STATEMENT 2020/21

**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 2019/20	£1450
The total funding for the academic year 2020/21	£16710 + £1450 = £18160
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?	%
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?	%
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?	%
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/NO

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Lead member of staff responsible including email address	N Smith – head@sennen.cornwall.sch.uk	Lead Governor responsible	Caroline Amos
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**Deadlines** – Schools should publish on their website all spend from the academic year 2019/20 that has been carried over by **31 March 2021**. End of year reporting needs to be published on your website by **31 July 2021**. School can submit a copy of your report to HWS TEAM [rob.harrison@cornwall.gov.uk](mailto:rob.harrison@cornwall.gov.uk) by the **9 July 2021** if they require any feedback before the Government deadline.

Area of Focus & Outcomes (Intent)	Actions (Implementation) <small>(Actions identified through self-review to improve the quality of provision)</small>  complete / started / not yet started	Funding  - Underspend 19/20:  - Planned spend 20/21:  <b>- Actual spend 2021:</b>	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?
<p style="text-align: center;"><b>Curriculum Delivery</b></p> <p style="text-align: center; font-style: italic;"><small>engage young people in a high quality, broad and balanced curriculum</small></p>	<p>Continue with REAL PE subscription</p> <p>Hire of a hall to 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>Mini-bus transport to provide additional swimming opportunities for Year 5&amp;6 students.</p> <p>Additional swim coaches employed from leisure centre to increase current provision for Year 5&amp;6</p>	<p>£150</p> <p>£1500</p> <p>£400</p> <p>£700</p>	<p>Participation: All staff fully trained to deliver the curriculum and knew how to adapt it for home learning. All children took part in PE 2x weekly and enjoyed their sessions. Hall hire enabled this to take place in a safe and warm environment in the winter. Additional swimming did not happen due to Covid.</p> <p>Attainment: Children spoke more confidently about what they were doing with their body, the skills they needed and techniques they were learning. We started looking at the 'Peer coaching' element but that still needs work.</p> <p>Whole School Improvement: Pupils' PE attainment and progress has improved as children progress through the sessions. This halted during covid so we will need to assess the gaps and make sure that they are covered.</p>	<p>Sustainability:</p> <p>Continue to ensure all staff are trained (2 new staff next year) and that assessment tool is used when planning and delivering sessions.</p> <p>Next Steps:</p> <p>Train new staff to deliver sessions Ensure hall is booked to cover sessions next year. Train staff to teach swimming so that we can make sure all year groups catch up and meet the standard by year 6.</p>

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<p><b>Physical Activity, Health &amp; Wellbeing</b></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><b>(Key Indicator 1)</b></p>	<p>Balance bikes purchased for EYFS children to support their gross motor development, balance and control.</p>	<p>£450</p>	<p>Participation: All EYFS and year 1 children had access to balance bikes during their outside learning time.</p>	<p>Sustainability: All very easily achieved year on year, new seeds will need to be purchased.</p>
	<p>Tuck shop / fruit café to be purchased providing free fruit and juices to all children in the school. As it builds, this can also be added to include other, more filling healthy snacks.</p>	<p>£950 for shed £150 for shelving and storage Fruit allowance - £425</p>	<p>Tuck shop purchased and in place, equipped and ready to start 'trading' in September 2021 Forest School equipment purchased and used by EYFS / year 1 Active play accessed by all children years 2-6 on a daily basis. Bikeability accessed by 15 year 5/6 children.</p>	<p>Trained staff can easily continue sessions and teachers can use them as part of ongoing motor development each day. Balance bikes can now be used right up to year 2 on the bigger playground, this will enable them to create more interesting roads and paths for them to travel along.</p>
	<p>Forest school – Purchase equipment to set up Forest School on site including storage shed, tools, waterproofs, fire pit etc so that children can have regular access to Forest School.</p>	<p>£650</p>	<p>Fun fit sessions took place in class, with a few being done during lock down and some as part of beach school. The whole school was able to take part in some form.</p>	<p>Next Steps: Look for training for more TAs to do fun fit, find 'Gross motor development champion' to lead across the school.</p>
	<p>Active playtimes - Daily session co-ordinated by staff (TA's) and leaders (Y5&amp;6) to focus on structured Physical Activity delivery in MUGA at playtimes and lunchtimes.</p>	<p>£1600</p>	<p>Off site Forest school sessions were unable to take place due to no minibus. Years R – 4 accessed the gardening, they grew lots of different plants and vegetables and held a 'garden party' to try new things.</p>	<p>Buy more bikes (balanced and peddled) to make sure that there are enough right up to year 2 (to allow for growing numbers).</p>
	<p>Continue subscription to Lifewise</p>	<p>£700</p>	<p>Attainment: The tuck shops and Forest school purchases wont show attainment until next year when they have been firmly established.</p>	<p>Look into the possibility of buying a polytunnel / green house to expand our growing and be able to sell in the community.</p>
	<p>Bikeability for years 5 &amp; 6 (extra adult support)</p>	<p>£200</p>	<p>The active playtimes and fun fit sessions have enabled children to work and play collaboratively while developing gross and fine motor skills. The use of balance bikes during own learning time has had a big impact on motor development as</p>	<p>Get regular supply of fruit and snacks for tuck shop.</p>
<p>2x weekly FunFit sessions for children who need support with gross motor development – extra TA hours</p>	<p>£780</p>			
<p>Minibus / coach to transfer people to the woodland to be able to access Forest school</p>	<p>£400</p>			

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	<p>Use of gardening sessions to get children to be physically active, caring for the future of our local environment and learning about how to grow fruit and vegetables for eating. Purchase of gardening equipment, seeds, bulbs and compost for growing, as well as irrigation equipment.</p>	<p>£220</p>	<p>children are using them much more regularly. The gardening club enabled children to learn more about where food comes from. The physical effort of planting them was good for their mental health and well being. Children tried fruits and vegetables that they had never had before.</p> <p>Whole School Improvement:</p> <p>Children are more active on a daily basis, have better motor skills and are beginning to know more about where fruit and veg come from. With the opening of our tuck shop and expanding our gardening next year, this will continue to improve.</p>	
<p style="text-align: center;"><b>Diverse &amp; Inclusive</b></p> <p style="text-align: center;"><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 style="text-align: center;"><b>(Key Indicator 4)</b></p>	<p>After school club for children from years 3-6 to encourage the children to enjoy being active again, working on teamwork skills, developing game skills</p> <p>Archery sessions for all of children from years 2 to 6</p> <p>All children to take part in beach school sessions, enabling them to learn how to be safe in a beach setting, confident in the water, and, for older children, how to surf, swim and body board in the sea.</p> <p>Dance sessions to be provided to children so that they have access to an activity that is lacking in our area.</p>	<p>£490</p> <p>£175</p> <p>£2150</p> <p>£105</p>	<p>Participation:</p> <p>Children from years 3-6 accessed the club (8 week blocks), uptake was around 75%. They absolutely loved it! All children from years 2- 6 did archery Whole school attended 7 Beach school sessions, with EYFS and Year 1 doing 9 altogether. Dance was made available via video for the whole school during lockdown.</p> <p>Attainment:</p> <p>Children experienced and gained new skills in a wide range of activities from open water swimming, walking, surfing, body boarding, rock pooling, bouldering, archery plus other team games. The physical activity and exertion levels were</p>	<p>Sustainability:</p> <p>These activities are now part of our regular annual activities, we will continue to engage with DT Coaching to look at ways to provide more variety for our children. This will continue through the holidays as the school will be host to the holiday club.</p> <p>Next Steps:</p> <p>Parent survey asked for more after school sports clubs, so work with DT coaching to provide a wider range of activities out of school. Book beach school</p>

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			<p>high and children got to appreciate and love where they live.</p> <p>Whole School Improvement:</p> <p>All children have gained a love of the outdoors and improved their overall fitness levels. The participation in sessions has been high. This was commented on by parents in the summer survey.</p>	
<p style="text-align: center;"><b>Competitions</b></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;"><b>(Key Indicator 5)</b></p>	<p>Minibus – Use minibus to travel to competitions at other school e.g. high five and football competition with other Penwith schools. The team will be mixed boys and girls. Money for fuel and staff.</p> <p>Use local surf school to set up and deliver competitive sports day where children learn to work together, gather points across bubbles and compete in a wide range of activities.</p>	<p>£200</p> <p>£350</p>	<p>Participation: Competitions not taken place due to Covid Whole school attended sports day and it was very successful.</p> <p>Attainment:</p> <p>Balance of competition and support was very strong, children learned to win and lose, as well as take part in a variety of activities, some very different to ones the usually do e.g. surf board running, raft race etc.</p> <p>Whole School Improvement:</p> <p>Sports day was a wonderful addition to the school year, we will definitely be doing it again! Children and families showed a sense of 'togetherness' and it strengthened our school community</p>	<p>Sustainability:</p> <p>Both are sustainable and can be budgeted for. We need to make sure we actively take part in more competitions to support the children's ability to win and lose.</p> <p>Next Steps:</p> <p>Rebook sports day through surf school. Engage with both Penwith heads and other TPAT schools to enable us to join other competitions.</p>
<p style="text-align: center;"><b>Leadership, Coaching &amp; Volunteering</b></p>	<p>Sports captains used to provide support to teachers for their weekly PE sessions.</p>	<p>£0</p>	<p>Participation: Children were engaged more during playtimes, although this was limited by</p>	<p>Sustainability: Highly sustainable – low cost, high impact. This can easily</p>

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<p><i>provide pathways to introduce and develop leadership skills</i></p>	<p>Play leaders used at breaktimes to facilitate active playtimes – new equipment needed to ensure activities are high quality.</p> <p>Year 5 &amp; 6 children supporting physical activity by going on walks with the younger children, providing encouragement and support for the staff.</p>	<p>£400</p> <p>£0</p>	<p>the weather at times. The older children got a lot out of supporting the younger children. It also improved behaviour.</p> <p>Attainment:</p> <p>Children learned core skills of teamwork and resilience, as well as becoming more active.</p> <p>Whole School Improvement: Happier playtimes, healthier children.</p>	<p>continue and progress year on year.</p> <p>Next Steps: We need to build on this next year, including other physical and mental challenges.</p>
<p align="center"><b>Community Collaboration</b></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>Engaged with local surf school to support children’s understanding of how to be safe in water and to complete some open swimming.</p>	<p>£500</p>	<p>Participation:</p> <p>Year 5 &amp; 6 attended sessions (25 children)</p> <p>Attainment:</p> <p>All children learned the basics of water safety and what to do in an emergency. Children had lots of practise at swimming.</p> <p>Whole School Improvement: Younger children were also spoken to weekly at beach school about how to keep safe in the water and we used an extra lifeguard for sea swimming as part of beach school.</p>	<p>Sustainability: This is easy to book as part of our annual Beach school sessions. Children will build on confidence year on year.</p> <p>Next Steps:</p> <p>Ensure Surf school are clear on requirements. Consider buying a set of wetsuits for children to use each week so they are not too cold.</p>
<p align="center"><b>Workforce</b></p> <p><i>increased confidence, knowledge and skills of all staff in teaching PE &amp; sport</i></p> <p align="center"><b>(Key Indicator 3)</b></p>	<p>Phase 2 - Truro and Penwith Academy Trust Health, Wellbeing &amp; Sport programme focusing on:</p> <ul style="list-style-type: none"> <li>- Audit</li> <li>- Statement compliance</li> <li>- Leadership training</li> <li>- Tailored CPD opportunities</li> <li>- Monitoring &amp; Evaluation</li> </ul>	<p>£1000</p>	<p>Participation:</p> <p>Training not undertaken due to Covid restrictions</p> <p>Attainment:</p>	<p>Sustainability:</p> <p>Swimming course already booked and enquiries made about Outdoor learning courses</p>

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	Train all staff to become swim coaches to utilise the use if the mini bus and do small group sessions.	£400	No impact seen due to Covid restrictions  Whole School Improvement:  Not seen due to Covid restrictions	Next Steps: Book teacher on outdoor learning courses for Spring term.
	To train 2 teachers in level 3 forest school	£2310		
	To train 2 support staff in outdoor learning Foundation training	£805		
	<b>Total Planned Spend</b>	18,160		
<b>Total Actual Spend</b>	12,520			
<b>Total Underspend</b>	5,640			