

Sennen School Action Plan: PRIMARY PE & SPORTS PREMIUM 2022/23

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 2022 to 2023 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 for academic year 2022/23	16,870
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?	86%
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?	86%
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?	86%
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
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) <small>(Actions identified through self-review to improve the quality of provision) complete / started / not yet started</small>	Funding <small>- Planned Spend - Actual Spend</small>	Impact <small>-Impact on pupils participation -Impact on pupils attainment -Any additional impact -Whole School Improvement (Key Indicator 2)</small>	Future Actions & Sustainability <small>-How will the improvements be sustained? -What will you do next?</small>
<p>Curriculum Delivery</p> <p><i>engage young people in a high quality, broad and balanced curriculum</i></p>	<p>Specialist sports coaches and facilities (rugby, cricket, gymnastics, tennis)</p>	<p>Actual spend - £1860</p>	<p>Participation: Coaching sessions / competitions participated in with:</p> <ul style="list-style-type: none"> Pirates Rugby (year 5/6) Penzance Tennis Club (year 3/4) Gymnastics (PZ gym) (year 1 & 2) Karate (all) <p>Year 5 / 6 had surf coaching (costing factored in 'beach school' thread, not this one)</p> <p>Attainment: Children had specialist coaching sessions from the above specialists, either in school, or at their specialist site. This allowed children to develop skills, as well as aspiration for the sports.</p> <p>Whole School Improvement: Real 'buzz' around the idea of doing 'real sports'. Children were empowered and inspired to try something new.</p>	<p>Sustainability: This should be allocated each year, in order to build on this year's success.</p> <p>Next Steps: Pupil survey to see what other sports pupils are interested in learning (dance?) so that we can source coaches and book time.</p>
	<p>Sports 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</p>	<p>Actual Spend £3325 for coaches £836 for TAs Total £4161 Minus donations of £1140 =£3021</p>	<p>Participation: All pupils had access to either multisports, football or netball (high five) after school for a nominal fee (£1 per session). KS1 and KS2 multisports sessions had at least 15/30 attending each week, with many weeks being at least 20 / 30. High five has a core team of 7. All KS2 pupils also had exposure to a lunch time football club once a week.</p> <p>Attainment: Children demonstrated development in their key skills, particularly around ball skills. Greater demonstration of teamwork and competition within the school setting.</p> <p>Whole School Improvement: Children reignited their love of being physically active!</p>	<p>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.</p> <p>Next Steps: Consider the benefit of using coaches from different places so that the children get a greater breadth of experience.</p>

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	<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. This year we purchased gymnastics equipment for the community centre, football goals for the playground, replaced some mats and replenished various balls.</p>	<p>Actual Spend £650</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. We also need to purchase a full Kwik cricket set.</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>Actual Spend £2700 (6.5 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>

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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>(Key Indicator 1)</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>Actual Spend £1250</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.</p> <p>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. All unhealthy snacks have been removed and children only have access to our snacks, or snacks from a list provided to parents.</p> <p>Whole School Improvement: A healthier diet for children in school, including how to remain full until lunchtime.</p>	<p>Sustainability: This is affordable in the budget and would be good to include in next year's plan.</p> <p>Next Steps: Look at a better supplier to try and get more seasonal vegetables which is more sustainable (and hopefully a reduced cost)</p>
	<p>Beach School – Surfing and SLS run over the summer to support the development of students in and on the water</p>	<p>Actual Spend £3115</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).</p> <p>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.</p> <p>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.</p> <p>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 6</p>	<p>Actual Spend £595 (£85 per week x 7 weeks)</p>	<p>Participation: All children in KS2 attended 6 sessions of swimming and then 5 pupils in year 6 who were struggling to meet the required standard were given top up sessions (7 in total) with a trained coach to help them get to the correct level.</p> <p>Attainment: This has enabled us to ensure that 86% of our year 6 pupils met the required standard. We also know which children need to be targeted in years 4 and 5, so we will make sure they get priority next year</p> <p>Whole School:</p>	<p>Sustainability: Assessments of each child have shown that the poorest swimmers are in current years 3, 4 & 5</p> <p>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. We are also going to consider the validity of 'streaming the pupils, so that the less able children get</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>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. We have noticed that further down the school (years R to 4), there are more children on track to be at the required level by the end of year 6.</p>	<p>access to more sessions. This should help us avoid the need for top up sessions later on.</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 on the 2 hours PE & Physical Activity each week</p>	<p>Actual Spend £1045 (extra TA hours to cover the groups – 0.5 hour per day)</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 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>Sustainability: Fully sustainable, just need to ensure adequate supervision for the groups. Next Steps 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>Actual Spend £2000 (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. Pre school forest school sessions took place in the autumn term, these were very well attended (approx. 6 children) 6 children took place in an after school club for a block of 6 weeks. 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</p>	<p>Sustainability: This has already been planned for next year, with increased training for staff so increased provision. Next Steps Now that 1 more leader is trained, look at possibility of extending provision for more weeks, or offering more enrichment sessions after school.</p>

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			<p>and endurance by completing challenging, physical tasks in challenging weathers.</p> <p>Whole School: As above</p>	
	<p>Cycling –Bikeability session provided for KS2 students throughout the school year</p>	<p>Actual Spend £0</p>	<p>Participation: 15 KS2 completed their Bikeability training with Mounts Bay Academy.</p> <p>Attainment: 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.</p> <p>Next Steps Set up KS1 intervention for balance bikes to target those children who still struggle with their gross motor development. Ensure all year 5 children who didn't have a chance this year, get to complete their bikeability next year. Consider how balance bikes could be integrated into breaktimes using play leaders to support.</p>
<p align="center">Competitions</p> <p align="center"><i>Provide a well organised, appropriate and enjoyable programme of competitions and festivals for students of all abilities</i></p> <p align="center">(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>Actual Spend £1100 (Extra Teacher / TA hours to practise & supervise + travel costs)</p>	<p>Participation: This year the school was able to engage in:</p> <ul style="list-style-type: none"> • 3x high five matches (total 14 children) • 3x cross country (total 12 children) • Mulitsports festivals for KS2 (all KS2 attended) • 3x football matches (all years) • Tennis competition (years 3-6) • Athletics competition (Years 4-6) • All children took part in a cricket festival • Years 5 & 6 took part in a rugby festival • All children have taken part in school competitive and fully inclusive Sports Day with Sennen Surf School. <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>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: Build on this success next year, mapping out games / festivals in advance so that staff, families and pupils are better prepared</p>

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<p>Leadership, Coaching & Volunteering</p> <p><i>provide pathways to introduce and develop leadership skills</i></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>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>Actual 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 in play leader training 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 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 achieve. They learned a lot of tolerance and resilience too! Whole School Improvement: Calmer, happier playtimes and much better collaboration between older and younger pupils.</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. Next Steps: Look at the idea of ‘play leader Wednesdays’ where the children have a designated day to set up 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>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>Club Links - Children will be given the opportunity to participate in competitive events</p>	<p>Actual Spend £1,860 (already accounted for above)</p>	<p>Participation: Links established, and sessions / competitions participated in with:</p> <ul style="list-style-type: none"> • Pirates Rugby • Penzance Tennis Club • Gymnastics (PZ gym) • St Just cricket club • Karate <p>All children have taken part in school competitive and fully inclusive Sports Day with Sennen Surf School. 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>Sustainability: The school will need to continue to supply a big budget next year to be able to access more competitive festivals. They will also need to allocate TA hours to support at these. Next Steps: Build on this success next year, mapping out games / festivals in advance so that staff, families and pupils are better prepared</p>

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			<p>Whole School Improvement: The school learned more about what it means to win and lose and how to handle that as a community. Team spirit and support was high. They certainly learned how to be more supportive of each other.</p>	
<p>Workforce <i>increased confidence, knowledge and skills of all staff in teaching PE & sport</i> <i>(Key Indicator 3)</i></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>Actual 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. Attainment: Teachers were able to access more online resources this year due to COVID, which in a new way of working for all. 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. Next steps: Continue work with teachers to develop them within PE and Physical Activity through CPD from TPAT HSW team and other organisations.</p>
<p>TOTAL PLANNED</p>		<p>£16870 £19086 £2216</p>	<p>Allocation Total spent Overspend</p>	