



Madron Daniel CofE school



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021

Madron Daniel (St Maddern's) C of E Primary School

Commissioned by the
Department for Education

Created by



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2020:	Areas for further improvement and baseline evidence of need:
<p>Throughout the national lockdowns (due to Covid-19) the school has continued to support every child's well-being, providing personal and regional sporting challenges. The children enjoyed taking part in these, either at home or in school.</p> <p>We saw that PE needed to be prioritise this year more than ever as, after lockdown, children stated that they felt their physical fitness had decreased. Given this the school made curriculum changes from September 2020 to promote PE and raise the profile of health and well being,</p> <p>This was evident with the EYFS children and their gross motor skills.</p> <p>Although we have not been able to take part in inter school competitions and as a small school intra schools competitions are challenging, we made a whole school decision to ensure that children were receiving a variety of opportunities each day to help their physical fitness.</p> <p>In the Autumn and on the return to school in March term this meant prioritising daily short PE sessions in addition to the twice weekly PE lesson. We also increased sporting opportunities during unstructured playtimes with new basketball nets, football goals and increased playtime equipment. During the Summer term 2021 support staff on duty helped to lead active playtime these opportunities for children.</p> <p>We were not able to engage as many outside opportunities for PE due to COVID but for October 2020 – July 2021 employed an additional teacher to deliver high quality PE to our KS2 class. As part of our commitment to children's physical fitness this teacher provided PE sessions for our key worker and vulnerable children's group throughout lockdown, developing skills,</p>	<ul style="list-style-type: none"> • To provide further develop CPD for teaching of gymnastics, dance, swimming and team games- as shown the staff survey/ end of year audit. • To have 100% of children in year 6 swimming at least 25m before they leave KS2. • To have sports teams competing with other schools. • Continue to develop active playtimes and lunchtimes – facilitate this by having a dedicated member of staff to champion active playtimes PE in the school • To develop the outside markings so it promotes greater physical activity. • To ensure all P.E lessons are taught to a high quality with personal development linked to school values. • To have all staff facilitating fun and highly active P.E lessons, using the new curriculum planning. • To train playground and girls active leaders to they can plan and run active playtimes and events in the future.

stamina, and fitness. These children enjoyed the sessions and felt proud of their new skills.

We also have facilitated swimming for all children in KS2 as we know this a priority for our children living by the sea and also as with 50% of the school population in receipt of pupil premium the children do not get this opportunity at home.

We maintained swimming from September -November lockdown and also from 17th May to the end of term. This was the earliest opportunity for swimming lessons again due to COVID restrictions. This was every week for all children in KS2. Children were excited and motivated by re-establishing swimming again.

We also were aware that children needed to re-engage school and to re-establish their loving of learning, enjoying PE and taking risks in their learning. With this in mind we planned opportunities for each class to experience new physical activity.

For Class 2 (KS2) these included:

- Weekly swimming (when COVID allowed)
- Weekly PE session including Tennis sessions in Autumn 2020
- Daily short fitness sessions
- Beach safety Surfing Days (2 one in September, one in July)
- Outdoor activity day with climbing wall, archery and walking

For class 1 (EYFS and KS2)

- Weekly PE lesson
- Daily fitness sessions (EYFS Healthy Under 5s work)
- Gymnastic at Penzance Gym Club
- Balanceability

Both took part in Covid secure sports days, competing in their bubbles and sharing their successes in a final end of term assembly.

Our focus for Covid recovery was to develop positive well-being and build resilience, teamwork and communication skills. Following this approach, children's fitness levels improved with an improved stamina and resilience in other curriculum areas. Also children enjoyment of PE improved. Our adapted curriculum has helped children make progress in core subjects, improving their physical health and well being, having a positive impact on the whole child.

- To continue to provide school clubs, broadening children's involvement and enjoyment of sports.
- To develop our links and provision with local sports clubs, sign posting children for further development.
- To raise the profile of PE in the school so that it is supporting wider school improvement in transferable learning behaviours, such as resilience. Respect, responsibility and reflectiveness. Adopting Complete PE and My Personal Best will help with this.
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<p>One members of staff completed training in Balanceability level 1 and level 2.</p> <p><u>Curriculum</u></p> <p>Working with St Mary's C of E School as part of An Baya Federation staff have had training in a new P.E curriculum, which focuses on teaching life values 'personal development' in sport. This has been implemented using the Youth Sports Trust and Complete P.E resources. The staff have had training on using the new planning/ assessment tools and what a good P.E lesson should look like. This will be further developed in the Autumn term 2021.</p> <p>As a very small school developing subject leadership with just 2f full time members of staff and a shared headteacher is challenging. Therefore the school is making use of the partnership arrangement with St Mary's C of E School as part of the An Baya Federation of Primary Schools to develop leadership of PE across both schools, providing CPD opportunity to the subject Leader at St Mary's and to enable Madron to have quality subject leadership in his essential area of the Curriculum.</p> <p>For 2021-2022 a shared release time of 0.1 a week (half day) is planned across the Federation to further drive improvement of the teaching of PE.</p>	
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Did you carry forward an underspend from 2019-20 academic year into the current academic year?

YES

Total amount carried forward from 2019/220 £14,414 (this included carry forward figure from 2018/19 of xxx

Total amount for this academic year 2020/2021 £16.316

Total amount available to spend £30,730

Total expenditure (actual and planned) for this academic year 2020/21: £24,800 The remaining £6,930 is planned for appointing a dedicated sports HLTA for 2021/2022 and supporting subject leadership of PE to ensure sustainability for the future.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.</p> <p>Please see note above.</p>	<p>100%</p> <p>NB small cohort 3 children</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	<p>66%</p> <p>NB small cohort 3 children</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? <i>In a swimming pool- unable to do sea rescues, due to Covid 19.</i></p>	<p>100% self-safe rescue.</p> <p>NB small cohort 3 children</p>
<p>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?</p>	<p>Yes/No</p>

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2020/21		Total fund allocated: £	Date Updated:
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			Percentage of total allocation: £10.300
Intent	Implemen tation		Impact
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated :	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
To develop the physical activity of all children, with all children achieving 30 minutes active- aspiring towards 60 minutes active in school. - i.e develop active 30 programme, so that it is enjoyable, feasible and encourages physical activity throughout the day.	To monitor our school Active 30 timetable to include and promote more regular physical activity in lesson time and throughout the school day i.e moves/active blast/jumpstart Jonny.	£300	Enhanced opportunity for pupils to be physically active, resulting in more focus during lessons and better behaviour amongst individuals. Playmakers used to develop leadership roles. Only 50% (7/14) EYFS and KS1 children stated they felt they had exercised enough during lockdown. 52% 12/23 KS2 children stated they felt they had exercised enough during lockdown New equipment purchased and all classes using software to have 10 active minutes a day, plus two P.E sessions. Feedback from children is positive.
			Ensure all new staff are trained on the Active 30 and Active maths resources and that they are being used effectively. Next step: Look at pedometers or H.R.M to analyse the rate of physical activity. Introduce daily mile in 2021 Sustainability Continue to use and update the Active 30 timetable to encourage active blast during lessons- ensuring this becomes consistent good practice in all classrooms. KS2 teacher to lead Daily Mile type activity.

To develop physical activity on the playground during unstructured time with purchase of equipment and training for staff on active playtimes	<i>Purchase equipment/ software to promote physical activity. i.e I moves Jump start Jonny</i>		Enhanced opportunity for pupils to be physically active, resulting in more focus during lessons and better behaviour amongst individuals. Playmakers used to develop leadership roles.	Next step: Purchase bikes for KS2 with designated times for these to be used. Purchase turbo trainer stands to facilitate more use of these as an option for Year 5/6 children. Sustainability Staff trained in Balancability Staff to be trained in leading playground activities Playground leaders across KS2 to be trained
To install new playground markings to help facilitate active playtimes.	Get quotes for playground marking-involving the sports committee and staff.	£5,000	Unable to install during COVID measures. These are planned for early September. Money to be carried forward.	Next step: Book playground markings in for Autumn 2021. Provide training. Sustainability: Ensure playground leaders are trained each year to use these markings.
To train sports leaders to facilitate active play at lunchtimes- through Zoom assemblies	Organise and facilitate training for year 5 playground leaders so they can instruct children to keep active	Part of PPE	Unable to do during COVID measures. These are planned for early September. Money to be carried forward.	Next step: Book playground leaders training for Autumn 2020. Sustainability: Playground leaders to pre-train year 5s in the Spring term, if P.E funding is not available. Sustainability Maintain an audit of equipment, reviewing termly- using the Year 6 sports leaders.
To purchase equipment for P.E lessons or afterschool clubs, to ensure children have access to a high-quality experience in P.E.	Complete a P.E audit of the equipment in school and what is needed for an effective P.E curriculum to be taught.	£3,000	Children will be learning new sports and acquiring new skills using the correct equipment. P.E monitors will monitor the equipment and inform P.E lead when they need replacing. All teachers agreed that new equipment had helped develop the delivery of P.E	Sustainability Maintain an audit of equipment, reviewing termly- using the Year 5/6 sports leaders. Sustainability: Look to train staff in one of these sports and buy

				equipment which can be used by many children for years to come.
Extra Curricular provision to increase PA To increase the number of children attending an after-school sports club.	Provide new and exciting after school clubs, which provide the children with a range of skills. PE lead and class teachers to emphasise the importance of attending one of these clubs	£2,000	50% of KS2 children attended an after school club this year. 100% of children enjoyed taking part in these clubs. This club could run in the Autumn term 2020 only. We were unable to secure provision for Summer term 2021.	Next steps Ensure full programme of after school activity resumed from September 2021. Sustainability Look into appointing a games coach for 2 afternoons a week and working in partnering with St Mary's for after School provision as small numbers at Madron make this unviable for any outside providers
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Total allocation:
				£3,300
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated :	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
At St Maddern's we are focusing on developing learning attributes of resilience, risk taking, resourcefulness, respect responsibility and reflectiveness, We PE as being a way to develop all of the qualities.	Class teachers to actively refer to learning attitudes in PE lessons. Development of physical literacy for KS1 and KS2 Weekly values awards linked to these for celebrating achievements in weekly celebration assemblies.	pPE cluster	Interruptions to this in KS2 class due to COVID and staff changes mid year meant that this was not consistent through the year. However, children are starting to be able to articulate learning attitudes and link them to PE. PE Lead (St Marys) attended YST CPD on 'Deep dive PE and Ofsted' and MyPB. has been shared with all staff. Creating change in the school, reflecting on the current curriculum.	Next steps From September both classes to use Complete PE as core PE curriculum and My Personal Best to continue to promote values in PE. Increase awareness amongst staff and pupils. The importance of PESSPA and ensuring it is part of the daily routine.

<p>Active maths utilised by the whole school. Increase activity levels through delivering Maths of the day</p> <p>To continue to promote the importance of sport with Adventure days to build resilience, risk taking and engage children in outdoor adventurous activities class timetabling daily PE/Well Being activities.</p>	<p>Children using physical activity to strengthen understanding maths</p> <p>Planned opportunities for KS2 class in the Summer term: Safe Surf Day Climbing, archery and cycling Planned opportunities for KS1 Gymnastics at Penzance Gym Club.</p> <p>Funding for an additional TA at break times to facilitate an Increased use of structured games a break times using additional adults</p> <p>Sports week planned for Summer term with St Mary's</p>	<p>PPE cluster</p> <p>PPE cluster £1,500</p>	<p>This has been used by both class and created strong links between different subject areas, including Active Maths. It has built children enjoyment and confident in this area These additional activities were essential from our review of children's lockdown experiences. 100% children enjoyed these opportunities and it had a positive impact on their well-being and personal development which was discernible in other curriculum area. The children learnt new skills and developed their social and emotional skills.</p> <p>Funds to support an additional TA at playtime helped. Playtimes calmer and more active as a result.</p> <p>This could not take place due to COVID restrictions</p>	<p>Ensure new staff use this as part of the curriculum offer, particularly for children needing catch up in September 2021. Build in ways to continue to offer adventurous activity as part of PE offer at Madron, supported by PE premium and parental contribution for 2021-2022</p> <p>Develop playtimes and Playground Leaders (as part of PPE).</p> <p>Develop this in Autumn 2021 with dedicated PE celebration week</p>
<p>F.S.M and SEND children are planned for in lessons and clubs, to facilitate full engagement of all children.</p>	<p>Dedicated support staff in P.E lessons and after school clubs to support children with additional needs and ensure children with SEND can access provision.</p>	<p>£1,000</p>	<p>Child with 1:1 needs did not attend after school provision in Autumn term but till commence in September 2021 8 FSM children attended After School club in Autumn 2020 All children took part in sports days and PE enrichment days successfully.. The success of noted in SEN progress reviews.</p>	<p>Next step Continue to actively promote involvement of SEN and PP children in after school provision. Sustainability: ensure that the pupil premium fund helps to support the delivery of high-quality P.E and allow children on the register to take part in extra-curricular sports.</p>
<p>To continue to promote sport through celebration assemblies, recognising and rewarding achievement in P.E and school sport</p>	<p>Whole staff to promote new Sporting Awards each week to link to values. School Sports Committee to be set up to organise (where possible) sports days, well-being week, outdoor garden games fundraiser/ sports relief and intra-school competitions.</p>	<p>£500</p>	<p>Too early to assess impact as only begun in Summer term 2. Continue to monitor through 2021-2022</p> <p>School Committee to be set up in September 2021 now.</p>	<p>Next step: Have sports values awards presented each term to coincide with our school values awards.</p>

My personal best (Y.S.T) curriculum rolled out across the school, with a focus on key concepts and questions to drive the learning of key skills and values.	The curriculum lead to attend training for the YST.	£300 staff cost	All staff have had one training session on using my personal best within a P.E lesson. The P.E has started working with staff, one-to-one, to develop their teaching of P.E using my P.B. The new P.E intent includes my P.B and links to our school values.	Next step: Provide a follow up session to the new teaching resources in P.E. Develop the intent and implication of this resource and monitor it in lesson observations/ assessments to check for impact.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Total allocation:
				£1,200
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To continue with membership of local PE cluster to access CPD for all staff To provide further CPD training for staff in a range of sports.	Organise CPD coaching for tennis, football, cricket, gymnastics and Balanceability.	As part of PPE fund. Supply costs for training £200	Children have a better understanding of skills in other areas of sports. Quality of PE to be improved across the school with teachers feeling more confident in their delivery of P.E Some use of Disney resources in PE lessons by KS2 teacher.. Not all completed due to COVID restrictions and staff turnover.	Next step from staff surveys: Conduct staff survey to reflect on the CPD needs for staff. Further develop active apply through Storytelling. Engage with girls Football School Partnership (YST/FA) Include orienteering training for staff leading to Continue to develop our school site to allow for a variety of orienteering sessions and to have an orienteering after school club Swimming training needs to be completed in 2021-2022 Update on Active Maths training for all staff.
To provide CPD training for staff in teaching swimming.	PPE Cluster training for Swimming teaching. D.K to organise this with N.E.	As part of PPE fund Supply costs £300.	Not possible with Covid 19 restrictions.	
To provide further staff training for Active maths resources.	Staff are providing more opportunity to move during lessons.	As part of PPE fund.	Staff supported in the development of this. Children now have greater opportunities to be physical active, outside their P.E or active breaktimes.	

To provide CPD training for lunchtime assistants, to promote further physical activity.	Organise a top-up training session for all staff, using the updated resources and planning- speak to N.E		Children will develop greater well-being and fitness.).	Sustainability: less staff requiring sports specific CPD and an even greater confidence in teaching sport to their age range.
	Organise playground leader training for LTS to attend and take part in	£500 supply costs	Training not possible due to covid restrictions. All children given YST active home learning activities during lockdown. Some of these have been used in playtimes and lunchtimes and contributed to enjoyment of playtimes.	Sustainability Continue to develop the lunchtime assistant role with further training throughout the year.
Subject leader from St Mary's to monitor the teaching of P.E to audit the needs of the staff and provide support where required.	Subject leader from St Mary's to have dedicated planning and assessment sessions with staff to ensure that lessons are being taught at high standard, using the P.E planning resources. Complete P.E to be used to improve staff confidence and skills in teaching P.E.	£200 supply costs	All teachers believe that the effective planning in P.E will help them to deliver a more effective P.E lesson with better outcomes for the children.	Next step To have one session per term upskilling staff on the delivery of P.E Sustainability: For 2021-2022 P.E lead from St Mary's to have dedicated to facilitate upskilling of staff and development of PE at St Maddern's in this key year.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Total allocation:
				£5,000
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Being part of the local PE cluster (PPE). Utilising PPE offer to attend additional activities and opportunities in a variety of sports	We will be part of the local PE cluster and will take part in as many sporting and CPD opportunities as possible. This year saw more virtual events due to lockdown.	PE cluster	Children will get to take part in a variety of festivals and sporting competitions. Developing the children's confidence, experiences and social interaction.	<p>Next step</p> <p>Continue with membership and accessing opportunities for children to take part in additional opportunities.</p> <p>To continue to be part of the cluster and upskill new members of staff. Continue to work with local partners and community setting. Continue to assess those that are less active and engage.</p>
<p>To deliver a broader range of after school sports clubs, to a range of ages, using sports specific coaches- where this is possible, due to Covid 19.</p> <p>To continue to be part of the local P.E cluster (PPE). Utilising the PPE offer to attend various sporting activities.</p> <p>To continue surf safety days in KS2 to develop the children's experience of our local area and surroundings- engaging them to be safe and active outside.</p> <p>To provide Bike-ability and Balance-ability courses for children in reception and year</p>	<p>Create plan for after school clubs, which involve sports specialist coaches in after school clubs e.g coaches from Plymouth Argyle</p> <p>Through the PE cluster, children will take part in Bikeability, Balanceability, gymnastics and Tennis- with local club links.</p> <p>Through the P.E cluster, all KS2 classes will have a surf safety day. Additional staff will be released to support transportation.</p> <p>To also ensure that all Reception/ 1 children have had Balanceability. Balance ability helps learning of gross motor skills, which can accelerate other types of learning and improving early years' daily PA</p>	<p>£3,000</p> <p>As part of PPE fund (Tennis separate to this)</p> <p>As part of PPE fund</p> <p>As part of PPE £100 for supply time £800 for balanceability bikes and helmets £1,100 for Bikes for</p>	<p>Limited impact - this has not been fully achieved due to COVID restrictions. After school clubs took place in the Autumn term. But did not resume in the Summer term due to COVID restrictions.</p> <p>Children in class 1 have attended Gymnastics sessions with 100% of children stating they enjoyed this and learnt new skills,</p> <p>Children in class 1 have taken part in Balanceability in Summer term and one member of staff trained and qualified. New bikes and helmets bought. Children will become more proficient in cycling from an early age, ensuring more are ready for level 2 Bikeability at KS2. The school offers Bikeability every two</p>	<p>Next steps</p> <p>To continue to find new and innovative sports to broaden the children's experience of sport.</p> <p>Sustainability- train school staff to continue delivering high quality sessions after schools sessions, which engage and promote various sports. Partner with St Mary's for increased opportunities for children.</p> <p>Next steps</p> <p>To organise the girls only festivals that didn't take place for the next academic year.</p> <p>Sustainability</p> <p>To continue being part of the Penwith sports cluster, to enable greater opportunities for sport, CPD, competition and high-performance provision.</p> <p>Next steps</p> <p>To book Year 5/6 children in for Bikeability in training in the Autumn term, if Covid 19 allows for it. Balanceability sessions to be run termly with qualified member of staff</p>

5/6. To train up E.Y.F.S staff and buy resources for the delivery of Balance- ability.	One member of staff to be trained at level 1 and level 2 Balanceability. Resources purchased for greater sustainability and progression in cycle proficiency.	KS2 children	years and will plan for this in 2021/2022	from E.Y.F.S Sustainability: Qualified member of staff to work with other staff members, using the planning and resources to deliver effective Balanceability training.
Continued development of school grounds to develop on site outdoor education, monthly 'forest school-type days and activities for all children with focused Outdoor discovery days. Explicit links made between being outdoors and mental health and wellbeing.,	Dedicated whole school curriculum time to outdoor discovery days (ODD) sustained and developed with different location – local woodland and beach school days	£1,000 for outdoor equipment	Improvement in outside area with new pond developed from collaborative work with Duchy College Learning outdoors took pace in the Autumn term and on return to school. Children had developed forest school skills and attitudes towards learning that are seen to be transferring back into the classroom – resilience, risk taking, perseverance, creativity and team work Emphasis on outdoor education has been written into school whole school curriculum intent	Next steps <ul style="list-style-type: none"> • Explicit planned in opportunities for Forest school type activities across both classes as part of curriculum development • Measure impact with questionnaires form pupils and pupil conferencing about this • Develop orienteering as part of this outdoor offer at Madron Sustainability <ul style="list-style-type: none"> • Secure middle leadership for outdoor education from staff at Madron

Key indicator 5: Increased participation in competitive sport				Total allocation:
				All from PE cluster membership (£2,000)
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To participation in the school games with children taking part in CSG virtual events.</p> <p>To take part in virtual PPE cluster events and select a wider variety of children for compete in appropriate level of competitions.</p> <p>Providing surfing school days and clubs for our children.</p>	<p>We will aim to participate in the Cornwall School Games, where this is possible due to Covid.</p> <p>Teachers to promote the active blasts and PPE bubble competitions.</p> <p>Developing new skills and water safety and developing social and emotional development</p>	<p>PPE</p> <p>PPE</p>	<p>Limited impact due to COVID restriction. This area needs to be a main focus for 2021-2022</p> <p>Children learnt that they can take part in sports competitions and learnt some new skills through new activities and will gain an idea of how to adapt resources. This had limited impact.</p> <p>Children will be able to represent their school in sporting events and a register will be kept to ensure a cross section of pupils take part.</p> <p>Again limited impact and an area to develop 2021-2022</p> <p>Increase in competition opportunities all children will be taking part, developing social skills, confidence and competence and physical skills. The competitive element did not take place between schools although increased and improved core PE provision increased this in class PE lessons.</p> <p>Children will have the opportunity to take part in competition. The school will try to feed players towards sport outside of school</p>	<p>Next step:</p> <p>To involve class 2 in the school games for 2021-2022</p> <p>The subject leader will continue to work closely with the school games criteria next year and ensure all pupils get the opportunity to compete at the appropriate level for them. Working on any areas for development outlined in the SG Mark Award. (The award was rolled over for another year due to COVID.)</p> <p>To increase involvement in interschool competitions in 2021-2022 with funding used to support staffing to facilitate participation in these events.</p> <p>Sustainability:</p> <p>To continue with membership of the PPE to ensure that there is a range of competition and fun festivals for all children, including SEND and FSM to compete in.</p> <p>Dedicated PE lead in school to support and coordinate events.</p>

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Other indicator identified by school: Additional swimming				Total allocation:
				£3,000
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>(If this is possible, due to Covid-19) To have all children by the time they leave year 6, swimming at least 25m.</p> <p>To have a greater number of children swimming 25m or more with various strokes.</p>	<p>All KS2 children to have weekly swimming lessons</p> <p>To train up more qualified swimming teachers for swimming lessons.</p> <p>Provide a clear progression document, for staff, to help them</p>	<p>£3,000 for additional staffing and transport cost.</p>	<p>KS2 class had swimming lessons in the Autumn term until November COVID restrictions and then again from 17th May.</p> <p>We were unable to take KS1 swimming this year due to COVID. Swimming with children from a young age is vitality important at</p>	<p>Sustainability Depending on COVID-19</p> <p>Continue swimming lessons for all children y1-y6 so that by the end of year 6, all children can swim 25metre over various strokes.</p>

To have all children performing self-safe rescues.	<p>teach all the national curriculum swimming objectives.</p> <p>To have all children in year 5/6 completing safe rescues in the swimming pool (as part of swimming lessons) and the sea (with RNLI'S hit the surf programme and Global boarders surf safety days).</p>	£500 surf safety days for all KS2.	<p>Madron as most families do not have transport or finances to take children swimming out of school, All Year 6 children achieved swimming a basic 25m but additional attention needs to be given to variety of strokes</p> <p>This was not possible, in the sea, due to Covid 19. However, 66% completed the safe rescue of others programme with the local leisure centre, using a range of rescue equipment. 100% of the children completed the safe floating and self-help rescue.</p>	<p>Next step Book the hit the surf programme in again for all KS2 children to encourage swimming in different water conditions.</p> <p>Next steps: Train more TA's in teaching swimming and remind staff of the next progression documents for swimming and where to find them.</p> <p>Sustainability Continue with 2 surf safety days (for KS2) to ensure all children are aware of how to stay safe in the sea or pool.</p>
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Signed off by	
Head Teacher:	<i>Hilary J Tyreman</i>
Date:	31.07.21
Subject Leader:	<i>Hilary J Tyreman</i>
Date:	31.07.21
Governor:	<i>Jeff Davis</i>
Date:	31.07.21

