

Sports Premium Impact Report

Key indicator 1: The engagement of all pupils in regular physical activity - Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school

- Range of clubs ran by teachers, support staff & coaches.
- Participation rates at clubs (see website).
- Daily Mile or Active 15 in each class organized by TA.
- Introduction of Sports Leaders into lunchtimes - this has enabled more physical activity to take place within the school day. See rota outside.
- CCE Staff Training on Active Classrooms 30/10/18 & 31/10/18 - to enable staff to deliver high quality active lessons which will lead to an increase in pupil attainment, behavior and engagement and ensure they are more informed relating to the benefits of physical activity on well-being.
- See staff comments below following the training and completion of tasks:
 1. The active maths activity during the input very quickly showed me which children knew the full range of UK coins and which children didn't. The children were also highly motivated and engaged with the learning that was taking place (even if they didn't realise it was taking place). All children had to participate (by either sitting or standing for each coin name), whereas ordinarily, the input doesn't require all children to respond in such a way. The evidence of the learning is seen in the challenged that they completed successfully as a result of the input. KS1 TEACHER
 2. The learners weren't held back by a barrier of writing. They were able to understand that if they knew 3×4 , they also know 4×3 , 12 divided by 4 is 3 and 12 divided by 3 is 4 . Actually physically becoming the arrays helped them understand how they work and that you can glean two multiplication sums from it. I had children leading the clap and click times tables activities which meant that they were consolidating their learning by leading and helping others. I now feel that the children have a better understanding of times tables, although they do not know all confidently yet. I took photos and videos to evidence this. I stuck some in the children's books and there are some uploaded in my file on here :) UKS2 TEACHER
 3. All children were extremely engaged due to appropriate differentiation (3 ways). Children chose their pairs and their challenge and as a result, created a conducive and productive environment that allowed all children to work on a level playing field. Enjoyment was key and on-task conversations were evident through the entire session. Children were able to address misconceptions as when they got the answers wrong, they were not able to progress onto the next question. LKS2 TEACHER

ACTIONS - To get Funfit introduced or similar active interventions and include a wake and shake activity in the mornings.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

- PE Noticeboard/Newsletter which is has sporting information for pupils to use/view, although this needs to be more consistent in the newsletters.
- PE postcards - these are taken home and shared with pupils.
- Sports Leaders (pupils had to apply) and they are responsible for ensuring the school and pupils engage in regular physical activity at lunchtimes using some alternative equipment.
- We have an ALL CHANGE policy which sees that all pupils must bring PE kit for every lesson even if they are injured or unable to be totally active as they will be given another role within the lesson. This enables all pupils to make progress, be fully engaged & see the value in being physically active. In addition to this, staff are expected to change for PE which again highlights the importance of PE and increases the profile.
- Pupils attend many fixtures/events in a huge range of events which is often during the

school day and it is becoming the norm.

- CCE Staff Training on Active Classrooms 30/10/18 & 31/10/18) - to enable staff to deliver high quality active lessons which will lead to increase in pupil attainment, behavior and engagement and ensure they are more informed relating to the benefits of physical activity on well-being.
- Sporting achievements are highlighted within assembly to share successes.
- Sportspeople came into school to help inspire and motivate children to become active - Paul 'TINY' Sturgess and Cornwall Cricket.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

- Continuing on from last year staff have access to team teaching with a PE specialist - Mrs Lentern or external companies, for example Cornish Pirates Rugby Club. This along with shared SOW on Sharepoint has seen teachers increasing in confidence and many achieving the 2 hours of PE per week.
- Results from staff questionnaires are positive with the majority stating that they feel their confidence, knowledge and skills have increased 'a lot' from this team teaching. As a progression moving forwards teaching staff will lead the PE lessons with support from a PE TA.
- Each school has a broad, inclusive & progressive curriculum that enables pupils to develop their physical skills alongside their tactical knowledge & understanding. Staff have access to resources for this and additional support if needed.
- An increase in staff confidence leads to pupils engaging and enjoying PE, for example questionnaire results state that 78% of pupils 'enjoy PE & look forward to it' (PE questionnaire results 2018 - 2019), which is a slight increase on last year's result of 75%.

ACTIONS - Look at the staff questionnaires and according to perceived weak areas continue to support staff with team teaching interventions, meetings and external courses, where required.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

- Each school has a broad, inclusive & progressive curriculum that enables pupils to develop their physical skills alongside their tactical knowledge & understanding (see website for Curriculum Plans).
- Pupils have experienced alternative sports often with external coaches for example, Tri-golf, Tag Rugby and Bikeability.
- High engagement of pupils within PE and each activity area pupils enjoy taking part (see below).

	I enjoy PE & look forward to it! I don't need much help in lessons & I can do most tasks on my own.	I enjoy PE, however I need some help to do the tasks.	I don't enjoy PE & struggle to complete the tasks asked of me.
St Mabyrn	78%	22%	0%

- Attendance at clubs has seen an increase from 2016 and has remained steady over the last 2 years. This may be due to the variety on offer and the targeted events such as Funfit, Projectability and Active Afternoons (see website for full results), as well as it becoming a culture within the school to take part in physical activity.

	2016-2017 Autumn Term	2017-2018 Autumn Term	2018-2019 Autumn Term
Whole School	45%	63%	61%
SEN	-	16%	43%
PP	-	63%	25%

ACTIONS - Continue to work with outside agencies for a variety of clubs and to increase participation rates preferably using the local area.

Key indicator 5: Increased participation in competitive sport

- Pupils are accessing competition at school.
- MCSN & PEPA are now providing a range of events for a variety of pupils and as a school we have taken part in a range of competitions, for example:
 - CCE Football Tournament @ StTudy, Cottonwood Cycling Event, MCSN Cross-Country league, Bodmin College Netball Tournament, Bodmin College Football Tournament, Bikeability, MCSN Grass Track Cycling Event, Active Afternoon, KS1 Multi-skills, KS1 Gymnastics, KS1 Cross Country, Athlete Development Programme, Cycling Competition
- Through team teaching teacher and support staff are aware that all pupils need to experience competition at some point during their time at school if not at a club through curriculum time, it is often written in as an expectation at the end of a unit. However, this must be inclusive - which staff understand following CCE Staff CPD.

ACTIONS - Organise inter-class competitions to run at the end of every half term.